

Research on the Sharing Mechanism of High-quality Teacher Resources in Preschool Education Area

Hui Gao

Jilin Engineering Normal University, Jilin, Changchun, 131400, China

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Abstract: It is necessary to accumulate time for the formation and cultivation of high-quality teacher resources in preschool education, and it is impossible to expand the quantity in a short time. Therefore, how to make full use of and reasonably share the existing high-quality teacher resources and play the role of high-quality teachers is the key to alleviate the shortage of high-quality teachers in preschool education and achieve the balanced allocation of high-quality teachers in preschools education. Based on the author's learning and practical experience, this paper put forward the sharing mechanism of high-quality teacher resources in preschool education area, which discussed problems about strengthening the educational responsibility of the government, giving full play to the coordinating function of the market, and clarifying the responsibility of school management and establishment of perfect network mechanism.

1. Introduction

High-quality teacher resource has unique characteristics and is a scarce educational resource, especially in preschool education. At the same time, the formation and training of high-quality teachers need time accumulation, and can not be expanded in a large number in a short time to solve the practical problem of the shortage of high-quality teachers. This requires us to make full use of the existing high-quality teacher resources through the sharing of high-quality teachers to improve the level of teachers and to achieve a balanced allocation of high-quality teachers in preschool education.

2. Strengthen the Educational Responsibility of the Government

2.1 Improve legal policy.

China has issued the related policy to provide the policy basis for the teacher sharing. For example, the *decision of the CPC Central Committee and the State Council on deepening education reform and promoting quality education in an all-round way* would establish a system of teacher transfer and exchange. *Opinions on further promoting the balanced development of compulsory education* have clearly stipulated that the system of regional itinerant teaching for backbone teachers, a system of mobile teaching for shortage of specialized teachers, and a system of service periods for teachers from cities and towns to rural schools should be established. There are related policies, such as publicizing the importance of teacher mobility and sharing, encouraging urban teachers to go to rural areas. However, these policies remain at the macro level, and lack specific feasible policy guidance for the micro-level problems such as sharing mode, sharing direction, sharing time, sharing scope and so on. At the same time, most of the existing policies are based on higher education and compulsory education teachers as the main body of sharing. There is no clear policy guidance for the sharing of high-quality teacher in preschool education, which leads to imperfect ways of sharing high-quality teachers in preschool education and unreasonable sharing direction and other problems appear. Therefore, it is necessary to establish and improve policies that are conducive to the flow of high-quality teachers, establish policies on the administration and management of high-quality teacher in preschool education, improve government investment and protection policies for preschool education, and introduce special policies for the sharing of theses

teachers. It is clear that the general strategic policy, the general framework, the standard of high-quality teachers, the form, the direction, the scope and the duration of the sharing of resources are the problems we should solve.

2.2 Clear value orientation.

First of all, through various forms of policy advocacy, such as mobilization conferences, forums, symposiums organized by the educational administration, the headmaster and outstanding teachers have a full understanding of the sharing policy and realize the significance and value of sharing. The concrete content and guarantee of sharing should be made a clear understanding, and doubts should be dispelled, so that teachers could gradually accept and understand the importance and necessity of sharing from their hearts and to enhance the overall consciousness of sharing. Secondly, through the propaganda of public opinion, the concept of sharing high-quality teachers can be widely understood and accepted by the masses of the people, and the social image and social status of shared teachers will be improved, and a good social atmosphere will be formed. The enthusiasm of high-quality teachers to participate in the sharing will be improved. By publicizing the policy of high-quality teacher sharing through public opinion, the government can also convey the value that the government promote the balanced development of high-quality preschool education resources and attaching importance to the equity of education.

2.3 Increase investment.

First of all, continue to increase the county's investment in preschool education. Preschool education is the foundation of basic education, and the government has the responsibility and obligation to ensure the healthy and orderly development of preschool education. Next, set up the special fund that high-quality teacher shares in county area. The special funds include the running funds of intermediary administrative organizations and the subsidy funds shared by high-quality teachers. The investment of private preschool education is mainly social input, so the healthy development of preschool education is far from enough by the government investment. Moreover, they should promote the balanced and orderly development of preschool education in county area through the investment of social funds.

3. Give Play to the Coordination Function of the Market

3.1 Establish intermediary management coordinating institution.

In national preschool education, there are not only public gardens but also private gardens, and the number of private gardens is in the majority. The educational resources of the public garden are mainly provided by the government. The educational administrative organ is both the owner and the manager, which embodies more publicity. The educational resources of the private gardens are mainly supplied and distributed through the market, which reflects the marketability, but the private kindergartens have the public welfare, and they need to undertake the educational tasks which should be completed by the public sector, reflecting the publicity. Therefore, in order to ensure the proper marketization and publicity of preschool education, we must adopt an intermediary management coordination mode to manage high-quality teachers' resources in preschool education, so as to make the market management mode flexible combined with the publicity of administrative management mode.

