



ANALYSIS AND COMPARISON OF TEACHING SKILLS AND MANAGEMENT SYSTEM IN
PRIVATE DANCE INSTITUTIONS IN SHIJIAZHUANG, HEBEI PROVINCE



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A Thesis Submitted in Partial Fulfillment of the Requirements
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ANALYSIS AND COMPARISON OF TEACHING SKILLS AND MANAGEMENT SYSTEM IN
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BY

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With the development of dance arts examinations in China and the implementation of the dance unified examination in Hebei Province, the ratio of cultural to professional studies has been adjusted to 5:5. This change aims to cultivate well-rounded dance arts students. Although there is extensive research on dance arts education, studies specifically targeting dance examination training institutions are relatively scarce and urgently needed. This research aims to fill this gap and contribute to the cultivation of dance examination students. Through a detailed investigation of the current state of private dance training institutions in Shijiazhuang, the study analyzes the dual pressures faced by dance examination students with weak professional foundations and insufficient training time. These challenges make it difficult for general high school dance examination students to gain admission to their desired universities. By analyzing and comparing different institutions, the study selects Yong mei Dance School, Yue da Arts School, and Bo yun Arts Training School as representatives of best practices and explores their success strategies in depth. Research methods include interviews, comparative studies, and statistical analysis, integrating theories such as best practices, constructivism, differentiated teaching, and multiple intelligence theory alongside Yang Ou's dance training theory to enhance the quality of training. The results indicate that key factors in these best practice institutions include high-quality faculty, a scientific teaching system, and effective teaching techniques. The study summarizes these experiences and, incorporating Tony Bush's educational management theory and Western education management models, proposes guidelines for other training institutions. These strategies also offer new perspectives for improving global dance education standards, advancing educational model upgrades.

Keyword : Private dance training institutions Best practices Teaching skill Dance training courses

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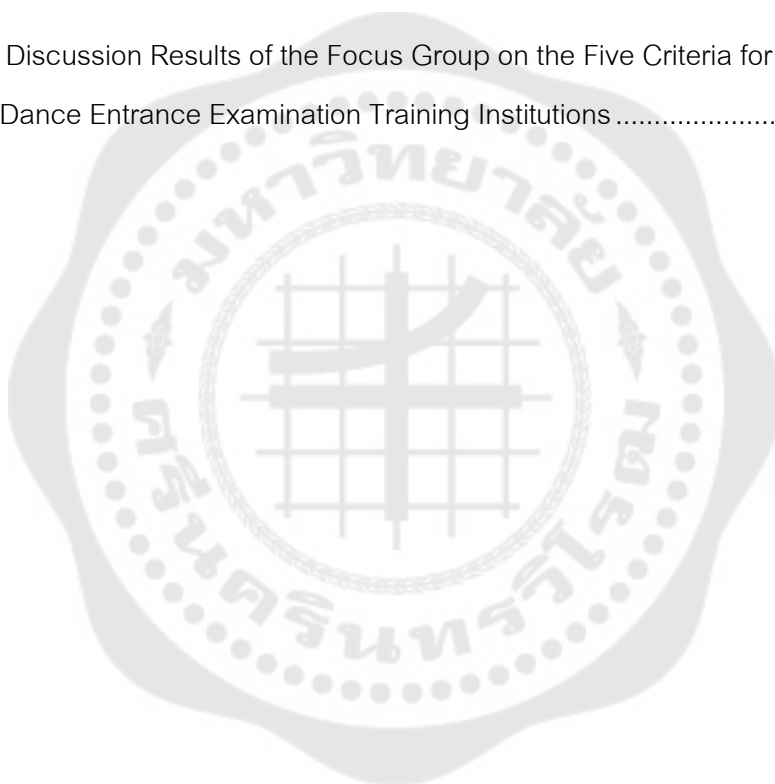
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CHAPTER 1

INTRODUCTION

1.1 Background

Since around 1998, China has implemented the provincial unified examination for art majors for more than 20 years, and the art college entrance examination has been booming. Since 2015, the number of candidates and training institutions has also increased year by year. On June 30, 2018, the Hebei Provincial Education Examination Institute, based on the Ministry of Education of the People's Republic of China, issued the "Notice on Issuing the Syllabus and Instructions for the Unified Examination of Music and Dance Majors for Enrollment in Ordinary Colleges and Universities in Hebei Province", which introduced in detail the unified examination for dance majors enrolled in ordinary colleges and universities in Hebei Province (hereinafter referred to as the Provincial Dance Unified Examination). On November 8, 2018, the Hebei Provincial Education Examination Institute issued the "2019 Hebei Provincial Enrollment Guide for Art Majors in Ordinary Colleges and Universities", which emphasized that all art majors, independent colleges and private colleges and universities, and art undergraduate majors in colleges and universities in the province are involved in the unified examination category, and the Hebei Provincial Unified Examination results must be used for admission. Art undergraduate majors in colleges and universities outside the province are involved in the Hebei Provincial Unified Examination, and the Hebei Provincial Unified Examination results are encouraged to be used for admission. On October 28, 2019, the Hebei Provincial Education Examination Institute further issued the "2020 Hebei Provincial Enrollment Guidelines for Art Majors in Ordinary Colleges and Universities", emphasizing that all art majors, independent colleges and art undergraduate majors in private colleges and universities, and art undergraduate majors in colleges and universities in Hebei Province are involved in the unified examination category, and the results of the Hebei Provincial Unified Examination must be used for admission (unless otherwise stipulated by the Ministry of Education). (Liu Yanfei. 2021)

According to the Outline of the National Medium and Long-term

Education Reform and Development Plan (2010-2020) issued by the Ministry of Education of the People's Republic of China on July 29, 2010 and the provincial unified examination for art majors in ordinary colleges and universities in Hebei Province on September 1, 2023, the national and local policies for artistic talents are to select comprehensive dance art talents with high-level performance ability and high creative thinking ability. Therefore, the content of the college entrance examination is set up with culture + comprehensive quality ability, and its Chinese teaching part mainly relies on ordinary high schools, and the cultivation of dance professional ability is responsible for private dance art examination training institutions. Before 2019, when the admission method for dance art majors has reached the admission score line, the admission will be based on the order of the candidates from high to low according to the professional scores, and from 2019 to 2023, the ratio of culture and major will be 3:7. In 2024, the ratio of admissions to the examination is 5:5 for culture and major.

At the same time as the rapid development of dance education in China's art training institutions, a series of problems have also struck: vicious competition between training institutions, vague positioning, professional tendency, uneven quality of teachers, potential safety hazards of teachers, and the occurrence of teaching accidents, etc., which urgently need to attract the attention of the society and the state, the field of dance, and the field of education. It is of great practical significance to deepen the teaching system of China's private non-academic dance education, strengthen the exploration of China's dance training institutions, and make them move towards the road of legalization, openness and regularization in the context of increasingly vigorous dance education, so as to standardize the market order, improve market competitiveness, expand the market scope, improve the quality of education, and promote the healthy and stable development of the education of private dance art examination and training institutions.

Hebei Provincial Dance Examination is to select outstanding dance talents, by the Hebei Provincial Education Examination Institute in accordance with the instructions and requirements of the Ministry of Education, under the leadership of the Provincial

Party Committee, the Provincial Government, the Provincial Department of Education to participate in and formulate policies and methods related to education enrollment and examinations, and specifically organize the implementation of the organization, the organization of ordinary colleges and universities to organize the enrollment examination, the examination evaluation, the release of the examination results, the province's dance candidates must participate in the professional examination. (2023.9 Baidu Zhi.com)

In this context, Hebei Province for the national examination guide, the professional comprehensive quality part is divided into: dance basic skills, dance performance, dance improvisation three examination subjects, according to such examination requirements, Hebei Province Shijiazhuang dance art examination training institution as a whole, developed the corresponding teaching plan and curriculum setting.

According to the statistics of Tian yan cha APP, there are 43 dance training institutions in Shijiazhuang, Hebei Province. Hebei Province is a big province for the college entrance examination, Shijiazhuang City is the capital of Hebei Province, the overall dance art candidates in the general high school students are huge, and according to China's education system, in addition to the art high school is a continuous system of professional learning, the academic pressure of the general high school is relatively large, the relatively good schools have community learning, most of the schools are not, Therefore, even if students love dance, but there is no learning channel under the ordinary high school education system, so the professional training of the system is interrupted, resulting in the decline of students' dance professional ability.

Through the preliminary research, with the increase of dance art candidates year by year, students are facing the pressure of examination, it is urgent to improve the teaching method of basic dance skills, and the art candidates of ordinary high schools have a weak professional foundation, uneven professional level, and short training time, in addition, the physical bone development of high school students is close to the adult level, and the training method should not only ensure that it does not cause harm to the

body, but also ensure the teaching effect. For students majoring in dance to be admitted to the ideal university, a scientific and standardized teaching system and teaching skills as well as a reasonable management system are required.

Based on the above reasons, this paper carried out a survey on the analysis and comparison of teaching skills and management systems of private dance training institutions in Shijiazhuang, Hebei Province, and selected three best model dance art examination training institutions through the survey data. The data shows that Yong mei Dance School, Yue da Art School, and Bo yun Art Training School have achieved remarkable results in solving the above problems, and the candidates' results rank among the top three in the city, and they are superior to other dance art examination training institutions in terms of teaching skills and teaching management.

1.2 Objectives of the Study

Based on the training policy of the Ministry of Education of the People's Republic of China and the Hebei Provincial Education Examination Institute, this study conducted a study on the training institutions in Shijiazhuang for the Hebei Provincial Dance Unified Examination, with the following two research objectives:

- 1) Research and compare the excellent teaching management systems of privately operated dance training institutions in Shijiazhuang, Hebei Province.
- 2) Propose guidelines on best practices for privately operated dance training institutions in Shijiazhuang, Hebei Province.

1.3 Significance of the Study

Based on the training policy of the Ministry of Education of the People's Republic of China and the Hebei Provincial Education Examination Institute, this study studies the teaching skills and management system of private dance training institutions in Shijiazhuang, Hebei Province, in view of the changes in the dance examination policy in the Hebei Provincial Dance Unified Examination.

The college entrance examination dance art candidates, the professional foundation is uneven, the training time is short, the teaching task is heavy, and the body

and bone development of high school students is close to the adult level, in the training method to ensure that it does not cause harm to the body, but also to ensure the teaching effect. At present, the teaching of dance art candidates in the college entrance examination is in the weak link in the field of dance teaching, and a good teaching system and teaching quality have been improved, so as to cultivate students with strong comprehensive ability, and at the same time, it is necessary to strengthen and improve students' innovative thinking.

This study has played a complementary role to a certain extent. In addition, with the interpretation of the instructions for the 2024 Hebei Provincial Dance Unified Examination Examination, most art examination training institutions need to adjust the teaching of dance art candidates to meet the requirements of the new policy, so the research in this paper has certain theoretical significance. It mainly has the following research significance.

1) Implementation of Education Policies: This study will help deepen the understanding of the cultivation policies for dance art examination students by the Ministry of Education and the Hebei Provincial Education Examination Institute. Through the research on privately operated dance arts examination training institutions in Shijiazhuang, it investigates the actual implementation status, contributing to the implementation of policies and educational reform.

2) Enhancement of Teaching Management Level: By comparing excellent teaching management systems, successful experiences, and best practices can be identified and shared. This will provide guidance for improving and enhancing the teaching management level of privately operated dance arts examination training institutions in Shijiazhuang. It aims to offer better education for talent cultivation, promote students' comprehensive development and professional advancement, assisting dance college entrance examination candidates in smoothly entering ideal universities, and delivering more outstanding dance professionals to the dance industry.

3) Promotion of Industry Development: By deriving guidelines on best practices for privately operated dance arts examination training institutions in

Shijiazhuang, Hebei Province, the study not only aids in enhancing teaching quality but also fosters the healthy development of the dance arts education industry.

4) Facilitation of Cross-Industry Education Collaboration: By researching and sharing successful teaching management experiences, the study can promote cross-industry education collaboration and exchange. This will drive innovation and improvement in education and teaching modes, facilitating better integration and utilization of educational resources.

In summary, this research aims to provide valuable references and demonstrations for innovation, policy formulation, and quality enhancement in the field of dance arts education. It aspires to contribute positively to the continuous development of the education sector and the overall enhancement of students' comprehensive qualities.

1.4 Scope of the Study

This paper conducted an in-depth investigation and research on the teaching management systems of three best-practice dance art examination training institutions in Shijiazhuang City, Hebei Province, in terms of school qualifications, school scale, teaching team, teaching achievements, and satisfaction.

1.5 Definition of terms

1) Private dance training institutions:

Refers to for-profit non-academic education organizations that use non-state financial funds to set up professional courses in dance art by social organizations or individuals other than state institutions to complete the tasks of artistic dance examinations.

2) Best Practices

Best practice is a management concept that refers to a method or practice that is widely recognized and considered to be the most effective, efficient, and safe in a specific field or task. These practices are often based on experience, practice, and research, and are designed to provide a reliable guidance to help people achieve good

results in specific situations. Best practices can optimize the results of production or management practices and reduce the potential for errors. They can be learned and used to improve effectiveness, efficiency, quality, safety, innovation or other performance indicators.

3) Teaching skills

Teaching skills refer to the various methods, strategies and techniques used by teachers in the teaching process to achieve the goal of promoting students' learning and development. These skills include instructional behaviors and means in terms of instructional design, classroom management, teacher-student interaction, student motivation, assessment, and feedback.

4) Dance training courses

The content of dance training activities is to improve the overall professional ability of dancers through training in their physical form, physical functions, basic abilities, performance abilities, technical abilities, mental abilities, etc. Dance training courses include: basic skills, technical skills, Chinese classical dance body rhyme, ballet training, ethnic and folk dance, modern dance training, improvisation and other course content, under the scientific training system of each course, different components of professional training for dancers, the basic links of physical training for dancers, and through the study of different courses, the corresponding dance professional has the ability to improve. The degree of development of these abilities is interrelated and mutually influential, and the level of development of each part can reflect the overall training level of the dancer. The purpose of dance training is to influence the mutable parts of the organism through scientific training on the basis of genetics and the natural growth and development of the human body, so as to meet the needs of professional dance performance talents.

1.6 Conceptual Framework

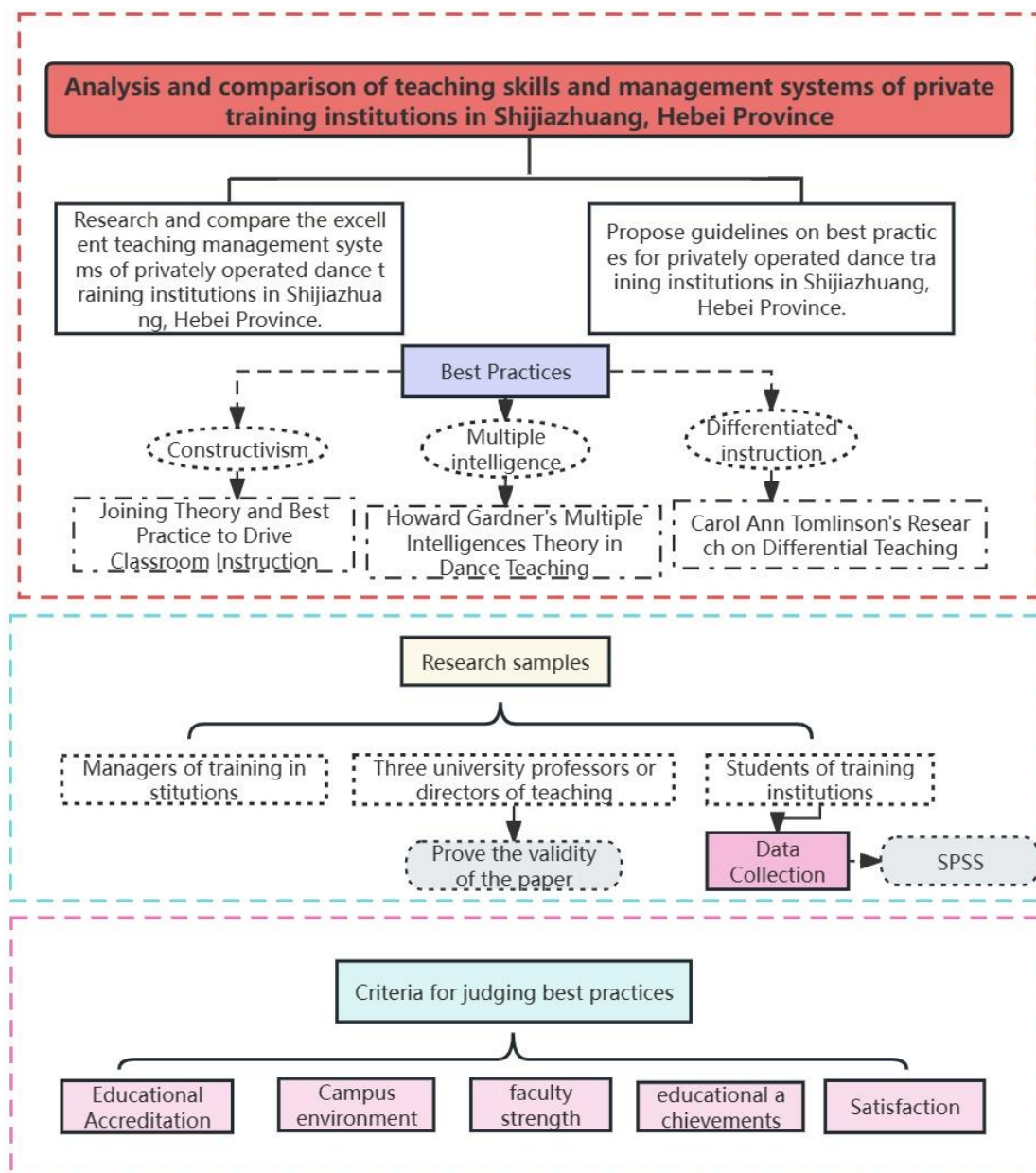


Figure 1 Conceptual framework diagram

CHAPTER 2

REVIEW OF THE LITERATURE

2.1 prolegomenon

2.1.1 The purpose and significance of the study

This review was written to summarize the current state of research in related fields and to promote academic exchange and knowledge progress. By collecting a wide range of scholarly materials, including papers, journals, web pages, books, etc., we aim to provide an authoritative and comprehensive reference tool, and the purpose of this review is to help readers understand the research dynamics. Through the review of the data, it is found that the research on the development of dance art education is concentrated in universities, primary and secondary schools, while the research on the dance art examination stage is relatively scarce, and the research on the teaching skills and management system of private dance training institutions in Shijiazhuang, Hebei Province is even rarer. However, there are still practical problems that need to be solved urgently. Therefore, it is a topic of great significance to the teaching skills and management system of private dance training institutions in Shijiazhuang, Hebei Province.

The purpose of this paper is to summarize and analyze the data collected from the field investigation of private dance training institutions in Shijiazhuang, Hebei Province, and to reveal the development status of dance art examination in Shijiazhuang City, Hebei Province, and to study and compare the excellent teaching management system of private dance training institutions in Shijiazhuang, Hebei Province. Furthermore, the guidelines on the best practices of private dance training institutions in Shijiazhuang, Hebei Province are proposed.

Theoretically, this paper analyzes and compares the teaching skills and management systems of private dance training institutions in Shijiazhuang, Hebei Province, and the research on the teaching skills and management systems of private dance training institutions in Shijiazhuang, Hebei Province is still blank through field investigation and comparative research, and has certain research value.

In practice, through the analysis and comparison of the teaching skills and management system of private dance training institutions in Shijiazhuang, Hebei Province, we can have a new understanding of the development of private dance art examination training institutions in Shijiazhuang, Hebei Province, and understand the advantages and disadvantages of the development of dance training institutions in Shijiazhuang City, Hebei Province. It will help the development of private dance training institutions in Shijiazhuang, Hebei Province, find out the problems, focus on improvement, and provide an important basis for the healthy development of dance art education.

2.2 Research status at home and abroad

2.2.1 Current status of research abroad

2.2.1.1. Best-Practice Complaint Management Robert Johnston and Sandy Mehra(2002)

Authors: Johnston and Sandy Mehra (2002) The article explores best practice in complaint management, with the aim of discovering the elements that make up best practice complaint management through research conducted in conjunction with clients in the UK service network. Using a grounded theory approach, the study analysed different types of organizations, both public and private. Through an in-depth case study, this study identifies insights into 12 best complaint management practices. (Johnston & Mehra, 2002) The findings of this study are applicable to the service industry, especially for organizations that need to deal with a high volume of customer complaints. The results are important for understanding how to effectively manage complaints, improve customer satisfaction and loyalty, and optimize the organization's service quality and business performance. The study addresses the question of how to effectively manage customer complaints in the service industry. By implementing best practices, organizations are better able to respond to service failures, convert dissatisfied customers into loyal customers, and promote continuous improvement and optimization of internal processes. There are four categories of good complaints: including: complaint solicitation culture, complaint procedures that are easy to

understand and access, process simplicity, and systematic follow-up. Dimensions of complaint management include: complaint management process, the organization's culture and attitude towards complaints, complaint process-driven improvements, employee-driven improvements, satisfaction of complaining customers, retention of complaining customers, economic benefits, retention and loyalty of complaint handlers, attitude of complaint handlers, evaluation and rewards of complaint handlers, recruitment and training of complaint handlers.

1) Theory

1.1) The research is mainly based on the theory of service recovery: emphasizing that responding to customer complaints after service failure can not only repair customer dissatisfaction, but also help to enhance customer trust and commitment, and improve customer satisfaction and loyalty. In addition, improving the service process through complaint management can promote improvements within the organization, increase employee retention, and enhance profits.

1.2) Best Practice Theory: Best practice theory involves creating an organizational culture conducive to positive and effective complaint management, including complaint encouragement, a culture of accountability, rapid and personalized response, strategic use of complaint information, and centralized and decentralized management of complaints. These practices facilitate communication within and outside the organization, ensuring that complaints are dealt with in a timely and effective manner, and that learning is learned to improve the quality of service.

2) Conclusion

Research shows that organizations that adopt a range of best practices are more effective at managing customer complaints, which not only increases customer satisfaction and loyalty, but also has a positive impact on employee attitudes and retention, organizational process improvements, and financial performance. Through best practices in complaint management, organizations are able to build a customer-centric culture that promotes their long-term success and competitiveness.

2.2.1.2 Creating Compendia of "Best Practice" Eugene Bardach(2003)

Eugene Bardach (2003) workshop discusses the importance and strategies of creating "Best Practices" (BP). The significance of policy research and analysis is truly realized when it is converted into policies and projects that benefit the public. An important recent tool in this process is the collection and database of "best practices" related to specific policies, serving as a crucial complement. This transformation is achieved by collecting and sharing practices that have proven effective in a particular policy area to gain compliance with environmental laws or to facilitate the implementation of the work from start-up to operation. (Bardach, 2003) Compendiums of best practices extend beyond simply conveying information from the social science research community to practitioners; they also help spread ideas within the practice community itself. In this context, proposed practices are typically evaluated by "experts" who apply various important criteria, which may not always align with those used in social sciences.

1) There was also experience in creating such a summary during this workshop.

1.1) Development and role of best practices: The creation of a database or summary of best practices can provide a platform for a broad and diverse audience. Translating academic research into practical applications to improve policy implementation and efficiency through the sharing and dissemination of effective practices from experiences in specific areas.

1.2) Evidence and Validity: The article discusses the identification of certain practices as "What is the evidence of effectiveness, effective service delivery and informed policy-making must depend on making sound judgments without complete knowledge, emphasizing that even in the absence of complete or scientifically rigorous information, communities and decision-makers need to make action decisions, mandated by relevant policies, such as case managers, including the collection of large amounts of evidence from multiple sources, the identification and presentation of practices that are considered promising but may show some weaknesses in evaluation,

and the use of expert and peer-reviewed methods to judge the effectiveness of practices, and what evidence can be considered as a basis to support best practice.

1.3) Christopher's observations of costs and risks, which have driven a proliferation of projects aimed at developing best practices, are briefly analyzed by the authors using BP, but none of the companies mention them, often ignoring costs and possible failure risks in the creation process. The authors propose that reasonable reporting of costs and risks can increase the desire to implement "foreign" best practices, while ignoring these factors may reduce the viability and attractiveness of best practices.

1.4) User Needs and Feedback: The article concludes by pointing out that direct feedback from practitioners and decision-makers is important for the creation and maintenance of best practices. Helps ensure that these best practices are not only theoretically valid, but also aligned with real-world needs and constraints.

2) Related Core Theories:

2.1) Knowledge transfer and exchange mechanisms to discuss how the compilation of best practices can rely on effective communication channels to translate knowledge and development of academic research into action within and outside communities of practice, not only in terms of information dissemination but also in terms of how knowledge is shared within communities of practice and between communities.

2.2) Decision theory: Emphasizing the necessity of making decisions based on partial evidence and strong theoretical logic in a complex and uncertain environment.

3) Summary

The importance of creating and sharing best practices to improve public policy and project implementation was emphasized, and by providing a platform to share effective practices and strategies, it can help policymakers and pragmatists make more informed and effective decisions in the face of complex issues. Creation and maintenance is a complex but critical process that requires a deep understanding of

evidence, costs, and potential implementation risks. Implementing best practices needs to take into account the quality of the evidence, the feasibility and adaptability of the practice, and what communication and knowledge transfer mechanisms are most effective. In addition, the development of best practices is not a static process, but needs to be continuously evaluated, revised and updated to ensure continuous and effective service and public policy objectives.

2.2.1.3 Joining Theory and Best Practice to Drive Classroom Instruction

Carol J. Fuhler (2003) outlines how educational theories and best practices can be combined to improve classroom teaching in secondary schools. The paper cites a variety of relevant theoretical and practical researches, and deeply explores their role in improving students' learning outcomes. (Fuhler, 2003)

1) Schema theory, constructivism, literary response, and the key applications and importance of these three theories in educational practice.

1.1) Schema theory emphasizes the role of prior knowledge in the learning process;

1.2) Constructivism focuses on learners' active participation in the learning process, emphasizing the competent construction process of knowledge.

1.3) Literary response theory is concerned with the reader's response to the text, and the role of this response in understanding and appreciating literature.

2) Best practices are closely related to these theories, such as encouraging students' active participation in the learning process by stimulating their prior knowledge, and using literature to stimulate students' interest in reading. In particular, the article emphasizes the importance of teachers as role models, including reading aloud, simulating reading and writing strategies, and allowing students to choose to enhance their motivation to learn

3) Problems addressed: The article points out that many teachers may not have used theory to guide their teaching practice, or may not have effectively integrated best practices into the classroom. Solutions proposed include a better

understanding and application of educational theories, as well as the adoption of effective teaching strategies to support student learning.

4) Conclusion

Effective classrooms for teachers are not only the guarantee of teaching quality, but also the core task of training institutions. By effectively integrating theory and practice, teachers are able to improve classroom teaching and better meet the needs of learners. Classroom teaching involves not only the selection and application of appropriate teaching methods, but also the enhancement of teachers' teaching capacity through continuous self-reflection and professional development. This teaching method provides students with a richer and more effective learning environment, which helps them to achieve effective learning improvement. Constructivism, for example, encourages students to actively construct knowledge and avoid the traditional passive learning model, thus making the classroom atmosphere more active. In such an environment that encourages participation, students are more proactive in absorbing knowledge and brainstorming. This kind of active participation not only stimulates the desire for exploration and knowledge, but also enhances students' expressiveness and creativity, and the integration of theories and teaching methods can make learning more effective.

2.2.1.4. Ideal Theory in Theory and Practice

Ingrid Robeyns (2008) analyzes the relationship between ideal theory and idealization, and discusses what I see as the shortcomings of some forms of ideal theory. Normative research on social justice spans a variety of disciplines and areas. If ideal theorists wish to create theories that can be applied realistically and constructively in the world, while also respecting the contributions of non-ideal theorists and practitioners in effective justice strategies, they need to be transparent about the limitations of ideal theories. Furthermore, they should invest more effort into transforming these ideal theories into non-ideal models that can be practically designed and implemented. (Robeyns, 2008)

1) The two types of normative societies are irrational analysis, for heuristic purposes, to distinguish between action design and implementation, to be based on theory, but mainly empirical research. Non-ideal theories have two main functions: first, to be able to compare and evaluate different social states; Second, guide action in order to get closer to the ideal.

2) Feasibility Constraints: Examples of socially epochal constraints, more easily constructed by society and modifiable constraints, where social rights depend on the passport they hold, or where society has a dominant set of social norms.

3) Role of the ideal theory: It has limitations and looks like the paradise island we ideally want, but it does not tell us how to approach this island. This work must be done through non-ideal theories and the design and implementation of actions that strengthen justice.

4) Summary: Any ideal society needs to have an effective non-ideal theory as the basis to guide practical actions and ultimately realize action design.

2.2.1.5. John Simiyu's "Best Practice" Success Story – Entrepreneurship Education in Kenya.

1) Best Practice Implications

The article mentions the connotation of best practice: "best practice" can be a technology, a method, a process, an activity, an incentive or reward, and if the technology, method, or process is considered to provide more effective results than other technologies, methods, and processes, it can be called a "best practice" project. (Simway et al., 2011)

2) Problems in Best Practices

The idea of this project is to achieve a desirable outcome with the fewest problems and unpredictable obstacles through proper procedures, inspections, and testing. A "best practice" can also be proven to be the most effective way to accomplish a task over a period of time (minimum effort and best results), which will continue to improve as the process changes. Of course, a key element of "best practice" is communication. This requires careful assessment, for example, that the best practice

of one person or country may not necessarily be the best practice of others or other countries, but it can still serve as lessons to be learned. It's important to remember that blindly pursuing best practices can have negative consequences, so the context of "best practices" needs to be thoroughly researched before they can be used as best practices.

3) Conclusion

The findings of the study of "best practices" demonstrate that while there is debate about whether entrepreneurship is embedded in culture, there is consensus that education plays an important role in fostering entrepreneurship. As a result, many countries at different levels of development have introduced entrepreneurship into their education and training systems. The approach to entrepreneurship education varies from country to country, and each country needs to find a method and path that is appropriate for its own situation.

2.2.1.6 Best practice guidelines.

This is the book Restorative Justice for Survivors of Sexual Abuse Chinese chapter Best practice guidelines.by ANGELA MARINARI (2021), This article addresses the challenges of achieving the application of restorative justice in sexual abuse cases, specifically how to construct a survivor-centered restorative justice process, and how to ensure that the process is safe, effective, and ethical. Taking into account cultural similarities and differences, the importance of adapting to different cultural backgrounds was emphasized. The article is divided into several key sections dealing with the application of restorative justice in sexual abuse cases, the core ideas of the theory, the theoretical framework related to best practices, and the issues addressed and conclusions reached in the article.(MARINARI, 2021) This article explores the application of theory in practice, particularly the practice of using restorative justice in sexual abuse cases, with the aim of helping to address the unmet needs of survivors and promote the development of practice. In collaboration with professionals, a set of principles and recommendations have been developed with the

aim of implementing research and restorative justice processes in a safe and ethical manner.

1) Theoretical perspectives

Restorative justice should be survivor-centered, emphasizing the importance of survivors making genuine choices based on their own best interests. At its core, it is to provide a framework for survivors to voice hurt, ask questions, and seek repair to increase the justice they feel and help heal.

2) Theory related to best practices

The best practice principles suggested in the article are based on the importance of working with survivors, cultural sensitivities, and multidisciplinary teamwork, protecting survivors' safety and privacy interests, and providing survivors with opportunities for informed choice. Best practices also include reflective learning and adaptive service design, which means that services need to be adapted to the different experiences and needs of survivors.

3) Conclusion

The article proposes a practical strategy to apply and enforce restorative justice in sexual abuse case handling, aiming to provide survivors with more support and options to help them recover and access justice by establishing safe, sensitive, and survivor-centered processes. It highlights the need for the restorative justice process to follow a set of principles to ensure that survivors are able to control the process according to their needs and conditions, and that there is sufficient time and space to reflect and make decisions. The implementation of restorative justice was emphasized to be based on collaboration and multidisciplinary team efforts, and the need for continuous learning, assessment, and adaptation to meet the needs of survivors.

2.2.2 Current status of domestic research

2.2.2.1 Best Practice Extraction by Sun Bo (2017)

The book describes best practice as a management concept, which refers to the belief that specific technologies, methods, processes, activities, or

mechanisms exist that can enhance the outcomes of production or management practices. (Bo, 2017)

1) Best practices are a principle

2) Step-by-step review of best practices:

The first step is to identify key tasks, clarify business goals, and find business problems through formal and informal communication.

Step 2: Draw a map of the scene. A picture composed of a specific time, a characteristic place, and a specific task.

Step 3: Extract the best practice SPAS method.

3) SPAS is an interview model: Typical Story - Picture - Just Review - Structure.

3.1) Typical story refers to the selection of a typical and challenging success story that fits the scene;

3.2) Overall picture: refers to the basic framework of event processing, that is, the process stages and specific steps;

3.3) Knowledge review refers to the analysis of each step on the basis of the former, in-depth excavation of key points, difficulties and the most valuable places, and summarization;

3.4) Structural expression: It refers to the clear presentation of the summarized content, which should be logical and reproducible.

4) Summary

The extraction of best practices can subdivide and quantify the working methods (quantifiable and non-quantifiable) of experts, backbones, and elites within the enterprise with best practice methods. It helps enterprises to reduce the biggest waste of personnel experience, and also helps new employees within the enterprise to master the working methods and skills of old employees in the shortest possible time. As a result, the cost savings will not be lost, so that the enterprise will not lose a lot of money due to the loss of talent. Let all enterprises return to rationality through tools. The crystallization of people's wisdom is preserved through tools and

passed on. That is to say: enterprises may not be able to retain talents, but the experience of talents can be mined, forming a model, copying the model, and replicating talents.

2.2.2.2 Analysis and research on the current situation of dance art examination in Hebei and Liaoning

Liu Zhitong (2020) master's thesis can be used to study the development of dance art examination, dance education or art education, especially when discussing the development status of dance art examination in different provinces and the learning motivation and education popularity of art candidates. Based on a comprehensive analysis of the specific situation of dance art examination in Hebei Province and Liaoning Province, this study provides us with a number of valuable insights and data on regional education differences, the source of art candidates, and the path of art education.(Zhitong, 2020)

1) Theoretical significance:

The theoretical significance of this paper lies in the use of questionnaire survey, mathematical statistics, comparative research and other methods to reveal the differences between the dance art examination in Hebei Province and Liaoning Province, especially in the different aspects of the origin of the general high school and the background of dance learning. Through this comparative analysis, this paper constructs a theoretical framework for the quality of art candidates, the popularity of art education and its impact on the development of art examination, and provides theoretical reference and practical guidance for the subsequent reform of art examination and the development of art education.

