

Discussion on the Teachers' Issues of Nursery Institution Under the Policy of Comprehensive Two-child*

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Abstract—The implementation of the policy of comprehensive two-child has derived a social problem. That is "nobody looks after children". Holding nursery institution can effectively alleviate this problem. However, there are many problems exist in the early stage of education, such as the lack of professional training, the lack of teacher' standards and unprofessional early education major in university. In view of this, it is suggested to set up special early education teacher identity and corresponding identity standard to determine the teacher certification standard of the supporting institution; to build a teacher training target system based on basic literacy and professional core literacy; explore the cultivation path based on the model of school-enterprise cooperation, practical training base, existing preschool teachers transferred; at the same time, the local education management department and the nursery institution should adopt a motivational approach to assess and manage the teachers in general to ensure the quality of teachers of nursery institution.

Keywords—the policy of comprehensive two-child; nursery institution; teachers' issues

I. INTRODUCTION

The comprehensive two-child policy is a major strategic adjustment and layout for China's economic and social development and coping with the aging of the population. Also this policy is an important task to build a moderately prosperous society in all respects. In order to better implement the two-child policy, the society must provide the family with corresponding childcare services and share the pressure of raising the second child for the family. Hefei municipal people's congress standing Committee of the UNESCO culture and health Committee put forward that ,to ensure the implementation of the two-child policy, we need to build a solid and orderly guarantee system for education and social services[1].According to a set of data from the survey on the custody demand of infants aged 0-3 in Shanghai, 88%Shanghai's household registration families need to provide childcare services, they generally agree that 2 years old is the appropriate age for childcare, in Shanghai

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alone, more than 100, 000 children of 2 years old need childcare services, however, the number of children enrolled in private kindergartens is only 14,000[2].The existing public pre-school education is mainly for children over 3 years old, therefore, only a large number of professional nursery institution with pre-age 3 years of age should be established to truly solve the problem of "nobody looks after children" that produced in the implementation of the two-child policy. To start nursery institution, the first question to consider is the assessment and training of professional teachers. The report shows that there are more and more child-care institutions in the market now, but the professional teachers are lacked [3], so this study will discuss the teachers' problem of the nursery institution from four aspects: teacher standard, training target, training approach and supervision mechanism.

II. DISCUSSION ON THE TEACHERS' ISSUES OF THE NURSERY INSTITUTION

A. The Problems of the Teachers of the Nursery Institutions

The existing teachers for children aged 0-3 years are mostly in the early education institutions. Early education in China starts relatively late, and the teachers of early education institutions are weak. The main problems are as follows:

1) *Lack of professional training*: At present, the background of early education teachers is mainly two types: one is preschool education and the other is related to early education, such as English, music, art and so on [4-5].The courses taught in preschool education are mainly for the nursery and education for children aged 3-6 years, while graduates of early education related specialties have no chance to systematically learn the relevant knowledge and skills of pre-school education. Therefore, the existing early education teachers lack the professional training based on the physiological characteristics and the parenting style of infants aged 0-3 years.

2) *Lack of teacher' standards*: The real importance of education for 0-3 years old children in our country began in May 2010, the state council deliberated and adopted the

national medium - and long-term plan for reform and development of education (2010-2020), there is still no specific requirement for the certification of early education teacher certification. At the same time, the education department also said that the nature of early education institutions is mainly based on the company, and education department does not include it in the civil service education for examination and approval management [6]. Therefore, the early education agencies on the market have no regulations on the selection criteria of teachers, and teachers' admission qualification is arbitrary, the assessment of incoming teachers becomes a mere formality.

3) *Early education major in university is not professional*: Due to the late start of the 0-3-year-old early education major in China, it belongs to a new set of major. Therefore, the training objectives, curriculum setting, teaching materials construction and internship of this major are still in a stage of continuous exploration and experimentation. The most effective way to test the existing talent training mode of early education is monitoring the actual work quality and market feedback of the students who have worked in the early education, but this process takes a long time. Therefore, there is still a lot of work to be done to standardize and scientize the training mode of 0-3-year-old early education professionals. This means that the current pre-service training of early education teachers lacks a unified and scientific operation mode and management mechanism.

