



การประชุมวิชาการนำเสนอผลงานวิจัยระดับชาติและนานาชาติ ครั้งที่ 16
“Global Goals, Local Actions: Looking Back and Moving Forward 2024”
วันที่ 20 มีนาคม พ.ศ. 2567

Guidelines for Educational Management of Public Kindergarten in Government Kindergarten in SHAANXI Province

Jiacheng Duan

Department of Educational Administration, Graduate School,
Suan Sunandha Rajabhat University, Thailand

Email: 625014329@qq.com

Thada Siththada

Department of Educational Administration, Graduate School,
Suan Sunandha Rajabhat University, Thailand

Email: thada.si@ssru.ac.th

Abstract:

Since the beginning of the 21st century, with the economic and social development, people have paid more and more attention to education, and the national level has continuously issued policies to vigorously support the popularization of preschool education. The construction of kindergartens across the country has entered the fast track, and a large number of kindergartens have been built, rebuilt and expanded. Compared with teacher-run kindergartens and collective kindergartens, the survival form of welfare public kindergartens is becoming more and more severe. The managers of public kindergartens need to pay attention to how to develop steadily under the circumstances of the soaring number of kindergartens and the increasing conflicts between their homes, give full play to the existing advantages of public kindergartens, and obtain the impetus for the development of kindergartens through effective educational management. The government kindergarten in Xianyang City, Shaanxi Province is a public kindergarten. Its educational management is very important and directly related to the comprehensive development of children. The purpose of this paper is to discuss the current situation and problems of the kindergarten educational management in Xianyang city, Shaanxi Province, and put forward the corresponding management guidelines to promote the improvement of the level of the kindergarten educational management.



การประชุมวิชาการนำเสนอผลงานวิจัยระดับชาติและนานาชาติ ครั้งที่ 16
“Global Goals, Local Actions: Looking Back and Moving Forward 2024”
วันที่ 20 มีนาคม พ.ศ. 2567

Keywords: Public kindergarten, Educational management, Xianyang City, Government kindergarten

Introduction

Public kindergartens are vital components of China's education landscape, holding prominent influence on children's early education and overall progression. Equally, they grapple with administrative management complexities. As an exemplary public kindergarten in Shaanxi Province, the operation quality of Xianyang Municipal Government Kindergarten directly influences the children's growth and future development. Through dissecting these issues, this study will propose an operational management guide to provide useful pointers for effective management.

Problems existing in educational management kindergarten in Shaanxi Province

Absence of a scientific and rational management system

Difficulty in defining hierarchical responsibilities poses a significant challenge for public kindergarten management. In China, the system is jointly managed by education departments, institutions, and government departments; though the division of duty among these entities remains unclear in practice, creating a situation where management responsibilities are often defaulted, significantly impairing work efficiency.

The management system of public kindergartens notably lacks an effective oversight mechanism. Within some institutions, there may exist instances of excessive authority and corruption, which are directly tied to the absence of such a mechanism.

The challenges associated with the execution of decisions also impede the management system in public kindergartens. The multiple hierarchical tiers and complex decision-making processes typically lead to discounting during policy implementation, making it difficult to truly realize. Additionally, public kindergarten teacher development presents certain issues. In some areas, the talent pool of public kindergarten teachers is inadequate and their remuneration relatively meager, contributing to substantial talent loss.

The facilities and educational resources allocation in public kindergartens also present limitations. Some kindergarten premises are substandard, unable to meet the needs



การประชุมวิชาการนำเสนอผลงานวิจัยระดับชาติและนานาชาติ ครั้งที่ 16
“Global Goals, Local Actions: Looking Back and Moving Forward 2024”
วันที่ 20 มีนาคม พ.ศ. 2567

of healthy growth for young children, while resource distribution inequality results in varying quality of kindergarten education.

