Evaluation system of preschool education quality based on cultural responsiveness

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Abstract: The quality evaluation system of preschool education is about the judgment process of cultural value. At present, there are two different cultural directions in the international preschool education quality evaluation, one is the theory of universal adaptation, and the other is the theory of relativity. The quality evaluation system of preschool education that emphasizes cultural responsiveness needs to pay attention to the differences between the two cultural paths and understand the different evaluation standards. By fully grasping the connotation of the culture-responsive preschool education quality evaluation system, this paper explores the strategies to improve the quality of preschool education.

1. Introduction

In recent years, especially since 2010, China's preschool education has made great progress under the support of relevant national policies. The total number of kindergartens and the number of children in kindergartens have increased unprecedentedly, so how to evaluate the quality of preschool education in China has become a common concern of the whole society. The development of preschool education in China started late, so the mature experience of other countries can be learned from in the preschool education quality evaluation. However, how to draw on the experience in line with China's national conditions and learning conditions, and whether the education quality evaluation system under the background of different cultural values can be universal, has become a problem that needs to be discussed by the academia.

2. Two different approaches to cultural problems in preschool education quality evaluation

Evaluation is a subjective behavior. Different people hold different views on the same thing, and form different evaluation system. Different countries have different political, economic and cultural backgrounds and cultural value orientations. Different countries have different evaluation standards for the quality of preschool education. At present, the evaluation of preschool education quality at home and abroad has formed two different cultural directions from different standpoints and perspectives. Two approaches based on cultural responsiveness, namely theory of universal adaptation and relativity, are described below.

1) Theory of universal adaptation means universal adaptation. There is an evaluation standard of preschool education quality that is universal in kindergartens all over the world of different cultural backgrounds. This standard can be recognized and universally applicable by people from all over the world with different cultural backgrounds. Therefore, a better kindergarten teaching quality evaluation system can be used for reference by all countries in the world. It can be used for reference from the aspects of education methods, education standards and education quality evaluation system, so that templated standards can be adopted to improve the quality of preschool education in China.

2) Theory of relativity. Contrary to the idea of universal adaptation, experts on the theory of relativity believe that the quality of preschool education is affected by special factors. Because of the different social background, especially the different cultural background, the educated object will form different character and cultural value orientation. Therefore, the quality evaluation system of preschool education cannot be generalized, it has relativity. Many scholars believe that good
preschool education should be based on the social and cultural background of the educated. In a country with harmonious and stable society and rapid economic development, the family income is high, and parents have high quality and a certain social status, which can provide good educational resources for children. From both the subjective and objective aspects, the quality of the child's education is relatively high. In different countries, children’s family background is different. These special factors will affect the quality of preschool education, so theory of universal adaptation cannot be used to evaluate preschool education.

3. Connotation of quality evaluation of preschool education based on cultural responsiveness

China is playing an active role in the process of globalization, and is also fully drawing on and absorbing advanced foreign experience. Combined with China's cultural background, a set of cultural responsive preschool education quality evaluation system suitable for China's national conditions has been formed.

1) Connotation of preschool education quality evaluation based on cultural responsiveness. The evaluation system of preschool education quality based on cultural responsiveness means that the academic circle compiles a unified evaluation standard of preschool education quality by comprehensively considering social and cultural factors and domestic cultural value orientation, and forms a complete system to evaluate the quality and the results of preschool education. Based on China's national conditions and the development state of preschool education, the compilation of preschool education quality evaluation system is mainly carried out from the following three directions. The first one is to learn from the mature preschool education quality evaluation system that has been formed in other countries and widely recognized at home and abroad, and compile specific articles based on China's national conditions and learning conditions. Second, according to the development history of preschool education in China, the generally-recognized high-quality preschool education methods are fully summarized and investigated, and part of the regulations are formed by grasping the rules. Thirdly, by studying China's cultural history and combining with China's social ideology development concept, the specific preschool education quality evaluation system has been constantly revised and improved.