B. Evaluation and Training of Teachers in the Nursery Institution

1) *To determine the certification standards for teachers of the nursery institution*: This is an effective way to implement the "accelerate the cultivation of professional talents for early education of children aged 0 - 3 years" put forward in the outline for the development of children in China (2011-2020). Only by establishing the qualification standard of early education teachers, can we standardize the training of early education teachers and the identification of industry admittance qualification. In order to establish the qualification standards for early education teachers, a top-down and bottom-up approach is needed, first of all, we should follow the principle of children's priority and the principle of the best interests of the child mentioned in the China programme for the development of children (2011-2020), on the basis of fully grasping the physical and mental development rules and characteristics of infants aged 0-3 years, the physical and mental development needs of infants and young children are clearly defined. Stressing the principle of combining education with support and paying equal attention to education protection, so as to determine the professional education knowledge and ability of teachers. According to the specific requirements of the outline for the development of children in China (2011-2020), combined with the physical and mental development characteristics of

children aged 0-3, learning from the training system of teaching staff in Japan [7], for teachers in early childhood education between the ages of 0-3, the professional knowledge should include the characteristics of the physical and mental development of infants aged 0-3 years, the basis of pedagogy, the psychological basis, the understanding of the theories and methods of early childhood, and the pedagogical knowledge of the teaching contents. Accordingly, the professional competence mainly includes the ability to understand the object of care and teaching, the ability to implement the content and method of care and teaching, and the ability to demonstrate the skills of care and teaching (music, art/manual, language, etc.). Secondly, by clarifying the special status of teachers to highlight and standardize the professional 0-3 year-old nursery teachers. This can be borrowed from some of the advanced practices in the field. As the UK puts forward "Early Years Professional Status (EYPS)" [8]. This is the intention of the British government to improve the professionalism of pre-school teachers through the creation of a new teacher identity, in other words, we hope to make ordinary pre-school education teachers have this status through more specialized training, the identity also highlights the professionalism of the teachers. To this end, the British government has formulated a series of supporting policies, such as the enactment of "early education professional teacher status standards" and the early education professional teacher's EYPS training [15]. Japan as early as 1947 with "nanny (now changed to 'caregiver') specifically refers to the 0-6 year-old children's welfare institutions (now known as "care") staff, so as to distinguish it from kindergarten teachers, corresponding Japan has also formed a set of perfect training system and training ways for "conservationists" [9]. Today, Japan's nursery institutions are well developed. It can be seen that the development of the professional standards of early teachers in China can adopt the same idea, to set up a special status label for 0-3 year old nursery teachers, in order to highlight the function of nursery teachers to focus on health care and emotional support for children aged 0-3 years, at the same time, it is different from other teachers, as well as the nursery teachers in existing kindergartens. We can use the term "care mom" and "conservator" to refer to the staff in the nursery. In this way, the practitioners in the nursery can have a clear identity. At the same time, education departments need to develop matching standards, such as "the identity standard of Chinese nursery", in this standard, the expertise and competencies required by nursery practitioners (as mentioned above) are clearly set out, Taking into account the physical and psychological characteristics of children aged 0-3 years, the standards highlight in particular the ability of "carers" to provide health care and emotional support to children. The formulation of the "standard", on the one hand, the pre-school education major in colleges and universities can be directly connected with the "standard", it

is helpful for universities to regulate the target, content and approach of professional talents training, so that the students of education in pre-school will "come from the industry and go to the industry", achieve counterpart training, let them graduate with the ability to obtain employment;" identity standards", on the other hand, can highlight the professional and special nursery teachers, enhance the identity of nursery teachers and industry sense of belonging, different from other non-professional early education personnel.

