

## Kindergarten-Based Training Model of Preschool Teachers' Orientation Training In "Survival Period"

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**Keywords:** Surviving Period; Preschool Teacher; Orientation Training; Kindergarten-Based Training

**Abstract:** The first year of newly-employed kindergarten teachers entering the workplace is called "survival period", in which most new teachers are devastated because it is difficult for them to adapt to the job requirements, and the preschool children's loss rate is high. Kindergartens can help new teachers gain a sense of professional achievement and well-being and lay a solid foundation for their career by constructing a systematic garden-based training model of induction education which is ecologically integrated with the workplace of new teachers.

With the social progress and the deepening of education reform, the major of early childhood education has gradually matured and been widely recognized. Kindergarten teachers as professionals, their professional level plays a decisive role in improving the quality of education. China's "Professional Standards for Kindergarten Teachers (trial edition)" clearly standardizes the professional literacy and requirements of kindergarten teachers, thus improving the employment threshold of kindergarten teachers and increasing the difficulty for new teachers to adapt to their posts at the beginning of their career. While completing the task of protection and education, the kindergarten shoulders the responsibility of training professional teachers. The professional attention to the beginning of kindergarten teachers is the starting point of the specialization of kindergarten teachers.

### 1. Orientation Training and the Difficulties Facing New Preschool Teachers at the Beginning of Their Career

Teacher education has evolved into three stages following the concept of "life-long education". Induction education is a transitional link between teachers' pre-service training and on-the-job training. it is a professional training for teachers at the initial stage of their post and the initial stage of teachers' professional development.

Researcher P. Burden believes that teachers' professional development goes through three stages: the survival stage, the adjustment stage, and the maturity stage. The "survival stage" (also known as "survival period") here is the first year when teachers enter the teaching scene, that is, the period of induction education for new teachers.

The new kindergarten teachers may have negative emotions because they do not adapt in the first year. It is mainly manifested in the sense of incompetence to the tedious daily work, the sense of obstacle of collective integration and the inability to make an appropriate behavioral response to the problem situation independently, thus resulting in the psychology of "escape". This study tracked 25 kindergarten teacher graduates randomly for one year, and found that only 3 of them remained in the original unit. Thus it can be seen that the first year of new teachers is the key period of their professional adaptation, which is related to the "survival" and continuation of new teachers' professional career.

The emotional experience of new teachers in the workplace, to a large extent, determines whether many people are willing to stay in this professional field, and affects their work attitude and educational concept in the future. The frustration of the entry experience seriously affects the practitioners' formation of firm professional beliefs.

## **2. Kindergarten-Based Training Problems Facing Preschool Teachers Orientation Training**

The survey shows that most kindergartens only use sporadic and untargeted training to meet the urgent needs of new teachers' professional development, and generally adopt two ways: "top-shift training" and "master-apprentice pairing". The disadvantage of "top-shift training" is that new teachers are faced with severe challenges in terms of professional ability, professional interpersonal and professional psychology. The disadvantage of "master-apprentice pairing" is that it has subjectivity, arbitrariness and personal experience, which can not guarantee a stable and good teaching effect and the continuous process of help and guidance.

When the segment of training can not meet the needs of new teachers' professional growth, professional anxiety will be born, and the stability of teachers will be affected.

## **3. Systematic Kindergarten-Based Training Model of Preschool Teachers' Orientation Training**

The systematic kindergarten-based training model for preschool teachers proposed in this study is mainly aimed at teachers who are responsible for day-to-day teaching and are in the first year of formal teaching. This training model provides orderly, systematic and continuous induction education for kindergarten teachers, so that new teachers can acquire stable psychological quality and solid knowledge and skills.

### **3.1 Training objectives**

The *Professional Standard for Kindergarten Teachers* (trial edition) issued by our country clearly defines the basic professional literacy that kindergarten teachers must achieve and the basic norms for teachers to carry out protection and education activities. It is the basic criterion for formulating the goal of kindergarten-based training for preschool teachers. Combined with the psychological state of beginning teachers, the induction training of new teachers should achieve the following objectives:

#### **3.1.1 Promoting personal and professional adaptation of new teachers**

The key to achieving this goal is to improve the sense of competence of new teachers. The induction education under the kindergarten-based training mode refines the learning goals of practical knowledge, and systematically establishes the learning goals of new teachers and the corresponding teaching objectives of kindergarten-based training, so that "learning" and "teaching" will not be separated from the working environment of kindergarten classes. promote the personal and professional adaptation of new teachers.

