

IDENTITY DEVELOPMENT ON BECOMING A 'HLSSA' NOVICE KINDERGARTEN PROFESSIONAL TEACHERS IN NANCHANG CITY JIANGXI PROVINCE: A NARRATIVE INQUIRY

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Abstract

This research uses narrative inquiry to examine how novice kindergarten teachers develop their professional identity under the HLSSA framework in Nanchang's private kindergartens. Three teachers participated in in-depth interviews and case analysis. The findings show professional identity formation is dynamic, shaped by critical experiences and ongoing reflection. Teachers faced challenges with classroom management, emotional bonds, and parent communication. Through practice and self-adjustment, they shifted from external motivation to internal commitment, evolving from imitators to reflective practitioners. Mentorship and emotional support proved essential for identity construction. The study offers strategies for supporting novice teachers' professional growth in private kindergarten settings. The findings highlight how novice teachers navigate multiple roles and challenges while progressively establishing stable professional identities aligned with HLSSA principles. The research proposes practical support strategies for enhancing novice teacher professional growth, providing theoretical foundations and practical guidance for teacher workforce development in private kindergartens.

Keywords: Teacher professional identity ⁽¹⁾, HLSSA framework ⁽²⁾, Novice kindergarten teachers ⁽³⁾, Narrative inquiry ⁽⁴⁾.

Resumen

Esta investigación utiliza la indagación narrativa para examinar cómo los maestros novatos de jardín de infantes desarrollan su identidad profesional bajo el marco HLSSA en los jardines infantiles privados de Nanchang. Tres maestros participaron en entrevistas en profundidad y análisis de casos. Los hallazgos muestran que la formación de la identidad profesional es dinámica, moldeada por experiencias críticas y reflexión continua. Los maestros enfrentaron desafíos con el manejo del aula, los vínculos emocionales y la comunicación con los padres. A través de la práctica y el autoajuste, pasaron de la motivación externa al compromiso interno, evolucionando de imitadores a profesionales reflexivos. La mentoría y el apoyo emocional demostraron ser esenciales para la construcción de la identidad. El estudio ofrece estrategias para apoyar el crecimiento profesional de los maestros novatos en entornos de jardines infantiles privados. Los hallazgos destacan cómo los maestros novatos navegan múltiples roles y desafíos mientras establecen progresivamente identidades profesionales estables alineadas con los principios HLSSA. La investigación propone estrategias de apoyo prácticas para mejorar el crecimiento profesional de los maestros novatos, proporcionando fundamentos teóricos y orientación práctica para el desarrollo de la fuerza laboral docente en jardines infantiles privados.

Palabras clave: Identidad profesional docente ⁽¹⁾, Marco HLSSA ⁽²⁾, Maestros novatos de jardín de infantes ⁽³⁾, Indagación narrativa ⁽⁴⁾.

Introduction

As the foundational stage of basic education, preschool education carries the mission of laying crucial groundwork for children's future development. In recent years, with the transformation of educational policies in China, particularly the implementation of the three-child policy and the promulgation of the Education Modernization 2035 plan, demand for preschool education has continuously expanded, bringing new challenges to the roles and professional identity of preschool teachers. Although the preschool education sector has gradually gained greater social recognition, teachers' professional identity and status remain relatively low, especially in private kindergartens, where teachers face considerable difficulties regarding work pressure, professional identity, and career development[1, 2].

Against this backdrop, the HLSSA framework (Health, Language, Social, Science, and Arts domains) offers preschool teachers a multidimensional perspective for professional identity development. The HLSSA model highlights that teachers not only should possess good subject knowledge and teaching skills but also give consideration to children's overall development, such as physical and mental health levels, social adaptation, and language ability[3]. This more varied instructional philosophy entails teachers to keep adapting their teaching thoughts and practices, bringing about a switch of professional identity from "role imitation" to "reflective practice"[4, 5]. However, when a new teacher arrives to work in kindergarten, there is a need for identity construction and protection within the unique context that this type of teaching implies.

As the capital city of Jiangxi Province, Nanchang has its own unique difficulties in quality education for preschool children and a lack of professional development of preschool educators in private kindergartens. Private kindergartens have high volatility among staff; many new teachers do not receive systematic support and guidance in the early stages of their careers, and are prone to introducing fragile teaching identity development as well as low emotional control ability[6, 7]. Moreover, compared with public kindergartens, low wages and social status in private kindergartens also reduce teachers' professional identity and sense of achievement[8]. Therefore, early childhood education in foreign private kindergartens (as preschools) has attracted much attention among research scholars.

This study seeks to investigate the professional identity development of beginning teachers in private kindergartens in Nanchang through HLSSA. The study employs a narrative inquiry approach to exploring critical incidents and career trajectories of early-career teachers in negotiating personal professional identities within the multi-layered HLSSA framework. The study concentrates on how teachers reconstruct their professional identity through reflection and action when faced with significant challenges such as classroom management, emotional relationships (engagement), and home-school links.

The value of this study is not only that it offers new insights for the understanding of Chinese preschool teachers' professional identity development, but it also offers practical support strategies in talent retaining and professional growth in private kindergartens. The paper carries out exploration through the case study of nine new teachers in private kindergartens in Nanchang, with an effort to provide a theoretical basis and practical guidance for educational administrators of kindergarten educators and education policy-making authorities, etc[9].

Material and Methods

Research Design and Methodological Orientation: Narrative Inquiry

This paper uses narrative inquiry to describe the experiences of new teachers as they moved, emotionally transformed through their own professional identity. Narrative inquiry is a qualitative methodology which seeks to understand individuals' thoughts, emotions, and behaviors in context by telling and analyzing personal stories[11]. This approach is particularly appropriate for studying the processes and difficulties involved in the teachers' living experience of teaching and professional development, allowing them

to report their own experiences when facing educational situations, and providing richer and more diverse views on research.

