

On the Healthy and Orderly Development of Preschool Education from the Perspective of Planning and Management

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Abstract: As a stage of preschool education and public service, there must be an independent development plan, especially the local preschool education development plan. The formulation of preschool education development plan is a complex project, which must be carried out according to economic and social development. Population, employment and urban construction must be considered. The ideal number of degrees, the number of approved academic places, the actual number of students enrolled and the number of children of school age can be used as a reference in predicting the demand and supply of preschool education. In order to promote the healthy and orderly development of preschool education in China, it is necessary to meet the basic needs, improve the basic quality and citizen participation.

1. Introduction

The development and changes of preschool education in China are related to the social and economic development of the country and the orientation of preschool education for all, but the plan of preschool education itself is also related. In recent years, the development of preschool education in China has changed a lot compared with the past. However, in order to realize the healthy and orderly development of preschool education, we should not only devote ourselves to planning, but also make long-term efforts. At present, China's pre-school education development plan is very weak, many places are not very careful. It is worth discussing how to ensure the effective development and promotion of preschool education projects.

2. The Development of Preschool Education Needs an Independent Development Plan

Preschool education is a part of China's education system. Preschool education should be located in the planning of social and economic development, and it is an important part of the overall planning of education. In 2010.[1], the Ministry of Education published the outline of the national program, the Outline of the National Medium and Long Term Education Reform and Development Plan (2010-2020), and formulated a blueprint for the development of preschool education in the next 10 years. But national planning can only be implemented through local government planning. The "Several Opinions on the Development of Preschool Education" calls for the formulation of a three-year plan of action for preschool education. Although effective, preschool education is a long-term effort, which requires careful and careful discussion and adjustment. For all levels of government, the three-year pre-school education action plan is not only targeted, but also has a medium-term and long-term development plan every three years. It evaluates the implementation of the development plan every three years, adjusts the plan and formulates a new action plan according to the new changes. As shown in Table 1.

Table 1 Public sector functions and types of pre-school public services

type of serv	Selective public service	Quasi-basic public service.	Basic public services
Public sector functions	Guidance and supervision	Partial sharing	Basic guarantee
service content	Preschool education services with special needs	General demand for preschool education services	Provision of pre-school education services for vulnerable children

Therefore, preschool education is not only a regional socio-economic development plan, but also an overall development plan of education. The development plan of preschool education includes the whole development of preschool education, that is, the demand and supply of preschool education services, as well as resources, service modes, service providers, service places, service personnel and other aspects.[2].

3. The Necessary Data for the Development Plan

The development plan of preschool education is based on data of economy, population, employment and housing conditions. Only through these data can we accurately predict the development of regional preschool education. Economic development determines whether the region can provide the level of development of preschool education. Economic development will inevitably lead to changes in population and demand for preschool education services such as Shenzhen. Against the background of rapid population growth. Employment is also an important factor affecting the demand for pre-school education. Employment groups can better reflect the demand for preschool education. For example, there are big differences in the demand for preschool education between labor-intensive enterprises and employment groups of technology-intensive and capital-intensive enterprises. Specifically, the development plan of preschool education in this area should be supported by four aspects of data.

3.1. Ideal number of degrees

The ideal number of pre-university education is calculated according to the standards set by the state preschool educational institutions. Children of school age can obtain the basic or better quality assurance of pre-school education. Relevant documents include Regulations on the Management of Kindergartens (1989), Rules for the Work of Kindergartens (1996), Ministry of Environmental Protection for Urban and Rural Construction, National Education Committee Nursery, Kindergarten Architectural Design Code (1987), Urban Kindergarten Building Area Quota (1988), and Standards for the Employment of Teachers and Staff in Kindergartens (2). 013). Based on the relevant data listed in the above documents, you can view various existing types of preschool education institutions in the region and calculate the ideal number of degrees. However, the current data are lost in many places. Because the design and construction of kindergartens in these places are not in accordance with national standards.

3.2. Number of academic degrees approved

Number of pre-school degrees approved by regional educational authorities. Under the pressure of current difficulties in school enrollment, in order to enable more children to receive education before school, education management departments in most areas tend to over-adjust their degrees. Pre-school education institutions, as long as they are recognized, are eligible regardless of whether they conform to state regulations or not. As a result, in general, the number of degrees recognized by management far exceeds the ideal number of degrees.

3.3. Actual registration

The actual number of children enrolled in a regional preschool education institution. Because preschool education does not require registration, the actual number of preschool children in some areas has changed greatly. The number of preschool children in preschool education institutions is often larger than the number of academic places approved by the administrative department.