#### **3.1.2 Requiring new teachers to meet the baseline level of work standards**

Too high expectations of new teachers often haste makes waste. new teachers are required to only meet the legal minimum requirements of the "*Professional Standards for Kindergarten Teachers* (trial edition)", allowing the new teachers to undertake the class management and education and teaching work one by one, until they can be completed in a comprehensive and meticulous manner, so as to improve the new teachers' sense of job competence and professional well-being.

#### **3.1.3 Improving the education and teaching behavior of new teachers**

The research shows that teacher induction education can improve the teaching behavior of new teachers to a great extent, and has made significant progress in planning skills, dealing with class affairs, preparing units and class planning, and maintaining the discipline of children's collective activities. In achieving this goal, special attention should be paid to supporting new teachers in the form of self-professional improvement. Without the improvement of teaching behavior, only the pursuit of adaptation itself is not enough to reflect the effectiveness of induction education.

### **3.1.4 Inherit kindergarten-based culture and professional culture**

In order to successfully perform their duties, new teachers must be familiar with the basic information such as kindergarten policies, systems and working procedures. at the same time, it is very important for new teachers to achieve professional development in a positive manner. it is very important to cultivate their self-esteem and make them feel like a member of the extended family. Preschool teachers' professional belief is a lasting driving force to support preschool teachers' trek in the predicament, which is composed of strong emotion and firm belief in the cause of early childhood education. The maintenance of this belief also depends on teachers' sense of competence in daily work skills and skills and their sense of adaptation and attachment to the working environment (material environment and spiritual environment).

The realization of the above-mentioned goals complement each other and influence each other. Only by improving the teaching behavior of new teachers can they enhance their self-confidence, sense of adaptation and reduce the turnover rate; only when new teachers are well integrated into the cultural system of kindergarten and preschool education, can they achieve professional development.

### **3.2 Training contents**

According to the above objectives and the content requirements of the *Professional Standard for Kindergarten Teachers* (trial edition), the content of induction education for new teachers in the first year can be divided into five aspects: professional cognition, professional psychology, professional interpersonal, professional ability and professional environment.

Professional cognition includes the establishment and consolidation of kindergarten teachers' professional identity and role, professional psychology and professional interpersonal skills include psychological adjustment to difficult situations and foreign aid for help, and professional ability includes the practical ability to complete the post duties of specific kindergarten teachers. the professional environment is the new teachers' all-round understanding and fixed-point experience of the working environment.

It is worth noting that the five aspects of the training content should be integrated into the post practice of new teachers in the form of practical knowledge and integrated in the form of training activities, so that new teachers can get systematic and specific guidance in the first year.

### **3.3 Basic forms of training**

There are three basic forms of training, namely, class pairing training, group training and group training. Classroom pair training runs through every day's work; collective training is the training at the garden level, guiding the orientation of induction training; group training is the training at the level of teaching and research, and full interaction is its basic characteristic.

#### **3.3.1 Class pairing training**

The kindergarten-based training of class "master-apprentice pairing" is of great value in the induction education of kindergarten teachers. Class is not only the workplace of new teachers, but also their "living environment", but also the main classroom for them to obtain the most urgently needed practical knowledge. "master" is the "practical mentor" of new teachers. a good "master-apprentice pair" is the quickest way to help new teachers enter the workplace smoothly. The good effect of class pairing training, on the one hand, depends on the positive class cultural atmosphere, which plays a role in stabilizing the team and promoting the professional growth of new teachers; on the other hand, it depends on the guidance of class pairing training at the kindergarten level. kindergartens strengthen the purpose of teacher-apprentice pairing by appointing practical mentors and supervisors to formulate and implement training plans.

