

The Relationship Between Kindergarten-based Curriculum and Kindergarten Teacher in Chinese Three-level Curriculum Management System

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Abstract

As countries around the world increasingly highlight the holistic development of children and the cultivation of their overall qualities, kindergarten-based curriculum (KBC) is increasingly being given high priority. This study used a systematic literature review (SLR) to analyze KBC and kindergarten teacher in Chinese three-level curriculum management system and the relationship between them. Ultimately, it was found that there is some relationship between KBC and effective teaching in Chinese three-level curriculum management system in several ways. KBC and kindergarten teacher are mutual influence and promotion. Kindergarten teacher is the main developer, implementer and improver of KBC. At the same time, kindergarten curriculum in Chinese curriculum system, definition and characteristics of KBC, importance of the professional development for kindergarten teacher, characteristics of excellent kindergarten teacher, training of KBC for kindergarten teacher were all analyzed deeply. This study is of great significance in that it not only provides a complete theoretical

framework for KBC in Chinese three-level curriculum management system, but also analyses in depth the important role of kindergarten teacher in Chinese three-level curriculum management system, while the relationship between KBC and kindergarten teacher is theoretically confirmed. These conclusions bring breakthrough significance and provide a theoretical basis for subsequent research.

Keywords: Kindergarten-based Curriculum (KBC), Kindergarten Teacher, Three-Level Curriculum Management System, Early Childhood Education (ECE)

Introduction

In May 2001, China issued the *State Council on Basic Education Reform and Development Decision* clearly put forward the implementation of the national, local, and school three-level curriculum management. This means that China not only has officially established the three-level curriculum management system (National, Local, School), but also a sign that kindergarten-based curriculum (KBC) gradually began to develop. In June 2001, the Ministry of Education (MOE) in China issued the *Outline of Basic Education Curriculum Reform*, which proposed that “implementing national, local and school curriculum management, schools should develop targeted school-based curriculum on the basis of giving full play to the characteristics of teachers and students and educational ideas, and local educational administrative departments should supervise and guide the development and implementation of the curriculum”. This provides ideological guidance and action reference for the implementation of the three-level curriculum management system, embodies the importance of KBC in the three-level curriculum management system, indicates the kindergarten teachers are the core of KBC.

Besides, early childhood education (ECE) is the beginning stage of education (Yang, 2023), therefore kindergarten curriculum is an important part of the curriculum system under the new curriculum reform in China. In the kindergarten curriculum reform, the three-level curriculum system of "national curriculum, local curriculum, and school curriculum" makes the school-based curriculum of kindergarten break the single and unified situation of kindergarten curriculum, which means that kindergartens have obtained a certain degree of curriculum decision-making power. Compared with the universal characteristics of national and local curriculum, the kindergarten-based curriculum is more personalized. It is a curriculum that grows from kindergarten, so it is more suitable for kindergarten teachers and children.

Moreover, in 2001, the State Education Commission in China published the kindergarten education regulation document, which is the *Outlines for Kindergarten Education*, clearly pointed out: “Teachers should flexibly formulate and implement feasible educational activity plans based on the actual conditions of local areas and kindergartens and the actual level of children in the class.” It shows that China requires kindergarten teachers to creatively participate in the development and implementation of KBC. This also reflects the important relationship between KBC and kindergarten teachers in the three-level curriculum management system in China.

In this context, how to achieve high quality of KBC by kindergarten teacher has become a core issue of common concern for educators. Therefore, exploring the relationship between KBC and kindergarten teacher in Chinese three-level curriculum management system not only

helps to improve the quality of kindergarten curriculum and ECE, but also is of great significance in promoting the development of kindergarten teacher's professional competencies. In this research, the authors discuss in depth the history of kindergarten curriculum in Chinese curriculum system, the definition and characteristics of KBC in Chinese three-level curriculum management system, the characteristics of kindergarten teacher, as well as the relationship between KBC and kindergarten teacher in Chinese three-level curriculum management system from both theoretical and practical levels, aiming to provide theoretical support and practical guidance for improving the quality of ECE and promoting the development of basic education in China.

Research Objectives

The main focus of this study is to explore the relationship between kindergarten-based curriculum (KBC) and kindergarten teacher in Chinese three-level curriculum management system. The major objectives of this study are as follows:

1. To explore kindergarten curriculum in Chinese curriculum system.
2. To explore kindergarten-based curriculum (KBC) in Chinese three-level curriculum management system.
 - 2.1 To determine the definition of kindergarten-based curriculum (KBC).
 - 2.2 To determine the characteristics of kindergarten-based curriculum (KBC).
3. To explore kindergarten teacher in Chinese three-level curriculum management system.
 - 3.1 To determine the importance of the professional development for kindergarten teacher.
 - 3.2 To determine the characteristics of excellent kindergarten teacher.
 - 3.3 To determine the training of kindergarten-based curriculum (KBC) for kindergarten teacher.
- 4 To explore the relationship between kindergarten-based curriculum and kindergarten teacher in Chinese three-level curriculum management system.