Unlike most intellectual quantitative investigations, narrative inquiry emphasizes individual stories and their implicit meanings using interview data rather than case studies. The primary purpose of narrative inquiry in this study is to describe the process of novices' professional identity construction—how novice teachers construct, change, and reconstruct their professional identities through teaching practice. Throughout this process, teachers' emotional experiences, critical incidents, and turning points serve as analytical focal points, revealing the internal mechanisms of identity transformation.

To further contextualize the background of teacher identity development, questionnaire survey results were incorporated as supplementary data sources. The questionnaire survey primarily serves to describe the current status of professional identity among teachers in Nanchang's private kindergartens, providing quantitative background information for case studies. However, since the primary research purpose involves exploring the complexity and diversity of teacher identity development, statistical inference was not conducted. Instead, the study focuses on in-depth analysis of individual experiences through narrative inquiry, aiming to achieve comprehensive understanding of the teacher identity formation process.

In summary, this research primarily utilizes narrative inquiry, supplemented by questionnaire survey results, providing a multi-layered perspective for understanding novice teachers' identity development under the HLSSA framework. Through in-depth case analysis, the study reveals the multidimensional characteristics of teacher identity formation and its internal transformation pathways.

Research Context and Theoretical Framework

The research context is situated in private kindergartens in Nanchang City, Jiangxi Province, China. As the provincial capital of Jiangxi, Nanchang's private kindergartens face numerous challenges regarding teaching quality, teacher training, and professional identity recognition. Particularly against the backdrop of high teacher turnover, novice teachers often struggle to obtain systematic support and experience low professional identity, providing a unique perspective for this research.

To analyze the development process of teacher professional identity, the HLSSA framework was adopted as the theoretical foundation. The HLSSA framework comprises five domains: Health, Language, Society, Science, and Art, aimed at comprehensively enhancing children's multidimensional development[10]. This framework not only emphasizes the comprehensive development of children's physical and mental health, language abilities, and social adaptation, but also highlights the role diversity of educators in the teaching process and their positive influence on children's development.

The theoretical framework for teacher identity development unfolds across four dimensions: professional commitment, professional identity, HLSSA teacher spirit, and professional personality. These four dimensions span the entire process of teacher professional development, effectively reflecting how teachers gradually form their professional identity through practice. Specifically, professional commitment refers to teachers' persistence and sense of responsibility toward their educational mission; professional identity emphasizes teachers' self-role recognition and positioning within the educational process; HLSSA teacher spirit embodies teachers' attention to and support for children's comprehensive development during teaching; professional personality involves the influence of teachers' personal characteristics and professional behaviors on teaching effectiveness. Through analysis of these four dimensions, the study thoroughly explores how novice teachers shape and adjust their professional identity under the HLSSA framework. Figure 1 illustrates the framework diagram of HLSSA's five domains and the four dimensions of teacher identity development, revealing how these two frameworks interweave and collectively influence teacher identity development during the professional identity formation process.

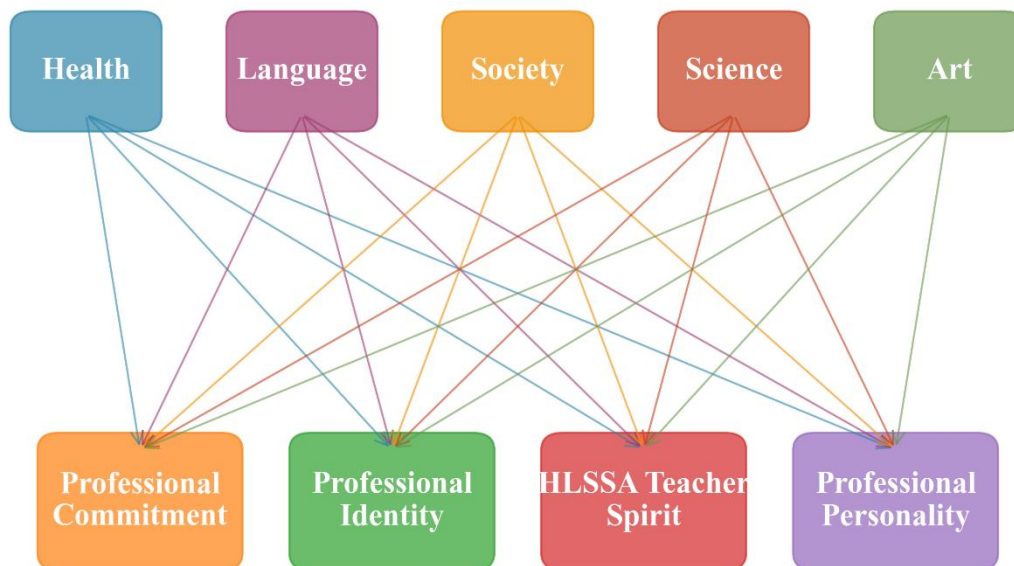


Figure 1: Framework Diagram of HLSSA Five Domains and Teacher Identity Development

Participants and Recruitment

The study participants comprised three novice teachers whose identity characteristics and experiences provided valuable field data for the research. The three participants were assigned pseudonyms WLD, FCS, and ZLN to ensure participant privacy and data confidentiality. Participant selection was based on questionnaire survey results, from which researchers selected the three highest-scoring teachers. These teachers represent relatively typical novice teacher groups in Nanchang's private kindergartens, thereby providing rich perspectives for the research and facilitating in-depth exploration of the multidimensional characteristics of their professional identity development.

