

The Current Situation and Countermeasures of Kindergarten Construction and Development: A Case Study of Chongqing City

Xiaoya Li, Runjiao Zhou

Chongqing Preschool Education College, Wanzhou, 404047, China

Abstract

At present, the development of preschool education in China faces several problems, including insufficient development funds for kindergartens, the need to improve the quality and balance of development, the need to enhance the construction of teaching and care teams, the need to further implement the quality of care and education, and the need to continuously optimize internal management. Based on these issues, this paper proposes countermeasures such as establishing a long-term funding mechanism, improving the infrastructure of kindergartens in weak areas, scientifically planning to promote the balanced allocation of high-quality educational resources, strengthening team building and improving the development guarantee system for preschool education teachers, implementing scientific care and education to improve the quality and level of care and education, and optimizing the operation of kindergartens to enhance their self-management capabilities.

Keywords

Preschool Education; Kindergarten Development; Countermeasures and Suggestions.

1. Basic Situation of Kindergarten Construction in Chongqing City

According to the information from the National Bureau of Statistics website and the "Chongqing Statistical Yearbook 2023", there are currently 5,667 kindergartens in Chongqing, with 33,815 classes and 961,364 children in kindergartens. There are 114,920 kindergarten staff members, including 57,542 full-time teachers, 6,289 principals, and 28,200 caregivers. Among the full-time teachers, 1 has a doctoral degree, 176 have master's degrees, 16,573 have bachelor's degrees, 41,667 have associate degrees, and 3,830 have high school or lower education.

2. Current Situation and Problems of Kindergarten Construction in Chongqing City

2.1. The conditions for running kindergartens have improved, but the development funds are insufficient.

According to the results of the 2023 Chongqing Kindergarten Operation Behavior Supervision and Evaluation, the full score for operation conditions is 250 points, and the supervision and evaluation score is 211.22, with a score rate of 84.488%. This is an increase of 3 percentage points compared to the previous year. The main improvements are in the enhancement of the operation concept and the continuous improvement of the structure of preschool educational resources. Through new construction, renovation, new establishment, recovery, and transfer, the number of public kindergartens in Chongqing has increased. For example, in Changshou District, the number of public kindergartens has increased from 34 to 81 in the past five years, and the proportion of public kindergartens has increased from 31.5% to 68.64%. However, there are still problems of insufficient funds in kindergartens in areas such as Chengkou and Shizhu. Funding is the material basis for the development of preschool education. Only with

sufficient funding can every child have fair educational opportunities. First, the number of children has decreased sharply in recent years, and the funds of some kindergartens have also decreased significantly, resulting in insufficient funds for improving the operation conditions. The game facilities and materials are not rich enough, and the types and quantities of teaching toys are insufficient. The professional books for teachers and children's books are not diverse enough. Second, in underdeveloped counties and districts, the implementation of the policy of subsidizing poor children has led to a large number of children being exempted from fees, and the subsidy standards for children are much lower than the standards for care and education fees and living expenses, resulting in insufficient funds for kindergartens and operational difficulties. For example, in the remote town centers and village schools in Chengkou County, the number of children in the affiliated kindergartens is generally small. To ensure universal access, the care and education fees charged by kindergartens are low. Although there are subsidies for office expenses, it is still difficult to maintain operations.

2.2. The construction of the kindergarten staff team is continuously advancing, but the effect is not satisfactory.

According to the results of the 2023 Chongqing Kindergarten Operation Behavior Supervision and Evaluation, the full score for the staff team is 250 points, and the supervision and evaluation score is 196.38, with a score rate of 78.552%. This is an increase of 2 percentage points compared to the previous year. All districts and counties are continuously optimizing the configuration of the teaching staff. In Liangjiang New Area, each kindergarten formulates a teacher training plan by academic year and organizes various business training and learning activities for teachers through platforms such as school-based research and training and inter-school exchanges. In the past year, Wulong District has organized over 2,000 people to participate in specialized training programs for kindergarten principals, kindergarten teachers, nursery workers, cafeteria staff, security guards, etc. It has also arranged for over 100 nursery workers from rural kindergartens to follow and learn from high-quality kindergartens in urban areas.