Research Methodology

In this study, the authors followed a Systematic Literature Review (SLR) methodology, which involved several human-friendly steps

- (1) Asking the Right Questions: The authors started by formulating the research inquiries to ensure we're addressing the most pertinent issues.
- (2) Choosing the Right Sources: The authors selected databases like CNKI, Baidu Scholar, Google Scholar, and ERIC to gather a wide range of articles.
- (3) Finding the Right Words: The authors defined search terms to effectively navigate through the vast sea of literature available.
- (4) Collecting and Organizing Insights: After gathering findings from various databases, the authors meticulously organized them for clarity and coherence.
- (5) Analyzing with Care: The authors analyzed outcomes based on specific criteria, we established beforehand, ensuring a thorough and fair review process.
- (6) Drawing Conclusions: Finally, the authors synthesized the findings to establish conclusive results that contribute meaningfully to the research.

Kindergarten Curriculum in Chinese Curriculum System

According to American educator Goodlad (1979), curriculum can be divided into five types: formal curriculum, ideal curriculum, understanding curriculum, experience curriculum and

implementation curriculum. Most scholars understand the kindergarten curriculum as a formal curriculum, which refers to the curriculum standards and textbooks set by the education department. Chinese definition of kindergarten curriculum has changed with different historical periods, which can be divided into three reforms (shown in Figure 1).

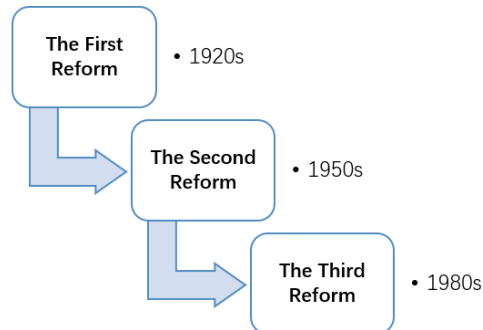


Figure 1 Three reforms of kindergarten curriculum in China

(1) The First Reform of Kindergarten Curriculum in China

The first reform of kindergarten curriculum in China was in the 1920s, which understood kindergarten curriculum as children's experience in kindergarten. Curriculum is the experience of human life, especially the creation of valuable experience. Kindergarten curriculum refers to all the activities of children in kindergarten. Kindergarten curriculum should be centered on children's natural and social environment, giving children experience (Chen, 1940).

(2) The Second Reform of Kindergarten Curriculum in China

The second reform of kindergarten curriculum in China came after the 1950s. Influenced by Soviet Union education, the dominant definition of the curriculum is " Kindergarten curriculum refers to the subjects set by kindergarten, such as language, music, physical education, computing, art, etc. These subjects and the process arrangement constitute the overall kindergarten curriculum and mostly adopt the form of class". The curriculum of one semester has a clear teaching goal and content. This kind of curriculum view presents a systematic subject curriculum system, attaches importance to the study of textbooks and teaching methods and reveals the law of teaching activities, but it is easy to lead to the phenomenon of valuing teaching over games and teaching over learning.

(3) The Third Reform of Kindergarten Curriculum in China

The third reform of kindergarten curriculum in China came after the 1980s. In the early stage of the reform, it was believed that "curriculum is the subject set by kindergarten", but the connotation was gradually enriched and improved, and the definition of kindergarten curriculum was diversified. In different historical periods, different scholars have defined curriculum in various ways and levels (Ni, 2000).

Nowadays, Chinese scholars have continued to explore the definition of KBC. Song (2014) defined the concept of kindergarten curriculum as the sum of all teaching resources, operational materials and curriculum schemes selected by kindergartens and based on which kindergarten teachers carry out educational activities. Liu (2022) defined kindergarten curriculum as the sum of various activities carried out in kindergartens to enable children to

gain beneficial experiences and promote children's physical and mental development. All kinds of activities of children in the kindergarten, including teaching activities, daily life activities, games, sports, etc., play a vital role in promoting the physical and mental development of children, so these activities should be included in the scope of kindergarten curriculum.

In summary, Chinese kindergarten curriculum has undergone three times of reform and development to today, its definition focuses on the development from the "experience of human life" based on Chen Heqin's theory to the "subjects" influenced by the Soviet Union curriculum to the current "diversification". The position of kindergarten curriculum in the Chinese curriculum system is becoming more and more significant. The sustainable development of kindergarten curriculum is of great significance to improve the Chinese curriculum system and guarantee the quality of Chinese ECE.