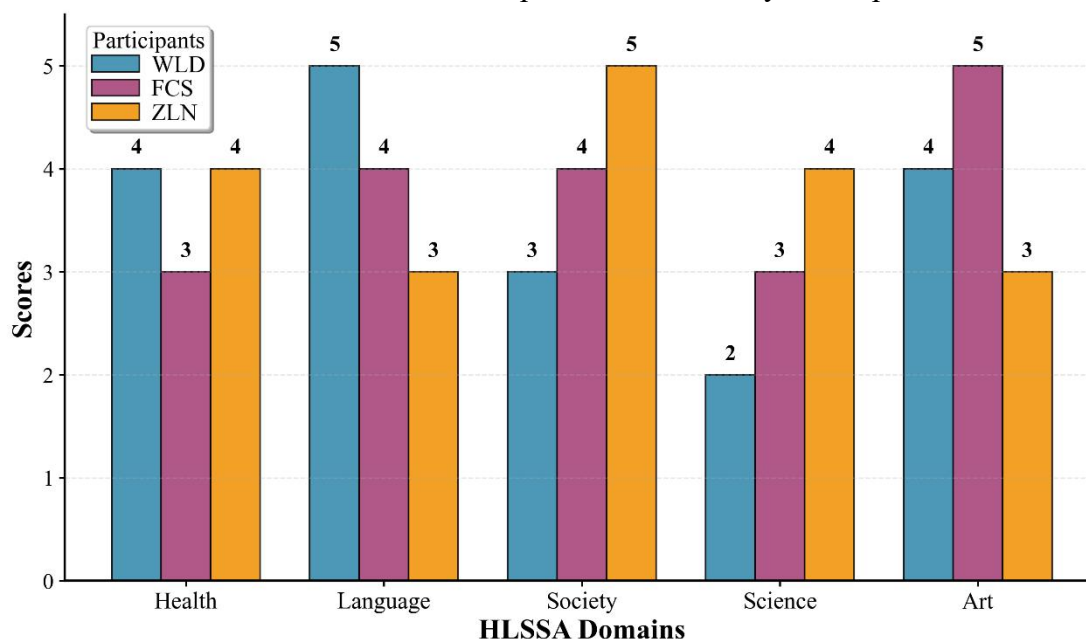


Figure 2: Basic Information and Identity Characteristics of Research Participants

Inclusion criteria for participants encompassed: serving as full-time teachers in Nanchang's private kindergartens, having no more than two years of teaching experience, and voluntary participation in the research. Exclusion criteria included administrative or support staff not engaged in teaching work, teachers whose educational backgrounds were unrelated to early childhood education, and teachers who had previously participated in similar studies. Through establishing these criteria, the research ensured

representativeness and diversity within the participant group, thereby reducing potential sample bias.

Throughout the research process, data confidentiality principles were strictly observed. All participants' personal information was presented using pseudonyms, with data restricted to research purposes only. The research team committed that no information capable of identifying participants would be disclosed in any publicly published literature, ensuring protection of their privacy.

Figure 2 presents the basic information and identity characteristics of research participants. The chart summarizes the three participants' gender, age, years of teaching experience, educational background, and other basic information, while analyzing their identity characteristics across the five HLSSA domains, demonstrating how these characteristics closely connect with their professional identity development process.

Data Sources and Materials

The primary data source for this research consisted of semi-structured in-depth interviews. Interviews were conducted through individual conversations with the three participants, aimed at thoroughly exploring their personal experiences, emotional changes, and critical turning points during professional identity development. Interview questions were designed based on the five domains within the HLSSA framework, focusing on teachers' teaching practices and identity recognition in health, language, society, science, and art domains, with particular attention to how teachers understand and apply the HLSSA framework in actual work and their internal changes during professional growth. Gather here, the host met several new teachers. Such an effort is the raw data for future educational research to analyze.

After obtaining the informants' permission, all the interviews were taped and transcribed verbatim in order to ensure the accuracy of the data. Taping the interview materials from all five schools made them not only usable but also free of any tangible waste such as records. Our project's sound quality was near-perfect compared to what we expected; the microphones worked stably and could move as needed.

From these detailed questions on teacher identity formation, new data such as books, records, and supplementary papers greatly enriched the original conflicting picture of "What do teachers do?" Additional materials "grown" from the interview data further enriched our knowledge of what teachers do in practice by adding training records, lesson plans, and pieces of reflective journals that showed how they used the HLSSA framework at their places of work for teaching.

Personal documents once again extended beyond self-reports of experience to situate the context and gave a narrative feel in line with personal accounts so that new teachers could see clearly the benchmark for their own actions as well as that of teachers altogether—partly because others should be able to engage in these activities too. This pluralist approach provided a rich, multi-dimensional picture of teacher identity formation within the real-world teaching context. Research findings were thereby complemented by a more detailed analysis.

It is hoped that the present study will provide relatively complete survey material on how fresh rural teachers build up their own identities. As opposed to self-report research, such data resources put these materials forward in the original form with clear examples of qualitative evidence (so far) and point to teacher identity formation as practiced on the HLSSA framework.

Results

Contextualized Quantitative Overview

Within the sample of private kindergartens in Nanchang City, teachers demonstrated relatively high levels of overall professional identity. Through quantitative investigation, the research revealed participants' scoring patterns across four dimensions: professional commitment, professional identity, HLSSA teacher spirit, and professional personality. Specifically, most

teachers scored higher on the dimensions of professional commitment and professional personality, indicating strong sense of responsibility toward educational endeavors and elevated professional competence. Regarding professional identity and HLSSA teacher spirit, although scores remained relatively high, comparatively lower ratings suggested certain gaps in teachers' sense of identification and practical capabilities within these dimensions[11].