2) Relevant theories and best practices

Although the paper does not explicitly put forward a specific theory of "best practice", through a comparative analysis of the dance art examination situation in Hebei Province and Liaoning Province, it implies a point of view: a healthy and stable development of the art examination system needs to take into account and balance the quantity and quality of all kinds of students, and at the same time needs the

popularization of education in colleges and universities and targeted reform measures. In addition, it can be argued that the paper implies a theory of "best practices" related to improving the popularity of art education, adjusting motivation for further education, and improving the quality of education.

3) Problems solved

This paper solves the problem of understanding the differences between Hebei Province and Liaoning Province in terms of the type, number and learning background of dance art candidates. By discovering the problems and analyzing these differences, this paper puts forward a critique and reflection on the motivation of art candidates, the popularity of art education, and the quality of education, especially the problems of strong utilitarian purpose and insufficient popularization of art education.

4) Conclusion:

The conclusion of this paper points out the specific problems in the development of dance art examination in Hebei Province and Liaoning Province, such as the large number of students in Hebei Province and the lack of popularization of art education in Liaoning Province. At the same time, this paper puts forward suggestions for improvement, aiming to promote the healthy and stable development of dance art examination in the two provinces, and provide experience and reference for the reform of dance art examination in other provinces. In addition, the research of this paper will also help to clearly understand the common problems faced by art examinations in the general environment, and further promote the healthy development of art education in China.

2.2.2.3. Lv Yunzhen and Gao Yimin (2020.9) "Research on the Mechanism of Education Policy Reference from the Perspective of Best Practices"

With the rise of international students' academic achievement tests and rankings, education big data has swept the world. This has also led to a trend towards policy borrowing based on "best practices". Policy borrowing is divided into two research areas: normative and analytical, with the former actively advocating policy

borrowing and the latter understanding more about the when, why, and how policy borrowing occurs. From the perspective of the latter, the dynamic mechanism of international education policy can be divided into two stages: "externalization" and "reconstruction". "Externalization" analyzes how a policy can become internationally attractive and migrated to other systems; "Refactoring" analyzes how a policy adapts to and serves local reforms. Together, they constitute the dynamic mechanism for international education policy to influence and restrain each other in two dimensions: global and local. (Yunzhen & Yimin, 2020)

1) Context of non-critical education policy transfers

1.1) The history and practice of "effective education". Since 1817, comparative pedagogy was first studied by the French scholar Marc-Antoine. Marc-Antoine Jullien defines and systematically explains that Julian preliminarily envisages collating, comparing, and analyzing educational information (such as the number of students enrolled, the number of teachers, and the investment in education) in order to "deduce the principles and development lines of education, so that education becomes a science".

1.2) The Contribution of Educational Data to the Transfer of Non-Critical Education Policies. The uncritical use of big data in education, such as the International Education Ranking Table, can undermine the tradition of good education research and lead to unthinking direct reference to the experience of other education systems.

2) Policy reference: a distinction between normative and analytical issues

2.1) The research field of policy borrowing is divided into two directions: one group of researchers actively advocates policy reference, and the other group of researchers mainly focuses on the when, why and how policy borrowing occurs. The former uses a normative research methodology and is primarily focused on identifying the best-performing education systems, thus facilitating the transfer of "best practices". The latter adopts an analytical approach to analyze the reasons and time

spans of such external policy references, and examines the impact of borrowing on existing policies and power systems. In contrast, scholars who use analytics as their primary research method support basic research and choose the comparative approach as a methodological tool to make the policy process more theoretical.

2.2) Key differences between normative and analytical research

2.2.1) "Best Practices": the former refers to which best practices can be adopted, and the latter whose experience can be considered as "best practices";

2.2.2) "Communication": the former is how best practices can be effectively disseminated; Under what conditions is it possible for the latter to facilitate the transmission of experience;

2.2.3) "The impact of experience": the former is what progress has been brought about by experiential learning; The latter is who benefits and who loses after experiential learning.

3) The "Externalization" of International Education Policy: Logic and Performance

3.1) The social logic of policy "externalization": policy borrowing is never wholesale, it is always selective, which also reflects the "social logic" or specific background factors of policy borrowing. Policy streams are often readily available to politicians and policymakers in the form of "best practices" or "international standards".

3.2) Reference standards: Catalysts for policy reference: terms such as "international standards", "21st century skills" and "best practices" resonate greatly with politicians and policymakers who appeal to these terms at specific moments in agenda-setting, i.e., whenever pressure for reform is needed. For education policy researchers, the choice of 'reference standards' (i.e., education systems that can be borrowed from policy, practice and ideology) is crucial.

3.3) De-bordering: Manifestations of "externalization": Each new policy reference is reaffirmed as a "best practice" and finally reaches the status of an "international standard".

4) The "Reconstruction" of International Education Policy

Local adaptation and transformation: There is a need to examine why and when global education policies, best practices, and international standards resonate in a particular context, and subsequently how they are adapted locally.

5) Summary

This study deeply explores the dynamic mechanism of education policy reference, warns of the possible risks brought by education big data and international rankings, and emphasizes the importance of combining normative and analytical research methods in the process of global education policy dissemination and localization, as well as the necessity of adopting a critical and selective attitude in policy reference.

2.2.3 A summary of the development of best practices at home and abroad

The development of best practice theory has been widely applied in a variety of industries and professions, including service management, education policy, business operations, etc. It is based on identifying and applying best practices that improve efficiency, quality, innovation, and customer needs. These best practices are typically judged on the basis of efficiency, effectiveness, sustainability, innovation, and the specific improvements and benefits they bring.

2.2.3.1 Some good practices that can be learned from the studies mentioned above include:

1) For complaint management, establish a culture of positive response to customer complaints, rent internal improvement, and enhance customer loyalty;

2) The creation and sharing of best practices in the policy-making process is particularly important to improve public policy and programme implementation, helping policymakers and practitioners to make more informed and effective decisions;

3) In the field of education, the combination of theory and best practice is used to improve the effectiveness of classroom teaching and strengthen students' initiative and participation.

4) In the field of social justice, when the connection between ideal theory and actual situation is insufficient, it is necessary to rely on non-ideal theory to guide the practice of action.

2.2.3.2 While best practices have many advantages, they also have some drawbacks and disadvantages, such as:

1) This can lead to a reduction in innovation, as over-reliance on proven methods may inhibit new thinking and experimentation.

2) The application of best practices needs to take into account specific environmental and cultural factors, and not all best practices are equally effective in different contexts.

2.2.3.3 Best Practice Research Methods

Best practice research methods include case studies, experimental designs, comparative studies, meta-analyses, etc., which help to deeply analyze, understand and evaluate the effects of specific practices.

2.2.3.4. Summary

In view of the best practice analysis and comparison of dance art examination training institutions in this paper, the following enlightenment is provided:

1) Improving the availability and quality of education is essential for the success of arts education, especially dance art examinations;

2) The emphasis on individual student differences means that teaching methods and practices need to be flexibly adapted to meet the needs and strengths of different students;

3) The comparison and learning of best practices across regions can provide a more comprehensive reference framework for local reform and promote the overall improvement of the art examination education system.

Dance art examination training institutions can actively explore and learn from cross-field and cross-regional best practices, and continuously adjust and optimize their own teaching management models through scientific and systematic research and practice, so as to achieve continuous improvement of education quality.

2.3 The relevant policies of the state for training institutions

2.3.1 On September 8, 2016, on September 8, 2016, the evaluation standards for education and training institutions issued by the webmaster on the official website of the Chinese Education Certification Network. (Webmaster, 2016)

2.3.1.1 The grading and evaluation criteria of education and training institutions can be summarized into the following aspects:

1) Basic requirements: including whether the education and training institution complies with the basic requirements of laws, regulations and standards related to national security, fire protection, health, environmental protection, labor contracts, etc.;

2) Facilities and equipment: It is required that the buildings, facilities and equipment of education and training institutions should meet the corresponding standards, including fire safety, teaching equipment, etc.;

3) Operation management: The evaluation content includes the organization's management system, rules and regulations, service standards, management specifications, operating procedures, partial operation specifications and technical standards for specific positions.

4) Service quality: mainly inspect the service principles and basic requirements of education and training institutions, the grooming, words and deeds, business knowledge and service skills of employees.

5) Emergency response capacity: Evaluate the ability of educational institutions to deal with emergencies, including the formulation and implementation of emergency plans.

6) Star rating process: involves the method of star rating, certificate management, and multi-campus rating strategy.

7) Safety precautions: Evaluate the safety management measures of education and training institutions, including fire safety, safe operation of facilities and equipment, safety management and air defense system, etc.

8) management of the evaluation body: the application conditions of the evaluation body, the selection criteria of the review personnel and the standardization of the review process.

9) Other special requirements: such as food safety, public health management, etc., according to the specific service content provided by the education and training institution.

Through the comprehensive evaluation of the above aspects, education and training institutions can be divided into one star to five stars, the higher the star represents the better, in order to reflect their service quality, management level and facilities and equipment standards and other levels.

2.3.1.2 On October 13, 2020, in the Central Plains Art Education of Henan Province, the management and service units of the art training industry in Henan Province released an article: Evaluation Standards for Art Training Institutions. (Education, 2020)

1) The evaluation standards for art training institutions proposed by Henan Art Training Association mainly include the following aspects:

1.1) Site security: including not only the conditions of the hardware facilities, but also whether the institution has purchased public liability insurance.

1.2) Display of teaching achievements: Judge the training effect and teaching quality through the display of teaching achievements.

1.3) Curriculum design: whether the curriculum is scientific and reasonable, and whether it can meet the needs of different students.

1.4) Teacher Quality: The professional competence, teaching experience and overall level of teachers.

1.5) Feedback from students and parents: Satisfaction and feedback from students and parents on teaching effectiveness, environment, service, etc.

These assessment standards are designed to help parents evaluate and choose the right art training institutions more objectively, so as to ensure that their children can receive art education in a safe and high-quality learning environment.

2.3.1.3 On April 22, 2021, Monochrome Dance published an article on its website: How to choose a dance training institution correctly, you can judge the advantages and disadvantages of dance institutions through the following methods: 1. The size of the blood institution, 2. The teaching staff, 3. The teaching environment, 4. The teaching success cases, and 5. The reasonable fees. (dance, 2021)

2.3.1.4 Lang fang Education and Sports Supervision [2024] Document No. 1: Notice of the Education and Sports Bureau of Guang yang District, Lang fang City on the annual inspection of the operation of off-campus training institutions in 2023, which mentions: school-running conditions, school-running behavior, internal management, system construction, education and teaching, teachers, teachers' rights and interests, safety and stability.

2.3.1.5 Summary of the criteria for judging best practice institutions under the relevant policies of the training institution

Based on the above four policy documents, in order to become a best practice training institution, the following aspects should be comprehensively considered and evaluated:

1) Compliance with basic laws and regulations: including compliance with national laws, regulations and standards such as safety, fire protection, health, environmental protection, and labor contracts.

2) Facilities and equipment: The buildings and facilities and equipment of education and training institutions must meet the corresponding safety and teaching standards, including fire safety and teaching equipment.

3) Operation and management: including management system, rules and regulations, service standards, management specifications, operating procedures, departmental operation specifications and technical standards for specific positions.

4) Service quality: inspect the service principles and basic requirements, the staff's appearance, words and deeds, business knowledge and service skills.

5) Emergency response capability: Evaluate the formulation and implementation of emergency plans to deal with emergencies.

6) Safety precautions: evaluation of fire safety, safe operation of facilities and equipment, safety management and prevention systems.

7) Teaching Achievement Display and Curriculum Design: Judge the teaching quality and whether the curriculum is scientific and reasonable through the achievement display.

8) Teachers' qualifications and teaching level: teachers' professional ability, teaching experience and the overall level of teachers.

9) Feedback from students and parents: Students' and parents' satisfaction with the teaching effect, environment, service, etc.

10) Institution size and teaching success stories: the size of the institution, successful teaching cases and reasonable fees.

11) Conditions and conduct for running a school: including internal management, system construction, education and teaching quality, the composition of the teaching team, and the protection of the rights and interests of teachers and students.

12) Safety and stability: Ensure the safety and stability of the learning environment and avoid any situation that threatens the safety of students.

summary

Through the evaluation of these comprehensive criteria, a training institution can assess whether it has achieved an excellent level, thus becoming an important reference for parents and students to choose.

2.4 Finally, the evaluation criteria for the best practices of dance art examination training institutions are comprehensively summarized

According to the development status of best practices at home and abroad, as well as the relevant policies for the selection of training institutions, and combined with the characteristics of dance art examination students, the characteristics of uneven dance foundation, short training time, and heavy college entrance examination tasks, the criteria for judging art examination training institutions can be simply classified into the following core elements:

1). Qualifications: meet the conditions for running a school, and have relevant administrative certificates approved by relevant departments, including school running permits, and fire safety clearance.

2) Campus environment: including physical environment and spiritual environment.

Physical environment i.e. facilities and environment: good and safe training facilities and environment to meet the special needs of dance training, including dormitory management and canteen management. Safety & Security: Focus on student safety and provide necessary insurance and risk prevention measures.

Spiritual environment: learning atmosphere, school spirit.

3) Teachers: have a high-level teaching team, be able to teach students according to their aptitude, and adapt to the uneven foundation of students;

Teaching content and methods: Provide professional courses for art examinations, adopt flexible and diverse teaching methods, and adapt to the tight college entrance examination preparation cycle;

Personalized Teaching Plan: Provide personalized teaching plan and guidance according to the different foundations and needs of students

4) Successful experience in art examination: have a good record of art candidate training and successful cases, and demonstrate the training effect and strength.

5) Satisfaction: Student feedback, which proves the satisfaction of students and the effectiveness of training.

These criteria make it easier and faster to evaluate and select best practice dance training providers.

2.5 Best practices are instructive for dance art examination training institutions

For dance art examination training institutions, best practices are instructive. Through research, dance training institutions can optimize the teaching management system and improve the quality of teaching according to the latest teaching research, practical experience and students' needs. Through a practical approach based on

scientific evidence, dance training institutions can more effectively evaluate teaching methods and curriculum design, providing training services that are more in line with student needs and the latest teaching trends. In order to promote the continuous progress and improvement in the field of dance education.

2.6 Hebei Province's relevant policies for dance art candidates

2.6.1 Released by Hebei Provincial Education Examination Institute of dance arts class Admission Criteria

On October 16, 2023, the Hebei Provincial Education Examination Institute authoritatively released: Hebei Province to further strengthen and improve the implementation plan for the enrollment of art majors in ordinary colleges and universities: art majors that use the provincial unified examination results as professional examination results, on the basis of the candidates' college entrance examination cultural course scores and provincial unified examination scores reaching the minimum control score line for the admission of art majors in Hebei Province, according to the comprehensive results of the candidates' college entrance examination cultural course scores and provincial unified examination results in proportion, the implementation of "major (class) + school" The parallel volunteer mode for the unit is selected for merit, and the number of parallel volunteers is 70. The calculation method of the comprehensive score of the provincial unified examination for each category is as follows: the comprehensive score of the provincial unified examination of art and design, calligraphy, dance, performance (directing), music, etc. = the total cultural score of the college entrance examination (including policy bonus points) $\times 0.5$ + (professional score \div professional full score) $\times 750 \times 0.5$, and the result is rounded to 3 decimal places. That is, the score ratio of cultural courses and majors is 5:5, which once again increases the proportion of cultural quality scores. (Admissions, 2023)

2.6.2 The content and standards of the 2024 test announced by the Hebei Provincial Education Examination Institute

In the context of the great changes in the dance art examination, on September 1, 2023, the authoritative release of the provincial unified examination

instructions for art majors in ordinary colleges and universities in Hebei Province(Admissions, 2023), art examination reform: focus on tapping the potential of students, attach importance to quality education, and there are two main points in the reform and change, first, the scope of the provincial unified examination will be expanded, and in 2024, the full coverage of the unified examination for dance will be basically realized, for example, Beijing, Shanghai, and Jiangsu Province will open the provincial unified examination for the first time, and the number of dances in the unified examination will increase, and popular dance will be added. Candidates can choose from five dance genres: Chinese dance, ballet, international standard dance, modern dance, and pop dance. Second, the content of the unified examination has changed, and the content of the unified examination in various provinces and cities is basically the same, and there are two changes compared with the past: 1. The score has been adjusted greatly, and the total score of the three subjects is 300 points: 120 points for basic dance skills, 150 points for dance performance, and 30 points for dance improvisation. Among them, the score of dance performance has risen to 150 points, and the proportion of score is higher, and the selection and practice of repertoire are more important. 2. Changes in the content of the inspection, the content of the examination is divided into physical conditions and technical skills, the physical conditions are mainly tested for the overall appearance and soft opening, the technical skills have prescribed content, the prescribed content (horizontal rotation, four-digit jump, volley jump), optional content (including at least three individual technical skills of different categories), new dance improvisation, test candidates' understanding and expression of dance, after the reform of the dance unified examination, the status of the unified examination has been significantly improved, and the content of the examination is more complex.

2.6.3 According to the specific examination interpretation of the Hebei Provincial Examination Institute on the major changes in the 2024 dance art examination

According to the interpretation of the specific examination of the Hebei Provincial Examination Institute on the major changes in the 2024 dance art examination,

the following adjustments need to be made to the selection objectives and training direction of dance training institutions:

2.6.3.1 Selection Objectives:

1) Tapping students' potential: The reform emphasizes finding and nurturing students with future potential, rather than judging them based on their current level of technology.

2) Pay attention to quality education: by increasing the proportion of cultural course results, emphasize the importance of students' comprehensive quality, and ensure that art students have good cultural knowledge and literacy in addition to artistic talents.

3) Fairness and comprehensiveness: Expand the scope of the provincial unified examination to ensure that more dance talents have the opportunity to show themselves, and also improve the comprehensiveness and inclusiveness of the selection.

2.6.3.2 Adjustment of the training direction of dance training institutions:

1) Strengthen the training of basic skills and dance performance: Considering that the basic skills of dance and dance performance account for a relatively high proportion of the total score, training institutions need to strengthen the training in these two aspects to help students improve their technical level and expressiveness.

2) Cultivating improvisation ability: The new dance improvisation section requires students to have an in-depth understanding and expression ability of dance, and training institutions need to add corresponding teaching content to help students improve their improvisation ability in different music and situations.

3) Pay attention to cultural education: the proportion of cultural courses and professional courses accounts for 50% each, requiring training institutions not only to pay attention to the improvement of students' dance skills, but also to strengthen the investment in students' cultural quality education, to help students obtain higher cultural course scores in the college entrance examination.

4) Personalized teaching: Considering the diversity and individual needs of art candidates, training institutions should provide more personalized and customized teaching programs to guide students in the balanced development of professional skills and cultural quality.

Through these adjustments, dance training institutions can better adapt to the trend of art examination reform, help students stand out from the encirclement under the new selection system, and become leaders in the field of dance in the future.

2.7 Teaching skills and optimization strategies of the management system

Teaching skills refer to the various methods, strategies and techniques used by teachers in the teaching process to achieve the goal of promoting students' learning and development. These skills include instructional behaviors and means in terms of instructional design, classroom management, teacher-student interaction, student motivation, assessment, and feedback.

2.7.1 Teaching skills have an important impact on teaching effectiveness and student development

2.7.1.1 Teaching skills have an important impact on teaching effectiveness and student development ,which is mainly reflected in the following aspects:

1) Improve student learning effectiveness: Excellent teaching skills can help students better understand the learning content and improve learning efficiency, so that the teaching process is more efficient and effective.

2) Enhance student participation and interaction: Clever teaching techniques can stimulate students' interest in learning, enhance classroom participation and interactivity, and help cultivate students' learning initiative and spirit of inquiry.

3) Promote the development of students' all-round literacy: Through the use of diversified teaching techniques, the development of students in all aspects can be promoted, including cognitive, emotional, social, and skill literacy.

4) Improve the quality of teaching: A high level of teaching skills can help improve the quality of teaching, mobilize students' enthusiasm and potential for

learning, and improve the effectiveness and effectiveness of teaching. (Chen Jinfang.2019)

2.7.2 Classification and application of different teaching techniques in dance teaching

2.7.2.1 In dance teaching, the classification and application of different teaching techniques can cover many aspects, and the following are some common classification and application of dance teaching techniques:

1) Classification:

1.1) Classroom management skills: including how to manage classroom order, stimulate students' enthusiasm for learning, and maintain students' concentration.

1.2) Teaching Methods: Covering different teaching methods, such as demonstration teaching, discussion-based teaching, cooperative learning, etc., to meet the learning needs of different students.

1.3) Student motivation skills: including reward motivation, positive feedback, and self-confidence stimulation skills to enhance students' learning motivation.

1.4) Assessment skills: how to effectively assess students' learning outcomes, give timely feedback, adjust teaching strategies, etc.

2) Application:

2.1) Classroom management: use positive language, set clear rules, organize activities, control classroom order and other skills to improve teaching effectiveness.

2.2) Teaching methods: Choose appropriate teaching methods according to the learning styles and needs of different students to ensure that each student can receive effective guidance and support.(Xu Linna, 2013)

2.3) Student motivation: Stimulate students' spontaneity and enthusiasm for learning through praise, rewards, motivational words, etc.

2.4) Assessment skills: Design effective assessment methods, including daily performance evaluation, homework evaluation, in-class tests, etc., to monitor students' learning progress.

Subsection summary

Excellent teaching skills have a direct impact on the quality of teaching and student learning. The use of differentiated teaching techniques can improve students' academic performance, enhance their interest in learning, and promote their all-round development, so as to achieve better teaching results. (Linna, 2013)

2.7.3 Pedagogical theories

2.7.3.1 "Dance Training", March 2009, edited by Yang Ou.

The main purpose of this book is to establish and promote a scientific theoretical system of dance training, which aims to improve the quality of dance teaching and train ordinary people to become dance talents through scientific methods.(Ou, 2009)

1) Research Methodology

Its research approach combines interdisciplinary theory and practice, including the use of experience in physical training, as well as knowledge of anatomy, mechanical mechanics, mathematical principles, etc., to study and improve dance training. Research techniques involve the scientific observation, induction, and empirical evidence of physical change phenomena, training principles, principles, methods, and means in the process of dance training. The application of this book is mainly aimed at dance education and training, and provides theoretical and practical guidance for dance education disciplines at different academic levels. It aims to solve the problem of insufficient scientific and systematic dance training, improve the efficiency and effectiveness of dance training by providing a complete training theory system, and accelerate the cultivation of dance talents.

2) Problems solved:

In the process of solving the above problems, the book encounters several major problems: first, the imperfection of the theoretical system and

content system of dance training as an emerging discipline; second, the difficulty of combining the accumulated experience in dance training practice with modern scientific theories; Third, due to the lack of precedents, it is difficult to formulate a comprehensive and systematic research methodology.

3) Conclusions of Dance Training

Despite the many challenges, a scientific and systematic theoretical system of dance training can be established through an interdisciplinary and integrated research approach. This system not only improves the efficiency and quality of dance training, but also promotes the development and improvement of dance education. The author emphasizes that although the theoretical foundation of Dance Training has been preliminarily established, its content and system still need to be continuously improved and developed. Future research needs the participation and contribution of more experts and scholars to promote the maturity and development of scientific theories of dance training. Finally, it is necessary to emphasize that in the training of mental ability, the original principle is: first, to raise awareness and pay attention to it, second, to strengthen learning and improve ability, and finally, to systematically arrange and persevere. The principles of mental capacity training are: first, subjective cooperation, second, gradual progress, and finally, differential treatment. Combining all the above factors can you get a good training effect.

2.7.3.2 Constructivism

"Joining Theory and Practical Instructions for the Best Driving Classroom Teaching" Constructivist Theory(Fuhler, 2003)

In constructivist theory, one important scholar mentioned best practices was the American psychologist Jean Piaget. Piaget is an authority in the field of cognitive development, and his constructivist theory emphasizes the interaction between the individual and the environment, and the learner's understanding of the world through the process of constructing knowledge. Although Piaget's research focused on the field of children's cognitive development, his theories also had a profound impact on the field of education. In his theory, through active interaction and

practice, learners are able to continuously construct new knowledge and understanding, and reflect and adjust their cognitive structures to achieve higher levels of cognitive development. Piaget's theory of learner knowledge construction provides important guidance for practice in the field of education, emphasizing the importance of learners participating in practice, exploration, and construction of knowledge. Therefore, in teaching practice, Piaget's constructivist theory can be used as a reference to promote students' deeper and comprehensive understanding and application of what they have learned, so as to achieve the best learning effect. Constructivism encourages students to actively explore knowledge through hands-on activities, rather than passively receiving. In dance teaching, teachers can design a series of dance creation and performance tasks, so that students can learn dance skills and expression methods through hands-on practice, trial and exploration, so as to build their own dance knowledge system and understanding.

"Inside" refers to the linkage and coordination of the mind after the projection of body functions, and "outside" refers to the new understanding of the body after the body has a relationship with the outside world under the operation of the linkage mechanism, and then feeds back to the body itself. Construct a "human"-centered concept of dance education, give full play to the subjective concept of dance "people", give full play to the characteristics of dance as an expressive art through body movement experience, and move towards the development direction of modern dance education from "I have" the body to "I am" the body(Lin & Xia, 2022) Advantages and disadvantages: Comprehensive Chinese and Western dance education, advantages: European and American dance education is mainly based on amateur trained dance majors, with rich physical imagination; Disadvantages: Chinese dance education is mainly based on early professional dance students, and the physical imagination ability has not yet been fully developed.

Piaget's constructivist theory has important reference value for the study of the internal principles of dance education. The whole process of dance learning, performance, and creation is based on the internal psychological cognition and

structural form construction of movements, and finally embodies this thinking and consciousness perception through the presentation of movements. The principle of the occurrence and educational process of dance art education is based on the role play and transformation between the "body and environment", on the one hand, the initial immature cognitive schema is formed in the interaction between the body and the environment; On the other hand, the initial cognitive schema is consciously constructed through the body, which becomes the theoretical basis for further cognition of external objects. The process of "integration of body and mind" in dance art education actually goes through three progressive steps: first, perceiving the environment through the body and perturbing perceptual understanding; second, in the process of education, different experiences such as perceptual cognition continue to accumulate and obtain rational precipitation; Third, rational experience, in turn, acts on the body, allowing the body to acquire more ways to relate to the environment. Today's social problem: The current dance higher education has only achieved the first link. The common system bridge of "body-cognition-environment" promotes the realization of two major shifts—— the transfer of action knowledge to comprehensive knowledge transfer, and the shift of traditional experience system to the construction of knowledge system.

1) Constructivism is the system of action cognition:

In 1976, Tomas Hanna, an American expert in somatics, proposed the concept of "somatics" based on the Greek root "soma", which was translated as "body and mind" by psychosomatic scholar Liu Meizhu, "soma" means "body", not a materialized body (body), which is a living organism containing a mind. As an organism, action is not only limited to the external physical changes, but also the occurrence of a series of internal actions, so it is necessary to explore and experience the continuous process of action phenomena within the organism itself. As the core internal driving force of the whole process of dance art education, it mainly focuses on the relationship between body, consciousness, thinking and expression.

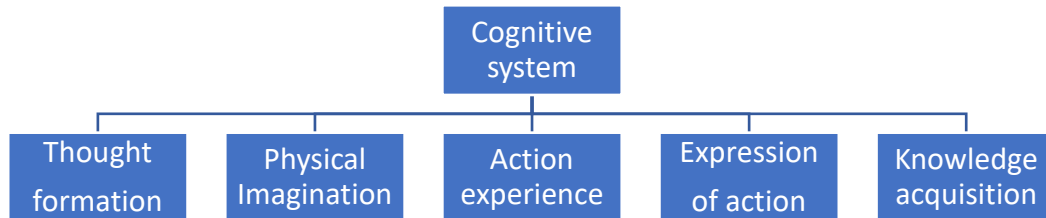


Figure 2 Composition of action cognitive system

First, in "mind generation", the body, as a living organism, must act consciously, intentionally, and meaningfully, and this dynamic living body is the source of human feelings, thoughts, thoughts, and wisdom. The second is "body imagination" and "movement experience". The third is "expression and cognition". On the one hand, the relationship between the body and external things is reconciled through the changes in the external environment through actions, including the harmonious relationship between the self and the inside, the self and others, the inside and the outside, the individual and the team, etc.; On the other hand, in the process of physical contact with external things, the internal signals of the body are presented through actions, and these signals are in turn incarnated into different body perceptions to construct different action cognitions, and the process of education and learning is to continuously understand dynamic cognition and make conscious choices, as well as make intentional changes.

Dance education is an education that highlights and emphasizes the "presence of the body", the construction of the internal principles of dance education with the movement cognitive system as the core and the integration of the knowledge system required by the whole person education, which ultimately constitutes the space of dance education. For the training system, an important part of dance art education —— curriculum setting, which should be rationally configured

and scientifically and effectively implemented on the basis of cognitive system and core principles.

Table 1 Course module setting

The name of the module	Specific subjects	Achieve the purpose
Quality ability	Physical Ability, Strength, Flexibility, Speed, Agility, Endurance, Technical Ability, Mental Ability, Basic Ballet Training, Basic Chinese Classical Dance Training, Modern Dance Technique, Basic Music Theory	Realize the basic physical comprehensive skills that you possess as a dance practitioner
Imagination development	Dance improvisation, movement formation, dance creation, visual communication, movement analysis	From the level of physical kinesthetic awareness, emotional awareness, and art form, the dancers' imagination and active thinking ability are fully stimulated
Stylistic style	Chinese classical dance body rhyme, Chinese ethnic folk dance	It mainly completes the study of traditional stylized dance, enriching the movement ability and expressiveness of the body
Expand integration	Art appreciation	Through the perspective of dance, we will expand the boundaries of dance art and lay the foundation for the realization of individual dance art exploration

2.7.3.3 Multiple Intelligences Theory

This theory, developed by Howard Gardner, shows that there are many ways in which people understand and perceive the world.(Yue, 2016) Zhao Yue's

"Application of Howard Gardner's Multiple Intelligences Theory in Dance Teaching" mentions that Howard Gardner's theory of intelligence includes: speech-language intelligence; Music - Rhythmic Intelligence; Logical - Mathematical Intelligence; Visual-spatial intelligence; Body - Kinesthetic intelligence; Self-knowledge - self-introspective intelligence; Communicative - Communicative intelligence; Natural observation intelligence. The development of these eight intelligences is known as the theory of multiple intelligences. It is of great practical significance in the teaching of dance to develop the intelligence of the educated. The core point of this paper is that through Gardner's theory of multiple intelligences, dance education can better guide students' learning and development, from the expression of dance language, the combination of music and dance to the development of logical thinking and visual thinking, as well as the cultivation of communication ability and natural observation intelligence, so as to comprehensively improve students' ability in the field of dance.

1) Research Methodology

This research method analyzes and applies Gardner's theory of multiple intelligences, adopts personalized teaching strategies, and engages students in different areas of intelligence to improve dance performance skills and artistic expression. Through observation and practice, the focus is on how to promote the all-round development of students in dance learning through multiple intelligences.

2) Problems encountered

Some of the problems in teaching practice include how to accurately identify students' multiple intelligences and how to design effective teaching programs for each intelligence. In addition, it is a challenge to balance the various intelligences of all students.

3) Problem solving

3.1) Dance language is body language: The first task in dance teaching is to get students to express and describe events with body language. Use the language of dance to express your thoughts and communicate with other characters and characters.

3.2) The interpenetration of music and dance: Music and dance have the role and function of mutual penetration, music and dance interaction, in order to make the whole dance full of vitality, dancers need to have the ability to combine music and dance, some dancers have a bad sense of rhythm, dance to make the audience feel awkward, not smooth. So for a dancer to be a good dancer, he must learn the ability to feel, discern, remember, change and express music.

3.3) Logical thinking and image thinking: All the movements of the dancers are carried out in logical thinking and image thinking, and without logical movements, they will dance blindly and in no order; Actions without image will be worthless. Logical thinking is the core of dance, before the dance begins, the dancer needs to form a certain dance thinking in his heart, how to show the connotation of the dance more perfectly, and then express it through the dance image. If the logical image in the mind is not formed before the dance performance, the dance carried out with the music will inevitably have no charm and thought, so it is necessary to form a certain logical thinking image in the mind before the dance is performed.

3.4) Development of visuospatial intelligence : Visuospatial intelligence refers to the logical arrangement of spatial relationships, the development of dance visual intelligence, and the difficulty of dance lies in having rich imagination and expressiveness of dance movements.

3.5) Development and application of dance teaching in communicative intelligence and natural observation intelligence : Howard's Communicative Intelligence - Communicative intelligence refers to the ability to get along and interact with people, which is reflected in the ability to experience and react to other people's emotions, emotions, and intentions. This theory is very important in the teaching of dance. "Natural observation intelligence" is an intelligent theory that belongs to the communication between humans and nature. This theory tells dancers that the perfection and expression of dance itself can only be achieved through the understanding and analysis of the natural and social environment. It is not only necessary to observe life, but also to interpenetrate with music, and also to have

unlimited imagination and creativity, and to have dance thinking, in order to interpret dance to the extreme.

Starting from these core elements, through the construction of movement cognitive system and principles, interdisciplinary integration and cooperation with other disciplines are carried out to form new knowledge, and finally realize the all-round development of dance "people". The construction of knowledge systems such as action knowledge, humanities knowledge, and social knowledge is a knowledge system based on "embodiment", which is based on the cognition, thinking, transformation, and embodiment of the body. At present, the problems in the cultivation of dance art education talents under the traditional education pattern. One of the important reasons is that we have not yet realized the connotation and task of talent training in dance art education by combining general education with professional education, and combining subject knowledge education with vocational education. The combination of theory and practice advocated by Marxist epistemology has not been substantially reflected in Chinese dance art education. The long-term separation between theory and practice has also separated the knowledge that should belong to "embodiment" from dance. Based on this, firstly, according to the form of dance movements, a "theory" with practical operability is constructed to reflect the embodiment of dance education; Second, it interprets the action knowledge system from the perspective of humanities and society, and gives it an aesthetic (philosophical) connotation.

Implement multiple and effective teaching methods according to the cognitive system: First, on the basis of the traditional teaching of oral teaching, increase the teaching interaction and self-evaluation process. Let students actively participate, and finally realize the active control and regulation of body memory, body thinking and other levels. Secondly, the content of the technical curriculum is extended to cultural knowledge as extended learning. On the one hand, they will strengthen the consolidation of the key points and body memory related to the technical course, and on the other hand, they will also have a more comprehensive understanding of these

movements and techniques. In addition, the relevant theories and methods of motion analysis are infiltrated into each course.

Summary of multiple intelligences

The research on multi-intelligence teaching provides methods and strategies to help teachers design courses and activities that meet the needs of students according to their different types of intelligence, so as to promote the improvement of students' dance skills, creativity and expressiveness.