Kindergarten-based Curriculum in Chinese Three-level Curriculum Management System

Kindergarten-based curriculum (KBC) plays a very important role in ECE. These kinds of curriculum are designed to promote the all-round development of children and promote the development of kindergarten curriculum in Chinese three-level curriculum system. KBC is a diversity of uniqueness and characteristics with its definition and is an emerging development new trend in kindergarten curriculum.

Definition of Kindergarten-based Curriculum

In the definition of the concept of the curriculum, some researchers focus on the development process of the curriculum, while others focus on the results of the curriculum. In terms of the proportion of KBC in kindergarten curriculum, some researchers believe that KBC is kindergarten curriculum, some researchers believe that KBC is a supplement to kindergarten curriculum, and some researchers believe that KBC is a curriculum system (Cui, 2011). On the concept of KBC, different scholars have different understandings.

Li (2002) points out that both the right subject and the development subject of kindergarten curriculum in China are kindergartens, that is, kindergartens are "based". In other words, kindergarten curriculum refers to KBC; In other words, the kindergarten curriculum is KBC. Chen and Yan (2001) advocate that KBC is essentially an open and democratic decision-making process for curriculum development based on kindergartens, that is, principals, teachers, curriculum experts, children, parents and community members participate in the formulation, implementation and evaluation of kindergarten curriculum plans. Cheng (2003) believes that KBC is a "kindergarten-based" curriculum independently developed by kindergartens. The "Kindergarten-based" means that all localities and kindergartens should develop unique KBC under the guidance of the kindergarten policy and closely combine their own reality and needs, to develop a unique kindergarten curriculum.

Besides, Yu (2001) believes that KBC refers to the curriculum based on or established on the foundation of the "basic" of kindergarten. Here, "basic" refers to the foundation, current situation, background, reality, conditions and factors that may reflect the reality of kindergarten. Therefore, the kindergarten curriculum refers to the curriculum that grows on the basis of the reality of the kindergarten and is consistent with the resources and teachers of the kindergarten. Sun et al., (2008) believes that the KBC should be developed within a

certain curriculum framework (including certain educational concepts, curriculum objectives, content, and evaluation system), according to the needs of kindergarten curriculum practice, and on the basis of making full use of existing educational resources in kindergartens. Li (2008) believes that KBC is a personalized curriculum system formed by the process of KBC development that suits the characteristics of a specific kindergarten.

Characteristics of Kindergarten-based Curriculum

Kindergarten-based Curriculum (KBC) is distinguished from the elementary and secondary school curriculum and has its own special characteristics, including democratic decision-making, kindergarten environment foundation, real life feature, integration of resources, gamification, generativity, individuation (shown in Figure 2). Next, the authors make a detailed analysis of these characteristics.

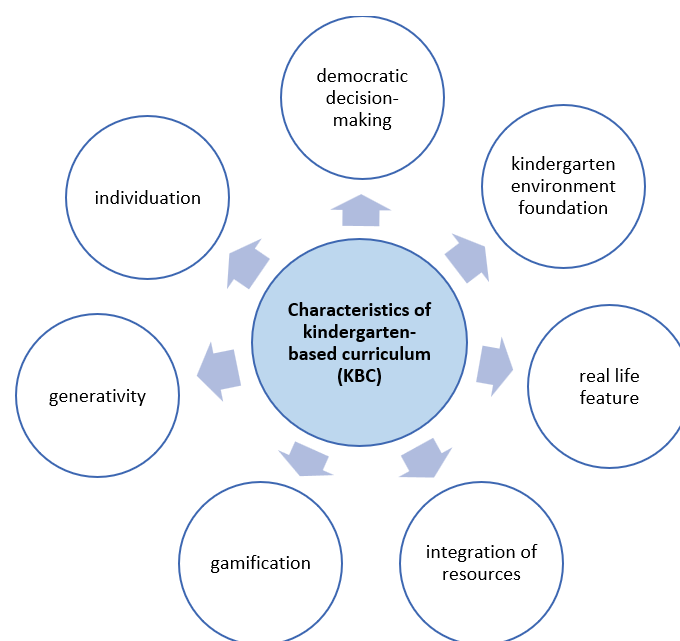


Figure 2 Characteristics of kindergarten-based curriculum

(1) Democratic Decision-making

The decentralization of curriculum decision-making power leads to the emergence of the KBC. The most essential difference between KBC and national and local curriculum is democratic decision-making. KBC emphasizes "participation", teacher-child sharing, attaching importance to the acquisition of children's learning experience, as well as the decision-making rights of kindergarteners, teachers and children in curriculum development (Cui, 2011). Kindergarten is not only the basic level of education, but also the scene of curriculum development, all the personnel related to the kindergarten curriculum can become the curriculum decision maker, including kindergarten teachers, experts, parents, students, community workers, etc.