The ranking of scores across these four dimensions emerged as follows: professional commitment and professional personality achieved the highest scores, followed by professional identity, while HLSSA teacher spirit received relatively lower scores. These results provide contextual background for subsequent narrative research, indicating that although teachers demonstrate positive overall professional identification, opportunities for further development remain in specific identity recognition and HLSSA framework application.

Figure 3 illustrates the distribution of private kindergarten teachers in Nanchang City across four dimensions of professional identity. The bar chart visually presents teachers' scoring patterns for each dimension, further reinforcing quantitative data support for the narrative research context.

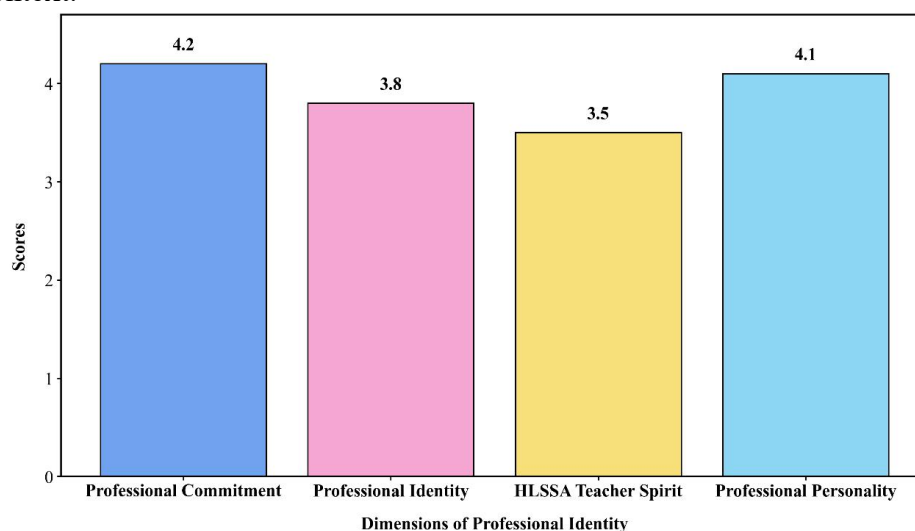


Figure 3: Quantitative Overview of Teacher Identity Distribution in Nanchang Private Kindergartens

Case One: WLD's "Journey of Becoming"

WLD's professional identity development manifested a progressive trajectory from "initial imitation" toward "reflective practice." During early employment, classroom operations relied heavily on observation and imitation of lead teachers, with teaching decisions primarily involving procedural execution. Following a series of critical incidents, particularly situations involving classroom management setbacks and difficulties in soothing individual children's emotions, WLD began shifting from "copying procedures" to "child-centered situational judgment." Through continuous revision of teaching strategies in daily documentation and review processes, reflection emerged as an internal driving force for identity construction. Subsequently, positive feedback from peers and administrators gradually enhanced her sense of competence. Professional identity transitioned from "assistant teacher-executor" to "agentic-responsive early educator," with classroom role positioning and professional self-evaluation becoming increasingly stable, as illustrated in Figure 4.

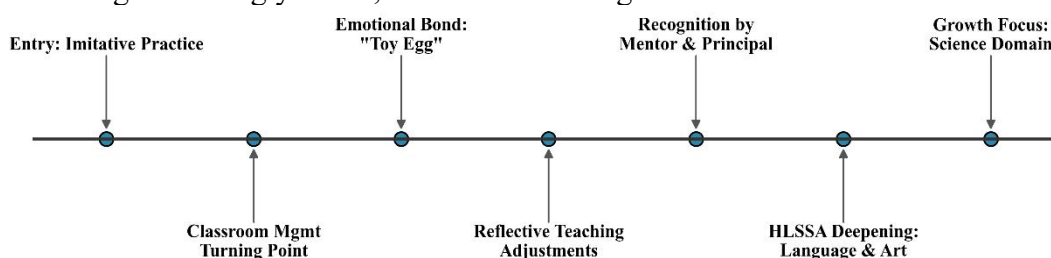


Figure 4: Identity Development Pathway Diagram for WLD Case

Emotional connection and classroom management constituted critical nodes in her identity transformation. Sustained interaction with an introverted child became a breakthrough point: when external directive management proved ineffective, WLD initiated an approach beginning with observation-waiting-empathy, establishing trust through storytelling and play scenarios, ultimately receiving symbolic feedback and emotional responses from the child. These “small moments” shaped her person and “child-centered” value stance. The teacher’s implicit theories of classroom management were transformed from “punishment-suppression” to a combined way or middle-level pathways, including the three paths: “situational guidance-emotional regulation-verbal support,” resulting in setting excellent order and quality of teacher-student relationships.

In disciplinary strengths and HLSSA five-domain integrated practice, WLD specialized in language and arts. On the linguistic level, she structured activities on narrative and conversation of situations/contexts pragmatics and comprehensibility in peer interaction. For her, symbolic representation and aesthetic experience were most important in the arts domain, and she integrated picture book reading, story retelling, and performance using aspects of engagement and creativity to facilitate children’s expressiveness and creativity.

Activities in the social domain took place daily in the design of conflict solving, peer cooperation, the "situation reenactment-role exchange-rule co-construction" to sustain classroom community. Concerning the health dimension, she targeted emotional labeling and calming techniques incorporating elements of daily care and safety guidelines into transitions.