2.7.3.4 Differentiated Pedagogical Theory

Among the many well-known education experts active in the field of differential teaching in the United States, Carol Ann Tomlinson has been called "the person who has made the most comprehensive research on differential teaching to date", and she has a relatively comprehensive and systematic study of gifted education and differential teaching for all students in the regular classroom. Carol Ann Tomlinson and her "The Differentiated Classroom: Responding to the Needs of All Learners" are instructive in educational practice. (Linna, 2013) Tomlinson's "readiness level", "Xi interests" and "Xi style" of students as the basis and starting point for carrying out differentiated teaching have been widely recognized by scholars in differentiated teaching research.

The theoretical basis and basic viewpoint of Tomlinson's differential teaching mainly reveal the "cornerstone" of Tomlinson's differential teaching, that is, the theoretical basis, from the perspective of psychology and brain science, and further summarize the two basic principles of Tomlinson's differential teaching, which are a high degree of refinement of the theoretical foundation on the one hand, and the basic starting point for the subsequent development of the theory of differential teaching on the other hand. Clarifying these contents is helpful to clarify the substantive connotation of Tomlinson's differential teaching, and it is convenient to distinguish the difference between his differential teaching theory and other related teaching theories. The basic viewpoints of Tomlinson's theory of differential teaching mainly include the essence of differential teaching, the core principles of differentiated classroom teaching, the

differences in students' preparation, interest and Xi learning style, the three elements of curriculum content, process and results, and the role of teachers in differentiated teaching classrooms.

1) Research Methods:

Through systematic research and practical exploration, differentiated teaching research adopts personalized teaching strategies and methods, including but not limited to hierarchical teaching, the use of multiple teaching resources and technologies, and personalized learning plans, to meet the needs of different learners.

2) Problems encountered

In the process of implementing differentiated instruction, it can be difficult for teachers to accurately assess each student's individual needs, interests, and learning styles, as well as how to design and implement differentiated strategies with limited time and resources.

3) Problem solved

Differentiated Teaching Methods improve student learning outcomes and teaching quality by providing a range of strategies and tools to help teachers more effectively identify and meet the diverse learning needs of students.

Summary of differentiated teaching

Through differentiated teaching, dance training institutions can better pay attention to the development of each student, provide more targeted guidance and support, and help students improve their dance skills and artistic expression more effectively. Teachers can design a variety of teaching activities according to students' learning styles and interests, stimulate students' learning motivation and creativity, and then improve the teaching effect and make students' learning more effective and enjoyable. The differentiated teaching theory has a positive role in helping and guiding the teaching of dance art examination training institutions, and is helpful to improve students' learning achievements and learning experience.

2.8 Ability improvement and curriculum design in three aspects of art examination content in Hebei Province

In the training of dance art examination, it is very important to set up the teaching system and training skills of the candidates' basic functional ability. A good teaching system not only helps students master dance skills, but also promotes the improvement of their artistic expression. Here are some suggestions:

2.8.1. Comprehensive ability training of basic skills

2.8.1.1 Scientific System Setting

1) Basic skills training: based on physical training and basic skills, pay attention to the comprehensive training of posture, balance, flexibility and strength. For example, flexibility training can be done through yoga, stretching, etc., and strength training can be strengthened with specialized dance workouts.

2) Technical skills training: Set up a scientific training plan according to the technical requirements of different dance types. For example, ballet values pointe technique and spin techniques, while modern dance focuses more on body fluidity and control.

2.8.1.2 Training Techniques:

1) Phased training: According to the different levels and needs of students, the training is divided into primary, intermediate and advanced, and the difficulty is gradually increased to ensure that students have a solid grasp of the skills at each stage.

2) Personalized guidance: Considering the different physical conditions and skill levels of each student, the coach should provide a personalized training plan to help students overcome their shortcomings and develop their strengths.

3) Interactive teaching: stimulate students' interest in learning through teacher-student interaction, cooperation between students, and role-playing.

4) Feedback and adjustment: Regularly evaluate the training effect of students, give feedback in a timely manner, and adjust the teaching and training plan according to the evaluation results.

2.8.1.3 Mental capacity

1) Psychological training: Art candidates are under great pressure, and coaches need to provide psychological support to help students build self-confidence and learn stress management.

2) Physical Fitness: Emphasize safe training methods, prevent injuries, and promote healthy eating and rest habits to ensure the physical health of students.

To sum up, the teaching system and training skills for setting up the basic functional competence of candidates need to be considered in many aspects, not only to pay attention to the improvement of skills, but also to the improvement of students' physical and mental health and artistic literacy.

2.8.2 Ability to perform in dance

In the training of dance art examination, improving the dance performance ability of candidates is one of the cores of training. In order to effectively set up the teaching system and specific teaching methods, the following aspects are key:

2.8.2.1 Teaching System Setting:

1) Learning of Diverse Dance Styles^{**}: Ensure that students are exposed to and learn a variety of dance styles, from traditional to modern, from ethnic dance to ballet, so as to comprehensively improve students' ability to express themselves in dance and adapt to different dance types.

2) Specialized training in performance skills: focus on the training of performance skills, such as expression management, the use of body language, the cultivation of stage presence, etc., to help students better integrate emotions into dance.

3) Musical Training: Music is the soul of dance. Cultivate students' sensitivity and understanding of music, and teach them how to express the rhythm, emotion and atmosphere of music through dance and music.

2.8.2.2 Specific Teaching Methods:

1) Role-playing and Situational Simulation: Role-playing and situational simulation are added to the teaching to help students understand the stories and emotions behind different dance works, and to enhance the authenticity and appeal of their performances.

2) Video analysis teaching: Use the video analysis of excellent dance works, so that students can learn the performance skills, emotional expression, etc., and deepen their understanding of dance art.

3) Mirror practice: Practicing in front of the mirror can help students better observe their movements and expressions, which is of great help to correct their movement deficiencies and improve their performance ability.

4) Group Work and Feedback: Through group work projects, students can improve with the help and feedback of their peers, while also learning how to work and communicate in a team.

5) Mock exams and open classes: Mock exams and open classes are held regularly to allow students to perform in an environment close to real exams, enhancing their stage coping skills and self-confidence.

Summary of dance performance ability

Through such a teaching system and method, students can not only systematically improve their dance skills and performance ability, but also enhance their stage confidence and artistic appeal. This is the key to successfully entering the ideal dance academy for dance art candidates.

2.8.3 Dance improvisational ability

The cultivation of dance improvisation ability is very important for art candidates, which not only shows the technical level of students, but also reflects their creativity and artistic appeal. The following are suggestions for the teaching system and specific methods to set up the candidates' dance improvisation ability:

2.8.3.1 Teaching System Setting:

1) Basic Skills Enhancement: To ensure that students have a solid foundation of dance skills and an understanding of different dance styles. This is the basis for improving the ability to improvise, including strength, flexibility, balance, rhythm, etc.

2) Improvisation skills training: Specialized in improvisational skills training, such as how to use space, how to improvise movements based on music, how to use different body parts to express emotions, etc.

3) Creative Thinking Development: Students are encouraged to develop creative thinking, not only limited to the innovation of dance movements, but also the unique perspective of interpreting music and situations.

4) Expression and Communication: Emphasize students' ability to communicate with the audience through improvisational dance, and how to express stories, emotions and opinions through dance.

5) Evaluation and feedback mechanisms: Establish a continuous evaluation and feedback mechanism so that students can receive feedback from teachers, peers and themselves for continuous improvement.

2.8.3.2 Specific Teaching Methods:

1). Music-driven improvisation: Use music of different styles and rhythms to guide students in improvisational dance. This approach helps students explore how elements of music can be expressed through dance.

2) Theme Improvisation: Give students a theme or emotion around which they can improvise. In this way, students can learn how to convey specific content or emotions in improvisation.

3) Body part improvisation: Designate a certain part of the body as the starting point for improvisational dance, such as using only hands or feet. This exercise helps students to explore the expressive possibilities of various parts of the body.

4) Improvisational Exploration of Space and Direction: Guide students to explore improvisational movements at different spatial levels (e.g., high, medium, low) and directions to improve their awareness and creativity in the use of space.

5) Group Improvisation: Students are encouraged to create their own dances, train their creative thinking and movement creation skills through choreography projects, and cultivate their understanding of the overall conception and layout of dance works. Improvisation exercises are carried out through group cooperation, which

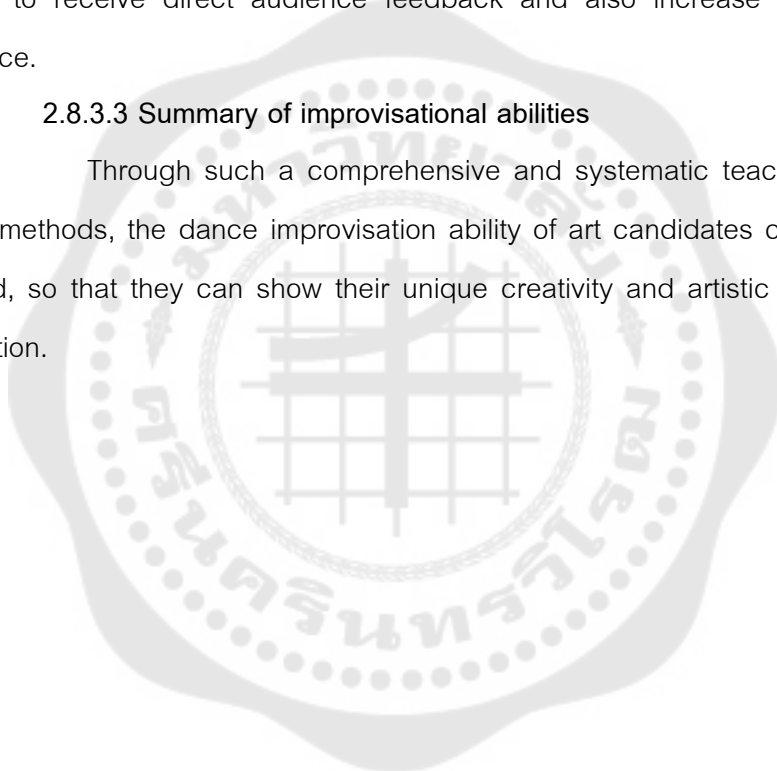
increases the elements of interaction and cooperation, so that students can find new creative inspiration and expressions through mutual influence.

6) Video playback and analysis: Record students' improvised dance performances, and then play back and analyze. This can help students objectively see their own performance and identify areas for improvement.

7) Regular Presentations and Feedback: Regularly organize improvisational dance performances to provide a realistic performance environment for students to receive direct audience feedback and also increase the performance experience.

2.8.3.3 Summary of improvisational abilities

Through such a comprehensive and systematic teaching system and specific methods, the dance improvisation ability of art candidates can be effectively improved, so that they can show their unique creativity and artistic charm in the art examination.



CHAPTER 3

METHODOLOGY

3.1 Research Design

3.1.1 Literature review method

Focusing on the theme of "Curriculum and Teaching System of Dance Training Institutions in Shijiazhuang City, Hebei Province", this paper collects a large number of monographs, journal papers, papers and research materials related to this research question based on national guidelines and policies, development outlines, books, journals, news, the Internet and other channels. According to the research theme, the collected data were sorted and summarized, and the important literature was selected for in-depth analysis based on the basic principles of authority, representativeness and frontier, and the analysis and research on the theme of "Dance Course Teaching System of Three Model Dance Training Institutions in Shijiazhuang City, Hebei Province" was further completed.

3.1.1.1 According to the purpose of this dissertation:

- 1) To study and compare the excellent teaching management system of private dance training institutions in Shijiazhuang, Hebei Province;
- 2) Propose guidelines on the best practices of private dance training institutions in Shijiazhuang, Hebei Province.

3.1.1.2 Scope of the study

Among the private dance art examination training institutions in Shijiazhuang, Hebei Province: YongMei Dance Art School, YueDa Art School, and BoYun Art Training School, three best practice institutions.

This paper collects, analyzes and integrates the best practices of teaching skills and management of private dance training institutions in Shijiazhuang, Hebei Province, through a literature review, so as to provide theoretical basis and background knowledge for the research. Literature review is of great significance in research, which not only helps to construct the theoretical basis of research, determine research

directions and methods, but also supports research conclusions and enlightens future research, providing a solid knowledge foundation for academic research.

3.1.2 Fieldwork method

3.1.2.1 The field investigation method can directly observe and understand the real situation of the research object, and obtain detailed data and information. In particular, we will study the teaching skills and management system of educational institutions, and the specific steps and procedures of field investigation, including preliminary preparation, field survey execution, data collection methods, and methods for selecting observation objects

1) Specifically, it includes the following points:

1.1) Authenticity and objectivity: Field investigation can directly observe the research object, obtain real and objective data and information, and avoid subjectivity.

1.2) In-depth understanding: Through field investigation, researchers can gain an in-depth understanding of the situation of the research object, including details such as facilities, teaching environment, and teaching process.

1.3) Comprehensive analysis: The field investigation can comprehensively consider multiple factors to comprehensively analyze the teaching skills and management system of the institution.

1.4) Interaction: Direct interaction with the subject of the study allows the researcher to better understand how the institution operates and teaching practices.

3.1.2.2 Consideration for selecting three samples: When selecting YongMei Dance Training School, YueDa Art School, and BoYun Art Training School as research samples, the main considerations were that these institutions meet the objectives and requirements of the study:

1) Influence and popularity: These three institutions have a high level of influence and popularity in Shijiazhuang, representing a high level of private dance training institutions in the region.

2) School experience and teaching quality: These three schools have rich experience in running schools, high teaching quality, and high articulation rates, which can serve as examples of best practice.

3.1.2.3 Preliminary preparation: Before conducting the field investigation, the specific steps include:

1) Search strategy: Determine relevant keywords and search strategies, such as "Shijiazhuang Dance Training Institution", "Private Dance Training School Shijiazhuang City", etc.

2) Information screening: Screen out eligible dance training institutions from the search results, and pay attention to evaluating factors such as influence and popularity. Finally, three dance training institutions, Yongmei Dance Training School, Luda Art School, and Boyun Art Training School, were identified as research samples.

3) Contact preparation: Find contact information through the Internet or other channels to facilitate follow-up field investigation arrangements.

4) Data collation: Organize the searched institutional information into a clear file to facilitate the follow-up investigation.

5) Determine the purpose of the research: clarify the purpose and questions of the research, and ensure that the field investigation can provide the required information.

6) Formulate an investigation plan: Formulate a detailed investigation plan, contact the agency management personnel in advance, confirm the on-site inspection, and specifically confirm the time arrangement, location selection, and data collection method of the investigation.

Through sufficient preliminary preparation and clear research objectives, the fieldwork can be carried out more effectively, accurate and meaningful data and information can be obtained, and reliable support for the research of the dissertation can be provided.

According to the Hebei Provincial Department of Education's new regulations for off-campus institutions in Hebei Province and the standards of well-

known dance training institutions, the main observations, interviews and records required in the field investigation include the qualifications of the three dance training institutions, the campus environment, the teaching staff, and the admission rate. Data collection methods, including observation records, interviews, literature collection, etc.

3.1.3 Comparative Research Method

The contrastive research method is a commonly used research method to compare the differences and similarities between different entities, organizations, or phenomena. Here's a closer look at how to do it in detail:

3.1.3.1 Determine the object of comparison:

- 1) Determine the private dance training institutions to be used for comparison, and select other institutions that are similar to the research object.
- 2) Determine the dimensions of comparison, such as school qualifications, campus environment, teaching team, number of students in the past five years, and admission rate.

3.1.3.2 Design Comparison Framework:

Design a clear comparison framework and list the aspects and variables to be compared, so as to facilitate the comparative analysis of the system.

3.1.3.3 Data Collection:

- 1) Collect relevant data on three best practice dance training institutions, covering all aspects identified in the comparative framework.
- 2) Collect data through field visits, interviews, institutional websites, and other means.

Through the implementation and analysis of the above steps, you can carry out a complete comparative study, evaluate their strengths and weaknesses and development potential under the overall research according to the results of comparative analysis between different institutions, and form a systematic and comprehensive analysis of the teaching skills and management system of private dance training institutions.

3.1.4 Questionnaire method

According to the reference standards of well-known dance institutions, including student feedback satisfaction surveys, this paper needs to use the questionnaire survey method to survey 20 students from each of the three best practice institutions of Yong mei Dance Training School, Yue da Art School, and Bo yun Art Training School. Questionnaires are a common survey method used to understand students' satisfaction and feedback on dance training institutions. Here are some suggestions on how to design a questionnaire for student feedback satisfaction surveys:

3.1.4.1 Formulate the purpose of the survey:

Before designing a questionnaire, first clarify the purpose of the survey and the research question. Identify information to be collected, such as student satisfaction with the quality of teaching, the quality of teachers, the teaching environment, etc.

3.1.4.2. Questionnaire design:

1) Introduction: Briefly introduce the purpose of the survey, ensure that students understand the purpose of the questionnaire and encourage them to actively participate.

2) Expression: Make sure the questions are clear and concise, and avoid using complex or vague language so that students can easily understand and answer.

3) Covered content: Covering multiple aspects, such as curriculum setting, teaching methods, management system, teacher level, facilities and equipment, learning atmosphere, etc., to have a comprehensive understanding of students' views on the institution.

4) Scoring questions: Use a five-level scale to score questions, for example, the options for satisfaction scoring can be "very satisfied, satisfied, average, dissatisfied, very dissatisfied".

5) After the content of the questionnaire is set, three experts are invited to do the IOC evaluation form, and whether the questionnaire meets the consistency

index of the project objectives, and the selection criteria: the management personnel of other training institutions will be evaluated.

3.1.4.3 Sample selection

1) Target group: Determine the target group of students for the survey, with 20 students from each of the three training institutions.

2) Sampling method: According to the needs of the research, consider the use of random sampling or proportional sampling to ensure that the sample is representative.

3.1.4.4 Survey Implementation:

1) Explain the purpose: Briefly explain the purpose of the survey when distributing the questionnaire and make sure that students understand the importance of filling in the questionnaire.

2) Privacy: Protect students' privacy and data security, and ensure that they can remain anonymous when filling out questionnaires.

3) Collect questionnaires: Fill in the questionnaire through the "Questionnaire Star" method.

A questionnaire was designed to involve art candidates from three best practice dance training institutions in Shijiazhuang, Hebei Province, focusing on teaching skills and management system settings. The student questionnaire is filled in by the students of the dance training institution according to the real situation of the institution, analyzed and studied according to the five-level quantitative table, and the data statistics, analysis, and comparative research are carried out before and after, and conclusions are drawn.

3.1.5 Mathematical Statistics

After obtaining the questionnaire data from the "questionnaire star", this study used the "SPSS data analysis software" as the processing software, mainly for descriptive analysis, reliability analysis, validity analysis, factor analysis and regression analysis, so as to provide data analysis support for the research of the paper.

For data analysis using SPSS tools, here are the specific steps and methods to perform data analysis:

3.1.5.1 Data Preparation:

Organize the collected data into a format suitable for SPSS software import, usually saving the data in Excel format, to ensure the integrity and accuracy of the data.

3.1.5.2 Data Import:

Open the SPSS software, import the organized data file, and ensure that the data is loaded correctly into the SPSS working environment, which can be done through the file import function.

3.1.5.3 Data Cleansing and Preparation:

1) Perform data cleaning in SPSS, including finding and processing missing data, outliers or anomalies to ensure the quality and accuracy of data.

2) Data conversion, variable recoding and other operations can be carried out to make the data meet the requirements of subsequent analysis.

3.1.5.4 Presentation and interpretation of results:

1) Use SPSS to generate charts, tables and other visualization tools to present the analysis results, and the results can be output through SPSS to visually display the conclusions of data analysis.

2) Interpret and discuss the analysis results, and clarify the core findings and conclusions of the data analysis.

Through the above steps, combined with the practical operation of the SPSS tool, data analysis can be carried out and strong conclusions can be drawn to support the analysis and comparison of teaching skills and management systems of private dance training institutions.

3.1.6 Interview method

3.1.6.1 Through the interviews with the heads or teaching directors of the three model institutions in Shijiazhuang, Hebei Province, the teaching system, curriculum and curriculum arrangement of the institutions; Collect and organize data, conduct in-depth analysis and research, and summarize the teaching management of role models.

Table 2 Summary of Management Personnel from Three Best Practice Dance Training Institutions Selected by Shijiazhuang City, Hebei Province

serial number	Affiliation training institutions	name	office	Interview style
1	Yong Mei School of Dance Arts	Sun Wen	Executive Principal	Face-to- face interviews
2	Yue Da Art school	Zhao Chenyun	Director of Instruction	Face-to- face interviews
3	Bo Yun Art training school	Liu Dongdong	headmaster	Face-to- face interviews

3.1.6.2 Through interviews with three qualified dance professors or teaching directors of colleges and universities, we will understand the enrollment goals of today's colleges and universities and the learning Xi of art candidates cultivated by model dance training institutions, and demonstrate the authenticity and effectiveness of the three model institutions.

When using the interview method to conduct research, the following are some specific steps and methods to conduct interviews for university professors to evaluate the situation of private training institutions in Shijiazhuang, Hebei Province: The questions involve the main objectives of the curriculum training of dance majors in Hebei Province, what abilities do college students need to have, and which institutions do you know or know which institutions have better professional abilities? Or which institutions have a higher percentage of candidates admitted to universities? Open-ended questions allow professors to evaluate the institution in general.

The interviewees of the three professors or deans of teaching at the university are shown in the table:

Table 3 The interviewees of three professors or teaching directors from three universities in Hebei Province are shown in the table below:

serial number	name	Job title or title	Job title or title	Interview style	Interview time
1	Zhu Fengling,	Dean	Dean of the School of Music of Langfang Normal University	Face-to-face interviews	November 20, 2023
2	Prof. Fang Liu	professor	Teacher of the School of Music and Dance of Baoding University	Face-to-face interviews	November 30, 2023
3	He Hui	Director of Instruction	Director of the Teaching and Research Department of the School of Music, Zhangjiakou University	Online meetings	December 8, 2023

Select university professors or deans of instruction with relevant professional backgrounds and extensive experience as interviewees to ensure they provide strong perspectives and insights.

1) Face-to-face interviews:

Arrange face-to-face or online meetings to conduct interviews, and record the content of the interviews through professional recording equipment or transcription to ensure that the professors' answers are accurately recorded.

2) Open-ended interviews:

3) Data Collation & Analysis:

The interview records were collated and summarized, important views, common opinions and new insights were extracted, conclusions were drawn, and the results of other studies were compared and compared.

4) Comprehensive Results:

The evaluation results of university professors are synthesized into the paper as an effective proof content to support the research conclusions.

Through the above specific interview steps, we can effectively collect and analyze the evaluation of private training institutions by university professors, and provide strong argumentation and support for the paper.

3.1.7 Focus Group Online Video Meeting Discussion

To further validate the reasonableness and comprehensiveness of each factor used in evaluating best practices for dance training institutions, this paper proposes to invite three experts to participate in an online video focus group discussion. The discussion will examine each factor in detail, aiming to ensure the effectiveness and reliability of the research. The invited experts include a university associate dean and professor, a high school dance department director, and the principal of a dance entrance exam training institution in Shijiazhuang, Hebei Province. The list of invited experts is as follows:

Table 4 Focus Group Online Video Conference Expert Group Situation Table

serial number	name	Workplace	Professional Position	Interview style
1	Tang Huiyun	Dean	University professor	Online video conference
2	Wang Na	professor	Director of Teaching and Learning in the Dance Department	Online video conference
3	Cui Huaxin	principal	Principal of the Dance Art Examination Training Institution	Online video conference

This study has passed the human ethics review and received the approval certificate from the committee.

CHAPTER 4

RESULT

Title: "Analysis and Comparison of Teaching Skills and Management Systems in Private Dance Institutions in Shijiazhuang, Hebei Province." The research objectives of this paper are twofold: First, Research and compare the excellent teaching management systems of privately operated dance training institutions in Shijiazhuang, Hebei Province. Second, Propose guidelines on best practices for privately operated dance training institutions in Shijiazhuang, Hebei Province.

4.1 Data analysis results

4.1.1 Theory of best practice

"Best practice is a concept in management theory, positing that management or production practices are influenced by certain mechanisms, activities, processes, methods, and technologies, thereby achieving optimal outcomes."

The advantage of best practice lies in leveraging the collective efforts of the team, enabling the swift transmission of excellent methods and experiences. This allows successors to rapidly grow upon the foundation of their predecessors' successful experiences, thereby creating value for the organization more efficiently. In essence, the term "best" is relative to prior improvements; as long as a particular process or method achieves this objective, it is considered the best practice to date. In this study, "best practice" refers to distilling the essence of implementation methods from existing successful experiences, summarizing them into optimal solutions, and using these optimal solutions as a pathway for work implementation. This approach is applied to dance entrance examination training institutions to help them more effectively and efficiently complete their relevant artistic education and training.

Best practice is a methodology that achieves optimal results over a specific period of time, and that can and should be continuously optimized as progress is made in order to achieve optimal success on a sustainable basis.

4.1.2 Best Practice Implications

4.1.2.1 Data analysis from three best-practice institutions

Table 5 Data analysis table for three best practice institutions

Name of the institution	School Hours	School area	Faculty strength	Enrollment in the past five years and the proportion of students admitted to universities				
				In 2018— In 2019 Professional cut- off Score Line	In 2019 — In 2020 Culture Inclusion 30%Major: 70%	In 2020— In 2021 Culture Inclusion 30%Major: 70%	In 2021 — In 2022 Culture Inclusion 30%Major: 70%	In 2022 — In 2023 Culture Inclusion 30%Major: 70%
Yong Mei Dance Training School	20 years	10,000 square meters	46 teachers, 32 graduate students	319 84% were admitted to undergraduate colleges	408 85% were admitted to undergraduate colleges	455 87% were admitted to undergraduate colleges	523 86% were admitted to undergraduate colleges	678 89% were admitted to undergraduate colleges
Yue da School of Art School	25 years	34,000 square meters	25 teachers, 15 graduate students	298 79.9% were admitted to undergraduate colleges	304 82.9% were admitted to undergraduate colleges	289 85.1% were admitted to undergraduate colleges	297 81.8% were admitted to undergraduate colleges	298 87.9% were admitted to undergraduate colleges
Bo yun Art School	20 years	5,000 square meters	17 teachers, 9 graduate students	145 79.9% were admitted to undergraduate colleges	187 79.9% were admitted to undergraduate colleges	185 79.9% were admitted to undergraduate colleges	224 79.9% were admitted to undergraduate colleges	300 79.9% were admitted to undergraduate colleges

4.1.2.2 Selection of the Three Best Practice Dance Entrance Examination Training Institutions in Shijiazhuang Based on Data Comparison

Table 6 Three best practice training institutions in Shijiazhuang were selected based on data comparison

Serial number	Name of training institution	Training Institution Logo	Advantages of training institutions
1	Yong mei Dance Training School		The school has been running for a long time, The scale of education is large, The campus environment is good, The enrollment situation is good, Strong teaching staff, High registration rate, High enrollment rate.
2	Yue da School of Art School		
3	Bo yun Art Training School		

4.1.2.3 Overview of the three best practice institutions

1) Yong mei Dance Training School

Since its establishment in 2003, Yong mei Dance Training School has been operational for 20 years. The school holds all necessary and official educational licenses and certificates, exceeding national standards in all aspects. It occupies an area of 10,000 square meters. Starting with just 30 students at its inception, the school has now grown to over 700 students. As a prominent college entrance exam training institution rooted in North China and catering to students nationwide, Yong mei Dance Training School has become a flagship brand in Hebei Province for dance entrance exam training. The school employs a semi-military, fully enclosed management style, characterized by a rigorous academic atmosphere, a commitment to excellence, a spirit of innovation, and a continuous pursuit of progress. With its efficient teaching methodologies and outstanding educational outcomes, Yong mei Dance Training School has maintained a leading position in North China. The school has consecutively produced the top scorer in Hebei Province's dance entrance examination for six years. Due to its remarkable achievements, the school is recognized in the industry as the "Heng shui High School" of training institutions. Under the supervision and support of various social sectors, the school continues to achieve remarkable success.

2) Yue da School of Art School

Since its founding, Yue da School of Art School has successfully operated for 25 years, holding complete and valid educational licenses as well as all necessary certification, with its operating conditions exceeding national standards. The school covers an area of 34,000 square meters and has nurtured over 20,000 passionate and hopeful students over the past 25 years, guiding them into the hall of their dreams. Adhering to the motto of "Integrating Knowledge and Action, Cultivating Both Virtue and Skill," the school is committed to the principles of integrity, diligence, pragmatism, and innovation. It has achieved remarkable success in the industry due to its unique teaching philosophy, systematic management framework, and strong faculty strength. Yue da School of Art School offers a variety of artistic specializations,

including vocal music, instrumental music, dance, and fine arts, positioning it as a comprehensive arts education institution. The campus environment is optimized, and the dance department has an excellent management model and advanced teaching methods, making it one of the most distinguished training institutions for dance entrance examinations in Hebei Province.

3) Bo yun Art Training School

Bo yun Art Training School is a formal private training institution approved by the educational authorities, and it has been in operation for 20 years, covering an area of 5,000 square meters. Since its establishment, the school has adhered to the teaching principles of "professionalism, scientific approach, and targeted instruction," as well as the teaching philosophy of "one student, one plan, one method." It has developed a strong reputation within the training sector in Hebei Province, characterized by a unique teaching style and an engaging classroom atmosphere. The school has established its own teaching model and places a strong emphasis on standardization, reinforcing basic competencies, and enhancing students' overall abilities in dance. Its admission rates and high-scoring rates consistently rank among the top in the province over the years. The school embraces a diverse approach to talent acquisition regarding faculty, and it continuously strives to improve the learning environment for students. With its elegant campus and rich academic atmosphere, Bo yun Art Training School annually sends outstanding students to major professional institutions across the nation.

4.1.3 Theory

4.1.3.1 Resource-based theory (RBV)

The Resource-Based View (RBV) is a widely discussed strategic management framework in the fields of management and economics, emphasizing that internal resources and capabilities are the sources of an organization's competitive advantage. The fundamental assumptions of resource-based theory are key to shaping its core concepts, positing that firms possess different tangible and intangible resources that can be transformed into unique capabilities. These unique resources and

capabilities serve as the foundation for a firm's sustainable competitive advantage. Resources are non-transferable and difficult to replicate between firms, allowing those that possess these resources to achieve sustained advantages in the marketplace.

The concept of Resource-Based View (RBV) originated from Wernerfelt's publication "A Resource-Based View of the Firm" in 1984, which treats the firm as a collection of resources and focuses on the characteristics of resources and strategic elements in the market to explain the sustainable advantages and differences between firms. This theoretical framework aids in understanding and managing an organization's internal resources, as well as how to create and maintain competitive advantages through their effective utilization. Sustainable competitive advantage derives from two aspects: first, the resources that a firm possesses, which have characteristics of value, rarity, inimitability, and non-substitutability; second, the firm's capability to develop and utilize these resources. RBV emphasizes that firms gain competitive advantage by leveraging unique internal resource characteristics. The premise is that firms exhibit heterogeneity, focusing on the differences among firms and how they achieve sustainable competitive advantage. It contends that sustainable competitive advantage has two dimensions: first, competitors are unable to implement the same strategies simultaneously; second, the firm's strategies cannot be easily replicated. The framework concentrates on specific internal resources of the firm, such as strategic leadership, tacit knowledge capabilities, and organizational culture factors (Yi, 2009).

Among the three best practice dance training institutions we selected, Yongmei Dance Training School and Leda Art Training School demonstrate significant advantages in foundational resources, which play a critical role in enhancing students' learning experiences and the overall reputation of the institutions.

1) Yong mei Dance Training School

The school provides unparalleled teaching resources by inviting professors from Hebei Normal University, a leading demonstration university in Hebei Province, to offer direct guidance in courses. This collaboration not only enhances the quality of instruction but also creates opportunities for students to interact directly with

top scholars and experts. Such resources are difficult for most other institutions to match, directly attracting a significant number of aspiring students.

2) Yue da Art Training School

Yue da Art Training School is part of the Leda Education Group and is led by Chen Caihong, who possesses a strong background in the industry and is responsible for the dance curriculum. Chen Caihong is currently an associate professor at Shijiazhuang University and is recognized as a young and middle-aged theoretical critique talent in dance by the China Dance Association. She holds a master's degree in dance from the China Academy of Arts and has studied under the renowned Mr. Feng Shuangbai. With two decades of experience in the field of dance education, she has accumulated extensive teaching experience and theoretical achievements. These unique faculty resources have established a high standard for the school within the industry, making it a preferred choice for students and parents alike.

3) Bo yun Art Training School

In contrast, Bo yun Art Training School has gained market recognition through its excellent reputation and strong teaching quality. Its success does not rely on significant external resources but is grounded in its instructional effectiveness and positive student feedback. Through word-of-mouth promotion by students, Bo yun continuously attracts new enrollees, reflecting the effectiveness of its teaching strategies and objectives in practice. This endogenous development model emphasizes quality improvement strategies in the context of limited resources, serving as an important example for other institutions to learn from.

4.1.3.2 Theoretical Support

According to the Resource-Based View (RBV), the unique resources and capabilities possessed by an institution are crucial sources of its sustainable competitive advantage. The successes of Yong mei and Yue da demonstrate the direct effects of outstanding resources on attracting students and enhancing teaching quality, while the case of Bo yun highlights the reliable advantage established through high-quality teaching and reputation in a context of relatively scarce resources. These diverse

approaches to resource utilization provide valuable insights and references for educational institutions on how to formulate strategies in different environments.

In summary, the strategies and successes of the three dance training institutions exemplify the practical application of the Resource-Based View (RBV) in educational management. This underscores that whether through external collaborations to acquire outstanding teaching resources or by relying on intrinsic teaching quality to enhance their reputation, both approaches are effective pathways to achieve a win-win situation in educational quality and effectiveness.

4.1.4 Analysis and Comparison of Three Best Practices

4.1.4.1 Three best practice dance art examination training institutions: school qualifications, school scale, and school years.

1) Yong mei Dance Training School



Figure 3 Website of Yongmei Dance Training School

Yong mei Dance Training School was established in 2003 and has been 20 years since then, with a formal school license and other documents, all of which are complete and all conditions are better than the conditions for running a school, covering an area of 10,000 square meters. The school has grown from only 30 students at the beginning of its establishment to more than 700 now. Now it has become a highly influential college entrance examination training institution based in North China

and facing the whole country, and has become the flagship brand of Hebei Dance Art Examination Training School. Under the supervision and support of all walks of life, the school's performance ranks among the top in North China, and it has cultivated the top student in the Hebei Provincial Dance Joint Examination for six consecutive years. The industry unanimously calls it the "Heng shui Middle School" in the training industry.

