

Literature Review of Preschool Education Governance System in the Past Decade

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Abstract

Preschool education is an important social public welfare cause, the beginning of building a lifelong learning education system serving the whole people, and the important connotation of improving modern governance in China. It is an important decision made at the 19th National Congress of the Communist Party of China to do a good job in early childhood education and realize “early childhood education” through a multi-pronged approach. This chapter uses the literature method and standard analysis method to summarize and analyze the papers on preschool education management published by CNKI in the past ten years, and draws the conclusion that researchers focus on the research of government management responsibility, the research of primary school tendency, and the research of private kindergarten management. It is expected that the study of preschool education management will be deeply explored in the policy level, the construction of teachers and the safety of kindergartens, so as to improve the preschool education management.

Keywords: preschool education governance, preschool education governance system, journals reviewed

1. Introduction

The preschool education governance system is a normative explanation of the collaborative process of the entire preschool education participants. According to the definition of “education governance system” in the current theoretical circle, the early childhood education governance system is centered on the early childhood education system, reflecting the value orientation of early childhood education, which refers to the implementation of early childhood education system at the specific early stage. Educational policies and measures, focusing on the “governance system”, are the means of carefully rethinking the national macro-structure from specific early policies (curriculum, financial subsidies, etc.) or independent projects (innovation programs, indicators, etc.) (Fan, 2020). Discuss how all preschool activities and their occurrence are interdependent and “glued” in a coordinated overall arrangement. Because the government’s pre-school education management system varies greatly among the developed countries in the world, its basic form is also closely related to the administrative tradition and market economic conditions, and is constantly adjusted in response to market changes. Law and idealism, a complex combination of different institutional arrangements, multi-level management methods and different organizational forms. In China, the early childhood education management system is divided into three parts: the early childhood education governance system, the current kindergarten management system and the policy guarantee system. The education governance system refers to the implementation of the education management and security responsibility system under the direct leadership of the people’s governments at all levels. The existing kindergarten management system is a clear direction for the growth path and overall layout of all kinds of kindergartens. On the other hand, the government’s social responsibility guarantee system includes the government’s policy and system aspects such as mechanism design, resource allocation, teacher training system, and teacher capacity building in accordance with the spirit of the Early Childhood Education Law. We must strengthen the contemporary concept of protecting children’s legitimate rights and interests. But

for a long time, children's rights and interests have often been ignored. Children should have the right to live and develop in an all-round way, and children, as the main body of children's rights and interests, should be valued and protected. This requires strengthening the legal education of teachers and kindergarten staff, and strengthening the education awareness of teachers' teaching and management according to law.

2. Research on the Governance System of Preschool Education in China

2.1 Research on Government Governance Responsibility

Due to the division of government management functions, the concept of local governance is not clear. At present, the public service level of pre-school education in China is considered to be affected by the early strength of local government. The management structure, process and results of pre-school education in China are obviously "fragmented". This is mainly because the role of local government departments in China's early childhood education is not clear enough, and the systematic supply of public services for preschool education is not effective enough, and there is a lack of regulation and supervision. Pointed out that China's early childhood education development is facing problems such as lack of policy support and lack of fairness in preschool education (Shi, 2015). But at the same time, it is also pointed out that the market, civil forces and national institutions are also the key management subjects of China's preschool education. It is necessary to clarify the cross-relationship between the government agencies and their management subjects, and determine the specific management areas and authorities of each component of the management mechanism, so as to complete the reform and innovation of the internal mechanism in the field of China's preschool education, and thus promote the healthy development of China's preschool education. (Wang, 2019) and (Xiao, 2021) believed that the internal management mechanism in the field of early childhood education in China has developed from passive prevention and power control to active reform and comprehensive service for the growth of the education industry; In terms of management system, there is a stage of development and evolution from power centralization to power and responsibility sharing; In terms of the content of the management system, there has been a comprehensive change from lack of rules and closed supervision to effective control and emphasis on the quality of education (Li, 2019). Fully considered the responsibility limit of the central government on the development of preschool education for children since the reform and opening up of China, and believed that the government would gradually form a suitable international development system in the process of joint participation and coordination, and would gradually form a foundation of government leadership and cooperation and co-governance on the basis of adjusting the orientation of values, improving their own quality and restructuring the government's operating mechanism preschool education governance suitable for the global development system with public-private partnerships as the main means.

To sum up, under the new situation, the government should clarify the scope and responsibilities of all disciplines in the management system, build a government governance responsibility system, and increase government investment. Innovate the management system of preschool education and build the development track from passive prevention and power control to active change and service education.