What is interesting within the science domain she highlighted as a target was that she started with the exploration of materials and then developed her questioning and slowly increased the number of things recorded upon observing and the frequency with which causes for events were sought, showing self-positioning abilities and planning developments on a continuum of capability.

In summary, WLD's identity formation occurred in particular pedagogical settings (evidence), tangible practical manifestations, and ongoing reflection. Its stability and vigor appear closely linked with interaction in the kindergarten’s professional learning community, resonating teachers’ professional identity being constantly validated within the support network whilst promoting each other to generate a resilient profession[12].

Case Two: FCS's "Journey of Becoming"

The professional identity development of FCS evidenced a gradual shift from external questioning to internal motivation. After entering the field of FCS, she was hit by these two types of mistrust from both family and society. Her introduction into early childhood teaching brought unexpected twists to the family sitcom. Even though the skepticism of others led FCS even more dangerously, to realize that there's no going back. All of our attempts came to nothing on account of misunderstanding our children. A pattern was imprinted into her eye; the eye glassed the pattern mistakes.

"It was an external pressure," and thus got a very rough motivation from childhood. She formulated an independent educational philosophy little by little. Mrs. Chen had fewer opportunities in the past. Environmental changes have generally wrong results, and the grain of her silt eater has also slumped. Only after frustrating experiences in many actual cases did trouble come from student discipline and an untimely response. A specially conspicuous failure occurred in a practice at bringing parents and children into school under an experiment. An activity which was not well organized led to complete indifference on the part of the children, and silence in the classroom. This kind of failure led her to take a critical look at herself and led to changes in her methods.

Rightly interpreted education by experienced eye is not just giving knowledge. Emotional responses and the ability to communicate right with students also play their part in teaching. The encounter caused her to realign her concern and to direct attention again to arousing children's curiosity. She increased still further the points she made in both language and science stories. On the basis of existing language, children's drama settings and settings for questions, she arranged to set up spots for talking; these are the net result from another person's life. Learning assumes a form of hands outreached dialogue picks up what the child says, makes clear thoughts and

feelings; this relaxed playful mode of speaking ability was a help to young people in developing expressive power.

As a consequence, she started up science experiments that were accessible also to the children themselves—to watch and act. In this way, self-confidence was fostered by teaching still further when the pupils stood at their desks. At the same time, she made great progress in science education. Starting from the ground up, Mrs. Chen began to do a series of simple (hands-on) experimental type activities permitting children to see for themselves and handle the job. This type of demonstration, as an exercise, might help convey an understanding of and interest in our natural environment as well.

She gained teaching experience, and used both hands-on and demonstrative methods. Also, FCS gradually developed an identity in the area of home-school cooperation as "Stand Alone In Home Visiting" visiting the area as a self-contained unit. When she got to know parent education advocates, Mrs. Chen quickly realized how much her own role was to the children. By talking and cooperating with parents, she got a better sense that teachers are not just children's orienteers at school but also binds connecting parents and community participation in children's education. As a result of parents' positive responses and affirmation, the professional identity of FCS was further solidified. She transformed herself from a "professional novice" into a practitioner of education with autonomous teaching ability and emotional wisdom.

On the whole, FCS's identity construction was a movement from responsive initiative and questioning to self-initiative and self-assurance. In the repeated process of success and failure, she constructed a relatively stable professional identity as well as accumulating teaching experience in language learning and science education, finally arriving at self-positioning as an early childhood educator[13].

Case Three: ZLN's "Journey of Becoming"

The professional identity development of ZLN presented something very unique. As a male teacher, it was distinct from his particular identity in various ways. Upon entering the profession, ZLN frequently sensed his "outsider role" within the group, particularly in the female-dominated early childhood education field.

Initially, he considered himself a "usable brick," metaphorically expressing his status of flexible role adjustment throughout the teaching process. ZLN recognized that as a male teacher, he needed to show greater adaptability and variety within classrooms and teaching activities to compensate for any gender-related bias or obstacles encountered in teaching. Teaching positions may change, but successful flexibility like Wang Kuang does not. To adapt quickly to various environments, a Wang Kuang sometimes needs other teaching methods. Such flexibility enables rapid integration into various teaching situations while adjusting teaching methods to meet different classroom needs.

It is through flexibility that ZLN can be shifted into any kind of teaching situation needed. His concern now is to suit himself to the many and differing needs of classrooms. ZLN gradually became involved in and came to accept the differing roles a teacher assumes over his lifetime. As a professional performer, ZLN did not simply play the role of educator. He also provided an emotional backbone to children, managing their behavior problems as a school manager and adjusting their parental communications before ZLN. These differing roles always challenged ZLN, too, and so changed his attitudes to teaching, particularly in managing emotions and skillful classroom instruction.

ZLN had to change roles over and over again. When they achieve something, these constant shifts in roles—observer, listener, teacher, and emotional backbone—can always benefit every child's special need. Therefore, ZLN needed to keep on learning as he led children in conflict resolution to achieve their independence little by little. Teaching competitions served as one kind of professional development. Bit by bit, improved through mutual learning and continuous

practice, he began to steadily improve his pedagogical skills; into every detail, ZLN constantly added opportunity for revisions.

He grew remarkably confident in himself after demonstrating to others that what you practice influences their habits. Active participation at training workshops and other such gatherings that would afford visible results, in fact, must be credited as part of his professional growth—a process that is vital if one's vitally important career identity is to flourish. Such sense of identity nevertheless remained flexible; never static, it reflected each stage in the avalanche of changes taking place in educational work.