(2) Kindergarten Environment Foundation

Kindergarten-based Curriculum (KBC) development is based on the premise of respecting differences and meeting the needs of different places and different kindergartens. Therefore, it pays attention to the various environment of each kindergarten and hopes that each

kindergarten can pursue and show its own unique personality (Li, 2023). On the one hand, the development of KBC is to change the phenomenon of " There are many kindergartens, but only one curriculum ", recognize and respect the specific differences of each region and each kindergarten, and meet the special needs of kindergartens and communities (Ye, 2022). On the other hand, the essential characteristic of the development of KBC is the individuation of curriculum, and the ultimate goal is to realize the individuation of kindergarten curriculum and form a kindergarten-based suitable curriculum form. This kind of individuation or unique type is mainly a reflection of the children, teachers and material conditions in kindergarten environment, community environment, culture and philosophy of running the kindergartens. Without a personalized curriculum, it would not be a true KBC.

(3) Real Life Feature

Life is the most direct and real state of existence of human life. People embody value in life, and this value needs to be inherited or realized by certain means or methods, namely education. Early children's way of thinking is based on concrete image thinking, and their cognition is based on direct experience, which is more suitable for intuitive, experiential, exploratory, trial and error learning (Li, 2002). And the KBC is full of life colour, it takes root in the children's life world, forms in life, and integrates into life (Ma, 2023). Every educational activity in the KBC is derived from the real life of the child, and the experience, needs and interests of the child are considered, making life a curriculum for the child.

(4) Integration of Resources

Kindergarten-based Curriculum (KBC) gathers the wisdom and strength of principals, teachers, curriculum experts, children, parents and community people, and integrates multiple resources such as kindergarten, community and surrounding environment (Sun, 2023). Every member of the kindergarten is a participant in the KBC, and all resources around the kindergarten are the resources of the KBC (Jiang, 2019). Therefore, the process of KBC development is the interactive integration of children, kindergarten teachers, kindergartens and communities, which highlights the development of children's personalities, the growth of kindergarten teachers' professionalism, the formation of kindergarten characteristics and the coordinated development of communities. The four are interdependent and dynamic integration.

(5) Gamification

Kindergarten games organized by KBC are conducive to improving children's comprehensive ability. China's *Kindergarten Work Regulations* point out that games are the basic activities of kindergartens. Kindergartens should carefully create children's play environment in combination with the characteristics of running kindergartens, regional characteristics, spatial layout of kindergartens and children's development needs, so as to provide children with free and independent space for exploration (Yang, 2023). KBC is often carried out in the form of gamification, through a variety of game methods, combined with real interactive scenes, to guide children to actively participate, experience life and know the world (Maciuszek et al., 2010). This kind of gamification not only conforms to the learning characteristics of children, but also can enhance children's learning interest and initiative, so that children can learn in a pleasant atmosphere, promote their interest and participation, and cultivate their curiosity and desire to explore. The gamification of KBC can meet the needs

of children for free and independent play, and conform to the features of children "taking games as basic activities" (Lu, 2022).

(6) Generativity

Kindergarten-based curriculum (KBC) is a generative curriculum, and its development and operation process highlight the interaction, experience, insight, inspiration and creation between kindergarten teachers and students in a specific situation, accompanied by a series of non-presuppositions, uncertainties and dynamics in the process of activities. The so-called generation, has the meaning of producing, forming, becoming something, it emphasizes the process of development and change of things itself (Song, 2021). The generative nature of KBC is to discover new needs and interests of children by giving full play to the initiative and creativity of kindergarten teachers in the process of curriculum development, and through the dialogue and interaction between kindergarten teachers and children, so as to generate new curriculum (Wang et al., 2021). The process of generation is the process of continuous adjustment, development and improvement of the curriculum in accordance with the specific situation, and it is also the process of common growth and common development of kindergarten teachers and children.

(7) Individuation

Kindergarten-based curriculum (KBC) focuses on the individual needs of children, takes children as the center, and pays attention to each child's personality and interests. It designs curriculum content and activity arrangements according to children's development level, personality characteristics and learning needs, so that each child can learn and grow in independent exploration and practical experience. (Wang et al., 2021). On the one hand, children's development is irregular and episodic. Children vary considerably in their prekindergarten education experiences. Thus, children enter kindergarten with widely varying skills and knowledge (Ackerman & Barnett, 2005). On the other hand, after learning the same kindergarten curriculum in one class, different children's learning results are also distinguishing under the influence of subjective initiative and objective conditions. In addition, Under the influence of family education concept, community education environment and individual preference of children, children show diversified personality characteristics, based on which individuation is an important characteristic of KBC.