2) Yue da School of the Arts

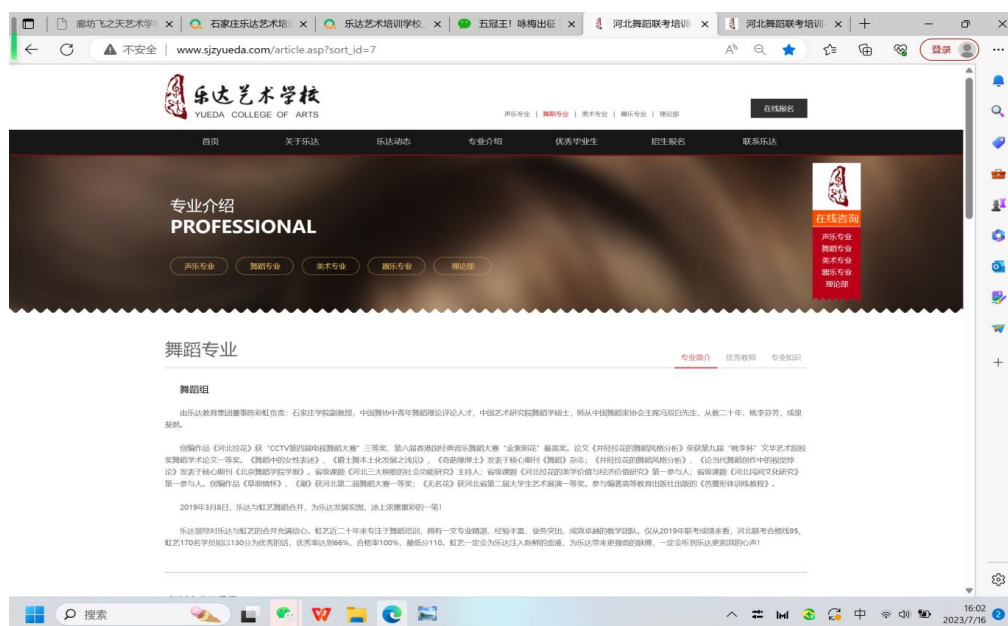


Figure 4 Yue da Art School website

Yue da Art School has been operating for 25 years, with a formal school license and other documents are all complete and all conditions are better than the conditions of running a school, covering an area of 34,000 square meters, since the establishment of the school 25 years, more than 20,000 students, with passion and hope into the palace of dreams. The school motto of "attaching equal importance to knowledge and action, virtue and art", with the purpose of running a school with integrity, solidity, pragmatism and innovation, unique teaching concept, systematic management system and strong faculty, has made brilliant achievements in the industry. It is a comprehensive art school with students majoring in vocal music, instrumental music, dance, and fine arts.

3) Bo yun Art Training School

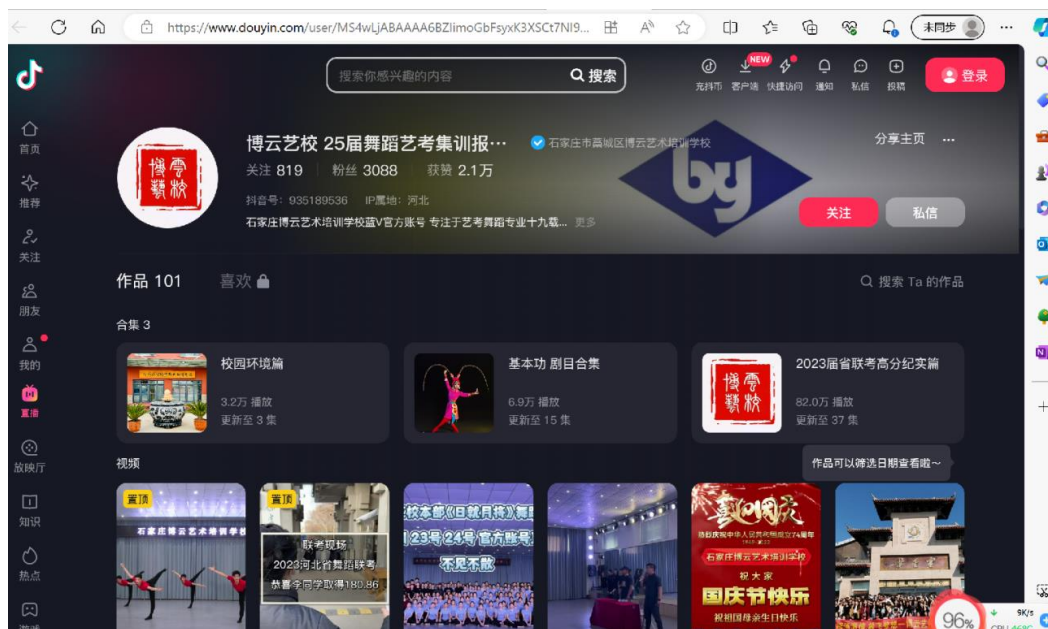


Figure 5 Bo yun Art Training School website

Bo yun Art Training School is a formal private training school approved by the education department, which has been running for 20 years and covers an area of 5,000 square meters. Since its establishment, the school has been adhering to the teaching tenet of "professional, scientific, pertinent" and the teaching concept of "one student, one plan, one method" in the training industry in Hebei Province enjoys a good reputation, unique teaching style, active classroom atmosphere, has its own set of teaching mode, pays attention to standardization in teaching, strengthens basic functional force, improves children's comprehensive ability in dance, and the admission rate and high score rate have been among the best in the province's performance rankings over the years. Bo yun Art Training School sends outstanding students to major professional colleges and universities across the country every year.

Conclusion:

According to the situation of the three best-practice dance art examination training institutions introduced in the above text, it can be concluded that these three best-practice dance art examination training institutions all have formal

school-running qualifications and licenses, and the school-running period is 20 years, 25 years and 20 years respectively; Through the years of schooling, we can see that he must be superior to other institutions in order to be invincible in the art examination training institutions. The school covers an area of 10,000 square meters, 34,000 square meters and 5,000 square meters respectively. It also fully proves the strength of these best-practice training institutions, he must have a certain number of students, otherwise he will not blindly expand the area, after all, the cost of venue rental is the biggest expense, and he must have his advantages to operate the training institution to such a large scale. The school's purpose is to uphold the professional, scientific and targeted teaching purpose, pay attention to the individuality and all-round development of students, cultivate students with outstanding performance, and perform well in the province. Due to the good conditions and excellent teaching results, this is the cornerstone of the development and growth of a training institution, as can be seen from these data, but in terms of school qualifications and school scale, these three schools are greatly superior to other training institutions, and can be used as a model of best practice art examination training institutions.

4.1.4.2 Faculty of the three best practice dance art examination training institutions

1) Teacher force formation

1.1) Faculty Team

1.1.1) Yong mei Dance Training School

Yong mei Dance Training School has a teaching team of more than 46 people, including teachers who graduated from many well-known art schools and normal colleges such as Beijing Dance Academy, People's Liberation Army Art Academy, Minzu University of China, Central Academy of Drama, etc. Among them, there are more than 32 teachers with graduate degree or above, and more than 14 undergraduate teachers, of which 20 are members of Hebei Dancers Association. The average teaching experience of the teaching team is more than 7 years, and they have rich teaching experience. The school has a Yong mei Teacher Training Department,

which provides a professional, efficient and convenient learning platform for teachers to help improve their professional ability and teaching level. The school regularly invites experts to conduct teaching and research guidance, and develops internal teaching methods to ensure the provision of standardized and authoritative art examination training. Such a strong and professional team of teachers is the core competitive advantage of Yong mei Dance Training School, which reflects its great importance to teaching quality and sets a benchmark for the education brand of the training institution.

1.1.2) Yue da Art Training School

The teaching staff of Yue da Art School brings together 25 professional teachers, including full-time teachers with 20 years of teaching experience, members of art groups, university professors and nationally renowned teachers. The team of dance teachers includes undergraduate teachers and 15 master's students, including 2 who are currently studying for a master's degree and 1 who has just graduated. The full-time teacher group covers three generations, with 20 years of teaching experience, experienced and stable; The backbone has more than 10 years of teaching experience, stable and powerful; At the same time, there are also young forces involved, including fresh blood such as recent college graduates, with vitality and innovative spirit. In addition, the school also invites university professors and national famous teachers to enter the classroom and lectures to provide students with a wider range of learning opportunities and professional guidance. This diverse and experienced faculty makes up the teaching strengths of Yue da Art School, demonstrating the high importance and continuous improvement of teaching quality at the school, and supporting it as a strong proof of best practice standards.

1.1.3) Bo yun Art Training School

Bo yun Art Training School pays attention to professionalism, moral quality and responsible attitude, and is committed to providing equal care for every student and parent. There are 17 teachers, 9 graduate students, and the rest of the teachers are all graduates of undergraduate colleges, covering full-time teachers, and often hire teachers from professional art colleges to teach. Arrange teaching

subjects according to the abilities and strengths of each teacher to ensure the quality of teaching. The teaching team has a wide range of teaching experience, including a number of senior teachers with more than 10 years of teaching experience, who are proficient in teaching skills. There are also young teachers who bring innovative thinking and keep up with the times in teaching methods, which in turn stimulates the vitality of the entire teaching team. Such a comprehensive, experienced, dynamic and innovative team of teachers has established a credible best practice standard for Bo Yun Art Training School and provided strong support for the school's excellence in the field of teaching.

Taken together, these three training schools all have strong teaching teams, and each school has its own unique characteristics and advantages.

To judge which institution is the representative of the best practice institution, the faculty also includes the teacher's curriculum system, curriculum arrangement, training methods, and management mode. The following continues to analyze some of the other design factors of the faculty.

1.2) Analysis of the Impact of Various Teacher Qualifications on Best Practices

From the perspective of "best practices," the teaching experience of teachers holding degrees from professional institutions contributes to meeting the standards of best practices.

In the comprehensive comparison of the impact of five categories on dance teaching capabilities and techniques—namely, graduate degrees, degrees from prestigious institutions, undergraduate degrees from institutions with rich teaching experience, degrees from professional colleges, and teaching certifications—the expected impact on teaching outcomes can be ranked as follows:

1.2.1) Graduate Degree (Highest Level)

Impact Level: Highest. A graduate degree provides a solid foundation in dance theory and innovative teaching methods, fostering the development of students' critical and creative thinking.

Advantages: A strong theoretical background and practical experience enable teachers to respond flexibly in complex teaching situations.

1.2.2) Degree from Prestigious Dance Institutions (High Level)

Impact Level: High. Education from prestigious institutions equips teachers with extensive professional skills and cutting-edge teaching methods.

Advantages: Strong industry resources and professional backgrounds significantly enhance the quality of instruction.

1.2.3) Undergraduate Degree from Institutions with Rich Teaching Experience (Middle-High Level)

Impact Level: Relatively High. Extensive teaching experience and solid instructional skills ensure effective course implementation.

Advantages: Although the theoretical knowledge may not be as profound as that of graduate-level educators, the wealth of experience allows them to better accommodate the diverse needs of students.

1.2.4) Degree from Professional Dance Institutions (Medium Level)

Impact Level: Moderate. Graduates possess basic teaching skills and artistic literacy but may have limitations in terms of innovation and deeper resource utilization.

Advantages: They are capable of effectively implementing fundamental teaching strategies, ensuring the quality of daily instruction.

1.2.5) Teaching Certification (Basic Level)

Impact Level: Low. It provides a basic assurance of teaching competency, but is relatively weak in terms of professional and innovative teaching methods.

Advantages: It ensures a fundamental qualification for educational instruction.

Summary

Among these five categories, graduate degrees and degrees from prestigious dance institutions demonstrate significant advantages, particularly in terms of professional depth and teaching innovation. While the extensive teaching experience of educators from ordinary undergraduate institutions may not provide an outstanding academic background, it exhibits strong performance in actual classroom outcomes. Degrees from professional institutions and teaching certifications rank lower, but still provide essential support. In dance education, it is particularly important to comprehensively enhance teachers' academic backgrounds and the management of teaching quality.

Taken together, these three training schools all have strong teaching teams, and each school has its own unique characteristics and advantages.

To judge which institution is the representative of the best practice institution, the faculty also includes the teacher's curriculum system, curriculum arrangement, training methods, and management mode. The following continues to analyze some of the other design factors of the faculty.

2) Curriculum systems of the three best practice training institutions

2.1) The curriculum system of Yong mei Dance Training School

Yong mei Dance Training School will set up the curriculum system in strict accordance with the examination syllabus, and has implemented the following specific measures:

2.1.1). Class Placement and Curriculum:

The curriculum system is set up in strict accordance with the examination syllabus.

Students are placed in classes according to their professional level and personal characteristics, emphasizing the use of personal strengths.

The class is divided into image classes and ability classes to ensure that the level of students in each class is the same.

The teaching team agrees to teach and improves the efficiency of teaching.

2.1.2) Teaching Mode:

With the "Leap Curriculum System", teachers focus on the subjects they are good at. Each subject is equipped with a special subject leader, and the teaching mode of a special person is implemented.

2.1.3) Course Schedule

Early stage (1-3 month): including classical dance body rhyme, original repertoire combination classes, acting classes, ballet training, etc.

Mid-term (4-7month): It covers individual repertoire selection and choreography, technical skills training, improvisation, and mastery of ethnic and folk dance styles.

At the same time, a full day of cultural classes is arranged every week for consolidation.

2.1.4) Comprehensive training

Provide students with one-stop services, including professional training, examination skills teaching, exam registration, etc.

The course is scheduled for 11 hours of intense training every day, from 6 a.m. to 10 p.m.

Provide butler-style intimate service, pay attention to the learning and living conditions of students, and pay attention to home-school cooperation.

On the whole, Yong mei Dance Training School provides students with all-round training and care through strict class assignments, professional teaching models and diversified curriculum arrangements. This teaching and management approach, which focuses on students' personalities and abilities, reflects the characteristics and strengths of the curriculum.

2.2) Yue da Art School Curriculum System

The curriculum of Yue da Art School is as follows:

Curriculum:

Mainly based on the examination syllabus as a guideline, the basic skills training, technical skills, blanket skills and other ability training courses are offered. It includes courses such as ethnic and folk dance, classical dance training, modern dance training, etc., to improve dance sensation and body liberation. Set up special training, covering dance, improvisation, dance works and other courses that are required for the college entrance examination.

Course Schedule:

Implement closed intensive training, the cycle is about 6-9 months, and the class is taught all day from Monday to Saturday every week, and it is closed on Sunday. 11 hours of intense training every day.

Overall, the Yue da Art School curriculum emphasizes the development of dance skills and sensibilities, and is guided by examinations. The school adopts an intensive curriculum arrangement and pays attention to students' all-round dance training, which reflects the rigorous teaching management and high-intensity training requirements. This focused and systematic curriculum helps students quickly improve their dance skills and achieve best practice training results.

2.3) The curriculum system of Bo yun Art Training School

The curriculum system of Bo yun Art Training School is as follows:

Curriculum:

Basic skills courses, technical skills courses, blanket skills courses, ethnic and folk dance courses, ballet training courses, classical dance body rhyme courses, modern dance basic training courses, material courses, improvisation courses, repertoire courses, etc.

For students with no foundation, it is emphasized that basic training is carried out first, including basic skills, technical skills, simple dance, etc., to lay a good foundation.

Course Progression:

After the popularization of basic knowledge, the development of classical dance body rhyme and repertoire will be gradually deepened to improve students' coordination, performance ability and cognitive level.

In September, I joined the improvisation course, using the foundation laid before to organize and conceive dance movements, and cultivate students' creativity and expressiveness.

Course Schedule:

Intensive closed training, taught all day from Monday to Saturday, and closed during the day only on Sunday. 10 hours of intense training per day.

Course Highlights:

Through the gradual teaching method, students can gradually improve their skills and cognitive level from basic knowledge to in-depth learning. While strengthening the basic training, it focuses on improving the performance and creativity of students, and provides all-round support for their dance development.

On the whole, the curriculum system of Boyun Art Training School aims to cultivate students' dance skills and comprehensive ability from the basics step by step, while paying attention to the cultivation of students' creativity and expressiveness, emphasizing all-weather intensive training and systematic curriculum arrangement, which helps students improve their dance level in an all-round way, reflecting the best practice teaching system.

Conclusion:

On the whole, these three dance training schools have integrated constructivist teaching, personalized teaching and differentiated teaching concepts in their teaching systems. Each school has its own characteristics in terms of teaching model, curriculum and theory of teaching techniques, but all of them are committed to improving students' dance skills and performance, reflecting best

practices. It fully reflects the teaching characteristics and advantages of the dance training school!

3) Curriculum training methods of three exemplary training institutions

3.1) Yong mei Dance Training School Curriculum Training Method

The training method of Yong mei Dance Training School is scientific and effective training and learning according to the age group and training purpose of the students.

High school stage: (15-17 years old) The learning of high school is connected to the art examination, so the training content of high school is based on the requirements of the art examination content, mainly to solve the foundation before the art examination training, and ensure that students have a solid foundation of basic skills, muscle awareness, body coordination and control during the art examination professional training.

Outward bound training: The content of outward bound training is a new method refined on the basis of traditional basic skills training methods, especially for students with 0 basic skills and students who want to improve quickly. Outward bound training can effectively improve students' physical coordination, cooperation and limb control ability.

Quality training: Quality training is a very important part of basic skills training, effective quality training can improve the muscle quality and strength of the student's body, has a great protective effect on bones and other aspects, and can effectively reduce the occurrence of injuries.

3.2) Yue da Art School Curriculum Training Method

Yue da Art School used to start with basic skills, but found that it was boring for students to practice basic skills first, and their interest in learning declined, so it was later adjusted to all subjects at the same time. After more than 20 years of teaching, each course has a very scientific and systematic training method, of

course, with the marking of the examination syllabus, reasonable teaching and training adjustments will be made accordingly.

Yue da Art School has a systematic teaching plan, and the teaching objectives and tasks of each month are in different courses (basic skills, Chinese classical dance body rhyme, skills, blanket skills, ethnic and folk dance, modern dance), and there will be different degrees of progressive teaching content according to the students' ability and the advancement of the examination time. All teachers should carry out systematic teaching according to the teaching task, and on the basis of systematic teaching, they can have their own unique teaching skills, such as interaction, scenario-based teaching, and encouraging teaching. In addition, differentiated teaching should be carried out according to the different levels of students, and teaching should not be one-size-fits-all. After all, dance is a skill-based course, and the difficulty or amount should be adjusted according to the student's physical ability and foundation.

3.3) Bo Yun Art Training School Curriculum Training Method

Bo yun Art Training School regularly organizes training for teachers, and each subject is taught and taught before the start of classes. The class curriculum is tailored to the student's aptitude and will be adjusted in time according to the student's situation. It tests the ability of students to endure hardships, how to cultivate from a blank sheet of paper, and be able to enter an undergraduate university.

Conclusion:

On the whole, these three dance training schools emphasize personalized teaching, scientific training and comprehensive quality improvement in teaching methods. They combine motor learning theory, interest pedagogy, systematic pedagogy and different ability learning theory to provide students with comprehensive, scientific and effective training. This combination of teaching methods and theories makes these three schools exemplary examples of best practice teaching systems.

4) Teaching management model of three best-practice training institutions

4.1) Teaching Management Model of Yong mei Dance Art School

Yong mei implements fully enclosed management, the safety of students is above all else, and in strict accordance with the relevant national laws and regulations, a series of safety management regulations have been formulated, and teachers and students are required to strictly abide by these regulations in their daily teaching activities.

At the same time, the school is also equipped with fire hydrants, fire extinguishers and other supporting safety measures, and regularly conducts safety awareness training for teachers and students from the beginning of students' enrollment, so as to continuously strengthen the safety awareness of teachers and students. The school hires professional security personnel to ensure the safety of the school, who are on duty 24 hours a day, regularly patrol to eliminate potential safety hazards, strictly restrict students from going out without permission, and carefully investigate and register visitors. There is real-time monitoring without dead ends in the teaching area, and it is responsible for the life and property safety of each teacher and student. The school arranges cleaning staff to disinfect students' classrooms, canteens, dormitories, water rooms and other public areas every week to ensure students' hygiene and epidemic prevention safety

4.2) Teaching management model of Yue da Art School

4.2.1) Closed militarization + 24-hour monitoring + mobile phone management + class management + hygiene.

4.2.2) Dormitory conditions:single bathroom 4 rooms/6 rooms/8 rooms, ordinary 8 rooms, etc.

4.2.3) Restaurant environment: similar to KFC.

4.2.4) Living facilities: independent toilet bath + washing machine + hair dryer + central air conditioning, and of course, basketball court.

4.2.5) The main class teacher, life teacher, division of labor and cooperation.

4.3) Teaching management model of Bo yun Art Training School

The school implements a fully closed management, formulates a series of safety management regulations, and requires teachers and students to strictly abide by these regulations in their daily teaching activities.

The dormitory environment is elegant, the dormitory is equipped, air conditioning, washing machine, independent toilet, and there are special teachers to accompany the whole process.

At the same time, the school is also equipped with fire hydrants, fire extinguishers and other supporting safety measures, and regularly conducts safety awareness training for teachers and students from the beginning of students' enrollment, so as to continuously strengthen the safety awareness of teachers and students.

There is real-time monitoring without dead ends in the teaching area, and it is responsible for the life and property safety of each teacher and student.

The school regularly arranges personnel to disinfect students' classrooms, canteens, dormitories, water rooms and other public areas to ensure students' hygiene and epidemic prevention safety.

Conclusion:

On the whole, these three dance training schools emphasize the safety and comfort of students in teaching management, with fully enclosed management and safety awareness training as the main characteristics. Teachers are united and have a reasonable division of labor, and they do their part to provide a safe and stable learning environment for students. It is an exemplary example of a best-practice teaching system.

4.1.4.3 Campus environment of three best-practice training institutions

1) The campus environment of Yong mei Dance Training School

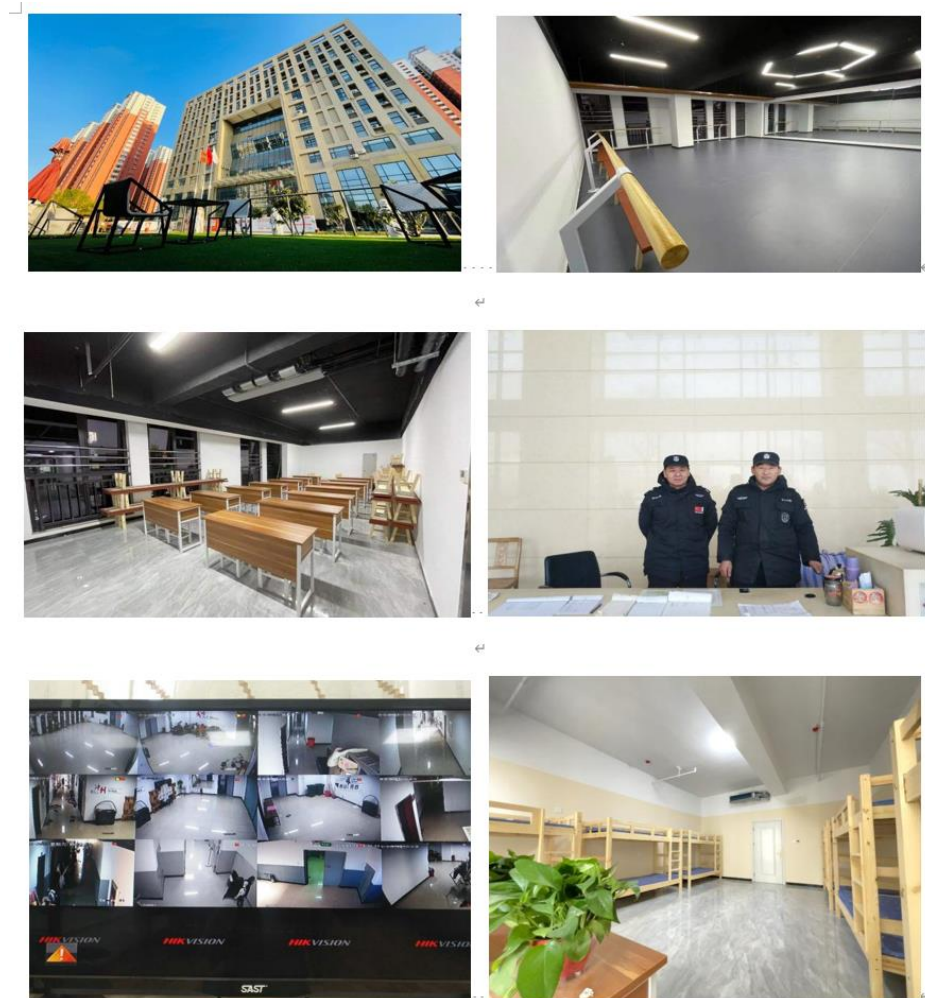


Figure 6 Photographed by the author The campus environment of Yong mei Dance Training School

Yong mei Dance Training School has nearly 10,000 square meters of dance classrooms, full-time dance training mode, and strives to build a fully enclosed dance teaching base. Professional classrooms, cultural classrooms, playgrounds, canteens, dormitory areas, leisure and other environments are warm and comfortable, students have plenty of space to practice dance, classrooms are designed

by a professional team, the most reasonable space scheduling, the most scientific light design, equipped with a whole wall of floor-to-ceiling mirror walls and professional handles, the use of elastic flooring and Beijing Dance Academy dance studio level configuration, greatly reducing the wear and tear of students' bodies and injuries, countless dance students have been admitted to the ideal university here!

2) The campus environment of Yue da Art School



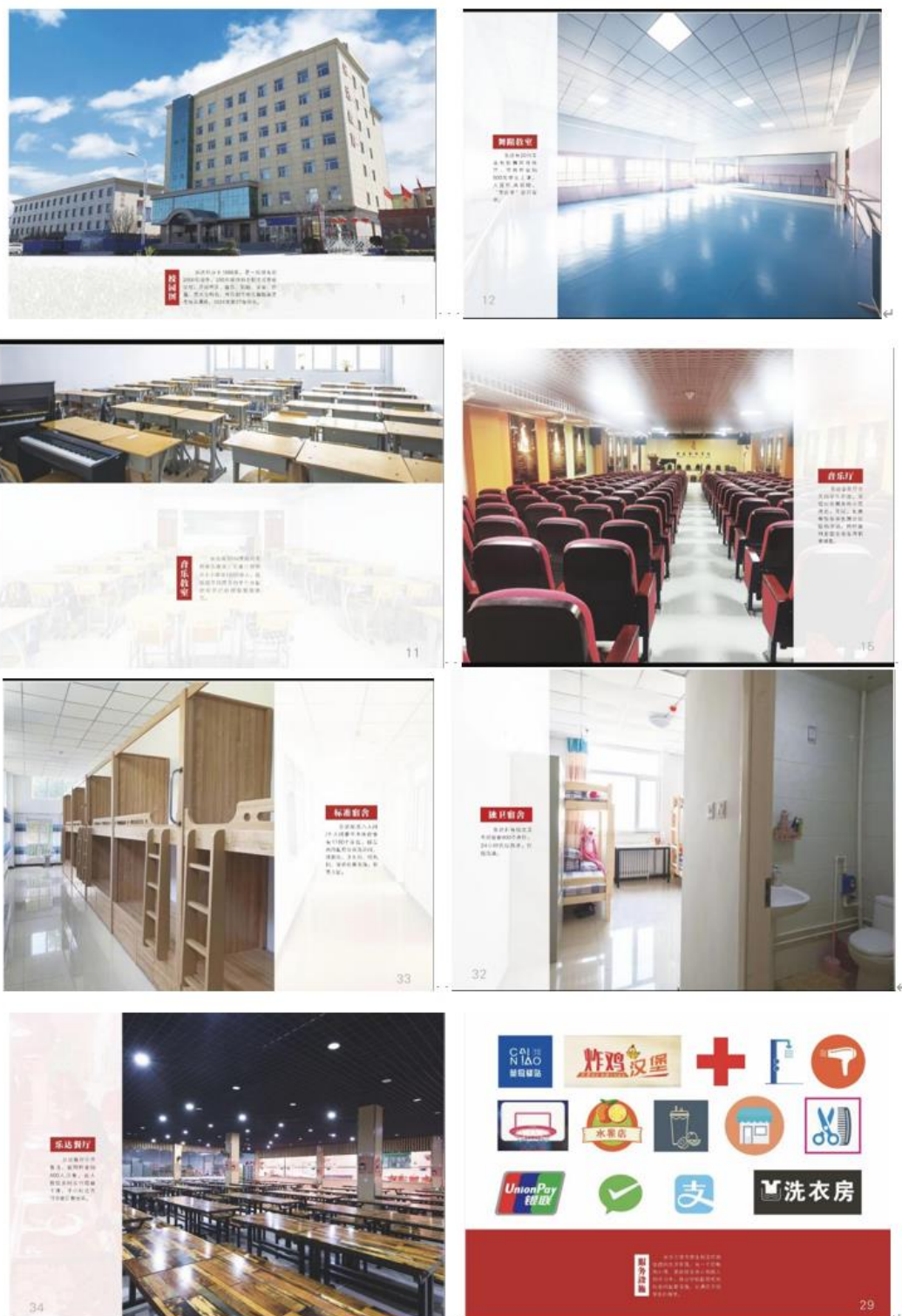
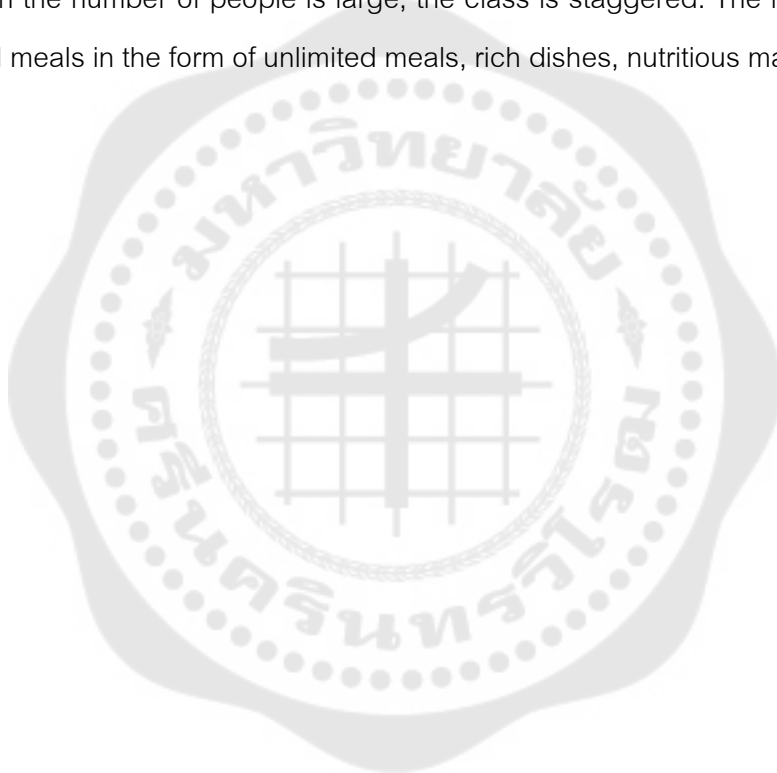


Figure 7 Photographed by the author The campus environment of Yue da Art School

The school covers an area of 34,000 square meters, with 20 professional rubber dance rehearsal halls, which can accommodate 500 students at the same time. Dormitory conditions: excellent conditions, single bathroom 4 rooms/6 rooms/8 rooms, ordinary 8 rooms, etc., to meet the needs of different students. The dormitory is equipped with air conditioning, and there are bathrooms, toilets, hair dryers, washing machines and other facilities on the floors, and hot water is supplied 24 hours a day. The restaurant is clean and tidy, can accommodate 400 people at the same time, and when the number of people is large, the class is staggered. The implementation of unlimited meals in the form of unlimited meals, rich dishes, nutritious matching.



3) Bo yun Art Training School Campus environment

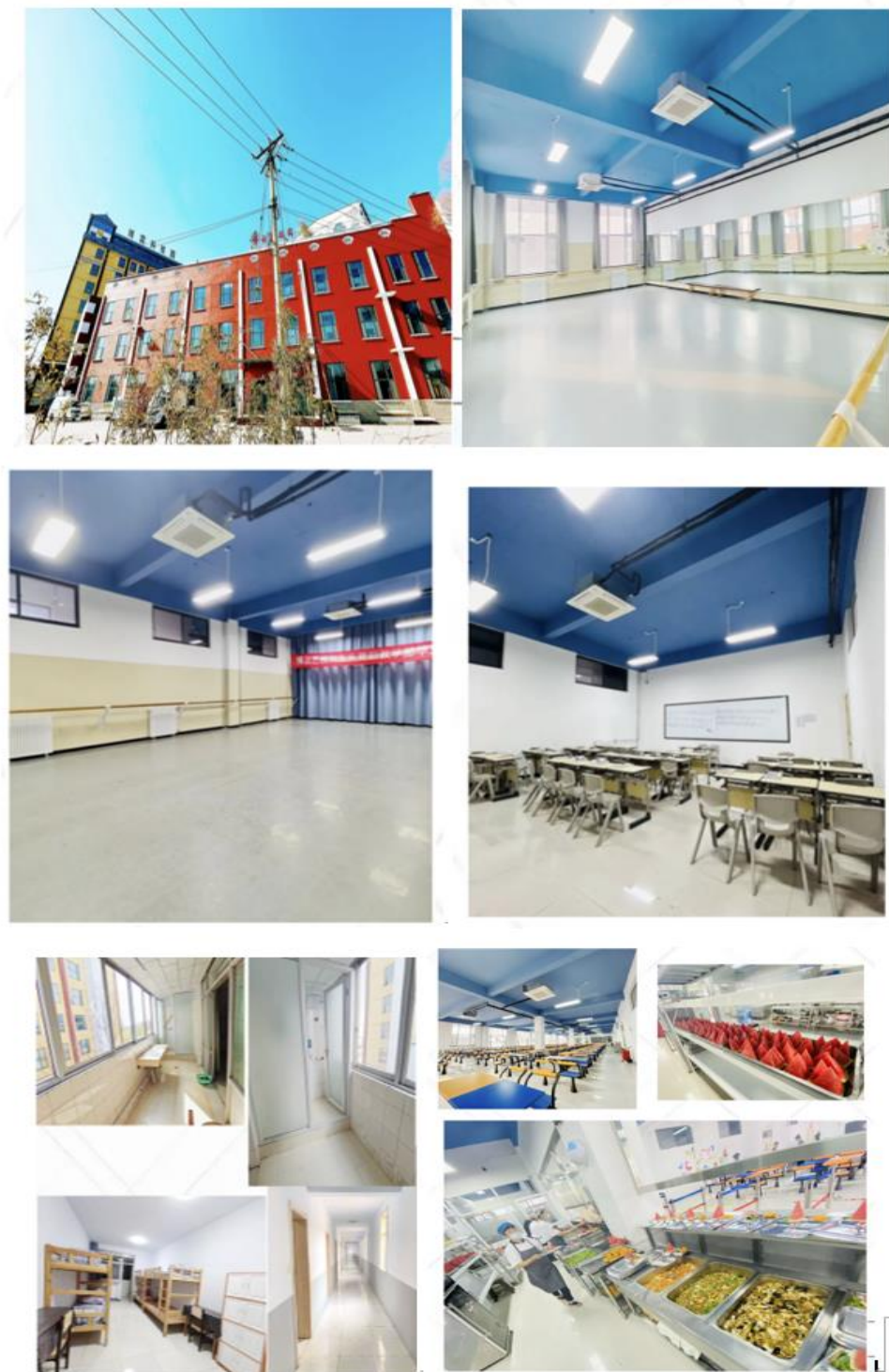


Figure 8 Photographed by the author Bo yun Art Training School Campus environment

The school covers an area of 5,000 square meters and has 10 professional rubber dance rehearsal halls, which are enough to ensure that students dance in spacious and bright classrooms; Sanitation is checked every day, the classrooms are kept tidy, the dormitories are clean and tidy, the conditions are superior, the independent toilet is equipped with an air-conditioned bath, and the hot water is supplied 24 hours a day. The restaurant is clean and hygienic, nutritionally balanced and scientifically matched, and equipped with after-dinner fruits to ensure that students have unreliable nutrition and scientific and healthy meals in the learning process.

