

Research on the path of improving the quality assurance mechanism of inclusive private kindergartens

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Abstract: The emergence and development of inclusive private kindergartens is the inevitable result of the process of industrialization and urbanization. Under the strong support and guidance of national policies, my country's inclusive private kindergartens have achieved rapid development both in terms of "quality" and "quantity", making outstanding contributions to popularizing preschool education and increasing the gross enrollment rate. However, the current development of inclusive private kindergartens still has the current situation of uneven development quality and various negative influencing factors. In order to fundamentally improve the running quality of inclusive private kindergartens, the author proposes to improve the quality concept, build a high-quality teaching team, explore a distinctive running model, and adopt scientific evaluation methods to achieve this.

1. Introduction

Since 2010, under the deployment of the Party Central Committee and the State Council, my country's three-phase "Three-Year Action Plan for Preschool Education" has been steadily advanced, and the public service of inclusive preschool education has developed by leaps and bounds, and has made great achievements that have attracted worldwide attention in the past ten years. In the field of population, after the country successively introduced the policies of "two only two children" and "single two children", the "universal two-child" policy was implemented in 2016, and the number of newborns and young children gradually increased with the liberalization of the above-mentioned population policies. In the field of pre-school education, the limited number of kindergartens of various types simply cannot meet the needs of the school-age children who are increasing year by year. "It is difficult to enter a kindergarten" and "expensive to enter a kindergarten" has become the main contradiction in the development of preschool education, and this problem has not been fundamentally solved.

Inclusive private kindergartens refer to "private kindergartens that are subsidized or entrusted by the government to provide pre-school education services, not for profit, open to the public, standardized kindergartens, reasonable fees, and quality assurance." [1] It has the characteristics of social welfare, quality assurance, moderate charges, government compensation, and regulatory

constraints. [2] Under the current background of the development of preschool education, inclusive private kindergartens have played a huge role in popularizing preschool education and increasing the gross enrollment rate. However, due to the unbalanced distribution of resources, insufficient funding, weak follow-up teachers, and imperfect systems and mechanisms, the quality development of inclusive private kindergartens is uneven. Therefore, how to improve the quality of inclusive private kindergartens has become the key to improving the quality of preschool education.

2. The current predicament of improving the education quality of inclusive private kindergartens

The development of inclusive private kindergartens is an important way to ensure that school-age children receive high-quality and reasonably priced preschool education and solve the problems of "difficulty in admission" and "expensive admission". With the continuous popularization of preschool education, the quality of kindergarten education has become the top priority of the current stage and future development.

(1) Emphasis on hardware construction and light on "software" training

In order to attract more children to kindergarten, most inclusive private kindergartens invest a lot of money in kindergarten hardware construction, resulting in limited investment in human resources and funds, and it is difficult to hire high-quality talents. The educational level and comprehensive quality of most of the preschool teachers are not high, and their educational backgrounds are concentrated at the level of colleges and technical secondary schools. In addition, due to the limitation of income level, some teachers are highly motivated to work, and the phenomenon of personnel loss is serious.

(2) Lack of procedural quality supervision and single evaluation mechanism

Due to the shortage of funds, inclusive private kindergartens pay more attention to attracting parents' attention and obtaining students by pursuing the quality of result-oriented education. Lack of attention to the quality of process education, and lack of quantitative assessment standards for teachers' process evaluation behavior. Teachers' evaluation is single, subjective, lacking skills and experience, and most of them use simple quantitative methods for evaluation, which seriously affects the improvement of the quality of running the kindergarten.

(3) Lack of autonomy and pertinence in teaching philosophy and course selection

Under the impact of various foreign and advanced preschool education concepts and courses, most inclusive private kindergartens choose to follow the mainstream, pursue hot spots, and lose the characteristics and autonomy of their own kindergarten construction. Curriculum setting and planning deviate from the educational concept of "learning to teach", and lack the ability to select and organize teaching content. The observation and attention to the laws of physical and mental development and learning characteristics of children are neglected, resulting in the deviation and disconnection between the actual teaching content and the actual needs of children.

(4) There are many security risks and the management mechanism is backward

The shortage of funds directly results in limited investment in safety facilities and personnel in inclusive private kindergartens, increasing security risks. In addition, the management mechanism of most inclusive private kindergartens is still relatively backward, with unclear rights and responsibilities, multiple management, and cross management, which seriously restricts the

improvement of the overall quality of kindergartens.

3. Improve the quality assurance mechanism of inclusive private kindergartens

(1) Kindergarten managers and teachers should form a scientific view of education quality

The current quality problems in inclusive private kindergartens are caused by a variety of reasons, but at the root, the most critical issue is the concept. Therefore, to improve the quality of kindergarten education, the primary task is to establish a scientific and comprehensive view of education quality and guide practice with advanced concepts. Managers should clarify the meaning of improving the quality of education, and understand and interpret the quality of teaching from a more macro and positive perspective. .

(2) Build a high-level teaching team and improve teachers' ability to protect and teach

Teachers are the key and soul to ensure the quality of kindergarten teaching. To improve the quality of inclusive private kindergartens, we must start with improving teachers' ability to protect and teach, focus on improving teachers' professional quality and the cultivation of core values, and strengthen their practical ability to protect and teach. Through the selection and recruitment of highly educated, multi-experienced and intelligent kindergarten teachers, we will continue to inject fresh blood into the development of kindergartens. Combined with training, we will continuously improve teachers' professional knowledge and skills training, create a diverse, comprehensive and up-to-date team of teachers, and promote the integrity and sustainability of teacher training. In the daily teaching process, focus on procedural evaluation, complete evaluation and supervision in various forms, activate teachers' internal development motivation, promote their active learning, and improve the quality of education.

(3) Explore unique preschool education models based on their own circumstances

In order to promote the sustainable development of national public preschool education, the development of inclusive private kindergartens should respect the differences in different regions, combined with the characteristics of regional preschool education development, the number, distribution, and growth trend of preschool children, as well as the actual situation and characteristics of the kindergarten, scientifically develop teaching concepts and courses that conform to their own development, and must not follow the trend and ignore the fundamentals. Only a mode of running a kindergarten that meets the needs of one's own development, combined with the laws of children's development, and is in line with the development of local preschool education, can become the fundamental condition to ensure the continuous improvement of the teaching quality of the kindergarten.

(4) Adopt procedural and diversified evaluation methods to ensure the quality of the park

The improvement of the quality of inclusive private kindergartens must rely on scientific evaluation methods. From the simple summative evaluation to the diversification of evaluation subjects, the life-oriented evaluation content, the unification of evaluation standards, and the flexibility of evaluation methods, the concept of "common evaluation of teachers and children living together" is established.

References

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