3.4. Number of school-age children

Number of school-age children in school districts. This is a very difficult but very important number to measure accurately. Using this data, there is a basis for developing regional preschool education. Because of the different statistical ability of each department, the data are different, and there are also great differences according to the situation.[3].

According to the above four data, we can clearly show the development of preschool education

in this region. The actual school attendance rate and the ratio of school-age children reflect the actual school attendance rate. The acceptance ratio of school-age children reflects the expected enrolment rate. The ideal degree ratio of school-age children reflects the ideal degree of school-age children. The ratio of the number of approved academic places to the number of actual registrations reflects the gap between the number of approved academic places and the number of actual degrees. The ratio of the ideal number of degrees to the actual enrollment rate reflects the fact that young children can actually receive education in school. The ratio between the number of ideal degrees and the number of approved degrees reflects the proportion of ideal degrees in the approved degrees. According to the relevant proportion data of the above four aspects, we can judge the demand tendency of preschool education in the region, and make scientific plans according to this demand trend.

4. Factors to be Taken into Account in Formulating Development Plans

4.1. Guarantee funds

This is the most important part of the supply of preschool education and the initial consideration of the development plan of preschool education. Pre-school education is not necessary, but it is the responsibility of the government and part of the public service provided by the government. Economic development determines the proportion of the government serving as an educational service before school and the overall level of local preschool education. Therefore, only when we fully understand the trend of economic development, can we formulate appropriate plans to ensure the security of funds for the development of preschool education in the future. Pre-school education, for example, the proportion of financial funds for general education, the proportion of the total cost of pre-school education played by the government, the proportion of school-age children in parks, receiving part of the government's financial burden.[4], the burden of school-age children can provide support. These need to be considered in planning.

4.2. Ways to provide preschool education

At present, the main way to provide pre-school education services in various regions is to provide formal kindergarten education for children aged 3-6. In fact, from the point of view of the way in which preschool education services are provided, development plans can be discussed in a variety of ways. For example, the demand for preschool education far exceeds the supply. When the degree of kindergartens is seriously insufficient, we should study how to promote the development of family-based kindergartens to meet the needs of short-term preschool education. In addition, private pre-school children's care actions and other informal pre-school education services also need to pay attention to and consider the development plan of pre-school education in the region.

4.3. Preschool education service providers

In China, it is unrealistic to rely solely on the government to provide pre-school education services. The state parliament document emphasizes that great efforts have been made to develop public kindergartens, even though the Chinese government cannot rely solely on the government to solve the problem of preschool education services. According to the latest statistics, the proportion of public kindergartens in China is still very low.[5]. Most places in China can not concentrate on public kindergartens, mainly providing the government's pre-school education services. In China's economic and social development since the reform and opening up, there are many ways for people to provide pre-school education services. Only by providing a variety of ways to achieve pre-school education services, can the society make greater progress in the cause of pre-school education. The service also shows that you can meet your needs. However, this does not mean that the government can reduce its responsibility, nor does it mean that the government can reduce its investment. In a sense, the government has more responsibilities and needs to consider more issues. The government must set standards for preschool education services and supervise the quality of preschool education services. At the same time, the government should also consider the fair and effective use of

preschool education funds from the perspective of public services.

4.4. Pre-school education service places

Considering the age characteristics of preschool children, the specially designed place is the most ideal, but the overall level of education in China is low, preschool education has been neglected for a long time, so the realization of the ideal place for preschool education service is gradual. Loses. At present, in some urban construction plans.[6], kindergarten assistance programs are only implemented when new residential areas or old urban areas are renovated. However, in old residential areas, especially in many immigrant residential areas with economic development, kindergarten land and places are rarely planned. As can be seen from Figure 1, in the pre-school education development plan, residential areas in different areas should be calculated, and the location of pre-school education services should be adjusted according to the actual population and the number of school-age children.

