

Public Kindergarten Management Reform—Taking a Public Kindergarten as an Example

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Abstract—From the current situation of Chinese education, the growing school selection fever (including the pre-school education and education stage) is an indisputable fact. This stems from the scarcity and unevenness of China's quality education resources. In addition, China's population base is large, which has led to the failure to fully guarantee the development of preschool education in the backward rural areas of China's central and western regions. C County of Dazhou City plans to pay special attention to the balanced development of urban and rural areas in the development of preschool education. "Focus on rural kindergartens, pay attention to weak kindergartens, and let children reach high-quality kindergartens at home" has become the goal of the reform plan. The program puts "important avoidance of resources in a small number of kindergartens, resulting in a situation in which a few kindergartens are hard to find and the social response is fierce".

Keywords—Reform balanced urban and rural development quality kindergartens improved efficiency

I. INTRODUCTION

A. The School Park and Its "Primary School" Tendency Seriously Restrict the Quality Of Preschool Education

Before the implementation of the reform in C County, there were more than 20 primary school affiliated kindergartens in the county. The primary school affiliated kindergartens have a diverse history of history, but most of them belong to the primary school of cash cows, small vaults, managers and teachers mostly from primary school leaders, the degree of education (less than 70% of high school education), preschool teacher qualifications The rate is less than 65%, and the qualification of the director is less than 70%. The professional quality of the faculty is still far from the Professional Standards for Kindergarten Teachers. The level of kindergarten education is low, and the phenomenon of primary school is still outstanding.

B. The Gap in the Level of Kindergarten Education Makes the Pre-School Education Structure in C County Unbalanced

Before C County had implemented reforms, the total amount of high-quality pre-school education resources in the county was low, and the county was characterized by uneven distribution. The county's kindergarten planning, the total amount of inclusive resources, and the layout are still not reasonable. The contradiction between some rural towns and villages is still prominent, and there is still a phenomenon of "large class size"; the level of schooling in urban areas and some rural townships and kindergartens is quite different, for example, The overall quality of the teacher team is quite different, and the level of childcare education is different. The overall layout structure of pre-school education in C County is unbalanced, the proportion of quality parks is not high, and the number of city-level parks is insufficient. The resource coverage rate of urban and rural inclusive preschool education needs to be improved.

C. The Development of Education Policy and the Demand of Society for Education Fair have put Forward New Requirements for Pre-School Education in C County

The macro education reform background of preschool education and the fair appeal of the public have put forward new requirements for pre-school education in C County. Only by planning from a high place can we make fewer detours. The report of the 18th National Congress pointed out that "try to make every child enjoy fair and quality education"; "Several Opinions of the State Council on Current Development of Preschool Education" states that local governments should provide convenience and flexibility for young children and parents. Diverse pre-school education services; vigorously develop pre-school education as a major livelihood project for building a socialist harmonious society, and incorporate it into the important agenda of government work.

II. ANALYSIS OF RESEARCH RESULTS

A. The Connotation of the "Integration" Practice Mode of Public Kindergartens

The "integrated" innovative practice model of C County Public Park refers to the integration of C County public kindergarten education resources in a holistic manner based on the principles of systemic, compensatory, suitability and difference in the perspective of government planning and urban-rural integration. We will build a new pattern for the development of C-county kindergartens with strong and weak, urban and rural areas, complementary advantages, resource sharing, potential development, and coordinated development. The core content of the integrated management of public kindergartens in C County is the integration of development planning, structural adjustment integration, management and promotion integration, resource allocation integration, and evaluation and incentive integration. This mode of practice always insists that the government is the first responsibility subject, and fairness is the basic spirit of the biggest reform goal, tapping

potential and upgrading quality as the reform appeal, and common development as the reform vision. The purpose is to use the reform to force the potential of the quality park to improve the efficiency of resources; to introduce the policy of reform and encouragement, to improve the government's ruling level; to accelerate social identification with reform, and to form a reform appeal of the society.

B. The government is the First Responsible Body

The C County Government formulated the second county of C County according to the National Medium- and Long-Term Education Reform and Development Plan (2010-2020) and the relevant requirements of the Dazhou City Second Pre-school Education Three-Year Action Plan and the "Dazhou Kindergarten Management Measures". During the three-year action plan of pre-school education, the "integrated" practice model explored provides a scientific basis for government decision-making, vigorously urges the development of pre-school education reform in the county, and promotes the balanced development of pre-school education. Strengthen feedback, guide decision-making, and report the dynamic monitoring report to the county party committee and county government, and feedback to each kindergarten, and then urge the school to improve management.

C. Quality Fairness is the Biggest Reform Vision

The basic requirement of education fairness is to guarantee citizens the right to education in accordance with the law. The key point is to promote the balanced development of compulsory education and support difficult groups. The fundamental measure is to rationally allocate educational resources, tilt to rural areas, remote and poverty-stricken areas and ethnic areas, and accelerate the narrowing of the education gap. . The main responsibility of education equity is in the government, and the whole society must jointly promote education equity. Preschool education reform is carried out in the context of educational equity. How education goes toward quality and fairness may be the theme that China has been pursuing for decades to come.

D. Systematic

Adhere to the development principle of "taking public finances as the mainstay, public-run and public welfare kindergartens as the mainstay", adhere to the government-led, social participation, and public-run privately-run park system to "expand the total amount, adjust the structure, improve the quality, and improve the system. The mechanism is focused on improving the public service level of pre-school education in the county and ensuring that school-age children receive fair and good pre-school education. Implement the integrated management of the "central park". With 17 independently managed kindergartens as the "central park", the school attached to other schools in the county will be separated from the school and become the teaching points of the "central park". Then, from the fall semester of 2016, all the 12 rural primary school affiliated parks will be separated from the primary school, and will be managed by the county high-quality park, which will become the county-level high-quality park branch, and the county-level high-quality park will implement integrated management of people, finances and materials.