Conclusion:

The campus environment of these three dance training schools is committed to providing a comfortable and safe learning and living environment, and attaches importance to the physical and mental health and all-round development of students. They have continuously optimized the campus design, the environment and teaching atmosphere are superior, creating a comfortable environment and superior living conditions for students, and 24-hour monitoring without dead ends ensures the safety of students, and can also allow parents to send students to training institutions with peace of mind.

4.1.4.4 Statistics on the number of students and specific articulation rates of the three best practice dance art examination training institutions in the past five years

1) Yong mei Dance Training School Enrollment and specific admission rate in the past five years.

Table 7 Yong mei Dance Training School has enrolled students in the past five years and the specific admission rate

serial number	year	Total Enrollment (Persons)	Top score (min)	Average score (min)	Number of undergraduate admissions (Person)	Admission ratio %
1	2018—	319	185	144	268	84
	2019					
2	2019—	408	191.67	153	347	85
	2020					
3	2020—	455	189	150.02	396	87
	2021					
4	2021—	523	185	151.04	450	86
	2022					
5	2022—	678	192.67	156.1	603	89
	2023					

2) The number of students enrolled in Yue da Art School in the past five years and the specific admission rate

Table 8 Yue da Art School has enrolled students in the past five years and the specific admission rate

serial number	year	Total Enrollment (Persons)	Top score (min)	Average score (min)	Number of undergraduate admissions (Person)	Admission ratio %
1	2018—2019	298	179	153	238	79.9
2	2019—2020	304	177	142	252	82.9
3	2020—2021	289	178.33	150	246	85.1
4	2021—2022	297	176.67	152	243	81.8
5	2022—2023	298	181.01	153	262	87.9

3) The number of students enrolled in Bo Yun Art Training School in the past five years and the specific admission rate.

Table 9 The number of students enrolled in Bo Yun Art Training School in the past five years and the specific admission rate

serial number	year	Total Enrollment (Persons)	Top score (min)	Average score (min)	Number of undergraduate admissions (Person)	Admission ratio %
1	2018	145	178	152	120	82.8
	2019					
2	2019	187	176	154	161	86.1
	2020					
3	2020	185	174	153	151	81.6
	2021					
4	2021	224	181	156	195	87.1
	2022					
5	2022	300	184	159	258	86
	2023					

conclusion

From the data point of view, the performance of these three best-practice training institutions is stable and high, which fully reflects their outstanding advantages in teaching results. Compared with other general training institutions, these schools have a higher level of training quality and teaching, which can help students better advance and enter the ideal university. Therefore, it can be said that the articulation rate of these three training institutions is significantly higher than that of other general training institutions, and indeed demonstrates the excellent results of the best practice teaching system.

Through the actual situation of the three best-practice dance training institutions in Shijiazhuang, we can clearly see that no matter in terms of school qualifications, school scale, or teachers, as well as hardware equipment, campus environment, and learning atmosphere, compared with the same industry, are very advantageous. In the construction of the teacher team, we also strive to be equipped with professors, expert lectures, excellent teachers graduated from key universities to teach, with scientific and standardized teaching skills, from the curriculum arrangement and teaching mode, it is not difficult to see that these institutions will carry out hierarchical teaching and staged teaching according to the degree or characteristics of students, as well as teaching according to their aptitude, using the teaching skills of constructivist teaching, multiple intelligent teaching, and differentiated teaching. In addition, in terms of campus management, not only the rationalization, scientificization and systematization of dance professional learning are achieved, but also the students have a strong learning atmosphere in professional learning and are not relaxed spiritually; In the life management, it is also meticulous, bringing a warm experience to the students' homes. From learning to food, housing environment and safety management, it can be said that we are doing education with our hearts, adhering to the principle of student first. And we can see from the data of the admission rate of the three best practice institutions in the past five years that the teaching results are very good.

4.1.4.5 Student satisfaction surveys of best practice training institutions

1) Reliability and validity of the questionnaire

This survey first invited three authoritative experts to score three different questionnaires. All three experts are university dance instructors and heads of dance education departments, ensuring the relevance of the questionnaire items to the research objectives. The scoring results are shown in the table below, with each questionnaire item rated on a scale of 10 points. The results indicate that all three experts rated the questionnaire items as 10 points, resulting in a total score of 30 points. This demonstrates that the questionnaire items are very reasonable and meet the needs of the survey.

Table 10 Expert Rating Scale

Questionnaire type	expert			Score
	Chen Fei	Qiao Jie	Zhang Huikai	
University professor interview questions	10	10	10	30
Interview questions with agency managers	10	10	10	30
Student Satisfaction Questionnaire	10	10	10	30

2) Satisfaction questionnaire analysis

A total of 60 people were surveyed in this satisfaction questionnaire group, of which 60 were valid samples, with an effective rate of 100%, and the average satisfaction of the overall and each institution is shown in Table 11.

Table 11 Average scores of satisfaction among institutions

Training Institutions	Average score
Bo yun Art School	4.915
Yong mei Dance Training School	4.905
Yue da School of Art School	4.900
collectivity	4.907

For the qualifications of running a school, the satisfaction results are shown in Table 12, and the satisfaction distribution of Bo yun Art School shows that 10% of students are "somewhat satisfied", while 90% of students are "very satisfied". Yue da School of Art School and Yong Mei Dance Training School were very satisfied, with

all students who participated in the survey saying they were "very satisfied" and none of the students choosing "somewhat satisfied". In total, only 2 students said they were "somewhat satisfied", while the vast majority (96.67%) of the students said they were "very satisfied".

Judging from the data, the students of Yue da School of Art School and Yong Mei Dance Training School are very satisfied with the qualifications of their respective institutions. Although Bo yun Art School also has a high level of satisfaction, a minority of students (10%) said that they are only "somewhat satisfied", which may indicate that Bo yun Art School still has room for improvement in some areas. Overall, the vast majority of students expressed a high degree of satisfaction with the qualifications of the dance art examination institutions they attended.

Table 12 Satisfaction with the qualifications of each institution

Name of the training provider	Satisfaction with the school's qualifications		total
	Relatively satisfied	Very satisfied	
Boyun Art School	2	18	20
Yue da School of Art School	0	20	20
Yong Mei Dance Training School	0	20	20
total	2	58	60

From the data in Table 13, it can be concluded that in terms of hardware facilities, Bo yun Art School and Yong Mei Dance Training School are more satisfied, because they have a higher proportion of "very satisfied". Yue da School of Art School was slightly less "very satisfied", but still 75% of students said they were very satisfied. In terms of the teaching environment, Yong Mei Dance Training School had the highest level of satisfaction, with all students expressing great satisfaction. Bo yun Art

School and Yue da School of Art School also had a high level of satisfaction, but a few students said they were only somewhat satisfied.

Looking at the data, the majority of students expressed a high level of satisfaction with the hardware facilities and teaching environment of their respective institutions. Bo yun Art School and Yong Mei Dance Training School are both highly satisfied with the hardware facilities and teaching environment, while Yue da School of Art School is slightly deficient in these two indicators, but still maintains a high level of satisfaction. Yong Mei Dance Training School satisfaction with the teaching environment was particularly high, and all the students expressed great satisfaction.

Table 13 Satisfaction with the campus environment of each institution

		Satisfaction with hardware facilities			Satisfaction with the teaching environment		
		Relatively satisfied	Very satisfied	total	Relatively satisfied	Very satisfied	total
Name	Bo yun	2	18	20	3	17	20
	Yue da	5	15	20	4	16	20
	Yong mei	3	17	20	0	20	20
Total		10	50	60	7	53	60

As can be seen from the data in Table 14, Bo yun Art School is very satisfied in all aspects. Yue da School of Art School is slightly less satisfied with the curriculum than other institutions, but is otherwise comparable to Bo yun Art School. Yong Mei Dance Training School satisfaction with the course teaching form and teaching management is slightly lower than that of Bo yun Art School and Yue da School of Art School, but it still maintains a high level of satisfaction.

Overall, the three best practice institutions received high levels of satisfaction in all aspects of their faculty, with the vast majority of students reporting very much satisfaction. Bo yun Art School satisfaction with the faculty team, course teaching methods, and instructional management is slightly higher than that of other institutions. Yue da School of Art School and Yong Mei Dance Training School are slightly lacking in some areas, but overall satisfaction is still high, indicating that these institutions are performing well in terms of teachers.



Table 14 Faculty satisfaction by institution

Faculty team satisfaction			total
Name of the training provider	Relatively satisfied	Very satisfied	
Bo yun Art School	1	19	20
Yue da School of Art School	2	18	20
Yong Mei Dance Training School	1	19	20
total	4	56	60

Name of the training provider	Relatively satisfied	Very satisfied	
Boyun Art School	2	18	20
Yue da School of Art School	4	16	20
Yong Mei Dance Training School	3	17	20
total	9	51	60

Name of the training provider	Relatively satisfied	Very satisfied	
Boyun Art School	1	19	20
Yue da School of Art School	1	19	20
Yong Mei Dance Training School	2	18	20
total	4	56	60

Name of the training provider	Relatively satisfied	Very satisfied	
Boyun Art School	1	19	20
Yue da School of Art School	2	18	20
Yong Mei Dance Training School	4	16	20
total	74	53	60

ตาราง 14 (Continued)

Name of the training provider	Satisfaction with teaching management		total
	Relatively satisfied	Very satisfied	
Boyun Art School	2	18	20
Yue da School of Art School	1	19	20
Yong Mei Dance Training School	2	18	20
total	5	55	60

The teaching effect is shown in Table 15, Bo yun Art School has obtained the highest satisfaction in terms of training effect, all students are very satisfied, and there is also a high level of satisfaction in terms of learning atmosphere, 3 people are relatively satisfied. Yue da School of Art School was satisfied with both aspects, no one was satisfied with the learning atmosphere, and only one was satisfied with the training results. Yong Mei Dance Training School satisfaction in two aspects was also relatively high, 2 people were satisfied with the learning atmosphere, and 2 people were satisfied with the training effect.

Table 15 Satisfaction with teaching effectiveness

Satisfaction with the learning atmosphere			
			total
Name of the training provider	Relatively satisfied	Very satisfied	
Bo yun Art School	3	17	20
Yue da School of Art School	0	20	20
Yong Mei Dance Training School	2	18	20
total	5	55	60
Name of the training provider	Relatively satisfied	Very satisfied	
Boyun Art School	0	20	20
Yue da School of Art School	1	19	20
Yong Mei Dance Training School	2	18	20
total	3	57	60

From the data point of view in Table 15,, the three best practice training institutions have achieved high satisfaction in terms of teaching effectiveness, especially Boyun Art School has received a very satisfactory evaluation from all students

in terms of training effectiveness. Although a few students expressed satisfaction in some aspects, Yue da School of Art School and Yong Mei Dance Training School still maintained a high level of satisfaction overall. Overall, the majority of students are satisfied with the learning atmosphere and training results of dance art examination institutions, which shows that these institutions are doing a good job of improving student satisfaction.

Through the data analysis of the above questionnaires, the satisfaction of the three best practice training institutions is very high, and considering all the factors of the three training institutions' school qualifications, school scale, teacher team building, campus environment, learning atmosphere, hardware equipment and teaching achievement promotion rate, the above three training institutions are very suitable as best practices as reference and reference for other training institutions.

4.1.5 Data Analysis and Presentation

4.1.5.1 Comprehensive Analysis of Key Factors: Background Comparison, Variable Relationships, and Causal Exploration

1) Background Comparison

Analyzing the admission rates and faculty strength of educational institutions is very valuable in exploring the reasons why certain institutions perform exceptionally well. This analysis not only helps to understand the strengths and weaknesses of educational organizations but also provides insights for the improvement of other institutions.

1.1) Faculty Strength

Professional Qualifications and Experience: Excellent teachers possess solid professional knowledge and effective teaching strategies, directly enhancing teaching quality and student learning outcomes.

Student Role Models: Strong faculty strength attracts outstanding students, creating a positive learning atmosphere that fosters a virtuous cycle.

1.2) System and Culture

Educational System: Flexible and innovative management models contribute to improving institutional performance, while traditional systems may restrict development.

Campus Culture: A supportive campus culture enhances students' sense of belonging and increases their willingness to learn and satisfaction levels.

1.3) Student Support Services

Academic and Emotional Support: Tutoring and psychological support services effectively alleviate learning pressures, enhance student confidence and abilities, and subsequently improve learning efficiency and academic performance.

1.4) Reputation and Brand Impact

Institutional Reputation: A strong reputation attracts high-quality students and increases admission rates.

Alumni Network: A robust alumni network supports students in gaining advantages in employment and professional development, while also enhancing the institution's reputation.

Conclusion

Improving institutional performance relies not only on faculty strength but also on various factors such as system culture, student support services, and institutional reputation. Therefore, to advance admission rates and teaching quality, educational institutions must comprehensively optimize these aspects to enhance the overall quality of educational services.

2) Variable Relationships: Contextual Analysis

Currently, the data presented is relatively isolated and lacks background comparisons with national or provincial averages, which limits the overall understanding of educational equity and resource allocation. Comparing institutional performance with national and provincial data helps identify relative strengths and weaknesses in educational quality, admission rates, and faculty strength.

Socioeconomic Factors: The economy, cultural background, and government educational investment in Shijiazhuang, Hebei Province, directly influence families' willingness to invest in education, subsequently affecting schools' admission rates and the quality of their student populations.

Conclusion

Comparative analysis with national and regional backgrounds, along with considerations of socioeconomic factors, provides stronger support for optimizing educational practices and rational resource allocation.

3) Correlation Between Teacher Qualifications and Student Performance

High teacher qualifications are generally positively correlated with high student achievement. The quality educational background and extensive experience of teachers enable them to implement effective teaching strategies and provide personalized guidance to students, significantly enhancing their learning outcomes.

Impact on Admission Rates: Student performance is a critical criterion for university admissions, and strong academic performance directly increases admission opportunities. Highly qualified teachers improve student grades, thereby creating a virtuous cycle that enhances the institution's reputation.

Conclusion

While the impact of teacher qualifications on student achievement and admission rates is significant, it is essential to consider various factors, such as individual motivation, family support, and the educational environment, which also play a role in shaping these outcomes.

4) Exploration of Correlation and Causal Relationships

The causal relationship between teacher qualifications and student performance is complex and mutually influential. Highly qualified teachers can effectively enhance student learning outcomes and further improve their admission rates. However, the ultimate academic achievement is not solely determined by teacher

qualifications; it is also influenced by factors such as student motivation and the school environment.

Conclusion

A comprehensive analysis of these dimensions contributes to a thorough examination of educational effectiveness and provides empirical support for policy formulation and teacher training initiatives.

4.1.6 Critical Evaluation of Institutions

4.1.6.1 Balanced Critique

Although the strengths of each institution are well-documented in the literature, this chapter aims to identify areas for improvement through a more balanced critique. While Yue da Art Training School possesses strong faculty resources, its teaching facilities may be relatively outdated. In contrast, Yon g mei Dance Training School features newer planning and design, including professional psychological counseling services, which enhance support for students. Conversely, Bo yun Art Training School is somewhat lacking in psychological counseling; however, its dedicated life teachers provide essential support, which is commendable.

4.1.6.2 Impact of Institutional Weaknesses

Understanding the potential weaknesses and their impacts is crucial when evaluating the performance of educational institutions.

1) Potential Impact of Identified Weaknesses:

Low Satisfaction Rates: If student satisfaction is low in certain areas, it may reflect issues with educational quality and support services, leading to decreased student motivation and an increased dropout rate.

Damaged Reputation: Persistently low satisfaction rates can adversely affect the institution's reputation, hinder future enrollment, and reduce its competitiveness in attracting high-quality students.

Faculty Attrition: Dissatisfaction among teachers regarding their work environment may lead to the loss of quality faculty, which in turn further weakens educational quality.

Impact on Students' Future Development: The reputation and educational quality of the institution directly influence students' opportunities for employment and further education.

2) Steps to Solve the Problems:

Regular Satisfaction Surveys: Conduct regular surveys to identify issues and implement targeted improvements.

Establish Feedback Mechanisms: Provide open channels for students and teachers to report issues in a timely manner.

Concentrate Resources for Improvement: Once issues are identified, concentrate resources to implement effective improvements.

Enhance Communication Between Faculty and Students: Organize regular discussion sessions to understand students' needs and adjust teaching strategies accordingly.

Teacher Training and Development: Offer professional development opportunities to enhance teaching quality and teacher satisfaction.

Focus on Student Support Services: Ensure that necessary academic and psychological support is provided to students.

Conclusion

Identifying and addressing weaknesses within the institution presents challenges to its long-term success and reputation. By implementing targeted improvement measures, educational institutions can effectively enhance teaching quality, increase satisfaction among students and faculty, and maintain a competitive advantage in the increasingly challenging educational market.

4.1.7 Methodological Limitations

4.1.7.1 Sample Representativeness and Bias

In this study, the selection of student samples was conducted through a random sampling method, with the survey process occurring away from the presence of teachers. Students filled out the questionnaire anonymously via an app, effectively alleviating any concerns they might have about potential biases due to teacher

presence. This design aimed to ensure that students could express their genuine thoughts in a pressure-free environment. However, the sample size is relatively small, primarily because, following the completion of their specialized entrance exams, students generally return to cultural schools for academic studies, making it difficult to contact a large number of students in training institutions. Moreover, the heavy academic workload during high school limits the number of students who can participate in the survey. Consequently, the representativeness of the sample may be affected.

These limitations include:

Sample Size: A small sample may not adequately reflect the opinions and needs of a broader student population, reducing the general applicability of the results.

Bias and External Factors: Potential biases may arise during the survey process due to students' backgrounds, learning situations, and external environments, which can affect their responses and lead to result discrepancies.

Acknowledging these limitations will enhance the transparency and reliability of the research findings and provide directions for improvement in future studies.

4.1.7.2 Survey Design and Execution

In terms of the reliability and validity of the indicators, the questionnaire used in this study underwent expert evaluation to ensure its scientific rigor and applicability. Experts scored the questionnaire based on their knowledge in relevant fields, and specific scoring details are provided in the appendix, further enhancing the authority of the research.

Data analysis was conducted using automatically generated responses from the system, ensuring that there is a traceable record of actual submissions for verification. For deeper statistical analysis, the study also utilized SPSS software. Through this approach, the research is able to reveal findings with a strong empirical basis, thus improving the accuracy and reliability of the results.

In summary, this section outlines the methodological limitations of the study and their potential impact on survey results, while also detailing the elements involved in the survey design and execution process, providing a solid foundation for subsequent research.

4.1.8 Summary and discussion of research results

4.1.8.1 Similarities between the best practices of the three institutes

The three best practice schools are all students enrolled in the school, and students need to be assessed as a whole, and classes are divided according to the assessment results, specific to the professional performance or the style or overall appearance of the students, and regular monthly examinations, mobility records, real-time monitoring of student learning, and timely teaching adjustments, which reflects the differentiated teaching theory, differentiated teaching is conducive to the maximization of students' mastery of professional skills, and each student of different levels is arranged to teach together, which is the growth and progress of students. It is of great help that teachers can also make more targeted teaching arrangements for students, so that students can maximize their absorption of professional knowledge and make progress in practice.

4.1.8.2 The greatest advantages of the three training schools and their teaching management focus:

1) Yong mei Dance School

1.1) The biggest advantage: It has cultivated the champion of dance in Hebei Province for five consecutive years, which reflects its strength and excellent teaching achievements. At the same time, the school attaches great importance to the mental health of students, and has a team of full-time psychological counselors to help students with psychological counseling through professional psychological counselors to ensure that they maintain a good psychological state during the learning process.

1.2) Teaching management focus: emphasizing practical learning, improving students' practical ability through dance performance and skill training, while paying attention to students' psychological development, and ensuring that students can still perform well under high pressure through continuous drills and psychological

counseling support. Consistent with practical teaching management, it emphasizes students' independent practice, so that students can actively participate in learning practice and get their own practical improvement from practice.

2) Yue da Art School

1.1) The biggest advantage: It enjoys the reputation of "Heng shui Middle School in the dance world", and is known as "Heng shui Middle School in the dance world" because of its strict management and high-quality teaching level, which helps students achieve excellent results.

1.2) Teaching management focus: emphasizing creative learning, the school is a multi-professional comprehensive college, no matter in the teachers, or teaching equipment, can meet the improvement of students' comprehensive quality and ability in diversified intelligent teaching, through diversified subject setting and innovative education methods, aiming to expand students' artistic vision and innovation ability, improve students' creativity and artistic expression.

3) Bo yun Art Training School

1.1) The biggest advantage: It has a strong professional teaching team of dance, pays attention to the moral development and personal development of teachers, and its meticulous teaching and good reputation make the number of students increase steadily.

1.2) Teaching management focus: emphasizing theoretical teaching, emphasizing the systematic integration of basic knowledge and dance skills, so as to ensure that students have a solid theoretical foundation. Whether in the teaching process or in the relationship between teaching theory and practice, the constructivist teaching principle is followed, and the teaching should be gradually constructed on the basis of the original students, and teachers also need to set up and arrange the curriculum according to the constructivist principle in the teaching process.

4.1.8.3 The most successful factors of the three training schools:

1) Yong mei Dance School: Its success lies in its strong teaching team and scientific mental health support, focusing on the all-round healthy development of students, including physical and mental balance, which enables students to have extraordinary psychological quality in the face of academic pressure and professional challenges, and helps to maximize professional ability.

2) Yue da Art School: The success factors are its strict management, high discipline and excellent quality of education, creativity in a regulated learning environment, ensuring that students have a strong advantage and excellent performance in the highly competitive art examinations.

3) Bo yun Art Training School: Its success comes from its professional teaching methods, focusing on the combination of theory and practice, providing practical and cutting-edge teaching solutions, as well as a unique educational concept in cultivating students' personalized development.

4.1.8.4 Represent the strengths and most successful areas of the three institutions as a best practice agency

1) Yong mei Dance School

1.1) Advantages: excellent teaching results, emphasis on mental health management, and high-quality practical education.

1.2) The most successful field: focus on students' actual performance and psychological adjustment in a high-pressure art examination environment, provide a full range of student services, and improve students' practical dance ability

2) Yue da Art School

1.1) Advantages: rigorous teaching management, innovative curriculum setting.

1.2) Most successful field: A wide range of creative arts education, which cultivates students' ability to excel in examinations, stands out in the industry with its high articulation rate and in-depth artistic exploration

3) Bo yun Art Training School

1.1) Advantages: Excellent teaching team and systematic theoretical courses.

1.2) The most successful field: the effective combination of theoretical teaching and practice, and the in-depth exploration in the professional field. Cultivate students' solid theoretical foundation and personalized development path.

By giving full play to their respective advantages, these training schools have not only become leaders in local art examination training, but also laid a solid foundation for students to have multi-dimensional competitiveness in higher education.

4.2 Guidelines for Best Practices of Private Dance Training Institutions in Shijiazhuang City, Hebei Province

In order for dance entrance examination training institutions to operate effectively, continually grow, and become best practice institutions, it is essential to establish optimizations in the following areas: an outstanding leadership team, a clear market positioning, control over teaching quality, an excellent management system, a strong faculty team, enhanced student services, continuous innovation and development, and ongoing improvement. By establishing these superior management systems, private dance training institutions in Shijiazhuang City will be able to enhance their competitiveness, promote sustainable development, and ultimately achieve the goal of becoming best practice training institutions.

4.2.1 Leadership Team:

Establish a stable, professional and visionary leadership team to provide guidance and support for the direction and strategic planning of the organization.

At the beginning of the 21st century, the quality of leadership has a significant impact on school and student outcomes. If schools are to provide the best possible education for their students, they need effective leaders and administrators. Schools need trained and committed teachers, and schools need the leadership of effective principals and the support of other senior and middle managers.

Leadership highlights a clear distinction between itself and management. It is associated with driving change, whereas management is viewed as focusing on maintenance. Additionally, the significance of two facets of the organization's activities is emphasized.

Leadership involves guiding and influencing others' behaviors to reach desired outcomes. Leaders are individuals who define and impact the goals, motivations, and actions of others, frequently driving change to meet both current and new objectives. It necessitates wisdom, energy, and skill.

Management excels at preserving existing organizational structures. Although effective management can exhibit leadership traits, its primary role is to sustain rather than transform.

Instructional leadership is a very important dimension because it addresses the central activity of the school, which is teaching and learning. As a core activity of educational institutions, the increasing emphasis on managing teaching and learning has led to the recognition of instructional leadership.

Instruction emphasizes teaching and learning, placing importance on both the professional development of teachers and the academic growth of students, emphasizing the direction of influencing the process, and focusing on the behavior of teacher-student cooperation. The influence of the leader, which is mainly focused on the aspect of students learning through teachers, focuses on the direction and impact of influence, rather than the process itself.

While educational management is essential, it is not the ultimate goal; its primary objective is to facilitate effective teaching and learning within educational services. Both teachers and their students can attain effective learning in conditions where the task of management at all levels of educational services is ultimately to create and support. Therefore, the extent to which effective learning achieved has become a measure of management quality.

Enhancing learning effectiveness necessitates a leadership development approach centered on mentoring. This involves encouraging leaders to shift their mindset to view the teaching and learning process as a core aspect of their responsibilities, rather than delegating these matters solely to educators, not only in teaching and learning, as well as in various other areas of life, including sports, social interactions, student well-being, and self-esteem.

summary

In an excellent management system, the leadership team is not only the leader of direction and decision-making, but also the agent of change, the shaping of culture and the supporter of employee development. Their role is important as it not only affects the operational efficiency and performance of the organization, but also has a direct impact on the work experience and career development of employees.

4.2.2 Market Positioning:

Clarify the positioning and target audience, formulate corresponding marketing strategies, understand industry dynamics and competitive environment, and enhance the visibility and attractiveness of the organization.

The market positioning of dance art examination training institutions should focus on providing high-quality and professional dance education services to meet the specific needs of art examination students.

The key to the market positioning of dance art training institutions is to identify the target market and provide unique course content.

4.2.2.1 First of all, it is necessary to identify the target market, i.e. for students who are preparing to take the dance art exam. Such students usually have clear art examination objectives and have high requirements for dance professional skills and artistic expression. Therefore, the institution should provide professional and systematic dance training, according to the interpretation of the examination of dance professional art candidates, we can make it clear that the content of the training should include basic skills training, technical skills, artistic expression, style training,

improvisation training, dance theory and other courses, so as to help students comprehensively improve their dance level and art examination results.

4.2.2.2 Unique course content is key to competitive positioning. You can attract more students by cooperating with industry experts, introducing cutting-edge teaching concepts and technologies, or offering more scientific and optimized art courses based on the exam syllabus.

4.2.2.3 In addition, the price strategy is also an important consideration. Depending on the content and value of the courses offered, you can choose high-end positioning or mass positioning to ensure that the price matches the value.

4.2.2.4 Brand building is the core of competitive positioning. Through high-quality teaching, high-quality customer service and effective marketing, we have gradually established a good brand image, so that the dance art examination training institution stands out from many competitors.

4.2.2.5 Flexible marketing strategies are also the key to success, which can attract and retain target customers through a combination of online and offline methods, such as social media marketing, offline events, cooperative promotion, etc.

summary

To sum up, the market positioning of dance art examination training institutions should revolve around providing professional and high-quality dance education services, and attract and meet the specific needs of art examination students through a clear target market, unique course content, reasonable price strategy, strong brand building, and flexible marketing strategies.

4.2.3 Teaching Quality:

Ensure that teaching quality is always the core, provide high-quality teaching resources, facilities and teachers, constantly update teaching content and methods, and lead the development trend of the industry.

The teaching quality of dance art examination training institutions is generally high, and attention should be paid to the teaching staff and teaching results.

The teaching quality of dance art examination training institutions is affected by many factors, including teachers, teaching results, teaching environment, etc. In order to ensure the quality of teaching, we must pay special attention to the following aspects:

4.2.3.1 Faculty: An excellent faculty team is the key to ensuring the quality of teaching. Some institutions have experienced and high-quality teaching teams, and these teachers often have many years of teaching experience and professional backgrounds to provide quality teaching services to students. In addition, best practice dance art examination training institutions such as those in the paper will regularly invite industry experts to give lectures to provide students with a broader learning perspective¹.

4.2.3.2 Teaching Outcomes: Teaching outcomes are one of the important criteria for measuring the teaching quality of an institution. Dance art examination training institutions should build a distinctive and feasible education mechanism through scientific, systematic and professional course content, as well as a strict and effective management system, fully tap the artistic potential of each student, and escort the dance art education for the college entrance examination. Excellent dance art examination training institutions are usually able to provide solid and powerful guarantees for further education, so that students can directly enjoy the best teaching resources.

4.2.3.3 Teaching environment: A good teaching environment is equally important for students' learning and growth. Best practice dance training institutions are able to provide students with dedicated learning areas and facilities, such as rehearsal halls, training equipment, study rooms, etc., to provide students with a more comfortable learning environment. Enjoy the fun of learning, a good learning environment and atmosphere will help improve students' learning efficiency and promote their all-round development.

summary

To sum up, in order to stand out in the dance art examination training institutions, we should focus on controlling the faculty of the institution, improving the teaching results, improving the teaching environment, and allowing students to enjoy better cost performance, ensuring the quality of teaching also ensures the core of education and teaching, so as to improve the learning efficiency of students, and also become a leader in the highly competitive training institutions.

4.2.4 Management System

Establish standardized management processes and systems, including marketing department, teaching department, academic affairs department, financial management, etc., to improve management efficiency and operational effectiveness

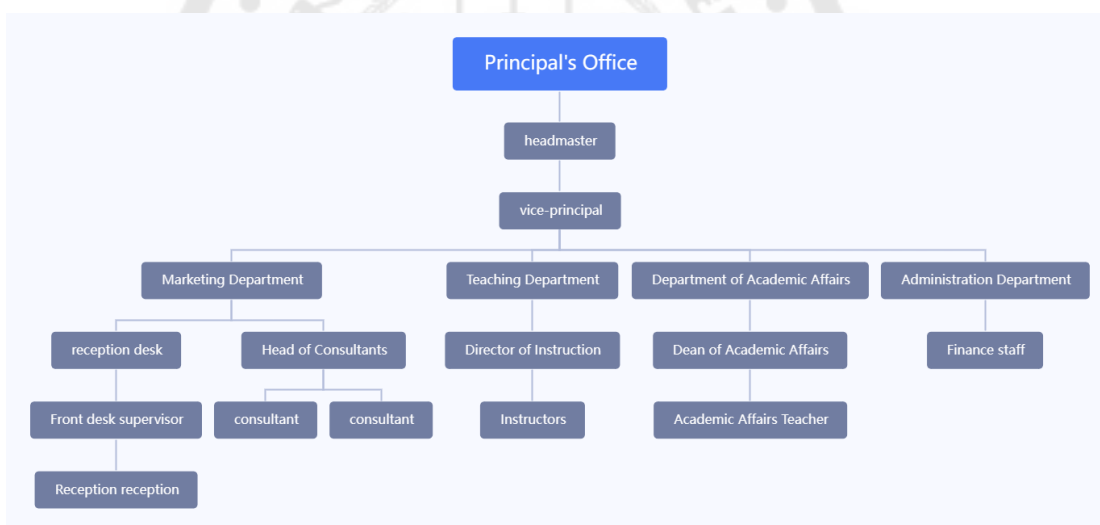


Figure 9 Organizational setup

Organizational setup

The President's Office, the President, and the Vice President are divided into four departments: 1. The marketing department includes: the front desk, the front desk supervisor, the front desk reception, and the consultant supervisor and consultant; 2. The teaching department includes: teaching director and teaching teachers; 3. The Academic Affairs Department includes: Academic Affairs Supervisor and Academic

Affairs Teacher; 4. The administrative department includes: personnel department and finance department.

4.2.4.1 Marketing Department

Job Responsibilities:

- 1) Market analysis: conduct market research, understand and analyze market demand, and adjust market strategies in a timely manner.
- 2) Promotion: Plan and implement marketing strategies to effectively promote the brand through online and offline activities.
- 3) Cooperation negotiation: Negotiate cooperation with relevant educational institutions, middle schools, communities, etc., and increase enrollment channels.
- 4) Brand building: maintain and enhance the brand image of the institution, and improve the visibility of the institution through various publicity channels.

1.1) Front Desk (Reception)

Job Responsibilities:

- 1.1.1) Daily reception: responsible for the reception of visitors, answering questions, and guiding to relevant departments to deal with them.
- 1.1.2) Information registration: receive and record the registration intentions, consultations and other information of students and parents.
- 1.1.3) Telephone reception: responsible for answering and handling all kinds of telephone inquiries, and making relevant records.
- 1.1.4) Administrative support: Cooperate with the relevant work of the Academic Affairs Department and the Marketing Department to provide necessary administrative support.

1.2) Curriculum Advisory Department

Job Responsibilities:

- 1.2.1) Consultation and Q&A: Provide detailed course consultation for parents and students to answer relevant questions.

1.2.2) Course recommendation: Recommend suitable courses and learning programs according to the level and needs of students.

1.2.3) Registration: Responsible for course registration, payment and contract signing.

1.2.4) Follow-up of academic situation: follow up the student's learning progress, communicate with parents regularly, and give feedback on the student's situation.

1.2.5) Customer maintenance: maintain good customer relations and improve customer satisfaction and stickiness.

4.2.4.2 Teaching Department

Job Responsibilities:

1) Curriculum design: Design and optimize the course content according to the requirements of the art examination and the teaching objectives.

2) Teaching implementation: Responsible for actual teaching to ensure high-quality teaching and student acceptance.

3) Teaching evaluation: Regularly evaluate the teaching effect, including student testing, classroom performance, etc., and adjust the teaching methods in a timely manner.

4) Teacher training: Organize and implement professional training for all teachers to improve the overall teaching level.

5) Teaching resource management: manage and optimize teaching resources, including teaching materials, teaching aids, teaching videos, etc.