At present, the vast majority of full-time teachers in kindergartens in Chongqing have a college degree or above. Most kindergartens can meet the requirements of "two teachers and one caregiver" for care and education, and some even implement "three teachers and one caregiver". Each kindergarten pays attention to the growth of teachers, establishes a teaching and research system, actively conducts teacher training, and continuously strengthens the professional ability of teachers. However, there are still the following problems: First, the number of care and education personnel is insufficient. In some kindergartens in towns and villages, affiliated kindergartens, and early childhood education points, "one teacher and one caregiver" cannot be guaranteed, and there is a gap compared with "two teachers and one caregiver". The proportion of in-service teachers in public kindergartens is relatively low. The total number of teachers in private kindergartens is insufficient, and the mobility of teachers is relatively large, with an overall low quality. Second, newly recruited care and education personnel lack management and practical operation experience, and relevant training cannot keep up in a timely manner, which seriously affects the quality of care and education. Third, the salary and welfare of teachers are not well guaranteed, especially in private kindergartens, where the overall salary and welfare of teachers are relatively low, resulting in high mobility, low professional level, and a certain degree of arbitrariness. In public kindergartens, in-service and non-in-service teachers have not fully achieved equal pay for equal work, and private kindergarten teachers and non-in-service teachers in public kindergartens have incomplete purchase of "one fund".

2.3. Care and education are becoming more scientific, but the quality still needs to be further improved.

According to the results of the 2023 kindergarten operation behavior supervision and evaluation in Chongqing, the full score for care and education is 200 points, and the supervision and evaluation score is 153.51, with a score rate of 76.755%, an increase of 1 percentage point compared to the previous year. Each kindergarten basically follows the spirit of the "Guidelines for Kindergarten Education" and the "Guidelines for the Learning and Development of Children Aged 3-6", guided by the "Guidelines for the Assessment of Kindergarten Care and Education Quality", and implements care and education based on the age characteristics and laws of children's development; respects the individual differences of children. Each district and county has established a responsibility supervisor system to guide the care and education and teaching and research activities of kindergartens. However, there is still room for improvement in the quality of care and education, mainly reflected in: First, a few kindergartens, especially small rural kindergartens, have insufficiently professional teaching activity design concepts, insufficiently standardized formats, and insufficient operability, which affects the actual implementation effect of activities. Second, the understanding of teaching and research work is not in place. Some private kindergartens do not attach importance to teaching and research work in kindergartens, and the teaching and research activities are not standardized. In teaching and research activities, they often only focus on saying and doing, and are not good at recording, reflecting and summarizing. The work is not solid, and the teaching and research work in some kindergartens is superficial, without forming a rigorous and realistic scientific research atmosphere, and cannot feed back to teaching work. Some private kindergartens' organizers carry out teaching and research activities only to please parents, and do not follow the laws of children's growth and preschool education, teaching children to learn pinyin and do arithmetic problems, with varying degrees of "primary schoolization" tendencies. Third, some kindergartens have insufficient original cultural construction, and their characteristics are not obvious. They do not attach importance to the construction of kindergarten culture, and do not sort out the kindergarten's philosophy and goals well, resulting in insufficiently distinct characteristics. Especially some old kindergartens.

2.4. Internal management is more standardized, but it needs to be continuously optimized and improved.

According to the results of the 2023 kindergarten operation behavior supervision and evaluation in Chongqing, the full score for internal management is 100 points, and the supervision and evaluation score is 95.56, with a score rate of 95.56%, an increase of 1 percentage point compared to the previous year. Orderly internal management is the foundation for the construction and development of kindergartens. Currently, the internal management of kindergartens in Chongqing is generally standardized. Each kindergarten has established systems and implemented hierarchical management well, with complete organizational structures and management systems. However, there is still room for further optimization in details. First, some kindergartens, especially private kindergartens, still have unclear division of responsibilities and insufficiently standardized management. In a few kindergartens, parents' participation in kindergarten management is insufficient, and the content and methods of home-kindergarten communication are relatively single. The interpretation and implementation of supervision indicators are insufficient. The fee management of some private kindergartens still needs to be further strengthened, and the placement of the notice board is inappropriate. Second, the participation of some kindergartens' parent committees, dietary committees and other organizational bodies in management is not strong enough, and the effect of home-kindergarten co-education is not good.