The Competency Level of the Teaching Force Needs Strengthening

Teacher's professional competence directly influences the quality of education. Indeed, a proportion of non-professionals exist in China's teaching force and some teachers exhibit inadequate professional expertise and development, with underdeveloped preschool teacher's professional and ethical tenets, to a degree impeding the sound advancement of our educational sector (Wang Xiaoyu, 2018).

Home-school Collaboration Mechanism Insufficient

Home-school cooperation holds significant implications in public preschools, contributing to elevated educational standards and holistic development of young children. Nevertheless, certain drawbacks within home-school collaboration exist in some Chinese government-operated preschools, such as subpar information dissemination and underwhelming parental involvement. These factors not only undermine the educational effectiveness of preschools but also curtail the growth potential of children.

Firstly, subpar information communication presents a major impediment in home-school partnership in public preschools. Under the current system, the communication between preschools and parents primarily relies on announcements issued by schools and parent-teacher conferences. However, these strategies have notable limitations. On one hand, the scope and timeliness of announcements are inadequate, making it challenging for parents to promptly access essential educational information; on the other hand, parent-teacher conferences occur infrequently, failing to address daily educational problems. Consequently, this limited information exchange discourages parental participation in young child education, impacting the efficacy of home-school collaboration.

Secondly, insufficient parental involvement also poses a challenge in home-school collaboration in government-operated preschools. On one hand, some parents excessively rely on preschools for their children's education, assuming all responsibility lies with the school, neglecting their pivotal role in education. This mentality suppresses parent



การประชุมวิชาการนำเสนอผลงานวิจัยระดับชาติและนานาชาติ ครั้งที่ 16
“Global Goals, Local Actions: Looking Back and Moving Forward 2024”
วันที่ 20 มีนาคม พ.ศ. 2567

.....

participation in education, failing to leverage the advantages of family education. On the other hand, some parents cognizant of the importance of family education are impeded due to work commitments, lack of time, etc., resulting in a passive role in home-school collaboration, and effectively stifling their positive contribution.

Underlying Cause of Problem Development

Lagged Management Concept

Some public kindergartens persist with conventional management concepts with a delayed acceptance and application of modern educational management principles.

In China, given its importance as a component in basic education, the management model development and evolution of public kindergartens attract significant attention. Regrettably, a number of these kindergartens still adhere to traditional concepts, lagging behind in accepting and applying contemporary educational management principles. This phenomena violates modern education's progression, adversely affecting kindergarten education quality and overall advancement.

Firstly, this traditional concept primarily manifests through a management model that is overcautious and lacks innovation. Herein, the administrative hierarchy typically emphasizes adherence to regulations too much, neglecting the requirements for individualized child development. This management influences the kindergarten's pedagogical activities becoming rigid and incapable of meeting contemporary educational needs, thus inhibiting teachers' enthusiasm for teaching and innovative spirit.

Secondly, this concept leads to delayed staff training and talent selection in these kindergartens. The leadership often focuses on teacher's academic qualifications and experience, overlooking professional attainments and education teaching abilities. This phenomenon creates a shortcoming in kindergarten human resources, thwarting meeting modern educational standards.

Moreover, this traditional concept prompts a deficiency in the allocation of educational resources in these kindergartens. Herein, the administrative hierarchy excessively leans on legacy management techniques, neglecting the advancement of modern technology in education. This hampers investment in teaching facilities and education



การประชุมวิชาการนำเสนอผลงานวิจัยระดับชาติและนานาชาติ ครั้งที่ 16
“Global Goals, Local Actions: Looking Back and Moving Forward 2024”
วันที่ 20 มีนาคม พ.ศ. 2567

Lack of Advanced Management Wisdom Implementation

Sporadic public nursery schools lack the adoption and assimilation of advanced managerial expertise, resulting in managerial stagnation that impairs overall operation and negatively impacts children's education outcomes.

Xianyang City Government Kindergarten educational management Guidelines, Shaanxi Province

Establish Scientific Management Structure

After defining the functions and authority of management positions at all levels of the education system, it's crucial to enhance supervision and evaluation. Establishing an effective monitoring system ensures management tasks are integrated successfully. At the same time, a systematic assessment system is indispensable for quantifying the impact of management tasks and identifying potential issues for improvement.