2) Factors affecting the quality evaluation system of preschool education. The evaluation system of cultural responsive preschool education should consider the theory of universal adaptation and the theory of relativity, that is, it should pay attention to the globally accepted theory of universal adaptation, and make specific standards according to the national conditions. The factors affecting the quality evaluation system of preschool education can be considered from the following two aspects. First, focus on and adopt globally recognized evaluation criteria, such as teachers' influence on preschool children's character development. Teachers should take good care of children, love them, and focus on intellectual development, instead of how much they learn. Standards should be made on what are the specific ways to take care of children with full love. At the same time, the overall quality of kindergarten teachers should be strengthened. Second, according to the national conditions, views of all aspects of society are widely solicited. Preschool education, related to social problems, should be widely concerned by the community. Therefore, how to improve the quality of preschool education not only requires experts and academic circles to discuss in a meeting, but also seeks parents and children's opinions. The quality of preschool education can be discussed and tested in depth through questionnaires and symposiums with parents' representatives to reflect the "people-oriented" concept and measure the quality of preschool education from the two aspects of software and hardware.

4. How to improve the quality of preschool education based on cultural responsiveness

The discussion and final formulation of the cultural responsive pre-school education quality evaluation system are all aimed at improving the quality of preschool education and further promoting the development of the preschool education in China, to ensure the increase of both the number and quality of preschool education, especially when the problem of current preschool
education is changed from "difficulty in entering kindergarten" to "difficulty in entering a good kindergarten" [4]. The main contradiction of preschool education has changed from the pursuit of quantity to quality, so more attention should be paid to the exploration of improving the quality of preschool education in the formulation and modification of preschool quality evaluation system.

1) More attention should be paid to cultural orientation to improve preschool education quality. To improve the quality of preschool education in China, we should pay more attention to cultural orientation in addition to controlling class size, improving teachers' professional quality and increasing education cost input. China is in the cultural background of social transformation, preschool education should face more profound cultural problems. Both parents and educators are reflecting on their existing cultural values, thinking about how to enable children to form correct cultural values and how to give children everything better, which is very difficult for adults. Therefore, the improvement of preschool education quality is not only a problem of hardware, but also a problem of software and cultural soft power. However, when formulating the current domestic cultural responsive preschool education quality evaluation system, we should not only consider the national conditions, but also take into account the differences between different family backgrounds and regions with different cultural resources. The evaluation system of kindergartens in economically developed areas should be different from that in economically underdeveloped areas. In areas with relatively backward economic and cultural development, parents are generally less educated and fail to pay attention to their children's listening, speaking, reading and writing abilities before entering the kindergarten. If children's relevant ability hasn’t been cultivated in kindergarten, then they are more likely to be poor students when entering the primary school. Therefore, the training mode of these kindergartens should be different from that of kindergartens in economically and culturally developed areas.

2) We should strengthen oversight of preschool institutions. At present, the occurrence of child abuse incidents in kindergartens always makes people extremely anxious, so the supervision intensity and rules of kindergartens have drawn the attention of all sectors of society. Education supervision departments should strictly examine the admittance threshold for the establishment of kindergartens, and strictly check the establishment qualification, school environment, class size and teachers' comprehensive quality. In addition, regular investigation and assessment should be carried out on kindergartens. The training of preschool teachers should be strengthened, not only the professional quality of preschool teachers needs to be improved, but more attention should be paid to the construction of teachers’ virtue. The above contents shall be incorporated into the preschool education quality assessment system for regular assessment.

3) The implementation of preschool education quality evaluation system is investigated regularly. The quality evaluation system of preschool education based on cultural responsiveness attaches great importance to the role of culture in its formulation and implementation. In order to ensure the implementation of evaluation system, it is necessary to strengthen the kindergarten’s and parents’ understanding of the evaluation system through publicity. The implementation of the quality evaluation system should be investigated regularly through anonymous questionnaires and forums with parents' representatives, and the feedback results should be analyzed, which is conducive to improving both the quality evaluation system and quality of preschool education.

4. Conclusion

The evaluation system of preschool education based on cultural responsiveness pays more attention to cultural factors, which has reached a consensus at home and abroad. This paper elaborates on the theory of universal adaptation and theory of relativity and goes into detail of the connotation of the preschool education evaluation system based on cultural responsiveness. The origin of the problem lies in improving the quality of preschool education. In the end, this paper puts forward some strategies to improve the quality of preschool education, hoping to be helpful to the establishment of preschool education quality evaluation system.
References