3. A Study on the Tendency of "Primary School"

Since the founding of the People's Republic of China, the position of the Chinese government on the issue of "primary education" has gone through several stages, such as strong opposition, vigorous promotion, new ban and deepening ban. The Several Opinions of the State Council on the Current Development of Preschool Education clearly put forward that "we should prevent and correct the trend of early childhood education towards "primary school"". In July 2018, the Ministry of Education issued the Notice on the Special Governance of "primary school" in Kindergarten (hereinafter referred to as the "Notice"), which proposed that "the content of primary school curriculum should be strictly controlled, the "primary school department" should be adjusted, and the education mode should be adjusted "like primary school" to adjust the education environment, solve the problem of insufficient teachers and adhere to meaningless teaching in primary schools".

Some experts and scholars also expressed their positions and attitudes on the issue of "primary school" teaching management from a policy perspective. (Yan & Gai, 2014) pointed out that China's existing pre-school education policies are not targeted, and the educational procedures formulated by the government are not standardized and standardized, which can not be understood by most parents and kindergarten operators, leading to the complexity of the problem of the primary school of early childhood education. For the "zero starting point teaching" advocated by the policy, (Ma & Chen, 2019) analyzed the difference between the international trend of early childhood education and the functional orientation of preschool education at home and abroad, and analyzed the "zero starting point teaching". Considering that "zero score in teaching" is a vague problem, and the connection between kindergarten and kindergarten will lead to two major challenges: parents' doubt and kindergarten's confusion, it is urgent to set up a "child development center". (Gao, 2016) pointed out that in the campaign to complete the "primary school" in cooperation with government policies and promote comprehensive reform, some provinces and cities have begun to build a unified curriculum system to replace the

“primary school”. Teaching in kindergartens really destroys the biodiversity of preschool education. From a systematic point of view, Li Xiangyu and Kang Yongxiang believed that although the main objectives and methods of “primary education” in preschool education were initially agreed, there were problems such as overcorrection and inadequate implementation. To basically implement it, we should take the system as the starting point and solve the “primary school” problem as a whole.

In response to the problem of “de-primalization”, some scholars believe that the current primary school governance is a little too far, and there are problems such as one-size-fits-all, over-limiting the development of knowledge teaching, and rigid reform methods. To this end, experts and scholars have reviewed and evaluated the kindergarten de-primalization movement from different perspectives, and put forward their own views and opinions, pointing out that people should treat the primary school movement rationally, and should not overemphasize the idea of banning education, and change the past “one-size-fits-all” approach. (Liu Yang, 2012) pointed out that knowledge teaching is not the root of primary school education, and there is no causal relationship between knowledge learning and “children’s happiness is weakened” by discussing the relationship between knowledge teaching and primary school education. Based on this, they criticized the current movement of de-primalization, which affects the situation of primary school knowledge education in all forms and degrees, and criticized the trend of “banning teaching” in de-primalization. It also proposes that we must change the one-size-fits-all way of dissemination of the idea of “prohibition of teaching”, establish a scientific concept of kindergarten teaching, and focus on exploring the types and values of knowledge that are conducive to children’s learning, the selection and combination of knowledge, and the design and creation of new knowledge. In contrast, (Gao, 2016) pointed out that the existence of preschool education has its specific inevitability and rationality, and it is also an inevitable product of interaction in complex economic and social situations. From a critical point of view, he proposed that the current large-scale school management movement should be regarded as a banner of “protecting the interests of children” in the field of education, preschool education, early childhood education market, and education authorities. Especially science, because this expression only needs the vision of the education department, trying to solve it through top-down administrative means, and then sacrificing the basic interests of children and families. Therefore, he suggested that we should think deeply about the de-primalization movement, fully understand and respect the legitimacy of “basic knowledge” in society, rather than turn it into confrontation and rigor. Only in this way can the rights and interests of children and their families be truly protected.

To sum up, due to the different focus of the interpretation of the “primary school” governance policy by various experts, the perspective and problems found also indicate the trend of diversification, which brings new thinking for a more accurate interpretation of the “primary school” special management policy. Compared with the first direction, the financial investment mechanism of preschool education is not fair enough, which makes it difficult to de-primalize kindergartens. However, from the perspective of scale and depth, there is still an urgent need to extend the “primary” governance policy into more administrative government tools.