Within educational management, human resources management is vital. Developing and nurturing a professional, efficient team is paramount in improving managerial quality. Regular training sessions and assessments boost managerial expertise and proficiency to ensure they perform optimally. Additionally, incentives must be emphasized to spark work enthusiasm among managers and create opportunities for exceptional talent. "Motivation" is crucial for kindergarten leadership, as teachers require intrinsic drive and autonomous enthusiasm to thrive. (Tian Yichen, 2013)

Establish and augment a teachers' incentive mechanism to boost remuneration and improve the profession's allure. For exceptional teachers, offer rewards and promotion opportunities to invigorate their engagement in teaching. Simultaneously, endorsing teachers to conduct educational research to continuously enhance their professional acumen. Along these lines, advancing the teacher exit mechanism, suitable adjustments are made for long-term insufficient teachers in teaching-learning responsibilities, disassembling the "iron rice bowl" of regular teachers, augmenting the sense of crisis among teachers, thereby optimally leveraging teacher zeal and ensuring the overall quality of the faculty. (Huang Linlin, 2020)

In addition, it's important to communicate with various educational administrative



การประชุมวิชาการนำเสนอผลงานวิจัยระดับชาติและนานาชาติ ครั้งที่ 16
“Global Goals, Local Actions: Looking Back and Moving Forward 2024”
วันที่ 20 มีนาคม พ.ศ. 2567

of top-quality teachers who are both professionally proficient and passionate about education. Simultaneously, audit teacher qualification validation strictly to guarantee that every teacher has the appropriate professional ability and teaching proficiency. (He Jiaxuan, 2019)

Fostering professional development necessitates sharpening the ideological framework of educators. The cardinal principle and ethics, positioned at the forefront of the "Professional Standards," are integral to the ideological plane of kindergarten teachers, consciously directing their vocational conduct. Boost teachers' professional ethics construction, nurture teachers' dedication and empathy for students. Engage in a variety of moral education activities to amplify teachers' moral cultivation. (Zhang Yanpeng, 2020)

Enhancing Home-School Collaboration and Communication

Promoting consistent parent-school collaboration and communication is instrumental in enhancing the quality of early childhood education, fostering mutual comprehension and support between educators and parents. To more efficaciously implement this partnership, consider these strategies:

First, Establish an on-going parents' meetings regime, allowing parents to partake in the entirety of early childhood education. Through these discussions, parents can grasp the kindergarten's educational philosophy, teaching plans, and diverse activity schedules, thereby enhancing their collaboration with the school. Additionally, they can ask teachers questions related to the child's performance and growth, collaborating to dissect problems and create a more supportive environment for children's development. (Liu Xiao, 2018)

Second, Create various communication channels guaranteeing swift and seamless information exchange between parents and educators. Besides regular parents' meetings, alternative channels such as WeChat groups, QQ groups, phone communications etc. can be adopted to promptly relay information about children's performances and progress in the kindergarten, thereby ensuring that parents remain well-informed about their child's daily life and academic situation at the school. Teachers can also proffer professional advice on family education, bolstering parents' capabilities and mitigating disparities in the educational process. (Shen Yi, 2010)



การประชุมวิชาการนำเสนอผลงานวิจัยระดับชาติและนานาชาติ ครั้งที่ 16
“Global Goals, Local Actions: Looking Back and Moving Forward 2024”
วันที่ 20 มีนาคม พ.ศ. 2567

Third. Carry out family education training to elevate parents' education literacy. By deploying family education lectures, seminars, etc., parents can comprehend potential issues during their child's growth and potential solutions, learn how to communicate effectively with their children, nurture habits and virtues. Also, experienced parents can demonstrate their insights, benefiting other parents tremendously (Gu Jing, 2008).