#### **3.3.2 Collective training**

Group training refers to the propaganda activities in the face of all the new teachers. Collective training mainly trains the contents of "professional concepts and teachers' ethics" and "professional

knowledge”, as well as specific special lectures on the culture and system of the campus. The ideas and cognition that the new teachers have learned in the collective training need to be guided by the class practice mentors and realized and implemented in the class practice before they can be transformed into work enthusiasm and ability.

### 3.3.3 Group training

Group training is that the kindergarten regularly organizes a team of practice mentors and new teachers to initiate discussions on hot issues, and take advantage of the situation to carry out concept guidance, skill training and psychological counseling. The group training is carried out by the deputy director of teaching or the director of health education, or you can hire experts from outside the garden to participate in the guidance. Group training and group training reflect the correct orientation of kindergarten induction education, and play a role in supervising and inspecting the work of class pairing.

Group training is an activity to guide teaching and promote learning through symposia. The training method can take the following steps:

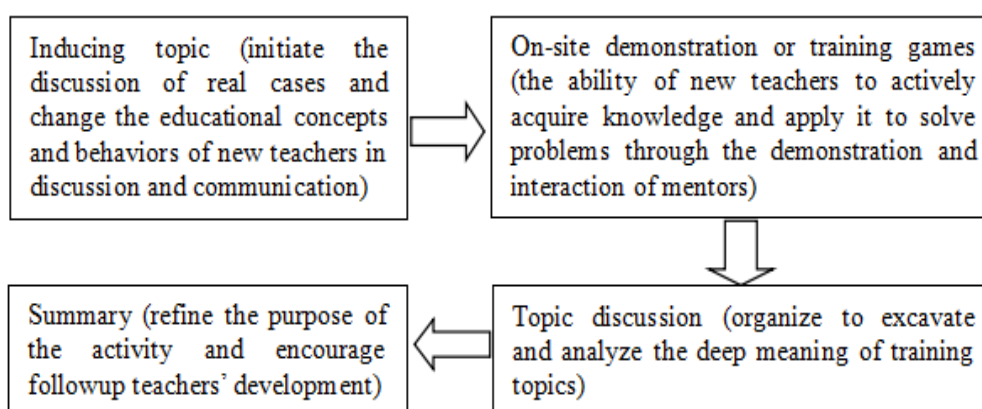


Figure 1. The steps of training method

Group training should change the way learners receive training simply and passively, build an open learning environment, and combine the training content with those storyline, interesting, ingenious and creative games to achieve the best training results.

### 3.3.4 Evaluation of induction education for new teachers

Evaluation is an important link to ensure quality. In induction education, different evaluation models should be used scientifically and rationally to ensure the learning quality of new teachers. For example, in the early stage of master-apprentice pair training, practice mentors obtain credible information resources to make personalized training plans through diagnostic evaluation; in the process of training, through negotiated formative evaluation, encourage new teachers to independently and effectively regulate their own learning process, gain a sense of achievement, and enhance self-confidence and the spirit of cooperation. At the end of the training, the kindergarten inspects the acceptance process materials, and makes a summary evaluation of the results of induction education according to the teaching situation of practical mentors and the learning situation of new teachers.

The evaluation tool is to refer to the “Standard for Kindergarten Teachers (trial edition)” to develop a “record of conversation between tutors and new teachers” and “evaluation form of new teachers’ professional growth stages”, daily and stage-by-stage evaluation.

## 4. Support System of the Training Model

First of all, the effectiveness of the implementation of the kindergarten-based training model of induction education depends on whether the kindergarten attaches importance to this work, and the guidance and supervision of the kindergarten management plays a decisive role. The kindergarten

should formulate specific and detailed training contents according to the training objectives, carefully select teaching teachers to set up a team of practical mentors, guide practical mentors and new teachers to jointly formulate a personalized growth plan for new teachers on the basis of the overall training plan of the kindergarten, and fully create an atmosphere of “harmony” and the pursuit of “excellence” through “group activities” to guide the “teaching” of the “master” and the “learning” of the “apprentice” and tolerate and support the professional improvement of new teachers’ autonomy, so that new teachers can gain a sense of professional achievement and well-being in the process of constantly pursuing phased goals.

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