2) *To formulate the target system for teacher training of the nursery institutions:* This is not only the need for the healthy and scientific growth of infants aged 0-3 years, but also the need for the specialization of early teachers. The training objectives of early education teachers should include at least two parts: basic literacy and professional core literacy. The basic literacy refers to the minimum knowledge, ideas and ability that an educator should have. This is the most important soft power of an educator, although difficult to consider, it is the most critical factor that determines the quality of education and even affects the development of young children. Several high-impact child abuse incidents occurred in the course of early education, such as "Zhejiang Wenling child abuse incident", "Ctrip parent-child garden incident", "Beijing red and yellow blue kindergarten child abuse incident", what they have in common is that preschool teachers, because their basic qualities are not up to standard, are not able to deal with themselves well in their work, and the relationship between themselves and the object of nursery, thus lead to evil. Therefore, the basic literacy needed by nursery teachers include self - outlook on life that meeting the requirements of the social mainstream values, children's outlook, educational outlook, noble professional ethics and good mental health, especially the level of dealing with their emotions. Professional core literacy refers to the nursery teachers for 0 - 3 years old children's care and education ability. In particular, according to the characteristics of physical and mental development of infants aged 0-3 years, nursery teachers should have the ability to take care of children's living and eating, and promote their positive and healthy development. Such as the ability to make suitable for different age children's diet, children's common diseases and accidents of scientific treatment, commonly used infant nursing skills (such as touch, body temperature measurement, observation of breathing, feeding medicine, etc.), attention and timely meet the emotional needs of infants and young children ability, etc. According to brain science, in the first year of life, neurons build new connections at an astonishing rate of 700 to 1,000 per second. By the age of 3, 87 % of the brain weight had formed[10], This suggests that 0 - 3 years of age is an important period of rapid brain development in individuals, therefore, teachers in nursery schools must also master the knowledge and ability to promote the intelligent development of infants aged 0-3 years. This requires nursery

teachers to fully grasp the psychological development characteristics of infants aged 0-3 years. On this basis, master and skillfully use all kinds of teaching skills to promote the development of children's psychological ability, flexible use of living environment and daily necessities to promote the comprehensive and scientific development of children. In view of the characteristics of 0 - 3 years old children's are too younger, their language ability are relatively weak, teachers also need to have the perfect ability structure in the process of education, such as observation ability, expression ability, education ability, coordination ability, communication ability, evaluation ability, etc. In addition, the teachers of the nursery institute must pay attention to self-development, learn and innovate, and constantly update themselves. To sum up, the training target system of the teachers of the nursery institution can be expressed as "Table I":

TABLE I. THE TARGET SYSTEM FOR TEACHER TRAINING OF NURSERY INSTITUTIONS

The Training Objectives of Early Education Teachers		
Basic Literacy	Professional Core Literacy	
self - outlook on life children's outlook educational outlook good mental health noble professional ethics	Knowledge base	Knowledge of infant health care
		Knowledge of infant psychology
		Knowledge of infant education
	Capacity structure	Conservation capacity
		Educational capacity
	Self development	Learn to learn Practical innovation

3) *To construct the reasonable path of teacher professional training of the nursery institution:* The key to achieving talent training goals is finding a suitable path. On the one hand, referring to the current development mode of "school - enterprise cooperation" in higher education and vocational education in China, we can effectively combine the existing high-quality early education institutions, integrate school-enterprise resources, and formulate a set of targeted early education personnel training mode through the common discussion and consultation between colleges and early education institutions. To be specific, first of all, colleges and early education institutions need to send special people to carry out the preliminary data collection work in each other's industry. Among them, the personnel of early education institutions are mainly to understand the specific work done by universities and colleges in the cultivation of professional talents, contents, implementation and approaches, in this process, summed up the common mode of personnel training in colleges and universities, On this basis, in accordance with the "development requirements of early education", to find that what are the differences between the training of talents in colleges and universities and the market demand. College staff's main work is to in-depth early education institutions (especially