To sum up, different scholars have different understandings about the concept of KBC, but they all emphasize kindergarten as the foundation. Democratic decision-making, kindergarten environment foundation, real life feature, integration of resources, gamification, generativity, individuation form the basic characteristics of KBC. KBC emphasizes that kindergarten should combine their own school-running characteristics and the social environment, make reasonable use of relevant curriculum resources, and create a unique kindergarten curriculum (Zhong, 2024). KBC should be paid attention to the democratic decision-making of multi-subjects, use gamification learning combined with the feature of real life, and take consideration of children's individuation in the process of generation.

Kindergarten Teacher in Chinese Three-level Curriculum Management System

Kindergarten teachers play an irreplaceable role in ECE and KBC. Their work has a profound impact on the overall development and healthy growth of children. Kindergarten teachers are not only educators in children's kindergarten education, but also the bridge between families and kindergartens. At the same time, kindergarten teachers play a key role in the teaching

team responsible for students' enlightenment education, laying the foundation for children's sustainable development and lifelong education.

Importance of the Professional Development for Kindergarten Teacher

In 2003, the *recommendations on the Current Reform and Development of Early Childhood Education* pointed out: "To comprehensively implement quality education and improve the quality of ECE, kindergartens should establish a mechanism to promote the continuous improvement of the professional level of kindergarten teachers, encourage kindergarten teachers to base themselves on educational practice, carry out teaching and research activities, and improve their own quality." China's new round of basic education reform also calls for "kindergarten teachers to grow together with the new curriculum, taking curriculum reform and teacher professional development as a unified process." Based on this, as an important part of the ECE, kindergarten teachers are crucial to promoting the development of it (Xia & Luo, 2024).

The personality and professional skills of teachers undoubtedly form the basis for quality education, which is especially true in ECE (Fesseha et al., 2016). In the 20th Congress of Communist Party of China (CPC) held in 2023, the report emphasized the professional construction of teachers, stressing that it is not only necessary to strengthen the construction of teachers' ethics, but also to train a group of high-quality teachers, and carry forward the social trend of respecting teachers and valuing education, which reflects the government's concern and attention to the professional construction of teachers. The quantity and quality level of kindergarten teachers is an important guarantee to improve the quality of early childhood education.

On the one hand, the number of kindergarten teachers in China is increasing, and it's an important part of the teacher group. According to Chinses MOE's *Education This Decade*, "By 2021, the total number of full-time kindergarten teachers in China has exceeded 3.5 million, an increase of 2 million over 2011, an increase of 1.3 times, and the student-teacher ratio has dropped from 26:1 in 2011 to 15:1 in 2021 (shown in Figure 3). The standard of Two Teachers and One Childminder (Refers to a kindergarten in which each class is assigned two full-time teachers and one childminder. Teachers are mainly responsible for the education and teaching of children, childminder is mainly responsible for the children's life work) has been basically reached, and the problem of teacher shortage has been effectively solved."

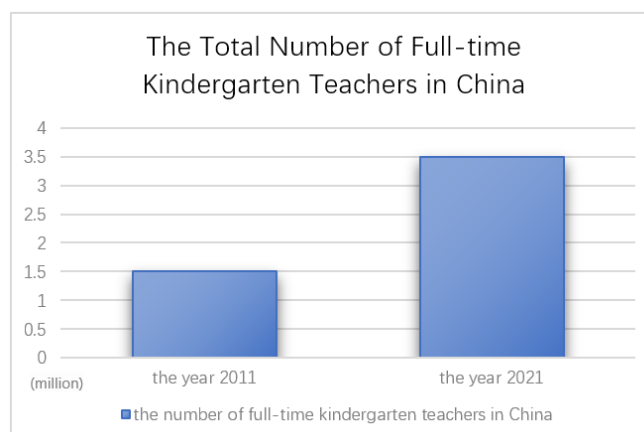


Figure 3 The total number of full-time kindergarten teachers in China according to *Education This Decade*

On the other hand, the quality and educational structure of China's kindergarten teachers has been further optimized. "With the proportion of full-time kindergarten teachers with college degrees or above reaching 87.8% in 2021, an increase of 24 percentage points over 2011. China has continuously implemented the National Training Plan for kindergarten teachers, with a total investment of 4.3 billion RMB from 2012 to 2020, training more than 2.43 million kindergarten teachers, and significantly improving the professional level of teachers." The improvement of the quality of kindergarten teachers has promoted the basic level of KBC in Chinese three-level curriculum management system.