4.2.4.3 Academic Affairs Department

Job Responsibilities:

1) Course arrangement: Responsible for formulating training schedules, organizing and coordinating various teaching activities.

2) Teacher management: Coordinate and manage teachers' teaching time and work arrangements to ensure that teachers teach on time.

3) Student file management: manage students' registration, payment and grade files, and manage students in accordance with regulations.

4) Examination arrangement: Organize and arrange students to participate in mock examinations and formal examinations, and conduct score statistics and analysis.

5) Home-school communication: Communicate with parents regularly about students' learning and report students' progress and shortcomings.

4.2.4.4 Administration Department

1) Human Resources Department (HR)

1.1) Main responsibilities:

1.1.1) Recruitment and onboarding: publish recruitment information, screen resumes, and organize interviews. Handle the induction procedures for new teachers, including contract signing and training arrangements.

1.1.2) Teacher management and development: Maintain teacher files and update relevant information. Develop and implement teacher training programs to improve teachers' professional skills and overall quality. Plan teachers' career development paths, and provide teachers' career guidance and support.

1.1.3) Performance appraisal, rewards and punishments: Formulate and implement a performance appraisal system to regularly evaluate teachers' performance. Implement corresponding rewards and punishments based on performance results to motivate teachers.

1.1.4) Teaching Relationship and Welfare: Maintain good working relationships with teachers and resolve disputes and problems. Organize activities for teachers and students to enhance team cohesion. Manage teacher welfare and insurance matters.

2) Finance Department

2.1) Main responsibilities:

2.1.1) Financial Planning & Budgeting: Formulating the agency's annual budget and financial plan, forecasting income and expenditure. Monitor budget performance, adjust and optimize in a timely manner.

Cost Control & Management:

2.1.2) Track and review various expenses, control costs, and improve the efficiency of capital use.

2.1.3) Formulate reasonable training expenses, and carry out the payment work to run smoothly, and the accounts are clear and correct.

2.1.4) Treasury Management & Financial Statements: Manage cash flow and ensure the funds needed for the normal operation of the institution. Prepare financial statements and reports as required to provide a basis for management decision-making.

2.1.5) Tax management and compliance: Responsible for the tax declaration and payment of the agency to ensure legal compliance.

2.1.6) Salary and benefits management: calculate and pay teachers' salaries, manage bonuses and commissions.

2.1.7) Handle various procedures and documents related to payroll.

summary

Through a sound organizational structure and a clear division of responsibilities, as well as an effective business strategy, dance art examination training institutions can achieve more efficient operations and better services, so as to achieve better development.

4.2.5 Faculty:

With a team of high-quality teachers, we provide continuous teacher training and development opportunities to maintain the professionalism and passion of teachers.

4.2.5.1 The important role of teachers in dance art examination training institutions

The establishment of a high-quality teaching team is the key to improving the overall teaching quality and competitiveness of dance art examination training institutions, and it also plays a vital role in dance art examination training.

1) Guarantee of teaching quality

1.1) Professional ability: Excellent teaching staff have professional and solid dance skills and profound theoretical knowledge, and can provide high-quality teaching content to ensure that students master formal dance skills and theories.

1.2) Teaching experience: Experienced dance teachers understand the learning characteristics and progress methods of different students, and can teach students according to their aptitude, formulate personalized teaching plans, and improve the overall teaching effect.

2) Improvement of student achievement

2.1) Targeted training: Senior teachers can conduct targeted training for students through scientific methods, improve students' expressiveness and test-taking ability on the stage, and help students stand out in the art examination.

2.2) Assessment simulation: Teachers with rich experience in teaching and art examination can provide students with professional mock examination guidance, get used to the art examination process and requirements, and improve students' test scores and pass rate.

3) Cultivate students' artistic literacy

3.1) Comprehensive quality improvement: Excellent teachers not only teach technology, but also pay attention to cultivating students' artistic accomplishment, dance performance and creativity, and improve students' comprehensive artistic quality.

3.2) Aesthetic education: Through systematic art education and daily teaching, the teaching staff can cultivate students' aesthetic ability and art appreciation, and cultivate all-round development of artistic talents.

4.) Positive teaching atmosphere

4.1) Motivation and encouragement: Dedicated teachers can enhance students' self-confidence and interest in learning and create a positive teaching atmosphere through care and encouragement.

4.2) Student role models: Excellent teachers are not only the guides for imparting knowledge, but also role models and models for students, guiding students to establish good learning and artistic norms through their own behaviors and attitudes.

5). Improvement of the reputation and competitiveness of the school

5.1) Brand effect: Well-known teachers or accomplished graduates can enhance the reputation and popularity of the training school, and attract more potential students to come to study.

5.2) Social recognition: High-quality teaching achievements and students' outstanding results can enable the training school to be recognized by social and professional institutions in related fields, and enhance the school's influence and competitiveness.

6) Curriculum and Pedagogical Innovation

6.1) Curriculum development ability: Professional and creative teachers can design and develop innovative courses that meet market needs and student characteristics, enrich teaching content, and improve teaching quality.

6.2) Teaching method innovation: Excellent teachers continue to explore and introduce new teaching methods and means to improve the interest and effectiveness of teaching.

4.2.5.2 Recruitment criteria

1) Educational background: Teachers are required to have a higher education background (bachelor's degree or above) in a dance-related field, such as a graduate of a dance academy or an art academy.

2) Dance Practice: Preference will be given to those with rich experience in dance performance or dance art examination training.

3) Teaching ability: Good teaching skills, able to design and implement effective teaching plans according to the level of students.

4) Comprehensive qualities: including responsibility, communication skills, team spirit, and love for education.

4.2.5.3 Induction training

1) Institutional culture training: to enable new teachers to understand the institution's philosophy, culture and management system.

2) Teaching skills training: including professional training in teaching methods, curriculum design, classroom management, etc.

3) Probationary guidance: Arrange one-on-one guidance from senior teachers to help new teachers grow quickly through feedback from actual teaching.

4) Teaching evaluation: Set up a probationary evaluation mechanism to evaluate through student feedback, classroom observation, etc.

5) Continuing Professional Development
summary

To sum up, the importance of teachers in dance art examination training schools is multifaceted: they are not only the guarantee of high-quality teaching, but also the key factor in the improvement of students' performance and artistic literacy. In addition, through effective teaching and individualized instruction, teachers are able to create a positive learning environment, enhance the reputation and competitiveness of the school, and promote the overall development of the school. Therefore, building an excellent teaching team is one of the core elements of the success of the dance art examination training school.

By comprehensively considering recruitment, training, evaluation, motivation and other aspects, we can establish a high-quality teaching team, which can lay a solid foundation for the development of dance art examination training institutions and the future of students.

4.2.6 Student Services:

Pay attention to the needs of students, establish a comprehensive student service system, including learning counseling, mental health support, volunteer guidance for entrance examinations, etc., to improve student satisfaction and loyalty. The optimization of student services and management systems is a key factor in ensuring the success of students and the continued development of the institution.

4.2.6.1 Pay attention to the needs of students

1) Admission Assessment: At the time of enrollment, a comprehensive entrance foundation assessment and needs analysis will be conducted in order to tailor a study plan for the student.

2) Regular feedback: Establish a regular feedback mechanism to understand students' needs and opinions through questionnaires, interviews and other forms.

4.2.6.2 Learning Guidance

1) Personalized tutoring: Provide one-on-one or group tutoring according to the level and progress of students, and solve difficulties in learning in a timely manner.

2) Q&A after class: Set up a special Q&A time or Q&A meeting to help students solve difficult problems encountered after class.

3) Learning resources: Provide rich learning resources, including mock test questions, video tutorials, practice materials, etc., to help students learn independently.

4.2.6.3 Mental health support

1) Psychological counseling: Hire professional psychological counseling teachers, regularly carry out mental health lectures, and provide psychological counseling and counseling services.

2) Stress relief activities: Organize moderate recreational and relaxation activities to reduce students' pressure to prepare for exams, such as yoga, meditation and other activities.

3) Building trust: Encourage teachers to establish a relationship of trust with students, find out students' psychological problems in a timely manner and give help.

4.2.6.4 Career planning guidance

1) Career Planning Lectures: Invite well-known figures in the dance industry and successful cases of art examinations to share career planning and experience.

2) Personalized guidance: According to the specific situation of each student, provide personalized career planning suggestions to provide direction for their future development.

3) Examination information: Provide detailed art examination information, including the examination policies, enrollment guidelines and examination skills of major art colleges.

4.2.6.5 Multiple service systems

1) Student file management: record each student's learning, grades, personal goals, etc. in detail, and update them regularly for analysis and guidance.

2) Home-school communication: Hold regular parent-teacher meetings or parents' open days to let parents know about their children's learning progress and situation. Establish home-school contact platforms, such as WeChat groups, parent liaisons, etc., to communicate students' learning dynamics at any time.

3) Student activities: Hold campus cultural activities, such as theatrical evenings, dance works display, etc., to improve artistic accomplishment, stimulate students' artistic creativity and enhance aesthetic ability, test learning results, find deficiencies, improve in time, promote students' progress, learn from each other, and also exercise stage performance, adaptability and self-confidence in the display of works, which helps students to play their best level in the art examination.

4) Facility support: Provide complete learning facilities, such as comfortable practice rooms, scientific dance equipment, sufficient rest areas, etc.

Establish a good living environment and provide students with a safe learning atmosphere.

5) Mental Health Week: Organize a mental health week activity every semester, including mental health lectures, stress relief workshops, psychological counseling open days, etc.

6) Application Volunteers: Organize one-stop analysis services for application volunteers once a year, carry out application planning meetings, and provide one-to-one application consulting services.

4.2.6.6 Technical support

1) Online platform: Establish an online learning platform to provide online courses, material downloads, online Q&A and other services to facilitate students to learn at any time.

2) Publish the latest learning content, exam information, activity notices, etc. through the APP or WeChat official account.

3) Information management: Adopt information management system to record and analyze students' academic progress, and provide data support and decision-making basis.

summary

In the dance art examination training institutions, the quality of student services and the scientific management system are very important. By establishing and improving the student service system, accurately paying attention to the needs of students, and providing all-round support, it can not only effectively improve the learning effect and satisfaction of students, but also enhance the reputation and influence of training institutions, and promote the all-round development of students and the success of art examinations. Through personalized counseling, psychological support, strict teacher and student assessment, effective resource allocation and communication mechanism, training institutions provide students with a good learning environment and growth platform and other intimate student services, which can promote students' learning mentality, stimulate students' greater potential in a positive

state, improve teaching quality, improve management efficiency, promote continuous improvement, achieve the optimization of student learning and training, and ultimately achieve a win-win situation for student performance and institutional development. In the end, they helped them achieve good results in the art exam.

4.2.7 Innovation and Development:

Encourage innovative thinking and practice, promote continuous innovation in teaching content and methods, carry out artistic exchanges and cooperation projects, and expand the development space of the institution.

4.2.7.1 Personalization

1) Personalized learning path: Customize the learning plan and course content according to the student's foundation and goals, so that the teaching is more in line with the needs of each student.

2) Customized tutoring for dance works: provide one-on-one or group tutoring, focusing on overcoming students' weak links, developing strengths and avoiding weaknesses, and seeking the most suitable dance works for students.

4.2.7.2 Diversified curriculum

1) Interdisciplinary integration: The interdisciplinary integration of dance and other art forms such as music, drama, visual arts, etc., broadens students' artistic horizons and abilities.

2) Comprehensive quality training: In addition to the syllabus courses of dance professional skills examination, art-related courses can also be offered, such as performance skills, stage expression, art history and other courses, to expand theoretical knowledge and comprehensively improve the comprehensive quality of students.

4.2.7.3 Foreign exchanges and cooperation

1). Lectures: Well-known dancers and educators are regularly invited to the school to hold lectures to provide students with extensive communication opportunities.

2). Study plan: Establish cooperative relations with dance academies, organize students to visit and study, and improve their professional level.

4.2.7.4 Cultural construction

Institutional culture construction: Through the inculcation of cultural concepts and the holding of cultural activities, students and teachers are cultivated with a sense of belonging and identity, and a good learning and working atmosphere is formed.

4.2.7.5 Integration of industry resources

School-enterprise cooperation: Cooperate with relevant enterprises to train students, provide internships and employment opportunities, and help students understand and adapt to social needs.

summary

Through the specific measures in the above aspects, the dance art examination training institutions can achieve comprehensive innovation and development, not only in the pursuit of innovation in teaching content and methods, but also actively attach importance to personalized training, diversified development and exchange, cultural construction, resource integration and optimization of the service system. Together, these measures can continuously enhance the competitiveness and influence of the institution, and ensure the all-round development and growth of students.

4.2.8 Continuing Professional Development

4.2.8.1 Training Enhancement

1) Internal training: The organization regularly organizes teaching seminars and experience exchange meetings.

2) External training: Teachers are encouraged to participate in external professional training, seminars, dance competitions, etc., to improve their professional level.

3) Observation and exchange: Arrange teachers to participate in the observation and study of excellent dance schools or training institutions, and absorb advanced teaching concepts and methods.

4) Career development path: Develop a clear career development path, such as teaching assistants, bishops, teaching and research directors, etc., to stimulate teachers' work enthusiasm and career pursuits.

4.2.8.2 Establish an effective feedback mechanism

1) Multi-channel feedback collection

1.1) Student feedback: Through questionnaires, interviews, student symposiums and other forms, regularly collect students' feedback on courses, teachers, facilities and other aspects.

1.2) Teachers' feedback: Establish teachers' feedback channels to collect teachers' opinions and suggestions on teaching resources, curriculum arrangement, and teaching management.

1.3) Parent feedback: Regularly collect parents' feedback on the institution's services through telephone, email, parent-teacher meetings, etc.

2) Instant feedback

Set up an instant feedback session, such as an online questionnaire or classroom feedback form, at the end of each lesson to get immediate feedback on the effectiveness of your teaching. Or the weekly meeting should collect feedback and feedback on the improvement plan in a timely manner

4.2.8.3 Establish a comprehensive evaluation system

1) Teaching quality assessment

1.1) Classroom observation: Conduct regular classroom observation to evaluate the teaching level of teachers and the learning effect of students.

1.2) Student performance evaluation: Evaluate students' learning progress through various methods such as periodic tests and mock test results.

2). Management evaluation

Audit: Conduct regular internal audits of the workflow and implementation of each department to find and improve problems.

3). Comprehensive performance evaluation

Establish a comprehensive performance evaluation system, covering multiple dimensions such as teaching quality, management efficiency, and student satisfaction, and comprehensively evaluate the operation of the institution.

4.2.8.4 Continuous improvement based on feedback and evaluation results

1). Problem rectification: For the problems found in feedback and evaluation, formulate a rectification plan, clarify the responsible person and the time limit for completion, and ensure that the problem is solved in a timely manner.

2). Optimize the process: According to the actual operation situation and feedback, continuously optimize and improve the teaching and management process to improve the overall efficiency and effect.

3). Resource allocation: Regularly check the allocation of resources, adjust teaching resources, facilities and equipment, human resources, etc. according to needs to ensure that the needs of students and teachers are met.

4.2.8.5 Construction of innovation culture

1) Encourage innovation: Encourage teachers and staff to put forward innovative ideas and suggestions, establish a reward mechanism, and stimulate innovation motivation.

2). Continuous learning: Teachers and staff are encouraged to participate in continuing education and training, constantly update their professional knowledge and skills, and keep up with the times.

4.2.8.6 Establish a transparent and open information exchange mechanism

1) Information disclosure: Regularly disclose feedback and evaluation results, as well as the improvement measures of the institution, to students, parents and staff, so that all parties can understand the development status and improvement effectiveness of the institution.

2) Communication platform: Establish a convenient communication platform (such as internal forums, WeChat groups, email groups, etc.) to promote communication and share information and resources.

4.2.8.7 Industry exchanges and cooperation

1). Industry exchanges: Actively participate in industry conferences and forums, share experience with other educational institutions, and learn advanced practices and innovative models in the industry.

2). Cooperative projects: Carry out cooperative projects with other educational institutions, art groups, enterprises, etc., to promote each other and develop together.

4.2.8.8 Cultivate brand influence.

Brand Building: Develop a long-term brand building strategy to enhance the brand awareness and reputation of the organization.

4.2.8.9 Regular summary and future planning

1) Annual summary: Conduct a comprehensive summary every year, review the work of the past year, analyze the results and existing problems, and formulate the work plan for the next year.

2) Strategic planning: Formulate a long-term development strategy, clarify the future development direction and goals of the organization, and ensure that the organization can move forward steadily.

summary

Through the establishment of a complete feedback mechanism and evaluation system, regular internal audit and external evaluation, continuous optimization of the management system and improvement of teaching quality, combined with the integration of science and technology, continuous learning, innovation culture, industry exchanges, brand building and other measures, dance art examination training institutions can achieve continuous improvement and maintain a leading position in the industry.

summary

Through the establishment of the above eight aspects of excellent management system, the professional training institutions of dance art examination can achieve good operation, become stronger and bigger, and become the best practice training institutions in the industry, provide students with high-quality educational

resources and development platforms, and promote the sustainable development of art education.

4.3. Interviews with experts and university professors

4.3.1 Understand the training goals and career plans of future dance talents

Through interviews with experts from three university professors and teaching directors from three different universities in Hebei Province, it was learned that the current training direction of dance majors in universities covers different fields such as dance studies, dance performance and dance education. Specifically:

4.3.1.1 Dance Major:

It aims to train students to be professionals in the fields of dance education, choreography or arts management. The focus is on developing students' abilities in teaching, performance, management, etc., as well as the development of personal expertise and career planning.

4.3.1.2 Dance Performance Major:

It aims to train professionals in the direction of stage performance. It focuses on the cultivation of students' performance skills and qualities to meet the needs of stage performance.

4.3.1.3 Dance Education Major:

Emphasis is placed on the training of dance teachers in schools. It focuses on developing students' teaching ability, educational philosophy, professional skills, and understanding of dance education and art education.

In summary, the university's dance major includes different fields such as dance studies, dance performance, and dance education, aiming to cultivate students' comprehensive dance skills, teaching ability, and the quality and ability to meet the needs of future career development. Each pathway has its own unique training goals and focus to meet the needs of students for different career developments in the field of dance.

4.3.2 What are the skills required of dance majors in college

As a dance major, students should have the most basic ability, physical condition, basic rhythm and professional skills, in addition to the most basic physical ability, they also need to have the basic ability of performance, teaching, choreography, creation, rehearsal and organization. Today's national training goals have been adjusted, and in addition to focusing on cultivating professional skills, it is necessary to have positive ideological values, strong learning ability, and curiosity, and pay attention to all-round training. That is, it includes the importance of professional skills, ideological values and learning ability, as well as the cultivation of physical conditions and soft skills.

4.3.3 Situation of art candidates in Hebei Province

A few years ago, Shijiazhuang in Hebei Province as the provincial capital, but also Hebei Province art candidates test center, so the whole Hebei Province students will come to Shijiazhuang to participate in the training, Shijiazhuang City's dance art examination training institutions lineup is relatively large, then in many training institutions Yong mei Dance Art School, Yue da Art School and Bo yun Dance Art Training School, etc., in terms of teachers and management are eclectic talents, Great importance is attached to the construction of the teaching team and the campus environment and the equipment of hardware facilities. Shijiazhuang's Yong mei Dance School and Yue da Art School have outstanding achievements in students' skills and expressiveness, and attach importance to comprehensive ability and assessment. The Bo yun Dance Art Training School has also emerged. Shijiazhuang is a place where many test centers are concentrated, and there are many dance training institutions, and the competition is fierce. These institutions have been running for a long time and have explored a scientific and systematic teaching model, with high visibility, strong teachers, good campus environment and strong learning atmosphere. Yue da Art School not only holds art examinations, but also provides postgraduate training, and has strong comprehensive strength. In general, these excellent training institutions in Shijiazhuang City, Hebei Province provide students with high-quality teaching resources and

development platforms, and play an important role in improving students' comprehensive ability.

4.3.4 Expert Evaluation Process of Tool Quality

4.3.4.1 IOC Expert Review Form

Guided by the theory of best practices, and based on preliminary research and related literature analysis, the evaluation criteria for best practice institutions within dance art training institutions are defined by five dimensions: Educational Accreditation, Campus Environment, Faculty Strength, Educational Achievements, and Satisfaction. For these five major areas, expert evaluations were conducted on the following: firstly, whether the in-depth interview questions with the management personnel of the three selected best practice training institutions provide effective support for the dissertation around these five aspects; secondly, whether interviews with university professors regarding teaching effectiveness serve as a measure of best practice; and thirdly, whether the evaluation of student satisfaction survey questions can be used as a standard for assessing best practices. Each IOC was evaluated by three experts, and the following are the final results from their assessments. The consistency evaluation form (IOC) revealed that the consistency among expert reviews met and exceeded the benchmark, with an average score above 0.5. Overall, the (IOC) score result was 1. The detailed results are shown in the table below:

Table 16 Does the in-depth interview questions conducted by the three best practice training institutions regarding the five major aspects of management effectively support the paper

serial number	Evaluate the content	IOC	significance
1	Does the training institution have a legal qualification certificate?	1	
2	What are the enrollment situation and enrollment channels of our training institutions?	1	
3	What is the teaching team building and teaching experience of our training institutions?	1	
4	What are the facilities at our institution?	1	
5	What is the teaching environment and learning atmosphere of our training institutions?	1	
6	What is the management system of our training institutions?	1	
7	What is the curriculum of our training institutes?	1	
8	What are the teaching skills of our training institutions?	1	
9	What is the articulation rate of our institution in the past five years?	1	
10	What are the characteristics of our training institutions?	1	

As presented in Table 16, the experts evaluated the design of interview questions for management personnel at best practice dance training institutions, resulting in a score of 1. The consistency among expert assessments met and exceeded the benchmark values. The question design covers the core key elements representative of best practices, and the IOC evaluation results indicate a high validity for the dissertation.



Table 17 Interview Questions with University Professors as Indicators of Teaching Effectiveness in Best Practices

serial number	Evaluate the content	IOC	significance
1	What are the dance majors at our university?	1	consistency
2	What are the training goals of our university dance program?	1	consistency
3	What qualities and abilities does our university look for prospective dance majors?	1	consistency
4	What do you think is the overall quality of students who are admitted to the school through an arts training institution?	1	consistency
5	What do you think training institutions should do in their daily training?	1	consistency
6	What do you think a good training provider should have?	1	consistency
7	For students, how do you recommend students to choose the right training institution for them?	1	consistency
8	According to your understanding, which institutions in Shijiazhuang have relative advantages?	1	consistency
9	Where do you see these institutions as distinct advantages?	1	consistency
10	What do you think art training institutions should improve in view of the current examination policy?	1	consistency

As presented in Table 17, the experts evaluated the design of interview questions for university professors and teaching directors, resulting in a score of 1. The consistency among expert assessments met and exceeded the benchmark values. The question design effectively addresses both the teaching effectiveness and the educational objectives of best practices, indicating high validity of the IOC evaluation results for the dissertation.



Table 18 Evaluation of Student Satisfaction Survey Questions as Data for Best Practice Satisfaction Assessment

serial number	Evaluate the content	IOC	significance
1	How satisfied are you with the qualifications of the dance art examination training institution you are studying?	1	consistency
2	How satisfied are you with the team of teachers at the dance training institution you attend?	1	consistency
3	How satisfied are you with the curriculum offered by your dance art examination institution?	1	consistency
4	How satisfied are you with the teaching methods of the dance art examination institute you attended?	1	consistency
5	How satisfied are you with the way you teach at the dance art examination institution?	1	consistency
6	How satisfied are you with the hardware facilities of the dance art examination institution you are studying?	1	consistency
7	How satisfied are you with the teaching environment at your dance training institution?	1	consistency
8	How satisfied are you with the learning atmosphere at your dance training institution?	1	consistency
9	How satisfied are you with the teaching management of your dance training institution?	1	consistency
10	How satisfied are you with the training at your dance training institution?	1	consistency

As presented in Table 18, the experts evaluated the design of student satisfaction survey questions, covering aspects such as educational qualifications, teaching quality, learning environment, and teaching management. The evaluation resulted in a score of 1. The consistency among expert assessments met and exceeded the benchmark values. The question design effectively addresses areas relevant to satisfaction assessments in best practices, indicating that the IOC evaluation results show high validity for the dissertation.

4.4 Focus group on best practice evaluation criteria

4.4.1 Focus group discussion sessions demonstrate the reasonableness of the criteria for judging best practice training providers

Firstly, through a literature review, we systematically analyzed the evaluation criteria for best practices. On this basis, in order to further validate these five evaluation criteria as important factors, we invited experts, including university dance instructors and university dance department chairs, to hold a focus group video conference. The five criteria—Educational Accreditation, Campus Environment, Faculty Strength, Educational Achievements, and Satisfaction—were thoroughly discussed to evaluate best practice dance training institutions.

4.4.1.1 Can " Educational Accreditation " be used as one of the criteria for judging best practice institutions?

1) Expert opinion 1: Running a school qualification can be used as one of the evaluation criteria.

Reason: Art examination training institutions are similar to schools, and the school's evaluation criteria are a necessary condition, including educational qualifications and school scale, which is a prerequisite for the existence and operation of training institutions. Without these qualifications, the institution cannot function, let alone provide good resources and environment for students. Therefore, school qualifications are an important part of the evaluation criteria, but they may not be the most important.

2) Expert opinion 2: It is very important in the re-evaluation criteria of school qualifications.

Reason: The qualification of the school represents the trust of the society and the family in the institution. Social recognition of institutions (e.g., whitelisted institutions) strengthens the trust of parents and students. The scale of the school further reflects the importance of qualifications, because the expansion of its scale needs to be recognized and good reputation by the society, because the qualification is a key point in the best evaluation criteria.

3) Expert point of view 3: Running a school qualification is a basic and important prerequisite.

Reason: The qualification of the school indicates the legitimacy and safety guarantee of the institution, and has been recognized by the relevant departments such as the Education Bureau and fire safety. Therefore, the qualification of running a school is the basic and prerequisite for judging the training institution, and it is an important embodiment of legitimacy and legal recognition.

Conclusion:

Qualifications can and should be used as one of the criteria for judging the best practices of dance art examination training institutions. It is the foundation of an institution's legitimacy, security, and social trust, and although it may not be the most important criterion, it is still an indispensable prerequisite.

4.4.1.2 Can the "campus environment" be used as one of the criterion for evaluating best practice institutions?

1) Expert view 1: The campus environment can be used as one of the judging criteria.

Reason: The campus environment, including the hardware facilities and learning atmosphere, is an important part of running a school. A good school environment can increase the recognition of students and parents. After the certification of legal qualifications, a better environment enables institutions to have better conditions

and services in multiple evaluation dimensions. Therefore, the campus environment should be used as one of the criteria by which best practices are judged.

2) Expert opinion 2: The campus environment can be used as one of the judging criteria

Reason: The campus environment can be divided into hardware facilities and learning atmosphere. In the context of the current superior family environment, students will also have higher requirements for the environment during the art examination training. Dance art examination training requires high-intensity training, and a comfortable and warm environment is a powerful soothing for students' tired body and mind. At the same time, a good learning atmosphere can promote students' learning and training. Therefore, the campus environment is an important part of judging best practices.

3) Expert Opinion 3: Campus environment is one of the important evaluation criteria.

reason: The teaching environment is essential for student learning outcomes and mental health. Dance art training usually requires long, high-intensity training. A comfortable living environment and a spacious and bright learning environment can help students receive better training, improve learning outcomes, and promote mental health. Therefore, a good campus environment should be one of the judging criteria.

Conclusion:

The campus environment can and should be used as one of the criteria for judging best practice dance training providers. A good campus environment includes not only the improvement of hardware facilities, but also a good learning atmosphere, which can improve students' learning effectiveness and mental health. These factors are essential for training institutions to provide high-quality educational services, so it is reasonable and necessary to include the campus environment in the judging criteria.

4.4.1.3 Can " Faculty strength " be used as one of the criteria for judging best practice institutions?

1). Expert view 1: Faculty can not only be, but should be, one of the most important criteria for judging best practices.

Reason: Core Factor: The teaching staff directly affects the quality of teaching. Only excellent teachers can produce excellent students.

Judging criteria: Teachers' qualifications, teaching experience, and teaching content are all important evaluation criteria. Ensure that the qualifications of teachers are passed, especially the qualification review of part-time teachers.

Education system: The design of the curriculum system should be formulated around the training goals, which is an important part of the evaluation of teachers.

2). Expert Opinion 2: Teachers are an indispensable key factor in the evaluation criteria.

Reason:

Business card effect: The teaching team is an important business card of the training institution, which directly affects the reputation of the institution and the trust of students-level parents.

Comprehensive ability: not only need to have teaching ability, but also need to be able to organize an effective teaching team, adapt to the foundation of students, and carry out collective teaching and research.

Experienced: A team structure that combines long-term and experienced teachers with energetic young teachers can better promote teaching results.

3). Expert view 3: Teachers are one of the most important criteria for judging training institutions, and they should be ranked before the environment.

Faculty quality: Teachers should be judged based on their graduate schools, teaching experience and past teaching achievements, and the best teachers should be selected.

Teamwork: The cooperation of the teacher team, the management of the school, the setting of the curriculum and the management of students are all very important, and good management can give full play to the maximum value of teachers.

Guarantee of results: Excellent teaching team is the guarantee of good results, so it has a high priority in the evaluation criteria.

Conclusion:

Faculty can be regarded not only as one of the criteria for the evaluation of best practice dance art training institutions, but also as one of the most important criteria. An excellent teaching team affects the effectiveness of training and determines the quality and performance of students' learning. Through the rigorous evaluation of teacher qualifications, experience, curriculum and teaching management, the teaching quality of the institution and the effectiveness of student training can be ensured. Therefore, the importance of faculty in the best practice evaluation criteria cannot be overlooked.

4.4.1.4 Can " Educational achievements " be used as one of the criterion for best practice institutions?

Based on the discussion, it can be concluded that Educational achievements can be considered as one of the best practices for evaluating dance art examination training institutions. The discussion underscored the importance of Educational achievements in assessing teaching outcomes and institutional quality. Parents and students often consider Educational achievements as a decisive factor when choosing training institutions. Additionally, it serves as a litmus test for the overall level of training institutions. Strong Educational achievements can demonstrate the teaching quality and success rate of the institution, reflecting the strength of the faculty team and management level. Therefore, as an assessment criterion, Educational achievements can effectively showcase the overall teaching competence and comprehensive quality of dance art examination training institutions.

4.4.1.5 Can "satisfaction" be considered as one of the best practices for evaluating dance art examination training institutions?

Based on the discussion, it can be concluded that satisfaction can be considered as one of the best practices for evaluating dance art examination training institutions. The discussion emphasized the importance of satisfaction in the development and recognition of institutions. Satisfaction surveys can facilitate the positive development of institutions and provide opportunities for improvement through feedback. Additionally, satisfaction ratings serve as a driving force for institution management, interpersonal relationship handling, and educational planning, being equally vital as academic performance. Therefore, considering satisfaction as an evaluation criterion helps assess the educational strength, management quality, and recognition of institutions, representing a crucial factor in evaluating dance art examination training institutions.

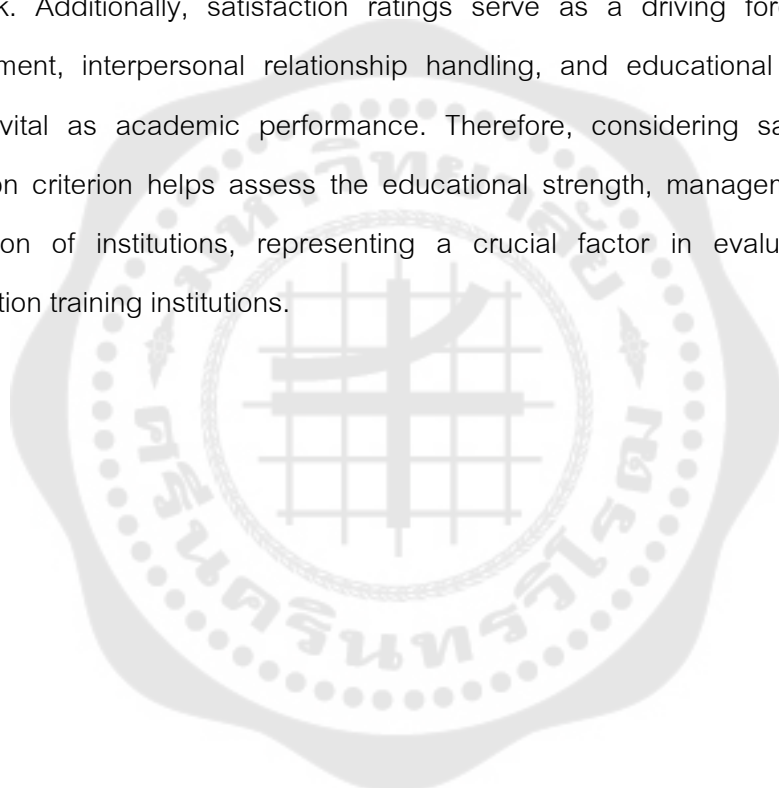


Table 19 Discussion Results of the Focus Group on the Five Criteria for Evaluating Best Practice Dance Entrance Examination Training Institutions

serial number	Topics to be discussed	Group of Experts	agree	disagree
1	"Educational Accreditation" as a	Expert 1	√	
	Criterion for Evaluating Best	Expert 2	√	
	Practice Dance Entrance Examination Training Institutions	Expert 3	√	
2	Is "Campus Environment" a	Expert 1	√	
	Criterion for Evaluating Best	Expert 2	√	
	Practice Dance Entrance Examination Training Institutions	Expert 3	√	
3	Is "Faculty Strength" a Criterion for	Expert 1	√	
	Evaluating Best Practice Dance	Expert 2	√	
	Entrance Examination Training Institutions	Expert 3	√	
4	Is "Educational achievements" a	Expert 1	√	
	Criterion for Evaluating Best	Expert 2	√	
	Practice Dance Entrance Examination Training Institutions	Expert 3	√	
5	Is "Satisfaction" a Criterion for	Expert 1	√	
	Evaluating Best Practice Dance	Expert 2	√	
	Entrance Examination Training Institutions	Expert 3	√	

Topic 1: It was discussed that "Educational Accreditation" holds a crucial position in the evaluation of best practice dance entrance examination training institutions. It serves as the foundation for the legitimate existence of educational

institutions, and possessing valid accreditation can enhance the institution's credibility and public trust. At the same time, Educational Accreditation ensures educational quality, typically involving assessments of teaching facilities, faculty strength, and curriculum design, which reflect the level of educational services provided by the institution. When selecting dance entrance examination training institutions, parents and students often regard Educational Accreditation as an important consideration. Valid accreditation can enhance the institution's attractiveness and build confidence among prospective students and their families. Furthermore, Educational Accreditation is an important reflection of industry standards, fostering healthy competition among training institutions and actively promoting the development of the dance education sector.