4. Research on the Governance of Private Kindergartens

Most scholars generally believe that the solution and governance of the problem of primary school kindergarten need to start from changing ideas, strengthening the construction of teachers in private kindergartens, strengthening the standardization and management of private kindergartens by education administrative departments, and improving relevant legal systems. First, change ideas. (Guo, 2005) stressed the need to change the concept of kindergartens. He believed that kindergartens must go out of the three misunderstandings of “talent education”, “intelligence education” and “restraint education”, pursue the “purposeless” natural growth of children, advocate “unlimited” open teaching for children, and create an invisible management environment of “inaction”. In addition, (Li, 2011) believed that the government and kindergartens should strengthen the education of parents and improve their level of early childhood education, so as to establish a scientific concept of childcare. Second, strengthen the construction of teachers in private kindergartens. (He, Yang & Zhang, 2011) believed that the problem of primary school could be solved through the dual-track education of in-service teachers and normal students. On the one hand, college teachers can use the excellent activity cases carried out by kindergartens to correct the educational concepts of normal students majoring in pre-school education. At the same time, colleges and universities should strictly screen the practice bases and select high-quality kindergartens, so that students will be subtly affected. On the other hand, strengthen the on-the-job training of preschool teachers and kindergarten principals, so that children can get rid of the concept of primary school, recognize the actual needs of children’s development, and reposition the value and status of preschool education. In addition, Professor (Fang & Deng, 2014) and other scholars also proposed to adopt the five-year consistent preschool teacher training model starting from middle school according to the current situation of teachers in private kindergartens. In addition, the government should pay special attention to the establishment of a cross-employment system for private kindergarten teachers and public kindergarten teachers or the holding of “counterpart education” activities, innovate the training mechanism for private kindergarten teachers, and

expand the coverage of “national training” and “provincial training”, so as to improve the scientific quality of teachers. Third, strengthen the standardization and supervision of local education authorities on private kindergarten teachers. (Yan & Gai, 2014) believe that the governance of the primary school of early childhood education needs to start from both the legal path and the professional path. The legal path is to rely on legal weapons, and make private kindergartens separate from the primary school through administrative means. The education administration department should take the lead in organizing a governance group to carry out supervision and inspection on kindergartens in its jurisdiction from time to time, and establish contact with local news media and parents to jointly supervise the implementation of kindergarten teaching activities. Fourth, improve the relevant legal system. (Jin, 2011) In order to improve the level of early childhood education in primary schools, the education administrative department should issue the Document on Correcting the Problems of Early Childhood Education in Primary Schools, and put forward specific requirements for the contents of the form. The working methods and rest time of preschool education. (Li & Kang, 2014) believe that to improve the kindergarten training goal system, the first is to separate the kindergarten education goals. The second is to establish a management system for kindergarten curriculum development, textbook compilation and irregular review of kindergarten curriculum. The third is to establish a guaranteed system for kindergarten teachers’ training, treatment and qualification. Finally, the financial, investment-oriented, inclusive and quality system will provide financial support for private kindergartens to achieve scientific education security. From the perspective of research, most of the existing research is based on educational background, with a single discipline perspective. The governance of private kindergartens in primary schools is a complex social problem. It should include relevant theories and methods of sociology and anthropology management. Therefore, it should be incorporated into the theoretical framework of public governance, and the problem should be comprehensively and systematically analyzed and explained. Provide new solutions for scientific governance of private kindergartens in primary schools.

5. Research Conclusions and Prospects

The establishment of preschool education governance system is mainly reflected in the macro and micro levels. The macro level focuses on the development and improvement of local legal system. From the perspective of local legal system, the implementation of education reform is being gradually implemented. Summarize experience and further improve China’s multi-level legal management system. At the micro level, the primary task is to establish an open and diversified investment institution and system for early childhood education. Because the management mechanism of preschool education is a combination of public and private, the investment management institutions and joint units of private kindergartens invest in kindergartens. The specific regulations and policies of management must contain specific legal norms and constraints. In addition, attention should be paid to the establishment and improvement of social responsibility and its monitoring and evaluation institutions and systems. Social responsibility and third-party supervision institutions play a role in monitoring the standards and reasons for external preschool education management. Therefore, we should attach importance to the research on the anti-operational measures of the modernization of preschool education governance capacity. Modernization of governance capacity is a new requirement of preschool education management, which can generally include management institutions and governance subjects. Improving the governance ability of governance subjects is an important guarantee for the modernization of preschool education governance. For the management mechanism, the key is to clarify the specific functions and management authority of the management unit, and strive to standardize the organization operation and the management principles that should be followed. Management principles can also help manage the organization to achieve maximum efficiency. In the face of enterprise management skills, effective negotiation and communication skills are indispensable, but we should also pay attention to training, sharing skills, enterprise management and efforts in management and ability management, and improve participation in preschool education management. The efficiency and quality of the process.

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