2.5. The quality and balanced development of preschool education needs to be further improved.

From the assessment results, there are significant differences between public and private kindergartens, rural and urban kindergartens, and public-interest and non-public-interest kindergartens. Quality and balanced preschool education is an important manifestation of universal and public-interest education, as well as an important manifestation of educational equity. At present, the quality and balanced development of kindergartens still needs to be improved. First, the development of high-quality kindergartens is unbalanced. Public kindergartens, due to government subsidies for their operation, have higher teacher quality and their teaching and care quality is generally higher than that of private kindergartens. The gap between urban and rural kindergartens mainly lies in the teaching staff. Public-interest kindergartens lag behind non-public-interest kindergartens, with the main gap lying in the teaching staff and the conditions for running kindergartens. Second, the development of kindergartens in different regions is unbalanced. In Chongqing, due to differences in geographical environment and economic development levels, kindergartens in districts are significantly better than those in counties. Kindergartens in the western part of Chongqing are better than those in the southeast and northeast regions. Third, the geographical structure of high-quality resources is unbalanced. In some districts and counties, the total amount of preschool education resources is insufficient, and there are insufficient resources for urban kindergartens and kindergartens in residential areas. Old residential areas have no kindergartens. High-quality educational resources are insufficient.

3. Countermeasures and Suggestions

3.1. Establish a long-term funding input mechanism and improve the infrastructure for running kindergartens in weak areas

In Chongqing, there are significant regional differences in the conditions for running kindergartens. Kindergartens in economically underdeveloped areas face difficulties in terms of building conditions and the recruitment of teaching staff. To improve the current situation of kindergartens in weak areas, a long-term funding input mechanism should be established and more funds should be invested in these areas. First, the government should strengthen its guarantee of funds for kindergartens, especially for rural and underdeveloped areas. The budget should be adjusted in a timely manner according to changes in the number of children to ensure that every child can enjoy basic educational resources. Second, the effectiveness of the funding policy should be improved, and the differences in the standards for teaching and care fees and living expenses should be reduced to ensure the implementation of the funding policy and alleviate the operational pressure on kindergartens. Third, innovative funding input methods should be adopted. According to the different natures of kindergartens, methods such as "public assistance for private kindergartens", "special support", and "pairing assistance" can be adopted to increase the transfer payment for preschool education in poor districts and counties and promote the coordinated development of preschool education.

3.2. Strengthen the team building and improve the development guarantee system for preschool education teachers

Strengthening the team building and improving the development guarantee system for preschool education teachers plays a key role in the construction and development of kindergartens and can further improve the level of universal and public-interest preschool education. To address the current shortage of teachers, the Specialist Tailor-made Program for preschool education public-funded normal students should be implemented well. Through public recruitment, internal allocation, and job transfer, the teaching staff should be fully

equipped in accordance with national requirements to gradually solve the problem of insufficient kindergarten staff. To address the lack of professionalism among teaching staff, the training and education system for kindergarten teaching and care personnel should be improved, and continuing education and professional development plans should be implemented to continuously enhance the professional ability and educational concepts of teaching and care staff. Promote the construction of preschool education development communities, give full play to the leading role of high-quality kindergartens, and provide support in terms of funding, bundled assistance, cooperative running of kindergartens, shadow training, and job rotation to effectively improve the quality of running kindergartens in weak areas and promote the common development and progress of teaching staff. To address the insufficient treatment guarantee for teaching staff, the overall salary and benefits of preschool teachers should be increased, their social status should be enhanced, the "equal pay for equal work" system should be further implemented, and it should be emphasized that each teacher should be provided with "five insurances and one fund" to effectively improve the treatment guarantee for teachers. The positive image of preschool teachers should be publicized through multiple channels to improve society's understanding of preschool teachers and enhance their social status.