Discussion Results on Topic 1: The three experts unanimously agreed to include "Educational Accreditation" as one of the criteria for assessing best practice dance entrance examination training institutions and emphasized its importance. This standard not only relates to the institution's legitimacy and educational quality, but also directly affects students' learning experiences and career development. Therefore, reinforcing and enhancing Educational Accreditation during the evaluation process is crucial.

Topic 2: The "Campus Environment" occupies an important position in the evaluation of best practice dance entrance examination training institutions. It contributes to creating a conducive learning atmosphere, ensuring psychological health, supporting teaching facilities, and promoting interaction between teachers and students. A favorable campus environment fosters an active learning atmosphere, stimulating students' motivation and creativity. A comfortable and safe campus environment helps reduce students' stress and anxiety, thereby maintaining a positive mental state. High-quality campus facilities and resources enhance students' dance training and artistic capabilities, improving teaching efficiency. Additionally, an open environment encourages communication and interaction between teachers and students, thereby enhancing educational outcomes.

Discussion Results on Topic 2: The three experts unanimously agreed to include "Campus Environment" as one of the criteria for assessing best practice dance entrance examination training institutions and emphasized its importance. A good campus environment not only affects students' learning experiences but is also crucial for their professional development. Therefore, it is necessary to prioritize the construction of campus environments during the evaluation process.

Topic 3: After discussions among the three experts, it was determined that the criterion of "Faculty Strength" holds significant importance in the evaluation of best practice dance entrance examination training institutions. The faculty team is central to teaching quality, serves as a guide for student development, plays a crucial role in course design and innovation, and reflects the institution's reputation. The faculty team is a direct guarantee of teaching quality. High-level, experienced educators can effectively enhance students' professional skills and artistic literacy. They not only possess solid subject knowledge but also apply it flexibly in their teaching, thereby improving the effectiveness and appeal of the curriculum. Exceptional teachers are not just transmitters of academic knowledge; they are also advocates for student development. The guidance and encouragement that teachers provide significantly impact students' personal growth, mental health, and professional identity. During challenging times, teachers with strong ethics and professional competence can offer essential support and confidence to students. The faculty team plays a key role in course design and innovation. Teachers can adjust course content and teaching methods based on students' needs and industry trends, providing more targeted and practical training that enhances students' competitiveness in entrance examinations. A high-quality faculty team can enhance the institution's reputation. Outstanding faculty attracts more students to enroll, promoting the institution's positive growth. The influence and prestige of the faculty within the institution play a direct role in establishing the brand image.

Discussion Results on Topic 3: The three experts unanimously agreed to include "Faculty Strength" as one of the criteria for assessing best practice dance entrance examination training institutions and emphasized its importance. It relates not only to teaching quality and student development but also directly affects the institution's overall reputation and market competitiveness. Therefore, it is essential to prioritize the construction and development of the faculty team during the evaluation process.

Topic 4: After discussions among the three experts regarding the criterion of "Educational Achievements," the experts unanimously agreed that this should be regarded as an important standard for evaluating best practice dance entrance examination training institutions. For every candidate, the entrance examination is crucial, as it represents a significant turning point in their lives. The ultimate goal for each student enrolling in a dance entrance examination training institution is to successfully gain admission to their ideal university.

The discussion results for Topic 4 concluded that the ultimate mission of training institutions is also to successfully cultivate students into skilled dance professionals, enabling them to smoothly transition into their desired academic programs. In the assessment of best practice institutions, it is evident that educational achievements hold absolute significance and advantage.

Topic 5: The discussion results among the three experts concluded that "Satisfaction" occupies an important position in the evaluation of best practice dance entrance examination training institutions. It directly reflects student experiences, indirectly reflects educational quality, and influences enrollment and the institution's reputation. High levels of satisfaction promote continuous improvement, benefiting students' mental health and achievements, and helping them better leverage their professional abilities to achieve academic and career development. Therefore, satisfaction is not only a critical criterion for evaluating best practice institutions but also an important measure for assessing educational quality, enhancing institutional reputation, and driving continuous improvement.

Final Conclusion:

Among the best practices criteria used to evaluate dance art examination training institutions— Educational Accreditation, campus environment, Faculty strength, Educational achievements, and satisfaction— the comprehensive evaluation of these provides a thorough and rational assessment of best practices standards for dance training institutions. These elements cover critical aspects such as institution legality, facilities, teaching quality, educational outcomes, and user satisfaction, offering a comprehensive and significant set of standards for evaluating best practices.

4.5 Challenges and Solutions in Implementing Best Practices

4.5.1 Challenges Faced

When implementing best practices, particularly in resource-limited environments, educational institutions may encounter the following primary obstacles:

4.5.1.1 Insufficient Funding

Challenge: A lack of necessary funding restricts investment in course development and teacher training.

Solution: Seek government grants, corporate sponsorship, and alumni donations while optimizing existing resource allocation to prioritize investments in areas that can enhance educational quality.

4.5.1.2 Inadequate Teacher Training

Challenge: Insufficient emphasis on teachers' professional development affects teaching quality.

Solution: Establish collaborations with other educational institutions to utilize external resources for collective training, promoting experience sharing and teamwork.

4.5.1.3 Insufficient Technical Support

Challenge: The lack of modern technological infrastructure limits the implementation of best practices.

Solution: Prioritize the use of affordable technological tools and open-source software to lower costs while enhancing teaching effectiveness.

4.5.1.4 Lack of Flexibility in Curriculum

Challenge: Policy restrictions can impede the flexibility needed to adjust curricula and teaching methods.

Solution: Advocate for systemic reforms and implement small-scale pilot projects to test innovative teaching methods.

4.5.1.5 Insufficient Student Support Services

Challenge: Providing comprehensive student support services may be constrained by funding and staffing shortages.

Solution: Utilize volunteers and interns to expand support services and establish peer tutoring programs.

4.5.1.6 Cultural and Institutional Barriers

Challenge: Resistance from organizational culture and institutional structures can affect the implementation of best practices. Solution: Actively communicate the necessity and benefits of change to foster a collaborative culture based on teamwork.

Conclusion

In resource-limited environments, educational institutions face multiple obstacles in implementing best practices. By seeking diversified funding sources, enhancing teacher training, improving technical support, promoting flexible curriculum design, optimizing student services, and fostering a positive cultural environment, these challenges can be effectively overcome. These solutions not only offer creative approaches to improving educational quality but also provide practical pathways for enhancing student experiences and achieving the long-term visions of educational institutions.

4.6 Future Research Directions

In this final section, we discuss recommendations for future research, particularly in areas where this study has limitations. For instance, longitudinal studies can effectively track the long-term impact of implementing best practices on student outcomes.

Longitudinal research involves tracking the same group of subjects (such as students, teachers, or educational institutions) over an extended period to assess the effects of specific variables or interventions (such as the implementation of best practices) on their outcomes (including academic performance, employment status, mental health, etc.). This design and implementation in the educational field can reveal the long-term effects of best practices on students, specifically in the following aspects:

4.6.1 Long-term Effect Assessment

Causal Relationship Establishment: Longitudinal research aids in a deeper understanding of the causal relationship between best practices and student outcomes, allowing for the control of multiple variables and clearer identification of influencing factors.

Trend Observation: Through regular data tracking, researchers can analyze changes in students before and after the implementation of best practices, including academic performance, artistic skills, and emotional well-being.

4.6.2 Dynamic Feedback and Adjustment

Timely Feedback: The research allows educational institutions to collect data in real-time, promptly identifying issues and optimizing the implementation of best practices.

Monitoring Modifications: As educational policies and demands change over time, longitudinal studies can assess the applicability of interventions and make necessary adjustments.

4.6.3 Multi-dimensional Outcome Evaluation

Comprehensive Monitoring of Student Development: Not only academic performance should be assessed but also social skills and mental health as multi-dimensional outcomes to comprehensively demonstrate the impact of best practices on overall student development.

Long-term Benefit Assessment: Longitudinal tracking of student performance to explore the effects of best practices on future learning and career choices.

4.6.4 Establishing a Strong Evidence Base

Data Accumulation and Analysis: Longitudinal studies provide powerful evidence to support educational institutions and policymakers through rich data accumulation.

Promoting Policy Improvement: If research findings reveal a positive correlation between best practices and long-term student success, this can inform the formulation of educational policies.

4.6.5 Impact on the Sustainable Development of Educational Institutions

Educational Quality Assessment: Longitudinal research provides feedback to educational institutions, helping them enhance course quality and ensure effective student learning.

Conclusion

Longitudinal studies represent a powerful tool to effectively track the long-term impact of best practices on student outcomes. By establishing causal relationships, providing dynamic feedback, evaluating multi-dimensional results, building a robust evidence base, and promoting the sustainable development of educational institutions, longitudinal research offers profound insights and practical recommendations for educational theory and practice, thereby enhancing student learning outcomes and providing effective support for educational reform and policy formulation.

4.7 Limitations of the Study and Recommendations for Improvement

In this chapter, we explored the applicability of best practices and their integration with global trends. However, further deepening and refining of the research are needed to enhance its academic value and practical applicability.

4.7.1 Generalizability of Conclusions

Although this study analyzed dance training institutions in Shijiazhuang and identified key factors regarding their applicability, it is necessary to explore how these findings can be applied to other regions and countries. Socioeconomic factors in

Shijiazhuang may influence the dissemination of best practices, and thus, the unique context of each area should be fully considered in comparative studies.

4.7.2 Methodological Limitations

The sampling selection and survey design of this research may have limitations. The relatively small sample size may impact the representativeness of the results; relevant questionnaire items should undergo validation by more experts to enhance the study's validity and reliability. Additionally, more sophisticated statistical methods should be employed in data analysis to ensure the accuracy of the conclusions drawn.

4.7.3 Expanding the Impact of Research Findings

To enhance the local and global impact of the research, it is recommended to further integrate a stronger theoretical framework, combining more empirical data to support policy recommendations. Furthermore, critical analyses should explore the implementation effects of best practices under diverse educational contexts, providing valuable references for the future development and implementation of educational policies.

Conclusion

This chapter lays a solid foundation for the research, providing detailed data and recommendations. Through deeper critical analysis, theoretical integration, and methodological discussions, the paper will be able to have a greater impact on the field of dance education, achieving effective connections between academia and practice.

summary

Chapter 4 of the dissertation lays a solid foundation and provides informative data and practical recommendations. However, elevating this work to a level of excellence requires deeper critical analysis, stronger theoretical integration, and more transparent discussion of methodological issues. Expanding the local and global impact of the findings will further strengthen the chapter's contribution to the field of dance

education. By addressing these areas, papers can provide more robust and impactful analysis that resonates with academic and professional audiences.

4.8 Problems found in the results of the study

4.8.1 According to the current situation of the art examination, it is found that the art candidates face the following problems

1) The double pressure of cultural and professional art candidates is increasing

Through the investigation and visit of dance training institutions in Shijiazhuang City, Hebei Province, this paper found that the increase in the number of art examination students and the problems in the training process will have an impact on dance training institutions. It is suggested that private dance art examination training institutions should strengthen teachers, improve teaching quality, and set up professional theoretical courses related to dance training, so as to comprehensively improve students' dance professionalism and cultivate excellent dance art candidates. It is suggested to optimize the teaching environment and facilities, and strengthen the construction and training of teachers. To improve the quality of teaching, dance training institutions should adopt scientific teaching methods and skills, optimize the management system, avoid test-taking training, and cultivate students' creativity; Set up dance theory courses, improve students' theoretical knowledge of dance majors, make dance training more scientific and efficient, due to the continuous change of the admission method of the examination, the proportion of culture has been rising, and now the culture and major is 5:5, so that the total score evaluation method greatly reduces the pressure of cultural courses faced by the general high school dance art candidates; Compared with ordinary arts and science disciplines, the competitive pressure of going on to higher education through dance majors is relatively small, but students with good majors have relatively weak culture. Therefore, it is necessary to ensure that the cultural class cannot be relaxed, and it is necessary to grasp both hands. Through the above suggestions, dance training institutions can improve the quality of teaching, improve the

comprehensive quality of students, and promote the healthy development of dance art education.

2) Students who choose the art examination for examination may not be suitable for this major

In the provincial joint examination for art majors, because the content of the examination has been very fixed after years of development, this makes the professional examination inevitably have a strong test-oriented educational color. A large number of students from ordinary senior high schools devote themselves to the art examination, before participating in the centralized training, most of the general high school dance art candidates have a weak professional foundation, after a short period of intensive training, the content of the examination requirements for the assessment of the content of the assault training, and strive to achieve speed, and then participate in the art examination army team. Due to the short-term and intensive characteristics of dance art examination training, it is required that training institutions teach dance professional courses that would otherwise take several years to students in a short period of time according to the content of the examination. The time limit has broken the law of dance training, and the original accumulation of professional knowledge and ability has been transformed into a quick success, which has led to dance teachers repeatedly compressing the training content to enable students to master the content of the exam in the shortest possible time. The time required by training institutions is tight, and the "cramming" teaching method makes it difficult for a large number of students to improve their professional level. In terms of learning effect, students generally show the characteristics of low professional level and superficial mastery of majors. Students can only complete dance moves, but the movement specifications are difficult to meet. As a dance art candidate, you need to focus on the basic skills of dance, dance skills, dance repertoire, improvisation and other compulsory content of the exam, and master the exam content through short-term and intensive hard training.

However, candidates are mainly for the examination and professional learning, can only try to do what they have learned proficiently, because the learning method is too rigid, resulting in its lack of creativity at all, the dance professional examination also has an examination of the candidate's ability to improvise, a large number of candidates are in awe of it, which fully reflects the essence of their examination, their own lack of artistic imagination ability, simply accept the "indoctrination" learning, few self-innovation skills.

All these are the defects brought about by the art unified examination. As a result, a large number of candidates study art majors in order to prepare for the exam, and even if they are successfully admitted to universities, it is difficult for them to attain professional attainments. As a result, although the number of dance candidates continues to rise, there are very few students who are truly passionate about dance and are willing to specialize in dance. Although there are a large number of dance art candidates in Hebei Province, a considerable proportion of dance art candidates in the general high school category occupy a large proportion, and how many of them like dance and are willing to devote themselves to the dance career?

3) The overall quality of dance art candidates has declined

The number of dance exams is rising, but the quality of dance exams has declined. It is manifested in two aspects: professional and cultural. Due to the influx of general high school students, they not only lack the foundation of dance majors, but also most of them devote themselves to the art examination when they have poor grades in cultural courses and are difficult to advance to higher education based on their cultural course results alone. A qualified art student should not only have rich professional knowledge and high professional skills, but also have a high level of cultural literacy.

Among the dance art candidates, there is no shortage of students who are interested in the art of dance and have received good dance training. However, under the pressure of going on to higher education and the pursuit of higher education rate in ordinary senior high schools, many students who are difficult to compete for

higher education through cultural courses are voluntarily or forced to join the ranks of dance specialties, resulting in a decrease in the quality of dance art candidates. After receiving short-term, intensive professional training outside the school, he devoted himself to the art examination. This is a shortcoming in the art discipline recruitment system, which has directly led to the decline in the quality of the overall art candidates, including dance art candidates.

At the same time, an excellent artistic talent also needs a good cultural quality, because the study of art majors requires a solid cultural heritage as a foundation, and a person who lacks cultural literacy is difficult to achieve great achievements in art. Professor Chen Chuanxi of Nanjing Normal University once said that at present, there is a utilitarian and impetuous atmosphere in art examination and art education to a large extent, and the excessive pursuit of professional skills and ignorance of cultural literacy has cultivated more and more "short-legged" talents. This kind of artisan art education, which does not pay attention to cultural literacy, ultimately harms art itself.

There are countless candidates who study art majors voluntarily or persuaded by schools and teachers in order to successfully enter their studies, and the existence of a large number of general high school students in Hebei Province dance art candidates is a true portrayal of it. And their joining, not only the number of art candidates has been greatly expanded, the competition between art candidates has been strengthened, but also the cultural score line has been rising on the original basis, but this measure is counterproductive - although the general high school students can not be compared with the secondary school students in the professional aspect, but because the general high school students have not been exposed to the training of art majors, they have been specializing in the study of cultural courses, so their cultural skills are relatively solid, most of them can beat the secondary school students in cultural courses, and the general high school students through the professional score line is not much problem. On the contrary, as a secondary school student, who has been professionally trained since childhood, most of his cultural courses are at a

disadvantage, and the improvement of the cultural score line can be called a fatal blow to him. This has led to the defeat of some secondary school students with high professional level in the competition of cultural courses, and although the majors are mediocre, the general high school students who have passed the professional score line can pass the cultural course examination relatively easily, thus seizing a large number of places. To sum up, the influx of general high school students has led to an overall decline in the quality of dance art candidates.

Based on the above problems, students who choose a dance major should consider carefully and cannot blindly choose a major. The study of dance major has certain restrictions on students' own conditions, first of all, students' external conditions should try to meet the basic requirements of dance major learning. Secondly, students should have a high interest in learning in dance or have a high dance talent and strong learning potential. In addition, students are required to have a series of qualities that should be possessed by a dance major, such as the spirit of hardship and hard work, perseverance, and a confident attitude. In addition, in the current admission method, the proportion of culture is also very large, and the country needs to cultivate comprehensive artistic talents with high-quality cultural literacy, so the cultural courses should not be too bad. Students who meet all of the above conditions can directly choose to study dance, while students who lack the above conditions should consider whether they are suitable for studying dance.

4.8.2 Suggestions for the development of off-campus dance training institutions

1) Comprehensively optimize the teaching environment and improve the conditions of teaching facilities.

There are a large number of off-campus dance training institutions in Hebei Province, not to mention the size and quality of teaching, but at least to ensure that students have a good learning environment when receiving dance training. Therefore, first of all, off-campus dance training institutions must comprehensively optimize the teaching environment and improve the conditions of teaching facilities. As an off-campus training institution, its professional enrollment scale is naturally more than that of ordinary senior high schools, so the hardware, software, facilities and equipment

required for dance teaching must be available. The promotion and improvement of the teaching environment of dance training institutions is an important guarantee for the smooth development of dance teaching. In off-campus dance training institutions, the environment of the dance classroom, as a teaching venue, must have the conditions for carrying out dance training, and the professional facilities of the classroom are indispensable. The environment and facilities of the dance studio should not only be beautiful, but also ensure its practicality and safety.

2) Strengthen the construction and management of teaching staff.

A stable and capable teaching team is an important guarantee for improving the quality of teaching. All training institutions should change the recruitment of part-time teachers, focus on forming their own teaching team, and carry out division of labor teaching according to the teacher's strengths, so that teachers can do their best, each has a clear division of labor, and is coordinated, so as to improve the teaching level and quality as a whole, and work together to cultivate excellent dance candidates. To this end, off-campus dance training institutions should focus on strengthening the review of the employment of dance teachers. It is necessary to conduct a comprehensive evaluation of the teachers who are recruited, and select the best candidates for recruitment. In addition, training institutions should urge dance teachers to continuously improve their professional qualities. Teachers should not only have the professional knowledge required for teaching, but also continuously improve their professional skills. Because the professionalism of the teacher largely determines the height of the student's starting point. Therefore, the requirements for the professionalism of dance teachers in the dance training industry should be more stringent.

For many general high school dance art candidates, due to the limited dance education resources of the ordinary senior high schools they study, the real starting point of their dance major is to start from the off-campus dance art examination training, so it can be said that the dance teacher of the training class is the enlightenment tutor of the development of dance art, and he will have a greater impact

on the learning of the student's dance major. Therefore, training institutions should pay attention to the management of teachers' professional level, and take a series of incentive measures to motivate teachers to continuously improve their professional quality and professional quality, so as to promote the overall improvement of the level of teachers.

3) Strive to improve the quality of teaching.

The role of art education is to cultivate students' aesthetic awareness and innovative spirit, but the training of dance art candidates by external dance training institutions has become more and more evident. Many art training institutions ignore students' own conditions and development potential, and teach candidates test-taking skills in the same way, even if candidates successfully go on to higher education, they deviate from the original intention of art education and find it difficult to cultivate real artists. This is an obliteration and waste of limited educational resources. The purpose of art education for students is to enable them to develop holistically. As a medium for the dissemination of dance education, dance art examination training institutions play a significant role in the training of dance art candidates. The quality of teaching is the foundation for the survival and development of dance art examination training institutions. Dance art examination training institutions should uphold a rigorous attitude towards running a school, adhere to professional and strict teaching, and ensure a high level of teaching quality. It is hoped that under the supervision of relevant departments and the conscious joint action of the dance training industry, the teaching of the dance art examination and training industry can be gradually formalized and scientific, laying a solid foundation for the development of dance art education and creating conditions for the full flow of dance talents.

4) Specialized theoretical courses related to dance training should be established

From the two fields of dance practice and dance theory, the candidates' dance professionalism will be comprehensively improved. Science is the general, practice is the soldier. The greatest misfortune is that theory is divorced from practice. And blind practice is impossible to achieve the intended educational purpose. There is

no doubt that theory originates from practice and plays a guiding role in the development of practice. For many art candidates, their dance major in high school is mainly based on basic dance skills training. Due to the weak foundation of art candidates, the time for dance practice is still limited, let alone the study of dance theory. However, the study of theory can help students better carry out dance practice activities, therefore, off-campus training institutions should set up dance theory courses for a large number of dance art candidates, so that they can at least have a grasp of the relevant theoretical knowledge of the content they have learned. The so-called "sharpening knives does not require woodcutters", the learning and mastery of dance science theoretical knowledge will make dance training more scientific and efficient; The development of dance practice activities has been fruitful and has benefited the dance art students a lot. Students' proficiency in dance theory knowledge is related to the quality of teaching and the speed of teaching progress, which can enable students to keep a clear mind, so as to keep up with the progress of the teacher's course, quickly enter the course and enter the learning state. It plays a vital role in the development of dance professional learning activities.

Off-campus dance training institutions offer theoretical courses related to the main professional training content, which can enable students to better know, understand and master the dance profession from the logical concept. Just like other disciplines, dance, as an art and a discipline, has its own independent professional system and theoretical system. The opening of dance theory courses helps students to grasp the professional terminology of dance, enables students to have scientific guidance methods when conducting dance training, and can improve the physical fitness of dancers through the guidance of theoretical knowledge. Through learning, students not only know what they are, but also know why they are so, so that they can improve the professional knowledge structure of students as much as possible and comprehensively improve the professional quality of dance candidates.

CHAPTER 5

SUMMARY DISCUSSION AND SUGGESTION.

5.1 Summary:

Based on the examination policies issued by the Hebei Provincial Education Examination Institute, this study clarifies the ultimate talent development goals for dance training, focusing on three key areas: basic skills, dance expressiveness, and improvisation ability. By summarizing the literature on best practices, it was determined that the evaluation standards for best practices should concentrate on five dimensions: Educational Accreditation, Campus Environment, Faculty Strength, Educational Achievements, and Satisfaction. Based on field visits and investigations, a detailed comparative study was conducted on dance training institutions in Shijiazhuang City, Hebei Province, ultimately selecting three best practice dance training institutions.

Our comparative analysis revealed that these three institutions all meet legal educational accreditation requirements and exceed industry standards in terms of human resources and facilities. They occupy more than 1,000 square meters and have been operating for over 20 years. Their educational facilities and environments are excellent, with multiple professional rehearsal halls, cultural classrooms, 24-hour hot water supply, air-conditioned private bathrooms and dormitories, as well as laundry facilities, security systems, and food-safe approved canteens offering specially designed nutritious meals for dance students. This creates an elegant and comfortable living environment, psychologically enabling students to focus on professional training.

In terms of faculty strength, these institutions place a high priority on team building. The faculty team is the core strength of a school, determining both the quality of education and students' development prospects. These institutions invite university dance professors for guidance and employ graduates from prestigious and specialized institutions with many years of teaching experience and excellent teaching methods. Through regular workshops and expert lectures, they continuously improve teaching standards, providing students with abundant learning and exchange platforms.

Regarding educational achievements, these training institutions have seen continuous increases in enrollment rates, with progression rates ranking among the top in the industry. Student satisfaction surveys indicate high levels of satisfaction across all three institutions, demonstrating excellence in both educational management and student services, fully showcasing high-quality educational outcomes.

Summarizing the successful experiences of these best practice dance entrance examination training institutions, we propose the following eight guidelines: first, leadership teams should grasp industry trends and make informed decisions; second, clarify market positioning by developing specialized courses tailored to entrance exam candidates; third, maintain strict control over teaching quality, define teacher objectives, and showcase educational achievements; fourth, optimize the organizational structure; fifth, construct top-notch faculty teams by hiring experienced and flexible educators; sixth, enhance student service systems by focusing on psychological well-being and providing comprehensive career planning support; seventh, emphasize innovative development by promoting multi-intelligent and integrated teaching; eighth, focus on the continuous professional development of teachers by establishing effective feedback mechanisms, thereby continually improving, enhancing brand influence, and regularly summarizing and planning future development.

5.2. Discuss

Based on the theory of best practices, this study defines best practice as a methodology capable of achieving optimal outcomes within a specific timeframe, which should be continuously optimized in alignment with ongoing developments to ensure sustained success. Through a literature review, five dimensions for evaluating best practices were identified: Educational Accreditation, Campus Environment, Faculty Strength, Educational Achievements, and Satisfaction. We selected three best practice dance entrance examination training institutions in Shijiazhuang City, Hebei Province, and conducted in-depth interviews to investigate these five dimensions.

Our comparative analysis revealed that the best practice dance entrance examination training institutions not only meet legal educational accreditation requirements but also, under careful management, continually expand their facilities and scales, surpassing other training institutions. They have recruited and built a robust faculty team, consistently refining their curriculum to align more closely with the admission standards of the Hebei Education Examination Institute. They offer academic exchanges including expert lectures, providing students not only with high-quality classes but also broader platforms for learning cutting-edge dance knowledge.

Over the past five years, student enrollment in these institutions has steadily increased, as have their educational achievements, with rising progression rates each year. Satisfaction surveys indicate high levels of satisfaction, attributed to secure accreditation, comprehensive facilities, superior living environments, and hygienic cafeterias, which reassure parents entrusting their children to these institutions for intensive training. The robust faculty, comprised of graduates from prestigious institutions, assures parents of professional quality, and the campuses are adorned with accolades of past students' success, inspiring current students to pursue their dreams.

Our data analysis of educational achievements from the past five years shows noticeable superiority over other training institutions, offering a model for other dance entrance exam training institutions to emulate.

In line with the examination contents prescribed by the Hebei Education Examination Institute, including basic skills, dance performance, and improvisation, the curriculum should be systematic and professional to develop students' comprehensive qualities. As outlined in Yang Ou's "Dance Kinesiology" (Ou, 2009), the course structure in the three best practice training institutions aligns well with these requirements. It includes flexibility, strength, agility, speed, and endurance in basic skills; jumping, spinning, and tumbling in technical skills; and elements, phrases, and combinations in classical dance courses. Ballet training progresses from floor work to barre exercises and center practice. Dance style training incorporates ethnic and folk dances such as Tibetan, Mongolian, Uyghur, Han, and other minority dances. Improvisation training

covers musical literacy and choreography, and repertoire classes require each student to prepare an individual work for exams.

Summarizing effective teaching techniques for dance entrance exam students from the three best practice institutions reveals the following methods:

5.2.1 Differentiated Instruction (Tomlinson, 2013): Tailor individualized training plans based on each student's characteristics and learning needs to maximize their potential.

5.2.2 Enhancing Teacher Skills: Teachers play a demonstrative role, displaying correct movements for students to emulate and correcting any deficiencies in their practice.

5.2.3 Positive Reinforcement: Offering encouragement and recognition for progress, boosting students' confidence, and supporting them through challenges.

5.2.4 Constructivist Principles (Fuhler, 2003): Arrange training content and intensity progressively according to students' levels, avoiding fast or slow paces that could lead to loss of interest or frustration.

5.2.5 Interactive Participatory Teaching: Encourage student engagement and discussion during the learning process to enhance motivation and participation.

5.2.6 Attention to Detail: Emphasize correcting subtle issues in students' postures, movements, and expressions to ensure effective learning and skill improvement.

5.2.7 Multiple Intelligences (Gardner, 2016): Integrate dance music, art theory, lectures, and stage performance for comprehensive teaching, expanding students' artistic perspectives and skills.

5.2.8 Discussing educational equity through the lens of critical pedagogy (Freire) aids in assessing whether these best practices address or perpetuate inequalities in access to quality dance education.

From the perspective of Paulo Freire's critical pedagogy, educational equity emphasizes the importance of liberation, equality, and criticality in education, encouraging students and educators to question traditional power structures and

educational injustices (Wang Xiaodan, 2022) The following are methods for evaluating these practices through Freire's perspective:

5.2.8.1 Questioning Traditional Teaching Models

Dialogue and Participation: Freire criticizes the banking concept of education and advocates for dialogue and active student participation. In this perspective, evaluating best practices in dance education requires attention to whether these institutions allow students to question and express creativity during the learning process. Successful practices should focus on replacing one-way knowledge transmission with interaction and collaboration.

5.2.8.2 Power Structures and Equality: From Freire's perspective, education should dismantle the power barriers between teachers and students, fostering a more equal relationship. If certain dance education practices are still based on traditional hierarchical structures, these practices may merely perpetuate rather than resolve inequalities. Educational practices must facilitate the redistribution of power, providing students with more opportunities to influence their educational processes.

5.2.8.3 Access to Educational Opportunities: Evaluating these best practices can begin with the equity of resource allocation, examining whether students can equally access support, guidance, and learning opportunities. Within Freire's critical framework, educational equity is not merely about superficial equal opportunities, but ensuring that all students receive the support necessary for proportional success.

5.2.8.4 Cultural Relevance: Respecting and embracing cultural diversity is a crucial component of educational equity in Freire's educational philosophy. Whether best practices in dance education are inclusive of and reflect students' cultural backgrounds, and whether they encourage learning and respect for different cultural forms, will be key indicators of their effectiveness in promoting educational equity.

5.2.8.5 Critical Consciousness and Social Efficacy: Freire emphasizes that education must develop students' critical consciousness, enabling them to consciously engage in political and social change. Dance education should cultivate students' critical thinking abilities through curriculum design and teaching

methods, prompting them to reflect on social inequalities and explore how art can effect social change.

Conclusion

Using Paulo Freire's perspective on critical pedagogy allows for a profound analysis of best practices in dance education, evaluating their impact on either promoting or perpetuating educational inequalities. This analysis focuses not only on superficial teaching effectiveness but also on the dynamics of power and cultural inclusivity within the educational process. Truly successful best practices should break down traditional structures of educational inequality, promoting equal respect and opportunities for all students in dance education.

5.2.9 Exploration of Educational Outcomes

While this chapter discusses the effectiveness of best practices in achieving optimal outcomes, a deeper exploration of educational outcome theories, such as Bloom's differentiated instruction, would be beneficial. This exploration can help assess whether these practices cultivate higher-order thinking skills and creativity in dance students.

By employing these teaching techniques, educators can more effectively guide students in developing their skills and comprehensive abilities in preparation for dance entrance exams.

5.3. Critical Reflection on Research Findings

5.3.1 Strengths:

5.3.1.1 This chapter provides a well-considered critique of the current state of dance education, particularly addressing the challenges posed by the influx of high school students with varying levels of preparedness. This reflection demonstrates an understanding of the complex dynamics influencing dance education.

5.3.1.2 It acknowledges the potential drawbacks of an exam-oriented educational system, which may prioritize short-term performance over long-term development, especially in creative fields such as dance.

5.3.2 Areas for Improvement:

5.3.2.1 The chapter could strengthen its critical analysis by examining the systemic issues that contribute to the identified challenges. Exploring the impact of socioeconomic factors such as income inequality and opportunities for arts funding on the quality and accessibility of dance education in different regions would add valuable depth.

5.3.2.2 Further exploration of the long-term impacts of the identified challenges would be beneficial. Dependence on exam-focused education might lead to the homogenization of dance styles and techniques, potentially stifling innovation and cultural diversity in artistic forms.

5.4 Suggestion:

The original purpose of the dance art examination was to discover and select some students with high talent or development potential in the dance major through the entrance examination for dance majors, so that they can go further on the road of dance professional development, and actively devote themselves to the dance art industry, so as to promote the sustainable development of dance art in China. But the large number of students who have participated in the dance art examination has long broken this original intention.

5.4.1. Practicality and Specificity of Recommendations

5.4.1.1 Strengths:

1) This chapter focuses on optimizing the teaching environment, enhancing teacher quality, and integrating dance theory courses, providing practical recommendations for improving dance training institutions. These suggestions are based on research findings, offering clear guidance for stakeholders.

2) By emphasizing the continuous professional development of teachers, it demonstrates a commitment to maintaining high educational standards and adapting to the ever-changing educational demands.

5.4.1.2 Areas for Improvement:

1) More Specific Recommendations: While these recommendations are practical, they could be tailored to suit various contexts. For example, providing detailed guidelines for smaller or underfunded institutions on how to implement these best practices within their resource constraints would be beneficial. This could include low-cost solutions such as peer-led professional development or establishing community partnerships to improve facilities.

2) Case Studies and Examples: Strengthening recommendations with case studies or examples from institutions that have successfully implemented similar practices would provide concrete references for other institutions, showcasing the feasibility and impact of these suggestions.

3) Challenges in Implementation: This chapter could also discuss potential challenges in executing the recommendations, such as staff resistance to change or financial constraints. Providing strategies to overcome these obstacles, such as phased implementation plans or collaborations with local governments and non-profit organizations for funding, would be advantageous.

5.4.2 Recommendations

5.4.2.1 Reasonably allocate the ratio of cultural courses to art courses to optimize the enrollment strategy of university dance majors

In the current education system, over-emphasizing the achievement of cultural courses may ignore students' potential and talent in the arts, which is not conducive to the diversified and individualized development of dance professionals. Therefore, it is recommended that at the level of national education policy, the proportion of culture and art courses should be revisited and rationalized in order to achieve the following objectives:

1) Optimize the talent selection mechanism: Formulate a more flexible evaluation criteria, so that universities can more comprehensively examine students' artistic potential and cultural literacy in the admissions process. For example, consider introducing a multi-dimensional assessment system, including portfolios, live

performances, interview performances, and cultural foundation tests, to ensure that students have both strong artistic skills and the necessary cultural qualities.

2) Promote the coordinated development of art and cultural education: Encourage educational institutions at all levels to introduce art specialty courses at the junior and senior high school levels, so that students can systematically cultivate and enhance their potential in dance art while taking care of cultural courses. Through this process, we help students establish the concept of all-round development of "moral, intellectual, physical and aesthetic" from an early age, so as to better adapt to the requirements of future higher education.