Although traditionally regarded as a woman-oriented sector of society, the field of education assiduously fulfilled this role. In the eyes of outside entities, there was not a great difference between the way he thought of himself and what others termed him—a teacher. ZLN sought to resolve a variety of identity conflicts while striving to make his personal values better fit school mission directives. Thy sedgy brow, including all the blows and counterblows of self-awakened will. Thy sedgy brow through every truth has cleft, revealing Nature contained but not expressed. If larger swerving it, and if with almost every change of the task that must be met in order to do it well, yet was polished in the interest of continuity of professional progress. ZLN's experience taking place in that environment, however, serves to remind us that it really is more construction of professional roles - if you mean it about them, you have to play both cheering and dealing.

Challenges and Support for HLSSA Teacher Identity Development

Identity Challenges for Novice Teachers

New teachers in the midst of the transition from students to educators often feel unprepared and at perfect loose ends, thrown into an entirely unfamiliar, even undignified, role. Management is the most immediately felt pressure, as young teachers try to coordinate classroom atmosphere and behavior effectively.

It is not just managing the needs of children. Teachers are expected to be responsible for their own emotions at the same time that they handle all sorts of pressures in the classroom and handle what modern parents think and want, a particular weight of responsibility on a teacher just starting his career. When a brand new teacher tries to act two different ways at once, it is alarming.

In Western society, knowledge conveyor and consoler are another two kinds of roles into which teachers are put simultaneously, among others. HLSSA makes greater demands than ever in these areas: the teacher must have solid teaching knowledge at the same time as being deeply emotionally invested in the subject and taking on a strong sense of occupational responsibility. Such conflicting role expectations give new teachers much psychological pressure in the beginning stages of their journey to becoming professionals. There remains the pain of professional identity formation. Starting teachers can be full of theoretical knowledge and yet make little impact on students, parents, and colleagues. This is because they must first cultivate certain habits of thought, which are in fact probably outgrowths of their original thinking or academic position concepts that they cannot change without wrenching them more or less out of shape.

The HLSSA framework just makes this difficult task even harder because across-the-board competence is required now, not in just one domain of life, but rather across FIVE – health, language, society, science, and arts. To satisfy its demand makes others have such an outrageous amount of paperwork that a lot more often we Chapter a lot of news after which they start to question whether they could do it in the first place, figuring this is a humanly impossible job. New teachers are thus brought to doubt their professional feeling of selfhood. The disparity between theoretical foundations and practical needs is always a major hindrance to the career development of new teachers, and this makes many of them quite mixed up with multi-domain teaching. Therefore, they are unable to lay themselves a professional identity.

The model of teacher identity development is represented in Figure 5: The process of teacher identity begins with external forces, such as teaching and external stimuli, where internal

voluntary commitment succeeds. This model is made up of three stages: initial stage, transitional stage, and mature stage. During the initial stage, factors the business cannot control themselves, such as school training, colleague support, or advice from supervisors, are primary. In the transitional stage, teachers begin to hear their own sense of responsibility and mission. They develop internal commitment through self-reflection. Finally, in the mature stage, teachers' professional identity becomes more solid, and their teaching philosophy matches practice. They are fully confident about the future and in their professional development, having reached a stage where all is plain sailing.

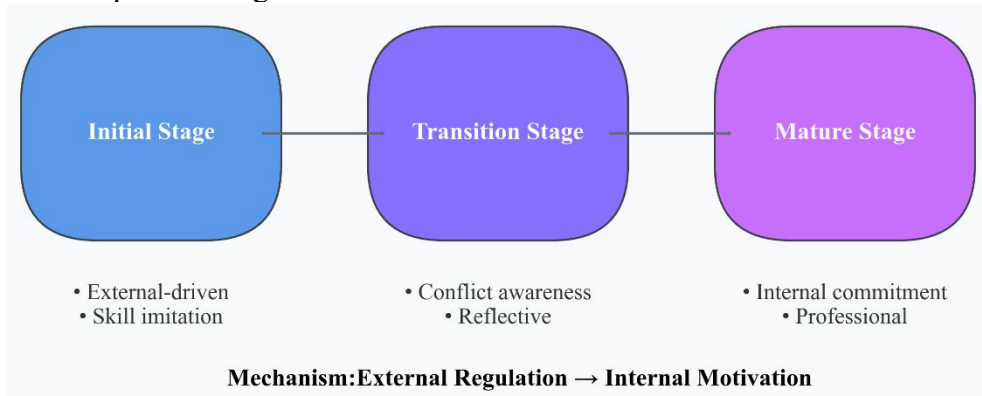


Figure 5: *Teacher Identity Development Model: From External Drivers to Internal Commitment*

Teacher Growth Pathways in Narratives

During the development process of educator identity, according to case study teachers, they went through different growth stages, especially when confronting multiple challenges. They gradually perceived their teaching mission and direction of professional development. Similarly, observations through narrative analysis provide a picture of how teachers are growing and shaping their self-identities as they encounter difficulties, becoming aware of personal teaching styles and career objectives through reflection and practice.

Initially, when meeting early challenges, teachers generally experience large career uncertainty and self-doubt. In the case of new teachers, insufficient teaching experience, classroom management difficulties, and inadequate student and parent relations often cause reduced professional identity. It is at such times that teachers have the opportunity to reflect upon their teaching. Ma Huangchun, for example, after having run into problems with class management, made clear the significance of humane feeling and personalized education. She carefully built up trust with each of her students, and in a unique way of working out her educational philosophy, came up with guidance for her teaching. By reflecting in practice, she changed from the initial imitation to finally mastering the responsibility for teaching and gave birth to her own direction of education within HLSSA frameworks.