Fourth. Bolster parent-school collaboration, focusing on children's comprehensive development. While monitoring children's academic results, equally prioritize their mental and physical health, emotional needs, and interests. Through joint efforts, enable children to receive balanced, thorough development in both the kindergarten and home environments, laying a solid foundation for their future. (Du Lanjing, 2022)

In summary, escalating parent-school collaboration and communication fosters beneficial educational communities, creating more advantageous conditions for children's growth. Only through combined efforts can our educators and parents foster morally, intellectually, and responsible future generations.

Conclusion

The improvement of kindergarten educational management in Xianyang city, Shaanxi province is a long-term and arduous task, which requires the concerted efforts of all teachers and students in the kindergarten. In order to make substantial progress in this work, we have put forward the following suggestions. First, establish a scientific management system. An efficient management system is the key to guarantee the level of educational management. We need to start from the actual situation of kindergartens to develop a set of reasonable and operable rules and regulations. Secondly, improve the professional level of teachers. Teachers are the leaders of early childhood education, and their professional quality directly affects the growth of children. Therefore, we need to strengthen the professional training of teachers and improve their teaching ability. Third, strengthen home-school cooperation and communication. Family and kindergarten are the two most important environments in the growth of children, and home-school cooperation is of great significance to the all-round development of children. We need to establish a sound home-school communication mechanism and hold regular parent-teacher meetings.



การประชุมวิชาการนำเสนอผลงานวิจัยระดับชาติและนานาชาติ ครั้งที่ 16
“Global Goals, Local Actions: Looking Back and Moving Forward 2024”
วันที่ 20 มีนาคม พ.ศ. 2567

Through the efforts of the above three aspects, we believe that the educational management level of government kindergartens in Xianyang City will be effectively improved, and a more high-quality and comprehensive educational environment will be created for children.

Reference

- Du Lanjing. (2022). *Research on the present situation and countermeasures of family education guidance in kindergartens -- A case study of Y Garden in Beijing*. (Master of Preschool Education). Jin Fang and Sun Yingmin, Shenyang Normal University.
- Gan Lu. (2006). *Problems and countermeasures in the management of public kindergartens -- a case study of a public kindergarten in Nanshan District, Shenzhen*. (Master of Education). Chang Siliang, Hunan Normal University.
- Gu Jing. (2008). A review of research on kindergarten parent volunteers. *Child Education (Education Science)*, (4), 43-46.
- He Jiaxuan. (2019). *Investigation on the recruitment requirements and selection process of kindergarten teachers*. (Master of Preschool Education). Suo changqing and Jiang Ling, Shenyang Normal University.
- Huang Linlin. (2020). *A survey on the incompetent teachers in kindergartens from the perspective of managers*. (Master of Theory and Practice in Teacher Education). Liu Qianmin, Sichuan Normal University.
- Liu Xiao. (2018). *Practice exploration and strategy research of kindergarten home cooperation -- A case study of Wuxi S Kindergarten*. (Master of Education Administration). Sun Xianjun and Wang Ruping, Yangzhou University.
- Shen Yi. (2010). *Research and practice of home-school interaction based on network communication tools -- A case study of primary school mathematics*. (Master of Education). Wang Weijie, East China Normal University.
- Tian Yichen. (2013). *A study on the management of urban public kindergartens -- A case study of a kindergarten in Huludao City*. (Master of School Administration). Sun Debiao and Wang Zhichao, Northeast Normal University.



การประชุมวิชาการนำเสนอผลงานวิจัยระดับชาติและนานาชาติ ครั้งที่ 16
“Global Goals, Local Actions: Looking Back and Moving Forward 2024”
วันที่ 20 มีนาคม พ.ศ. 2567

Wang Xiaoyu. (2018). *Research on preschool education teachers in Heilongjiang Province*.
(Master of Education Administration). Liu Huilin, Heilongjiang University.

Zhang Yanpeng. (2020). *Case study on the construction of teacher-assisted teams in
provincial demonstration kindergartens*. (Master of Preschool Education). Li Haiou,
Shanxi Normal University.