3) Formulate specific implementation plans and support measures: The Ministry of Education can issue guidance documents to clarify the specific ratio of cultural and art classes at each stage of education, and provide corresponding support measures, such as teacher training, resource allocation and teaching material development, to ensure the effective implementation of this policy. In addition, a special fund has been set up to support the development of art education and the rewards of outstanding schools and teachers, so as to encourage more outstanding young talents to devote themselves to the arts.

4) Regular evaluation and feedback mechanism: Establish a regular evaluation and feedback mechanism to track the effect and impact of policy implementation, and adjust the ratio setting in a timely manner to ensure the optimal educational benefits. To promote the long-term and healthy development of culture and arts education.

Through these measures, it can be ensured that the university dance major can not only recruit more suitable students, but also provide them with a broader space and support in the process of learning and development, so that they can achieve themselves in the complex and changing field of culture and art, and promote the continuous prosperity and progress of dance art.

5.4.2.2 Strengthen the construction and training of art teachers, and consolidate the foundation of art and cultural quality education in schools

In the context of promoting quality education, art education, as an important way to cultivate students' creativity and humanistic qualities, needs to be paid great attention to from the basic education stage. To achieve this, the following strategies are recommended:

1) Improving the training and allocation of art teachers: From the primary school level, the government should set up a special plan to ensure that every school is equipped with sufficient and qualified art teachers to meet the diverse development needs of students. Specific measures include:

1.1) Increase the number of art teachers recruited and provide attractive salaries and benefits packages to attract more talented people to pursue careers in education.

1.2) Rationally allocate teacher resources according to regional and school needs, and reduce the imbalance of educational resources between urban and rural areas and between schools.

2) Implement regular teacher professional development programs: The government and education-related departments should develop long-term training programs for art teachers, and support teachers to participate in continuing education and continuing education on a regular basis to enhance their professional skills and teaching capabilities:

2.1) Organize national and regional art education seminars, workshops and training courses, and encourage teachers to participate in art exchange and learning at home and abroad.

2.2) Develop online learning platforms that provide convenient teaching resources and courses to enable teachers to continuously update their teaching methods.

3) Establish a quality evaluation and incentive mechanism for art education: Establish a scientific evaluation system to regularly evaluate the quality of art education to ensure the steady improvement of teaching quality:

3.1) Introduce multiple assessment criteria, including teaching innovation, student development, participation in arts activities and achievement display.

3.2) Reward outstanding teachers, such as evaluation opportunities, financial assistance, continuing education programs, etc., to stimulate teachers' enthusiasm and creativity.

4) Gradually consolidate the foundation of art education in schools:

4.1) From primary school onwards, art education should be included in the core curriculum through curriculum reform, and the cultivation of artistic literacy should be systematically promoted.

4.1) Encourage schools to organize rich art activities, such as music festivals, dance exhibitions, art exhibitions, etc., to create a good artistic atmosphere and improve students' artistic interest and aesthetic ability.

Through the emphasis and support of art teachers, a high-quality art and cultural quality education system will be gradually established from the basic education stage, and the overall artistic level and cultural accomplishment of students will be improved, which will have a far-reaching impact on personal development and social progress.

5.4.2.3 Intersection of mental health and art education

Through policy guidance, mental health education and art education are combined, and art activities are used to release students' psychological pressure, so that they can gain pleasure and a sense of accomplishment in art creation, so as to improve psychological resilience and stability.

5.5. Broader Implications and Generalizability of Research Findings

5.5.1 Strengths:

5.5.1.1 This chapter effectively emphasizes the relevance of its findings to Shijiazhuang, Hebei Province, providing valuable insights into the dynamics of local dance education. This localized focus adds depth and specificity to the research.

5.5.1.2 The discussion regarding the influx of ordinary high school students potentially leading to a decline in the quality of dance candidates raises important questions about the future direction of dance education in the region, making a significant contribution to this discourse.

5.5.2 Areas for Improvement:

5.5.2.1 Generalizability of Findings: This chapter could expand the generalizability of its findings to make them applicable to other regions or countries. Discussing how identified best practices can be adapted to different cultural or educational contexts, such as rural areas or countries with differing educational systems, would enhance the research's impact.

5.5.2.2 Comparative Analysis: Including a comparative analysis with similar studies or practices in other regions or countries would provide a broader perspective on the research findings. This would highlight the unique contributions of the study to the global discourse on dance education.

5.5.2.3 Policy Implications: This chapter could discuss the implications of the research for educational policy, particularly in the field of arts education. For instance, exploring how changes at the provincial or national level could support the implementation of best practices in dance education or address the challenges identified in the study would be highly valuable.

5.6 Rigor and Limitations of the Methodology

5.6.1 Strengths:

5.6.1.1 This chapter demonstrates methodological rigor through the use of multiple research methods, including field visits, interviews, and comparative analysis.

This multi-method approach enhances the reliability of the research findings and provides a comprehensive understanding of the research subject.

5.6.1.2 Incorporating satisfaction survey results into the analysis offers direct insights from students and stakeholders, which is a commendable practice.

5.6.2 Areas for Improvement:

5.6.2.1 Limitations of the Study

In selecting institutions or respondents, there may be some biases. The selection of institutions was done by filtering known dance training schools in Shijiazhuang, Hebei Province, and involved specific surveys and visits, alongside extensive research conducted online. While three best practice dance training institutions were identified, this selection may be limiting, considering the numerous training institutions present throughout Hebei Province. To verify credibility, extensive research activities were conducted, including interviews with university professors in Hebei Province, leading to the conclusion that these dance training institutions are well-recognized and produce relatively outstanding students.

5.6.2.2 Student Satisfaction

To design the survey and minimize bias, all questionnaire items underwent IOC (Item Objective Congruence) evaluation by experts. The distribution of the questionnaire was conducted on the Questionnaire Star APP, allowing students to fill it out away from the supervision of school teachers, and ensuring anonymity significantly reduced students' defensiveness, thereby enhancing the accuracy and consistency of the responses.

5.6.2.3 Suggestions for Future Research

It is recommended that future research pursue longitudinal studies to track the long-term impact of best practices on student performance, or conduct comparative studies in different regions to explore the applicability of the findings in various contexts, which would be beneficial.

Summary

To elevate this work to an outstanding level, there is a need for deeper integration of theoretical perspectives, more rigorous analysis of the survey findings, and the formulation of more specific, actionable recommendations. By conducting research in these areas, this thesis can make a stronger and more influential contribution to the field of dance education, providing valuable insights for both academic and practical applications.

At present, the research on the development of dance art education is concentrated in universities, primary and secondary schools, and there is a lack of research on the stage of dance art examination, and there are even fewer studies on the current situation of dance art examination in Shijiazhuang City, Hebei Province. In view of this situation, the author takes Shijiazhuang City, Hebei Province as an example, on the basis of combining the relevant literature of the art examination, through the benchmarking survey of the dance art examination training institutions in Shijiazhuang City, Hebei Province, through the field investigation method, interview method, comparative analysis method and questionnaire survey method, the development status of the dance art examination training institutions in Shijiazhuang City, Hebei Province is compared and analyzed, and the advantages and disadvantages of the development of dance art examination are compared and analyzed, and the strategies and suggestions for promoting the healthy development of dance art examination under the guidance of the new curriculum standards are explored. In order to construct the benign development of dance training institutions in Shijiazhuang City, Hebei Province, and effectively improve the quality of dance art candidates, in order to provide reference for the development and reform of dance art examination institutions in Shijiazhuang City, Hebei Province.

Since everything is constantly evolving, the same is true for field surveys, data analysis, and the data obtained, and the specific conclusions obtained from different periods of time will inevitably be different. The dissertation research may not be perfect and is for reference only.

This paper used various methods such as network survey, literature review, comparative research, field survey, questionnaire survey, mathematical statistics, and interview method to study the dance art examination training institutions in Shijiazhuang City, Hebei Province. Through investigation and research, the three training institutions of Yong mei Dance Training School, Leda Art School and Bo yun Art Training School in Shijiazhuang City, Hebei Province have shown great advantages, and they have played a role in best practices in terms of school running qualifications, school scale, teacher team construction, campus environment and campus management.

Then, from four aspects, the influence of the development status of dance art examination training institutions in Shijiazhuang City, Hebei Province on the development of dance art examination training institutions in the future is proposed, and relevant suggestions are put forward from the training institutions in Shijiazhuang City, Hebei Province. Create a good educational environment for the healthy and stable development of dance art examination training institutions in Shijiazhuang City, Hebei Province, and cultivate and deliver more high-quality dance professionals

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1. Photo of an interview with a university professor

Table The interviewees of three professors or teaching directors from three universities in Hebei Province are shown in the table below:

serial number	name	Job title or title	Job title or title	Interview style	Interview time
1	Zhu Fengling,	Dean	Dean of the School of Music of Langfang Normal University	Face-to-face interviews	November 20, 2023
2	Prof. Liu Fang	professor	Teacher of the School of Music and Dance of Baoding University	Face-to-face interviews	November 30, 2023
3	He Hui	Director of Instruction	Director of the Teaching and Research Department of the School of Music, Zhangjiakou University	Online meetings	December 8, 2023



Figure Zhu Fengling Dean of the School of Music of Langfang Normal University



Figure professor Fang Liu Teacher of the School of Music and Dance of Baoding University

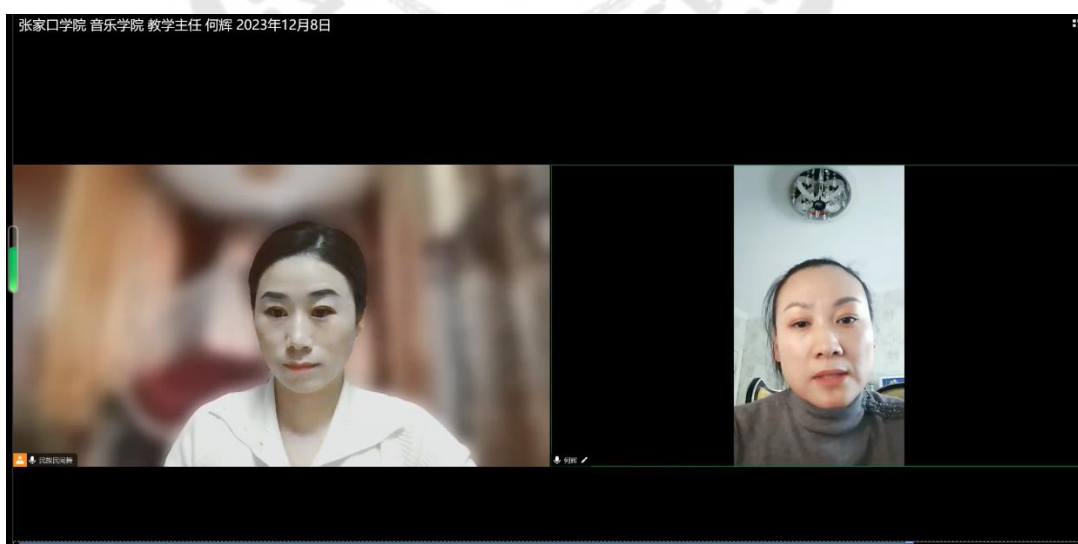


Figure He Hui Director of the Teaching and Research Department of the School of Music, Zhangjiakou University

2. Photographs of interviews with managers of best practice training institutions

Table Summary of Management Personnel from Three Best Practice Dance Training Institutions Selected by Shijiazhuang City, Hebei Province

serial number	Affiliation training institutions	name	office	Interview style
1	Yong Mei School of Dance Arts	Sun Wen	Executive Principal	Face-to-face interviews
2	Yue Da Art school	Zhao Chenyun	Director of Instruction	Face-to-face interviews
3	Bo Yun Art training school	Liu Dongdong	headmaster	Face-to-face interviews



Figure Yong mei School of Dance Arts Sun Wen Executive Principal



Figure Yue da Art school Zhao Chenyun Director of Instruction



Figure Bo yun Art training school Liu Dongdong headmaster

3. IOC Expert Review Form

1) Evaluation Form for Interviews with University Professors and Academic

Deans

IOC Evaluation Form for Quality Inspection Specialists					
<p>Interview: Through interviews with university professors and university teaching directors, the effectiveness of the paper " <u>Analysis and Comparison of Teaching Skills and Management System in Private Dance Institutions in Shijiazhuang, Hebei Province.</u>" was supported.</p> <p>Disclaimer: This evaluation form is for you as a way to check whether each question is consistent with the objectives of the study, and the evaluation criteria are as follows:</p> <p>+1 points for ensuring that the question is in line with the purpose of the study.</p> <p>A score of 0 indicates uncertainty as to whether the question meets the purpose of the study</p> <p>A score of -1 indicates that the identified question is inconsistent with the research objectives</p> <p>Statement: The researchers collected data through interviews</p> <p>Part 2: How to ensure the safety of student training in the teaching process in the paper on the analysis and comparison of teaching skills and management systems of private dance training institutions in Shijiazhuang, Hebei Province?, interview questions for university professors or university teaching directors:</p>					
serial number	Evaluate the problem	Ratings are from experts			suggestion
		+1	0	-1	
1	What are the dance majors at our university?				
2	What are the training goals of our university dance program?				
3	What qualities and abilities does our university look for prospective dance majors?				
4	What do you think is the overall quality of students who are admitted to the school through an arts training institution?				
5	What do you think training institutions should do in their daily training?				
6	What do you think a good training provider should have?				
7	For students, how do you recommend students to choose the right training institution for them?				
8	According to your understanding, which institutions in Shijiazhuang have relative advantages?				
9	Where do you see these institutions as distinct advantages?				
10	What do you think art training institutions should improve in view of the current examination policy?				

Signature of the Expert:

Date:

Figure Evaluation Form for Interviews with University Professors and Academic Deans

**Evaluation of the validity of interview questions with
university professors and deans of teaching**

Dear teachers and experts:

Thank you very much for taking the time to test the validity of the master's thesis university professor on this paper "Analysis and Comparison of Teaching Skills and Management System in Private Dance Institutions in Shijiazhuang, Hebei Province.", in order to ensure the effectiveness and feasibility of the design of the interview and interview of the paper, I sincerely ask all teachers and experts to test the validity of the interview questions in this paper and put forward suggestions for improvement!

1. Your job title: ()

- | | |
|------------------------------------|-----------------------------|
| A. full professor | B. associate professor |
| C. director of university teaching | D. University Dance Teacher |
| E. others | |

2. What do you think is the validity of the questionnaire in this paper: ()

- | | | | |
|--------------|---------|------------|--------|
| A. Very High | B. High | C. General | D. Low |
|--------------|---------|------------|--------|

3. Your comments and suggestions on the questionnaire of this paper are:

Signature of the Expert:

Date:

Figure Evaluation Form for Interviews with University Professors and Academic Deans

2) Evaluation form for interview questions with training institution managers

IOC Evaluation Form for Quality Inspection Specialists					
Field Trip and Interview: Through field visits to dance training institutions and interviews with management personnel, the paper " <u>Analysis and Comparison of Teaching Skills and Management System in Private Dance Institutions in Shijiazhuang, Hebei Province.</u> " was supported .					
Disclaimer: This evaluation form is for you as a way to check whether each question is consistent with the objectives of the study, and the evaluation criteria are as follows:					
+1 points for ensuring that the question is in line with the purpose of the study.					
A score of 0 indicates uncertainty as to whether the question meets the purpose of the study					
A score of -1 indicates that the identified question is inconsistent with the research objectives					
Statement: The researchers collected data through interviews					
Part 2: In the paper on the analysis and comparison of teaching skills and management systems of private dance training institutions in Shijiazhuang, Hebei Province, the interview questions for the managers of training institutions are:					
serial number	Evaluate the problem	Ratings are from experts			suggestion
		+1	0	-1	
1	Does the training institution have a legal qualification certificate?				
2	What are the enrollment situation and enrollment channels of our training institutions?				
3	What is the teaching team building and teaching experience of our training institutions?				
4	What are the facilities at our institution?				
5	What is the teaching environment and learning atmosphere of our training institutions?				
6	What is the management system of our training institutions?				
7	What is the curriculum of our training institutes?				
8	What are the teaching skills of our training institutions?				
9	What is the articulation rate of our institution in the past five years?				
10	What are the characteristics of our training institutions?				

Signature of the Expert:

Date:

Figure Evaluation form for interview questions with training institution managers

Validity Evaluation Form for Interview Questions in Training Institutions

Dear teachers and experts:

Thank you very much for taking the time to test the validity of the master's thesis interview on this paper "**Analysis and Comparison of Teaching Skills and Management System in Private Dance Institutions in Shijiazhuang, Hebei Province.**", in order to ensure the effectiveness and feasibility of the design of the thesis interview questions, I sincerely ask all teachers and experts to test the validity of the interview questions in this paper and put forward suggestions for improvement!

1. Your job title: ()

- A. full professor
C. high school director of instruction
E. others
- B. associate professor
D. high school dance teacher

2. What do you think is the validity of the questionnaire in this paper: ()

- A. Very High B. High C. General D. Low

3. Your comments and suggestions on the questionnaire of this paper are:

Signature of the Expert:

Date:

Figure Evaluation form for interview questions with training institution managers

3) Student Questionnaire Questions Review Form

IOC Evaluation Form for Quality Inspection Specialists					
<p>Questionnaire: Through the questionnaire survey of students of dance training institutions on the relevant issues of training institutions, the paper "<u>Analysis and Comparison of Teaching Skills and Management System in Private Dance Institutions in Shijiazhuang, Hebei Province</u>," was supported.</p>					
<p>Disclaimer: This evaluation form is for you as a way to check whether each question is consistent with the objectives of the study, and the evaluation criteria are as follows:</p> <p>+1 points for ensuring that the question is in line with the purpose of the study.</p> <p>A score of 0 indicates uncertainty as to whether the question meets the purpose of the study</p> <p>A score of -1 indicates that the identified question is inconsistent with the research objectives</p> <p>Statement: The researchers collected data through interviews</p> <p>Part 2: In the paper on the analysis and comparison of teaching skills and management systems of private dance training institutions in Shijiazhuang, Hebei Province, the questions of the student satisfaction questionnaire are as follows:</p>					
serial number	Evaluate the problem	Ratings are from experts			suggestion
		+1	0	-1	
1	How satisfied are you with the qualifications of the dance art examination training institution you are studying?				
2	How satisfied are you with the team of teachers at the dance training institution you attend?				
3	How satisfied are you with the curriculum offered by your dance art examination institution?				
4	How satisfied are you with the teaching methods of the dance art examination institute you attended?				
5	How satisfied are you with the way you teach at the dance art examination institution?				
6	How satisfied are you with the hardware facilities of the dance art examination institution you are studying?				
7	How satisfied are you with the teaching environment at your dance training institution?				
8	How satisfied are you with the learning atmosphere at your dance training institution?				
9	How satisfied are you with the teaching management of your dance training institution?				
10	How satisfied are you with the training at your dance training institution?				
Signature of the Expert: _____ Date: _____					

Figure Student Questionnaire Questions Review Form

Questionnaire validity evaluation form

Dear teachers and experts:

Thank you very much for taking the time to test the validity of the master's thesis questionnaire on this paper " Analysis and Comparison of Teaching Skills and Management System in Private Dance Institutions in Shijiazhuang, Hebei Province.", in order to ensure the effectiveness and feasibility of the design of the questionnaire of the thesis, I sincerely invite all teachers and experts to test the validity of the questionnaire in this paper.

And suggest improvements!

1. Your position:

- | | |
|--|--------------------------------------|
| A. University Teacher | B. Director of Teaching and Learning |
| C. Principal of Dance Training Institution | D. Others |

2. What do you think is the validity of the questionnaire in this paper:

- | | | | |
|--------------|---------|------------|--------|
| A. Very High | B. High | C. General | D. Low |
|--------------|---------|------------|--------|

3. Your comments and suggestions on the questionnaire of this paper are:

Signature of the Expert:

Date:

Figure Student Questionnaire Questions Review Form

4. Invitation letter from IOC experts

1) Expert 1: Zhang Huigai Invitation letter

HESI. 8718/676



Graduate School
Srinakharinwirot University
114 Sukhumvit 23, Bangkok 10110

25 April 2024

Topic: Invitation to be an Expert

To: Professor Zhang Huigai

Mrs.Fangfang Lu is a Master's student, majoring in Arts Education in at Srinakharinwirot University. She is working on her dissertation, titled "Analysis and Comparison of Teaching Skills and Management System in Private Dance Institutions in Shijiazhuang, Hebei Province", with Assistant Professor Dr.Dharakorn Chandnasaro as her advisor.

The Graduate School has invited her to be an expert the on IOC of the classroom assessment competency for student teachers.

As a result, I would like to thank you for this opportunity and request permission to ask Mrs.Fangfang Lu to be considered an expert.

Best regards,

A handwritten signature in black ink, appearing to read 'Chatchai Ekpanyaskul'.

(Associate Professor Dr.Chatchai Ekpanyaskul, MD)

Dean of the Graduate School

Graduate School

Tel. 0 2649 5064

Note: Please give the student a call if you would like further information on 13926141749

Figure 1 Expert 1: Zhang Huigai Invitation letter

2) Expert 2: Chen Fei Invitation letter

HESI. 8718/676



Graduate School
Srinakharinwirot University
114 Sukhumvit 23, Bangkok 10110

25 April 2024

Topic: Invitation to be an Expert

To: Professor Chen Fei

Mrs.Fangfang Lu is a Master's student, majoring in Arts Education in at Srinakharinwirot University. She is working on her dissertation, titled "Analysis and Comparison of Teaching Skills and Management System in Private Dance Institutions in Shijiazhuang, Hebei Province", with Assistant Professor Dr.Dharakorn Chandnasaro as her advisor.

The Graduate School has invited her to be an expert on the IOC of classroom assessment competency for student teachers.

As a result, I would like to thank you for this opportunity and request permission to ask Mrs.Fangfang Lu to be considered an expert.

Best regards,

A handwritten signature in black ink, appearing to read 'C Ekpanyaskul'.

(Associate Professor Dr.Chatchai Ekpanyaskul, MD)

Dean of the Graduate School

Graduate School

Tel. 0 2649 5064

Note: Please give the student a call if you would like further information on 13926141749

Figure 2 Expert 2: Chen Fei Invitation letter

3) Expert 3: Qiao Jie Invitation letter

HESI. 8718/676



Graduate School
Srinakharinwirot University
114 Sukhumvit 23, Bangkok 10110

25 April 2024

Topic: Invitation to be an Expert

To: Professor Qiao Jie

Mrs.Fangfang Lu is a Master's student, majoring in Arts Education in at Srinakharinwirot University. She is working on her dissertation, titled "Analysis and Comparison of Teaching Skills and Management System in Private Dance Institutions in Shijiazhuang, Hebei Province", with Assistant Professor Dr.Dharakorn Chandnasaro as her advisor.

The Graduate School has invited her to be an expert on the IOC of the classroom assessment competency for student teachers.

As a result, I would like to thank you for this opportunity and request permission to ask Mrs.Fangfang Lu to be considered an expert.

Best regards,

A handwritten signature in black ink, appearing to read 'Chatchai Ekpanyaskul'.

(Associate Professor Dr.Chatchai Ekpanyaskul, MD)

Dean of the Graduate School

Graduate School

Tel. 0 2649 5064

Note: Please give the student a call if you would like further information on 13926141749

Figure 3 Expert 3: Qiao Jie Invitation letter

5. Focus Group Invitation Letters from Experts

1) Focus Group Expert 1 Tang Huiyun Invitation

HESI.8718/1062



Graduate School
Srinakharinwirot University
114 Sukhumvit 23, Bangkok 10110

28 July 2024

Topic: Invitation to be an expert

To: Professor Tang Huiyun

Mrs.Fangfang Lu is a student majoring in Arts Education in at Srinakharinwirot University. She is working on her dissertation, titled "Analysis and Comparison of Teaching Skills and Management System in Private Dance Institutions in Shjiazhuang, Hebei Province", with Assistant Professor Dr.Dharakorn Chandnasaro acting as her advisor.

The Graduate School has invited her to be an expert and using the following: (1) a consistency checking form; (2) an appropriateness checking form; and (3) the IOC of the Instructional Design Checklist. The subjects were also former students and this process was coordinated down to the last detail.

As a result, I would like to thank you for this opportunity and request permission to ask Mrs.Fangfang Lu to be considered as an expert.

Best regards,

A handwritten signature in black ink, appearing to read 'C Ekpanyaskul'.

(Associate Professor Dr.Chatchai Ekpanyaskul, MD)

Dean of the Graduate School


Graduate School

Tel. 0 2649 5064

Note: Please give the student a call if you would like further information on 13926141749

Figure Focus Group Expert 1 Tang Huiyun Invitation

2) Focus Group Expert 2 Wang Na Invitation



HESI.8718/1062

Graduate School
Srinakharinwirot University
114 Sukhumvit 23, Bangkok 10110

28 July 2024

Topic: Invitation to be an expert


To: Wang Na

Mrs.Fangfang Lu is a student majoring in Arts Education in at Srinakharinwirot University. She is working on her dissertation, titled "Analysis and Comparison of Teaching Skills and Management System in Private Dance Institutions in Shjiazhuang, Hebei Province", with Assistant Professor Dr.Dharakorn Chandnasaro acting as her advisor.

The Graduate School has invited her to be an expert and using the following: (1) a consistency checking form; (2) an appropriateness checking form; and (3) the IOC of the Instructional Design Checklist. The subjects were also former students and this process was coordinated down to the last detail.

As a result, I would like to thank you for this opportunity and request permission to ask Mrs.Fangfang Lu to be considered as an expert.

Best regards,



(Associate Professor Dr.Chatchai Ekpanyaskul, MD)
Dean of the Graduate School

Graduate School
Tel. 0 2649 5064
Note: Please give the student a call if you would like further information on 13926141749

Figure Focus Group Expert 2 Wang Na Invitation

3) Focus Group Expert 3 Cui Huaxin Invitation

HESI.8718/1062



Graduate School
Srinakharinwirot University
114 Sukhumvit 23, Bangkok 10110

28 July 2024

Topic: Invitation to be an expert

To: Cui Huaxin

Mrs.Fangfang Lu is a student majoring in Arts Education in at Srinakharinwirot University. She is working on her dissertation, titled "Analysis and Comparison of Teaching Skills and Management System in Private Dance Institutions in Shjiazhuang, Hebei Province", with Assistant Professor Dr.Dharakorn Chandnasaro acting as her advisor.

The Graduate School has invited her to be an expert and using the following: (1) a consistency checking form; (2) an appropriateness checking form; and (3) the IOC of the Instructional Design Checklist. The subjects were also former students and this process was coordinated down to the last detail.

As a result, I would like to thank you for this opportunity and request permission to ask Mrs.Fangfang Lu to be considered as an expert.

Best regards,

(Associate Professor Dr.Chatchai Ekpanyaskul, MD)
Dean of the Graduate School

Graduate School

Tel. 0 2649 5064

Note: Please give the student a call if you would like further information on 13926141749

Figure Focus Group Expert 3 Cui Huaxin Invitation

6. Focus group materials

1) Focus group expert summary table

Table Focus Group Online Video Conference Expert Group Situation Table

serial number	name	Workplace	Professional Position	Interview style
1	Tang Huiyun	Dean	University professor	Online video conference
2	Wang Na	professor	Director of Teaching and Learning in the Dance Department	Online video conference
3	Cui Huaxin	principal	Principal of the Dance Art Examination Training Institution	Online video conference



2) Focus Group Consent Form 1

Certificate of Thesis Presentation Approval by Experts
Through Focus Group Discussion

Research/Thesis Title:

(In Thai): การวิเคราะห์และเปรียบเทียบทักษะการสอนและระบบการจัดการในสถาบัน
สอนนาฏศิลป์เอกชนที่เมืองซีเจียงจวงของมณฑลเหอเป่ย์

(In English): Analysis and Comparison of Teaching Skills and Management System in
Private Dance Institutions in Shijiazhuang, Hebei Province.

Student's Name: FANGFANG LU

The committee has reviewed and considered this thesis presentation, unanimously approving it through the critique and questioning process conducted via Focus Group Discussion. The research findings, data presentation, and data analysis have been accurately presented and are deemed practically applicable. Therefore, we hereby sign this document as confirmation.

Tang Hui Yun

.....

(Expert's Name-Surname)

Chair of Focus Group

...30/...July.../...2024... (DD/MM/YY)

Wang Na

.....

(Expert's Name-Surname)

Committee Member

...30/...July.../...2024..... (DD/MM/YY)

Cui Hua xin

.....


(Expert's Name-Surname)

Committee Member

...30/...July.../...2024..... (DD/MM/YY)

Figure Focus Group Consent Form 1


3) Focus Group Consent Form 2



.....

(Thesis Advisor's Name-Surname)

...30./...July.../...2024..... (DD/MM/YY)



.....

(Thesis Co-advisor's Name-Surname)

...30./...July.../...2024..... (DD/MM/YY)

Figure Focus Group Consent Form 2



Figure Screenshot of a focus group online video conference

7. Field trip to take pictures of the dance

1) Pictures of Yong mei Dance School Dance



Figure Pictures of Yong mei Dance School Dance

2) Yue da Art School dance picture

*Figure Yue da Art School dance picture*

3) Bo yun Art Training School Dance Picture

*Figure Bo yun Art Training School Dance Picture*

Consent Form



Name He Hui Surname He the undersigned, residing at the address Number 5
Great Wall West Street Road Qiaodong District The town of Blue Raven Village
 Tambon Zhangjiakou Amphur Hebei Province Postcode 075000 Declares to have
 agreed to allow my picture taken to be used freely for the "Analysis and Comparison of Teaching
 Skills and Management System in Private Dance Institutions in Shijiazhuang, Hebei Province
 project". I authorize Miss Fangfang Lu (project manager) to use freely the documents/videos
 containing my image for dissemination on any medium judged useful by them, without limitation in
 space and in time.

Read and Authorized:

He Hui

Signed by dated December 8, 2023

Figure Consent From HE HUI

Consent Form



Name Dongdong Surname Liu the undersigned, residing at the address Number 9 Soi Fengchan Road Gaocheng Tambon Shijiazhuang Amphur Hebei Province Postcode 052165 Declares to have agreed to allow my picture taken to be used freely for the "Analysis and Comparison of Teaching Skills and Management System in Private Dance Institutions in Shijiazhuang, Hebei Province project". I authorize Miss Fangfang Lu (project manager) to use freely the documents/videos containing my image for dissemination on any medium judged useful by them, without limitation in space and in time.

Read and Authorized: Liu Dongdong

Signed by dated October 20, 2023

Figure Consent From LIU DONGDONG

Consent Form



Name Fang Surname Liu the undersigned, residing at the address ... Number 100 Soi Qiyi East Road Lianchi Tambon Baoding Amphur Hebei Province 071000 Postcode 071000 Declares to have agreed to allow my picture taken to be used freely for the "Analysis and Comparison of Teaching Skills and Management System in Private Dance Institutions in Shijiazhuang, Hebei Province project". I authorize Miss Fangfang Lu (project manager) to use freely the documents/videos containing my image for dissemination on any medium judged useful by them, without limitation in space and in time.

Liu Fang

Read and Authorized:

Signed by dated November 30, 2023

Figure Consent From LIU FANG

Consent Form



Name.....Huiyun.....SurnameTang..... the undersigned, residing at the addressNumber 100..... SoiAi min West..... RoadAnci..... TambonLangfang..... AmphurHebei ProvincePostcode065000..... Declares to have agreed to allow my picture taken to be used freely for the "Analysis and Comparison of Teaching Skills and Management System in Private Dance Institutions in Shijiazhuang, Hebei Province project". I authorize Miss Fangfang Lu (project manager) to use freely the documents/videos containing my image for dissemination on any medium judged useful by them, without limitation in space and in time.

Tang Hui Yun

Read and Authorized:

Signed by dated July 30, 2024.....

Figure Consent From HUIYUN TANG

Consent Form



Name.....Wen.....Surname.....Sun..... the undersigned, residing at the addressNumber 13..... SoiCangsheng..... RoadYuhua..... TambonShijiazhuang..... AmphurHebei..... Province Postcode Declares to have agreed to allow my picture taken to be used freely for the "Analysis and Comparison of Teaching Skills and Management System in Private Dance Institutions in Shijiazhuang, Hebei Province project". I authorize Miss Fangfang Lu (project manager) to use freely the documents/videos containing my image for dissemination on any medium judged useful by them, without limitation in space and in time.

Read and Authorized:

Signed by datedNovember 15, 2023.....

Figure Consent From WEN SUN

Consent Form



Name Huaxin Surname Cui the undersigned, residing at the address Number 169 Soi Zhufeng big street Road Yuhua Tambon Shijiazhuang Amphur Hebei Province Hebei Postcode 050035 Declares to have agreed to allow my picture taken to be used freely for the "Analysis and Comparison of Teaching Skills and Management System in Private Dance Institutions in Shijiazhuang, Hebei Province project". I authorize Miss Fangfang Lu (project manager) to use freely the documents/videos containing my image for dissemination on any medium judged useful by them, without limitation in space and in time.

Read and Authorized:

Signed by dated July 30, 2024

Figure Consent From HUAXIN CUI

Consent Form



Name Fengling Surname Zhu the undersigned, residing at the address Number 100 Soi Ai min West Road Anci Tambon Langfang Amphur Hebei Province Postcode 065000 Declares to have agreed to allow my picture taken to be used freely for the "Analysis and Comparison of Teaching Skills and Management System in Private Dance Institutions in Shijiazhuang, Hebei Province project". I authorize Miss Fangfang Lu (project manager) to use freely the documents/videos containing my image for dissemination on any medium judged useful by them, without limitation in space and in time.

Read and Authorized:

Zhu Fengling

Signed by dated November 20 2023

Figure Consent From ZHU FENGLING

Consent Form



Name Na Surname Wang
 .. the undersigned, residing at the address Number 145 Soi Yucai West
 Road Gaocheng Tambon Shijiazhuang Amphur Hebei
 Province Hebei Postcode 052160 Declares to have agreed to
 allow my picture taken to be used freely for the "Analysis and Comparison of Teaching Skills and
 Management System in Private Dance Institutions in Shijiazhuang, Hebei Province project". I
 authorize Miss Fangfang Lu (project manager) to use freely the documents/videos containing my
 image for dissemination on any medium judged useful by them, without limitation in space and in
 time.

Read and Authorized:

Wang Na

Signed by dated July 30, 2024

Figure Consent From NA WANG

Consent Form



Name Chenyun Surname Zhao the undersigned, residing at the address Number 2 . Soi Hainan Road Gaocheng Tambon Shijiazhuang Amphur Hebei Province Postcode 052165 Declares to have agreed to allow my picture taken to be used freely for the "Analysis and Comparison of Teaching Skills and Management System in Private Dance Institutions in Shijiazhuang, Hebei Province project". I authorize Miss Fangfang Lu (project manager) to use freely the documents/videos containing my image for dissemination on any medium judged useful by them, without limitation in space and in time.

Read and Authorized: zhao chen yun

Signed by dated October 18, 2023

Figure Consent From ZHAO CHENYUN

VITA