3.3. Implement scientific teaching and care, and improve the quality and level of teaching and care.

We are currently in the period of creating universal and inclusive preschool education. Taking this opportunity, we will use the annual rating of kindergartens as a handle to enhance the effectiveness of preschool education research in the region, group-based operation of kindergartens and supervision and evaluation. We will take the feedback report on preschool education quality monitoring as a problem list and strengthen rectification and improvement to comprehensively enhance the quality of preschool education. First, we should follow the laws of children's physical and mental development, formulate scientific and operable care and education plans, and require preschool educators to deepen their understanding of the "Guidelines" and "Programs", reasonably arrange children's daily life, and be good at seizing educational opportunities in daily life, especially during transitional activities such as going to the toilet, washing hands, and queuing. We should guide children in a timely manner, making every aspect of daily life an educational opportunity, and gradually improve the professionalism of teachers in activity design. Second, we encourage kindergartens to conduct empirical research and case studies, strive to develop local curriculum resources, deepen the understanding and application of children's growth laws and preschool education laws, and use research to support teaching practice. Third, we will establish a preschool education research guidance responsibility area, build a group-based operation model of "head kindergarten + branch kindergarten + regional central kindergarten + township (village) kindergarten", establish a support and development mechanism, and hire outstanding kindergarten principals and backbone teachers as part-time preschool education researchers to guide the scientific care and education work of kindergartens in the education supervision responsibility area through observation, imitation, teaching assistance, and guidance. We will frequently carry out regional and kindergarten-based research activities to give full play to the radiating and driving role of high-quality kindergartens and promote the common development of kindergartens in the region, ensuring that research activities can truly improve teaching quality. Fourth, we should adhere to games as the basic activity. Games are the life of children. Game activities are not just about learning a certain game or conducting simple game-based curriculum teaching, but about making the curriculum game-based and integrating the concept of games into every activity and every link. Fifth, we must resolutely overcome and correct the "primary schoolization" tendency. In the "primary schoolization" model, children who learn ahead of time and adapt

well may develop a sense of arrogance such as "I already know this, I don't need to listen" when they formally start primary school, which is not conducive to their physical and mental development. Children who do not adapt to the "primary schoolization" model may develop a sense of inferiority such as "It's too difficult, I can't learn it", which is also not conducive to their physical and mental development. Only activities that conform to the laws of children's physical and mental development can maximize the development of each child.

3.4. Optimize the operation of kindergartens and improve their self-management capabilities

First, all levels of government and their relevant functional departments should fulfill their safety management responsibilities, issue rectification responsibility letters to kindergartens with safety hazards, supervise and implement rectification, and impose a "one-vote veto" or order them to suspend operations for kindergartens that fail to rectify safety hazards. Second, hold regular meetings of kindergarten principals, scientifically analyze and regularly arrange. Regularly hold on-site exchange meetings to exchange experiences, learn from each other, and solve problems among kindergartens, regions, and urban and rural areas to improve the management level of kindergartens. Third, adhere to regular process supervision, implement "one-to-one" supervision by responsibility supervisors, provide all-round and full-process guidance on the care and education and management of kindergartens, promptly prevent and seriously correct the "primary schoolization" phenomenon in kindergartens, strengthen the management details of kindergartens, standardize the supervision of kindergarten operation, and strengthen the application of supervision and evaluation results, using them as important bases for annual inspections, grade determination, universal recognition, and the evaluation and selection of kindergarten principals. Enhance the self-diagnosis and evaluation capabilities of kindergartens and use feedback to improve the operation of kindergartens. Fourth, strengthen home-kindergarten cooperation and diversify the ways and contents of home-kindergarten communication. Make full use of the strength of parents to promote the healthy development of kindergartens.