Characteristics of Excellent Kindergarten Teacher

In 2018, the *Opinions of Implementing the Excellent Teacher Training Plan 2.0* were issued by the Ministry of Education (MOE) in China, advocating "training high-quality and professional kindergarten teachers, with the goal of focusing on the future high-quality development of early childhood education (ECE)." Different from elementary and secondary school teachers, kindergarten teachers are the enlightening teachers in the initial stage of school education and play a fundamental role in the development of students. Excellent kindergarten teachers have the following basic characteristics (Luo & Luo, 2020)

- (1) From the perspective of professional ethics requirements, the kindergarten teachers have high professional ethics, professional behaviour norms, and devote themselves to educating children.
- (2) From the perspective of professional quality construction, excellent kindergarten teachers have excellent teaching and child-caring abilities, strive for excellence in professional knowledge, teach according to law, respect children, and internalize excellent professional skills into love for ECE and love for children.
- (3) From the perspective of career growth planning, excellent kindergarten teachers have the achievement motivation of lifelong teaching and are devoted to ECE, and the career ideal and career development planning are coordinated.

From a foreign perspective, there are twelve characteristics of effective kindergarten teachers Colker (2008): Passion, Perseverance, Willingness to take risks, Pragmatism, Patience, Flexibility, Respect, Creativity, Authenticity, Love of learning, High energy, Sense of humour.

Training of Kindergarten-based Curriculum for Kindergarten Teacher

In 2019, *China's Education Modernization 2035* requires: "To cultivate high-quality teachers, improve the open, coordinated and interconnected teacher education system with Chinese characteristics, with normal colleges as the main part, high-level non-normal colleges participating, and high-quality kindergartens, elementary, and secondary schools as practice bases. Strengthen the link between pre-service teacher training and post-service teacher development. " Pre-service and post-service professional training constitute the main continuous way of professional development for kindergarten teachers, but the KBC training

of kindergarten teachers is difficult to meet the actual needs of kindergarten curriculum in Chinese three-level curriculum management system.

As for pre-service training, at present, the pre-service training of kindergarten teachers in China mainly consists of four levels: postgraduate, undergraduate, junior college and secondary vocational school. It is mainly shared by social institutions such as undergraduate normal colleges and universities, teacher education colleges of non-normal colleges and universities, normal junior colleges and secondary vocational schools. However, the educational theory courses offered by traditional teacher education mainly include pedagogy, psychology and subject instruction. Subject instruction includes the syllabus and textbooks of specific subjects, but it does not involve more curriculum knowledge, and it lacks KBC knowledge (Chen et al., 2019). Besides, the quality of pre-service training for kindergarten teachers needs to be improved due to problems such as limited hardware resource construction, low quality of teaching staff and unreasonable curriculum provision.

As for post-service training, in the current National Training and Provincial Training projects of basic education teacher training implemented in China, the training of kindergarten teachers occupies a huge proportion. Due to the influence and restriction of various factors, there are still many problems in the current kindergarten teachers training, such as single training form, low effectiveness, insufficient demonstration role of trainers and unsatisfactory training of kindergarten teachers (Hui & Chu, 2015). These undoubtedly hinder the development of KBC of post-service kindergarten teachers

In summary, there is a large group of kindergarten teachers, their professional development has been valued in China as an important factor affecting KBC. In China and around the world, there are demands for excellent kindergarten teachers. In addition, there are various ways of training kindergarten teachers in China, but both pre-service training and post-service training are insufficient in enhancing kindergarten teachers' KBC professional ability. Further optimization and improvement are needed to enable kindergarten teachers to develop and implement high-quality KBC under the Chinese three-level curriculum management system.

The Relationship Between Kindergarten-based Curriculum and Kindergarten Teacher in Chinese Three-level Curriculum Management System

In Chinese three-level curriculum management system, the quality of KBC is closely related to the professional competence of kindergarten teacher. The relationship between KBC and kindergarten teacher is mainly reflected in the following aspects (shown in Figure 4):