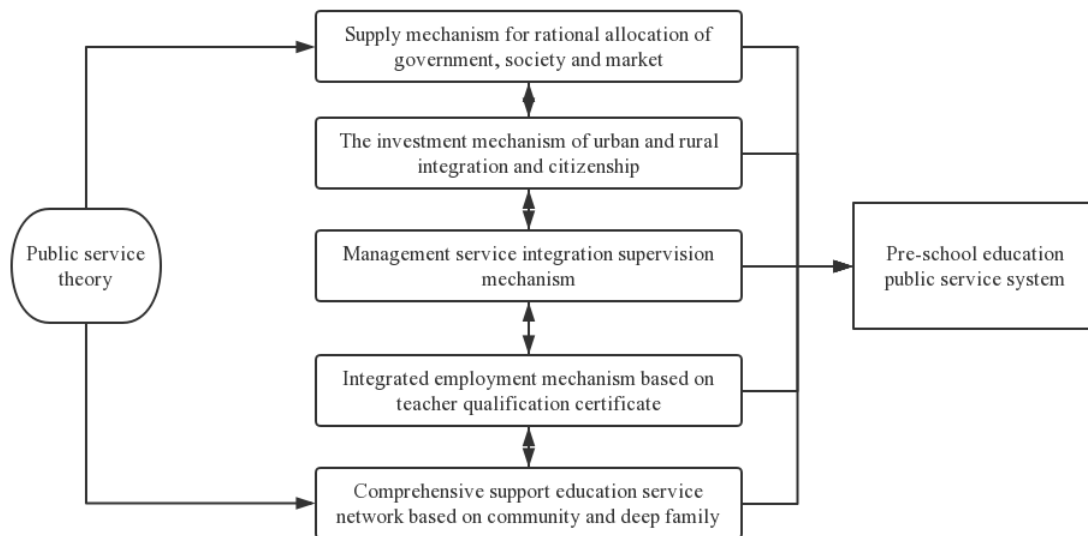


Fig.1. Composition of the public service system for pre-school education

4.5. Actors of preschool education services

Pre-school education service personnel include teachers, nurses, doctors, nurses with specific conditions and other service personnel. In China, this group is considered to be a special group, with low requirements for overall education and low enrollment benchmarks. Therefore, it is not easy to be evaluated by society. Although this group is responsible for the important task of caring for preschool children, caring, education and training future talents, it must attract the attention of the government and all sectors of society. Therefore, in the pre-school education plan, this group needs to give special consideration to teachers' education level.[7], teachers' treatment, stability and the quality of pre-school education.

5. Implementing and Adjusting the Development Plan of Preschool Education

The development plan of preschool education is only a forecast of the demand and supply of preschool education. Whether we can really meet the needs of preschool education depends on the implementation of the plan. The economy, population, employment, living environment and other factors are constantly changing. It is very important to adjust the plan according to the changes of the situation.

5.1. Consider implementing and adjusting plans to meet basic needs

Because it is the government's responsibility to provide basic pre-school education services, the first consideration in planning and implementation is to address the basic needs of pre-school education. Regardless of the provisions of funds, the methods of providing preschool education

services, service providers and the locations of preschool education services, they should first consider meeting the basic needs of preschool education.[8]. For example, in order to provide basic pre-school education services as soon as possible, the mode of service should not be limited to kindergartens. We should consider the use of informal places for temporary care, family care, family kindergartens to meet the needs of pre-school education. This is because coastal areas and inland areas with large population inflows, or areas with underdeveloped economies and low educational levels must be considered. However, we must pay attention to the quality of preschool education while researching various ways to solve the needs of preschool education.

5.2. The implementation and adjustment of the plan is based on the premise of improving basic quality.

The basic quality of preschool education is determined by several structural factors. The proportion of child service personnel, the per capita area of children's activities, the per capita number of children's facilities and toys.[9], and the per capita number of living facilities (such as hand-washing pool, toilet, etc.). Consideration should also be given to the pre-enrollment service personnel, their education, salary, number of years of work and stability. Therefore, in order to implement the pre-school education development plan, we must consider improving the basic quality of pre-school education services. According to the existing basic quality standards of the state, the development level and possible conditions of regional preschool education, the region will determine relatively detailed regional standards for the quality of basic services of preschool education. According to this standard, the quality of basic pre-school education services can be guaranteed.

5.3. The implementation and adjustment of the plan should be considered from the perspective of public participation.

Because preschool education is a public service provided by the government, the general public must participate in that plan and development. Nationals should be aware of the current development and objectives of preschool education in the region, as well as the existing problems and solutions that the government can provide.[10]. Ordinary people should be able to provide their own opinions and suggestions on the development of preschool education in relevant regions. Participation is generally more important in implementing and adjusting plans. Changes and reasons must be made clear to the public.

6. Conclusion

A new three-year plan of action for preschool education is about to begin. Starting from the global development trend of preschool education and considering the new action plan, we should carefully evaluate the action plan three years ago, take profit as the first step, formulate more thorough and detailed development plan of preschool education in our country, and formulate a good education development plan before school to ensure the “universal and fair” of education. Quality”. In this way, planning can truly become an effective means to promote the healthy development of preschool education.

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