3.5. Scientific planning to promote the balanced allocation of high-quality educational resources.

At present, China is in a critical period of economic development transformation and a decline in the birth rate. High-quality and balanced preschool education cannot be separated from the standardized construction and development of kindergartens. When building kindergartens, it is necessary to scientifically predict the demand for places in the coming years in various regions based on the planning of urbanization development, the current situation of the birth rate, and the transformation of the regional industrial structure, and formulate the layout plan for kindergartens. In addition, the construction and development of kindergartens should be carried out in tandem with that of primary and secondary schools in the region. The development of kindergartens can be organically combined with the adjustment of the layout of regional primary and secondary schools to implement resource integration, overall planning and synchronous implementation. According to the needs, large-scale kindergartens should be continuously newly built or expanded and renovated to constantly improve the conditions for running kindergartens. First, focus on supporting the construction and development of rural kindergartens and public-interest kindergartens to gradually narrow the gap between urban and rural areas and between public-interest kindergartens and non-public-interest kindergartens, and further promote the work of balanced development. Second, focus on laying out high-quality kindergartens in densely populated areas and areas with scarce resources to alleviate the shortage of resources. Third, implement a mechanism for sharing high-quality educational resources and encourage high-quality kindergartens to support those with weaker conditions.

4. Conclusion

In recent years, significant progress has been made in the construction and development of kindergartens in Chongqing. The conditions for running kindergartens have gradually improved, the construction of the teaching and staff team has been continuously promoted, childcare education has become more scientific, and internal management has become more standardized. However, there are still issues such as insufficient funding, uneven quality of the teaching staff, need to improve the quality of education, further optimization of internal management, and uneven distribution of high-quality educational resources. In response to these issues, this article proposes countermeasures and suggestions such as establishing a long-term funding mechanism, strengthening the construction of the teacher team, implementing scientific education, optimizing the behavior of running kindergartens, and scientifically planning to promote the balanced allocation of high-quality educational resources.

By establishing a long-term funding mechanism, especially increasing financial support for rural and underdeveloped areas, the conditions for running parks in weak areas can be effectively improved. Strengthening the construction of the teacher team and improving the teacher development guarantee system can enhance the professional ability and salary guarantee of teachers, thereby stabilizing the teacher team and improving the quality of education. Implementing scientific education, following the laws of physical and mental development of young children, and resolutely overcoming the tendency towards "primary schoolization" can promote the comprehensive development of young children. Optimizing the behavior of running the kindergarten, strengthening cooperation between home and school, and improving the self-management ability of the kindergarten can help enhance the overall management level of the kindergarten. Scientific planning can promote the balanced allocation of high-quality educational resources, narrow the gap between urban and rural areas, and promote the high-quality and balanced development of preschool education.

In short, the construction and development of kindergartens in Chongqing require continuous improvement and optimization through the joint efforts of the government, society, and kindergartens themselves, in order to achieve universal and high-quality balanced development of preschool education, and provide fair and high-quality educational opportunities for every child.

References

- [1] Zhu Danyao Research on the Quality of Sports Environment in Kindergartens [D]. East China Normal University, two thousand and twenty-one
- [2] Shi Genlin, Li Hui Construction of the Childcare and Education Team: A Foundation Project for the High Quality Development of Kindergartens [J]. Basic Education Evaluation Office of Jiangsu Provincial Education Evaluation Institute, two thousand and fifteen
- [3] Li Xuewei Research on the Quality Issues of Preschool Education Institutions in Cang County, Hebei Province [D]. Yanshan University, 2017
- [4] Zhang Yingmin, Zhao Tingting Towards Quality and Inclusive Education: Development Strategies for High Quality Kindergartens Based on the Evaluation of First Class Kindergartens in Zhejiang Province [J]. [1] Evaluation Department of Zhejiang Provincial Education Examination Institute, 2022.