3.2 Establish a marketization personnel management system.

The marketization of personnel management should pay attention to two points: Firstly, teachers should maintain their own independence, which is the independence of teachers and kindergartens. Secondly, ensure the fairness of different teachers' management, and do not enjoy preferential treatment because of their public teacher status, nor be discriminated against because of their private teacher status. Through the construction of marketization personnel management system, the kindergarten in the county, whether run by the public, urban or rural areas, will be unified with the county. Moreover, through such system, the quality teachers management committee or other

specialized intermediary service institutions will administrate the kindergartens in rural or urban. High-quality teachers can be unified in allocation, management, assessment so that to eliminate hinders the sharing of high-quality teachers' resources.

3.3 Introduce the third-party evaluation supervisory institution.

The third-party evaluation supervisory institution is an independent and neutral service between the education department and the kindergarten. The introduction of third-party institutions to manage high-quality teachers in preschool education and provide fair and professional evaluation and supervision services for the government and kindergartens can promote the institutionalization, openness and equality of high-quality teachers' sharing. First, the supervision of the implementation of the system is to monitor the implementation of the kindergarten's sharing of high-quality teachers through field visits to kindergartens, such as the hardware preparation for network sharing, the frequency of updating information, the utilization rate of information resources and the sharing of teachers' flow and so on. Moreover, it can urge kindergartens to clarify their shared responsibilities and powers and collect relevant questions and suggestions. And according to the investigation situation issued kindergarten sharing work report, it can rate for kindergarten, and make evaluation and so on so as to provide reference. Second, the supervision of the sharing effect is to investigate the working situation of the floating and sharing teachers in the kindergarten, so as to supervise the teachers' performance and effect in a timely and effective manner, and to share the teaching. The teacher's performance during the shared period is managed and recorded dynamically to provide basis for evaluation, promotion, or other assessment. Finally, the supervision of teachers' treatment is to protect the legal rights and interests of shared teachers. The supervision group shall supervise the implementation of preferential policies for high-quality teachers, so that to ensure the implementation of basic salaries, subsidies and other preferential policies for teachers.

4. Make Clear the Responsibility of School Management

4.1 Raise awareness of sharing.

No one is born as a high-quality teacher. Thus, new teachers need to hone themselves in long-term educational practice from mature to high-quality, and also need to complete the transformation of quality with the help of kindergarten. Therefore, kindergarten is the base of high-quality teacher resource on training and development. The sharing consciousness of kindergarten directly affects the sharing attitude of high-quality teachers and the effect of sharing high-quality teachers. Kindergarten should take the sharing of high quality teachers as an important part of the development of kindergartens, and should improve the consciousness of participating in the sharing of kindergarten management, so as to raise the awareness of active participation of high quality teachers while training high quality teachers. Furthermore, they should encourage teachers regard high-quality teacher resources as the ideal of career development, and help and urge them to share high-quality teacher resources. The county high-quality teachers' supervision institution brings the situation of kindergarten quality teachers' resource sharing into the scope of investigation. Other departments, according to the participation of kindergartens in the sharing of high-quality teachers, should take care of the outstanding kindergartens' policies, input and ratings and give preferential policies to them when sharing high-quality teacher resources.

4.2 Improve shared management.

Although the human rights of high-quality teachers are managed by the personnel management institutions, the kindergarten should manage the shared quality teachers in daily work, and assess the concrete conditions of the shared teachers' work in the garden according to the requirements. The kindergarten should perfect the management of high-quality teachers, manage the teachers' daily attendance, make a good observation record of teachers' education and teaching work, share attitude, and communicate with the personnel management department of high quality teachers in time to feedback the evaluation results. The kindergarten can also make suggestions to the

high-quality teachers management committee according to the practical problems existing in the sharing, and help to improve the management of the high-quality teachers sharing in the county. Government and the relevant coordinating institutions should pay attention to the feedback and suggestions of kindergarten teachers and take the results of kindergarten evaluation as an important reference for the evaluation and supervision of high-quality teachers.

5. Establish a Perfect Network Mechanism

5.1 Build a network sharing platform.

Network information sharing is an important way to share high-quality teachers in county. In order to realize the sharing of high-quality kindergarten teachers, we need to build a network sharing platform. As government spending increases and people's living standards rise, computer networks become more common in kindergartens and homes, providing the necessary hardware base for sharing quality teacher networks. However, the survey shows that the lack of a unified information sharing platform is the main reason for the problem of poor information sharing and unclear purpose of teachers. The government and the department in charge of education should strengthen the double guarantee of the hardware and software of the kindergarten in this county, and establish the unified sharing platform in the county area. Moreover, they should regularly carry out technical maintenance and support, so that to provide teachers with the sharing of network technology platform.

5.2 Standardize network resource management.

Information technology being standard, information management being standard and information service being standard are important principles of information standardization. According to the three principles of information standardization, educational departments should standardize the management of quality teachers' network sharing resources. First, relevant departments should standardize the classification methods and standards of uploading resources, so kindergartens and teachers should upload related resources according to the standards. Second, it is necessary to clarify the main ways and methods of uploading high-quality teacher resources so that to improve the retrieval efficiency and utilization ratio of all kinds of resources. For example, it provides the corresponding section for the high-quality teachers when uploading resources, such as teaching plan, case, experience and so on, which can be easily retrieved and classified in the future. By means of the above protection measures, all types of kindergartens at all levels can share information of high-quality teacher resources.

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