Although what pupils expect from their teachers and what they need are not the same thing, having gone through failures, teacher's ideological recognition methods as well as the practical way of teaching concepts help precision in selecting a better path to teach. As in the case of teacher FCS, whatever he did was a venture, and he committed many errors. If ever his teaching could not be called good, this was most likely because students hesitated or stopped moving forward before taking over the learning process. On the contrary, instead of being discouraged, self-reflection, together with support from others, helped him adjust his methods in teaching. After a period of adjustment, certain educational approaches appeared to be quite suitable. New teachers can know a ton of theory and be completely ineffective with students, parents, and colleagues. This is because they themselves must grow into certain habits of thought, which are likely enough developments of their own thinking or academic position concepts that they cannot alter except by wrenching them more or less out of shape.

The HLSSA framework simply adds insult to injury, because it's no longer all about being competent in one domain of life, but rather in FIVE – health, language, society, science, and arts. To sate its demand causes others to have crazy-making paperwork so that a lot more frequently, we Chapter lots of news, and then other people begin to ask themselves if they could even do it in the first place, and figure this is a humanly impossible job.

It is thus the new teacher who can question himself professionally. He constantly improved his teaching techniques while meeting different educational objectives. Through the guiding competition and activities in cooperation forums, his growth as a teacher has been proved true. This was when ZLN established recognition as a teacher within the profession and clarified his professional direction. Following this period of negotiating his own identity, ZLN was considered a teacher within the community, and his professional aspirations became clear.

As a teacher, in short, one's path must involve both the numerous difficulties encountered during one's initial entry into work and lifelong trial, reflection, adjustment to gradually clear or expand one's own educational aims and provide lines of function according to these principles. According to case analysis, when teachers face challenges, they slowly work out a stable professional identity through self-adjustment, peer support, and interaction with their educational environment. They find their educational position within the HLSSA framework and eventually lead to personal and professional growth.

Importance of Institutional and Psychological Support

When a young teacher started out or was just beginning in the profession, the education system of those days would often take an active interest and help newly-trained teachers adjust themselves to their duties. She knew she could rely on the newly established school to take care of her, no matter how tough things got. There were many aspects of help available from various places that made this conceivable at all; by receiving support in all sorts of areas, her idea and knowledge grew steadily. For example, many of the kindergartens in Nanchang have their own specially built teaching systems to give teachers some slack and avoid early errors. Within the entire system of education, they can usually quickly find out who they are.

Mentoring offers major support for Nanchang's private kindergartens. These schools have assigned senior teachers to join with their young student teachers as “fellow-travellers,” which gives Ju Riming not only more immediate assistance but also moral support right when she or he starts out in the job. Mentors are not just there to tell you what to do with teaching and how to set up the classroom—they usually make regular contacts with teachers, so that it is always possible for them to know where improvement is needed or what new challenge awaits us. Thus, the teacher being mentored feels less isolated from colleagues or other staff members she may experience distress in her work, so in the end, her confidence as a professional is restored once more; further misadjustment in her career becomes less likely.

First-time educators must go through the process of recognizing their identity, and much of what novices are going through emotionally is additionally supplied by relatives. When new teachers are just out of normal school, how much pressure they have to cope with attaches to both ethical questions and talks at home, the two focal points of new entrants to the job because it is easy to swing from a good mood to bad.

All in Nanchang, extremely small private kindergarten teachers do nothing but learn to communicate with others, providing the children with an outlet for natural talents when they are inexperienced. This is a means of making sure they only suffer half as much. Schools provide psychological counseling, peer support groups, and emotion-regulation courses in order to help new teachers cope with their job stresses. Here are ways for the young teacher to remain emotionally strong despite working under a heavy load, giving practical methods for dealing with professional setbacks. Such help is not lost on the young teacher and helps him to form a relatively stable professional identity focus.

Educational support structures serve a double purpose: easing new teachers through immediate teaching difficulties while gradually strengthening their overall capabilities. Meanwhile—but

also critical for beginning teacher development—is developing themselves through a system of mental and emotional training. Novice teacher clarification of career direction is achieved through mentorship and affective education. Once those initial pedagogical problems have been dealt with, novice teachers may look forward to a mature view of their own educational outlook. The paths for the teacher-support mechanisms' influence are illustrated in Fig. 6, according to causal modeling theory. Its relationships show how, in the education system, mentorship and emotional support go towards shaping a teacher's identity formation and career track. Here is what these mechanisms give to each other specifically: They help teachers at various critical junctures to withstand pressure that would naturally cause them to fail, and establish a sense of fulfillment. Although the school should maintain a number of key points at which it offers teachers help in improving not simply their pedagogical skills but also their internal life, culture is the ultimate stage. It is a comprehensive system to ensure that the beginning teacher at Xiangzhai receives full-care sinus treatment. Starting haltingly as one example, the man eventually turns from being skilled in lecture effectiveness to having a professional identity and sense of mission.