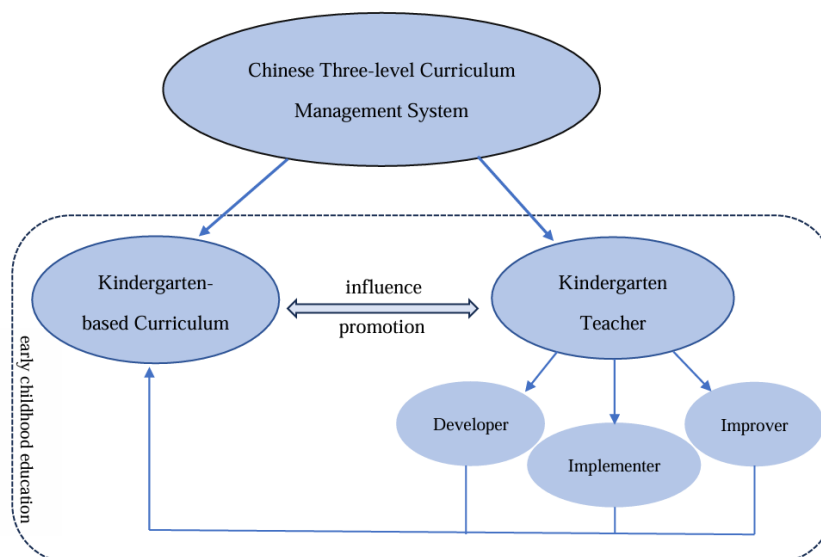


Figure 4 The relationship between kindergarten-based curriculum and kindergarten teacher in Chinese three-level curriculum management system

(1) Mutual Influence and Promotion

The development of KBC and kindergarten teachers is mutually influenced and promoted. High-quality KBC depends on the professional ability of kindergarten teachers, and in turn, the professional ability of kindergarten teachers is further improved through KBC. Kindergarten teachers need to constantly update their knowledge and skills to better develop and implement the KBC, and the development of KBC also needs the active participation and innovation of kindergarten teachers to better meet the developmental needs of children. On the one hand, kindergarten teachers need to constantly update their own educational concepts and methods, especially the professional knowledge and skills of KBC, in order to adapt to the development requirements of KBC. And innovative spirit of kindergarten teachers, can promote the continuous innovation and development of the KBC. Therefore, KBC and kindergarten teachers are inseparable.

(2) Kindergarten Teacher is the Main Developer of Kindergarten-based Curriculum

Kindergarten-based curriculum (KBC) is developed by multiple participants, with kindergarten teachers usually being the main developers. The development of KBC should follow the principle of "student-oriented" to meet the individual learning needs of children. In the daily education activities of kindergartens, teachers are the ones who have the most contact with children, so the development of KBC should take teachers as the main body (Zhong, 2024). Only the comprehensive quality level of kindergarten teachers and the continuous improvement of kindergarten teachers' ability to develop the kindergarten curriculum can meet the needs of the development of the kindergarten curriculum (Suolang, 2021). By observing the learning situation and feedback of children, kindergarten teachers constantly adjust and optimize the curriculum content, so that the KBC is more in line with the actual needs of children. Kindergarten teachers participate in the development and formulation process of the KBC, and provide opinions and suggestions for the KBC according to the actual situation and development needs of children, to ensure that the curriculum content and methods can meet the characteristics and needs of children.

(3) Kindergarten Teacher is the Main Implementer of Kindergarten-based Curriculum
Kindergarten teachers are not only the developers of KBC, but also the implementers of KBC. Kindergarten teachers are the main body and the core force of the implementation of KBC. Kindergarten teachers should make full use of the resources and conditions of kindergartens, develop and implement the KBC according to local conditions, and constantly optimize the curriculum plan by dynamic adjustment to ensure the successful implementation of KBC (Wang, 2023). Kindergarten teachers are responsible for implementing the teaching plan of the KBC, guiding the all-round development of children through targeted teaching activities, and training their various abilities and qualities. The implementation of KBC is mainly responsible for relying on kindergarten teachers to carry out daily education and teaching activities according to the design concept and content of KBC, so as to achieve the curriculum objectives of KBC (Tao, 2023). At the same time, KBC emphasizes the child-centered, individualized development and overall quality improvement of children, which requires teachers to have profound education and teaching knowledge and skills, be able to flexibly adjust teaching strategies and methods according to the characteristics and needs of children, and effectively implement the KBC. Therefore, kindergarten teachers need to improve the knowledge and skills of KBC implementation, so as to ensure the implementation effect of KBC.

(4) Kindergarten Teacher is the Main Improver of Kindergarten-based Curriculum
Kindergarten teachers are not only the developers and implementers of KBC, but also the main improvers to ensure the sustainable development of KBC. By observing, recording and evaluating the learning situation and development level of children, kindergarten teachers can adjust teaching strategies in time and feedback the course effect, so as to provide data support for the continuous improvement of KBC. At the same time, kindergarten teachers also participate in the research and development of the KBC, put forward suggestions for the improvement of the KBC based on the implementation effect of the current KBC. The development and implementation of KBC cannot be accomplished overnight, and it must be continuously explored and improved in practice, and closely combined with the actual situation of kindergartens (Wang, 2023). Kindergarten teachers can hold the situation of KBC timely and constantly examine the problems in KBC development, so as to improve the KBC.