E. Compensatory

In conjunction with the establishment of the "Precision and Thinner" brand of the Education Bureau, the school's kindergarten pairing assistance work will be deepened. It will guide the management and help network of the kindergartens in the county, and focus on strengthening the guidance, training and supervision of public parks and counterparts, focusing on standardizing the behavior of the park, doing a good job in safety management, optimizing the conditions for running the park, and upgrading the education. Work on several major aspects of quality, establish practical work routines, and implement a bundled assessment mechanism for kindergartens.

F. Differences

Differentiation is developed to promote overall improvement, and is different. The group-based kindergarten school-running model is a community of learning and development in various kindergartens, and is not a pre-school education community. There are differences in the various kindergartens in the group, showing a phenomenon of "harmony and difference". Respect individual differences, encourage individual development, respect regional differences and regional characteristics, and promote the diversification and characteristic development of each group park. On the basis of respecting differences, we regard the difference as an important resource for development of the Group and a driving force for development, and achieve common development under the conditions of structural optimization. The main purpose of the establishment of C County Group Park is to promote the rapid development of weak kindergartens, remote kindergartens and new kindergartens through famous gardens or high-quality parks, expand the coverage of high-quality pre-school education, vigorously develop public kindergartens, and encourage the support of inclusive private kindergartens.

III. EFFECTIVENESS ANALYSIS

A. The Pre-School Education Vitality is Doubled, and the Teachers' Enthusiasm is Improved.

After the implementation of the "integration" management of public kindergartens, the problem of non-establishment of newly-built public parks was effectively solved. The financial management of each public park group refers to the management mode of compulsory education schools, which gives priority to ensuring the full payment of teachers' salaries in a timely manner, which enhances the enthusiasm and initiative of the teachers. In 2011-2013, the county invested a total of 81.716 million yuan in financial preschool education; the kindergarten teachers continued to grow. There are 935 faculty members in kindergartens, an increase of 275 from 2010.

B. The Demand of the Masses is Met and the Education Satisfaction is Improved

The implementation of the "integration" management of public kindergartens in C County has effectively promoted the urban-rural balance of pre-school education and further promoted educational equity. The admission rate of rural kindergartens in C County has been greatly improved. Many parents of kindergartens said: "If you have a good kindergarten at your doorstep, you don't have to go far to go to school in the city." The integrated management of public kindergartens has promoted the overall improvement of the quality of public kindergartens. Promoted the scientific development of pre-school education in C County. In this process, the central park must continuously improve its connotation and continuously explore and think about an effective management mechanism to ensure the overall development of the park park and the group.

C. Balanced Development of Quality Resources, Narrowing the Gap between urban and Rural Areas

In the process of promoting the development of pre-school education, C County adheres to the goal of "learning to have a good education" and "running the people's satisfaction with education", insisting on "taking the mechanism to add vitality, grasping the foundation of construction, grasping the investment and ensuring the operation, and grasping the teachers' strength. The work of thinking about quality, quality and development, preschool education has developed across the board. And gradually establish and improve the quality assessment system for kindergartens, and revise the evaluation criteria such as the evaluation of grade parks and the evaluation of public welfare kindergartens. In the "integration" practice, the most obvious effect is the quality change process of the township park from "normative" to "innovation". After the township kindergarten was led by the quality park, the standardization degree was greatly improved, and the scientific and professional transformation was realized.

IV. DEVELOPMENT PROSPECTS

A. Continue to Improve the Safeguard Mechanism and Improve the system and Regulations

As a comprehensive practice of the comprehensive reform of C County, the exploration of the pre-school education management mode of C County based on the integration of public-owned high-quality kindergartens as the leading urban and rural citizenship, and the use of innovative reform practice for the regional pre-school education "coordinating and promoting the integration practice exploration" development of.

Judging from the achievements of the current C County public kindergarten integration practice, there are still some areas that need improvement. After the implementation of the "integration" management of public kindergartens, although the problem of non-establishment of newly-built public parks was effectively solved. The financial management of each public park group refers to the management model of compulsory education schools, which gives priority to ensuring the timely payment of the full amount of teachers' salaries, and enhances the enthusiasm and initiative of the teachers.

B. Increasing the Supply of Inclusive Resources and Coordinating the Common Development of the Public and Private Organizations

In the process of "integration" of public kindergartens in C County, the private kindergartens are also concerned about private kindergartens, especially the private kindergartens. The construction and development of the overall private kindergartens needs to be improved, and more appropriate policies are needed to promote them. In the future development, the competent authorities should always pay attention to further development of pre-school education in the county level with the focus on the development of public and private parks. Encourage the support of public welfare kindergartens.

Under the background of the large number of public parks in the public kindergartens, the development of private parks will inevitably encounter difficulties. How to promote the coordinated development of public and private parks under the big waves, we must have a big vision of reform, so that preschool education breaks the routine and achieves leap-forward development. At present, the relevant data and the previous analysis of the county's current bold exploration, innovative practice of the "integration" mode of public kindergartens, the "integration" of the C county public kindergartens is a pioneering work to build a fair preschool education system. Although the "integration" model of public kindergartens in C County is still developing, this model reform is typical and can form a model for promoting reproduction.

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