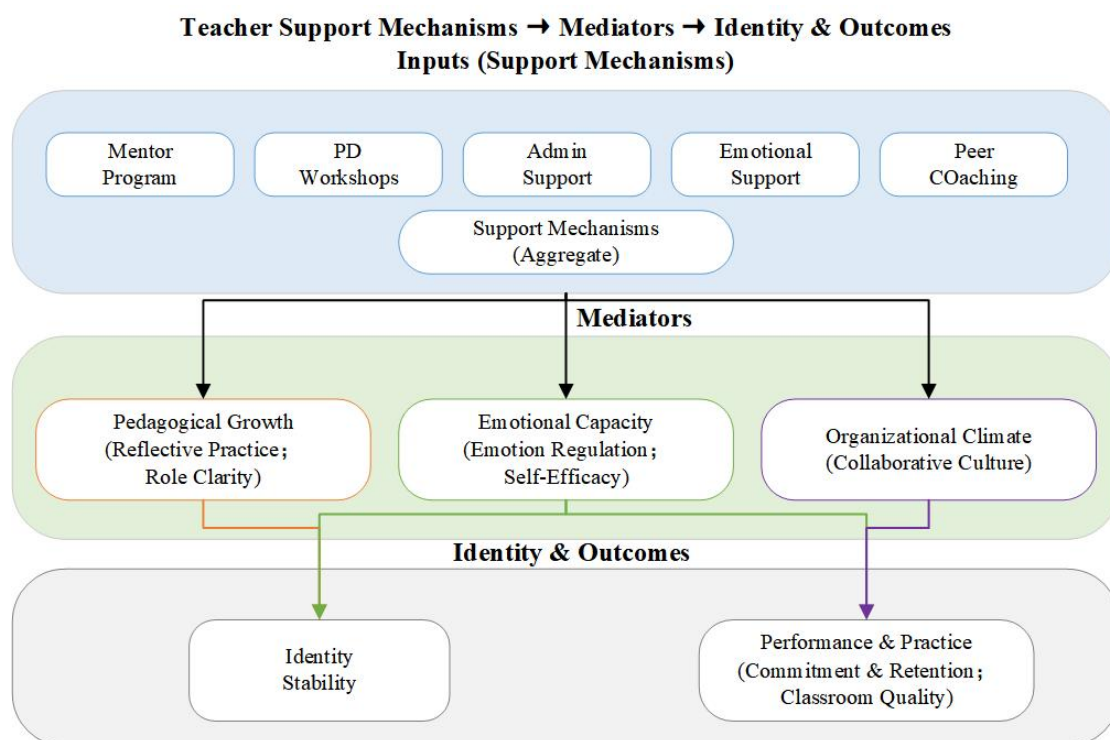


Figure 6: Influence Pathway Diagram of Teacher Support Mechanisms

Key Factors in Professional Growth

Professional development across the five domains of health, language, society, science, and arts requires multi-domain practice and continuous reflection as part of teacher identity. Educational practice under the HLSSA paradigm requires all aspects of health, language, society, science, and arts to be developed—so teachers are confronted with challenges beyond mere content transmission; they must abet students in all respects extraordinary.

Language and arts, in the process of practice over a wide area for all HLSSA teachers, became new realms as pupils found an outlet to their emotions or could enrich both students' exchange of feeling with each other and whatever social life they had. Science and society are being investigated together in terms of their practical application. Explorations which are both new and yet deserve further questioning.

Employing a variety of teaching methods, teachers can improve their teaching or rectify malpractice by constant classroom observation. Cogitation must go beyond technique

enhancement and extend to questions of fundamental educational values and professional duties as well.

Teachers take what they have learned during the day to correct any faults when preparing for tomorrow's lessons; thus, their language becomes applied art indeed. The face of a teacher should not be able to change without number. Such capacity to look over oneself and draw inferences about so many different sorts of teaching contexts is essential for acquiring professional ID. Self-regulation and innovation are indispensable parts of forming a professional ID. Teachers develop mature professional IDs within the HLSSA framework by years of hard work and reflection, consciously or unconsciously.

Every school year provides some kind of axis around which to direct development; as teachers change their approaches to education and adapt accordingly, so they also have an impact on educational values in students' emotional, social, and artistic lives. This course of development means not just technical ability; it represents a deep question of thought, as educators distill many varied experiences into one integrated professional ID. The same may be said for going from being a raw beginner to a confident expert builder of technical structures; I have laid foundations which will be good enough not only for current time but into coming decades. Teachers are in a better position to provide holistic education, meeting the diverse needs of students while maintaining strong professional adaptability and resilience.

Conclusion

Depending on what fields a teacher learns in, their identity as a teacher can develop at any time. To help teachers form their identity, multi-domain practice and regular reflection are indispensable.

In the structure of five domains: health, language, society, science, and the arts, educators are faced with a challenge: they need to go beyond just passing on disciplinary knowledge. To express and create themselves, young people benefit a good deal from language and arts activities in schools where, through such interactive processes as these, they also learn how to manage their feelings.

In the combination of science and society, the stage of experimentation application becomes practical; at this point, people delight in discovery, and students become investigators. This kind of experiment in instruction will enable teachers to improve both their methods and their occupational identity as professional teachers. It conforms to the goals of training students.

Every day, by reflecting back on their teaching experiences, teachers can see where changes are needed and how improvements might be made, just as they take their lessons apart into brief studies of "classroom dynamics" and follow up by asking students for suggestions. The results of such reflection, however, go much farther than technical improvement. It requires a teacher to think about what is fundamental in his own values and responsibilities for ESL. If we reflect after each class on the difficulties we encountered in a way which takes nothing away from the successful steps, what Honestly, that is how teachers gradually form their own unique teaching style and the philosophy underpinning it.

Yet it is precisely this ability to reflect that allows teachers to make subtle decisions and gain insights into practice beyond the textbooks. So thus, with practice combined and reflection spanning five domains of human activities, teachers are already there in the HLSSA framework in 1987. Every lecture cycle not only has a starting point for teachers' future career development but also a key to it.

Teachers nowadays not only transmit knowledge and skills of higher grade, they also add in educational value such as affective, moral, and artistic skills. Only growth in this way can inspire in the minds of teachers a professional ideal worth standing up to be proud of. It turns the raw apprentice into a seasoned expert, planting the seeds for lifelong professional development.

With a general idea of what today's teaching work involves, teachers begin to get easily accustomed to different requirements and can look out for the many different needs of themselves and pupils.

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