To sum up, there is a close relationship between KBC and kindergarten teacher. KBC and kindergarten teacher are mutual influence and promotion. Kindergarten teacher plays an important role of KBC in the whole process of developing, implementing and improving. The professional ability of kindergarten teachers is the guarantee of KBC, the development of KBC is one of the ways for kindergarten teachers to improve their professional ability. Chinese ECE based on three-level curriculum management has made continuous progress in the continuous development of kindergarten teachers and KBC.

Results

The final finding of this study is that Chinese kindergarten curriculum has undergone three times of reform and development to today, its definition focuses on the development from the "experience of human life" based on Chen Heqin's theory to the "subjects" influenced by the Soviet Union curriculum to the current "diversification". Besides, different scholars have different understandings about the concept of KBC, but they all emphasize kindergarten as the foundation. Democratic decision-making, kindergarten environment foundation, real

life feature, integration of resources, gamification, generativity, individuation form the basic characteristics of KBC. In addition, professional development of kindergarten teachers has been valued in China as an important factor affecting KBC. In China and around the world, there are demands for excellent kindergarten teachers.

In addition, there are various ways of training kindergarten teachers in China, but both pre-service training and post-service training are insufficient in enhancing kindergarten teachers' KBC professional ability. Moreover, the relationship of KBC and kindergarten teacher is found. KBC and kindergarten teacher are mutual influence and promotion. Kindergarten teacher is the main developer, implementer and improver of KBC. Therefore, improving the professional competence of kindergarten teachers is the key to developing KBC under the three-level curriculum management system in China.

Research Significance

The relationship between KBC and kindergarten teachers embodies a mutual influence and promotion between the two entities, which is of great significance to the development of KBC, the construction of kindergarten curriculum system in Chinese three-level curriculum management system, the professional development of kindergarten teachers and the construction of basic education teachers in China. Firstly, the relationship between KBC and kindergarten teachers clearly emphasizes the role of kindergarten teachers as the principal entity of KBC, which builds a realistic basis for the development of KBC, rather than staying in the theoretical illusion level. The principal position of kindergarten teachers in KBC is the inexhaustible force for the development of KBC, and it is also the breakthrough point and focus point of development bottleneck. Second, exploring the relationship between KBC and kindergarten teachers can further promote the construction of kindergarten curriculum system. Whether it is the construction of a local kindergarten curriculum system at the micro level or the construction of a national kindergarten curriculum system at the macro level under the Chinese three-level curriculum management system, it fundamentally comes from the creation and improvement of kindergarten teachers. Third, exploring the relationship between KBC and kindergarten teachers can promote the professional development of kindergarten teachers by KBC involvement, especially improving their innovation ability. Finally, exploring the relationship between KBC and kindergarten teachers can further promote the construction of basic education teachers in China. Kindergarten teachers are an important part of basic education teachers, their professional ability enhanced in the KBC can promote the level and effectiveness of the construction of the whole basic education teachers in China.

Discussion

In response to the findings of this study, the researchers make the following discussion and recommendation: under the Chinese three-level curriculum management system, the key to guarantee the quality of KBC is the professional competence development of kindergarten teachers. Therefore, in view of the lack of KBC competence training for kindergarten teachers in China, the authors suggest various ways to improve the KBC professional level of kindergarten teachers. First of all, in the pre-service training, it is necessary to strengthen the KBC knowledge and skills of pre-kindergarten teachers. To increase the professional knowledge of KBC in the classroom teaching of educational institutions. Educational

institutions cooperate with kindergartens to enhance the KBC skills of pre-kindergarten teachers in the practical training of kindergartens.

Secondly, in the post-service training, on the one hand, it's necessary to increase KBC knowledge content and simulated training in the National Training and Provincial Training projects of kindergarten teacher. Kindergarten teachers' KBC knowledge can be improved through classroom teaching, group discussion and case analysis. On the other hand, in the training organized by the kindergarten, the KBC topic need to be set up for excellent kindergarten teachers with skilled KBC competence to share experience and answer questions on the spot. Through cooperation with other kindergartens, one kindergarten can invite excellent kindergarten teachers from other kindergartens to give training lectures, so that kindergarten teachers can get inspiration and reference from high-quality KBC cases in other kindergartens face to face. In addition, kindergarten teachers also need to improve kindergarten-home cooperation and community cooperation to gather parents' demands for the education of their children and the rich educational resources of the community to jointly promote the development of KBC. In conclusion, the development of KBC needs the active participation of kindergarten teachers. Kindergarten teachers' high-level KBC professional competence is the inexhaustible power for the sustainable development of KBC.

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