early education institutions has full-time nursery class), to comprehensively observe and understand the work contents, methods and time of early education staff, and to observe the feedback information of its working objects (0-3 year olds), on this basis, we summarized the knowledge and ability of nursery and education for infants aged 0-3 years, and then reverse thinking how to help students form and master the required knowledge and ability in the process of professional personnel training. Secondly, the administrators of universities and high-quality early education institutions are led by the early data collectors, and according to the collected data, found the problems, as "facts, problems and needs" as the guide, repeatedly discussed and demonstrated, and finally formed a set of talent training program that colleges and universities can work and enterprises can use, including the selection of personnel training content, the allocation of class hours, ways of refinement and other specific issues. Thirdly, the school-enterprise need to through substantive cooperation to truly find problems and solve problems, the specific measures including college students should take advantage of all opportunities except internship and practice to enter the early education industry, schools should formulate specific policies, such as credit identification to encourage and support students to use the winter and summer holidays, weekends and weeks after school time to apply to a fixed early education institutions to carry out long-term practical work. Early education institutions should assist the practical requirements of colleges and universities, as far as possible to provide students with practical opportunities and platforms, while to set up "the professional development steering group" to give professional guidance and feedback to students in the process of their practice, so as to explore a training path that come from the market, serve for the market, out of the traditional internship, practice mode, highlight the close combination of talent training and market demand. On the other hand, schools should establish their own training bases, such as running their own early childhood institutions and nurseries on the basis of schools, hiring experienced management personnel to manage the training base, and inputting a large number of excellent students that trained by their own school, letting them apply what they have learned, to promote learning, using the training base platform to create their own characteristics of early education and brand, establish brand awareness, occupy the dominant position in the market, and then drive the employment market of college graduates. Meanwhile, in addition to the kindergarten teachers from the university preschool professional training of fresh graduates, can also allow experienced and intentional kindergarten teachers transformation and development. These teachers also need qualification examination and identification, generally through further study. But because it already has actual combat experience for older children (3 - 6 years of age), nursery and kindergarten have some degree of

commonality, what they need to supplement is aimed at 0 - 3 years old children's health education knowledge and ability, therefore the study time and class hours are obviously shorter than that of the fresh graduates of the pre-school major, this approach can effectively shorten the time required for the growth of nursery teachers, for the current transition period, this can solve the practical problems of professional teachers shortage mostly.

4) *To improve the supervision mechanism of the teaching staff in the nursery institutions:* In order to build a stable and high-quality teachers team, the nursery institutions must have a scientific and reasonable supervision mechanism. The supervision of teachers should be carried out from top to bottom. The main way of supervision is to assess and motivate teachers. First of all, the local education department should carry out the comprehensive assessment of the teachers of the nursery institutions regularly, and ensure the high quality of the teachers' team in the nursery institutions. For example, teacher assessment can be conducted once a year, the assessment mainly includes the knowledge and ability of conservation, education knowledge and ability, teacher morality, and mental health, etc., and the assessment methods include written test and interview. And the assessment results and analysis will be timely feedback to each teacher's education institutions after the end of the assessment. Secondly, educational institutions should take on the main responsibility of assessing teachers, it mainly evaluates teachers' daily performance, education teaching level and personal accomplishment, etc., the assessment methods include peer evaluation, expert evaluation, self-evaluation and parental feedback, the assessment cycle is recommended every semester, teachers who are excellent in the assessment will be given appropriate rewards, such as the opportunity to provide training and training, and the qualification of the evaluation. Suspension of assessment of unqualified and further training in concentration, until qualified to work. It is worth noting that, in order to ensure the stability of the teaching staff of nursery institutions, the means of supervision not in management but in motivation. The state and local education departments and the nursery institutions themselves should stimulate the enthusiasm of teachers' work and improve their enthusiasm through various incentives, so as to ensure the quality and stability of the teaching staff in the nursery institutions.

III. CONCLUSION

To sum up, the problem that "nobody looks after children" produced by the "comprehensive two-child policy" is not only a family problem, but a problem facing the whole society. In order to solve this problem, the society should integrate high-quality education resources, vigorously organize the nursery institutions. So the teacher of the nursery institution is the first problem to be solved. The problems of education teachers in the early stage are lack of professional training, lack of teacher standards, and the lack

of early education in colleges and universities. In view of these situations, the author suggests to set up special early education teachers' identity and corresponding identity standards to determine the qualification certification standards of teachers in nursery institutions, the target system of teacher training is composed of the basic literacy and professional core literacy of the teachers in the nursery institutions, explore the cultivation path based on the model of school-enterprise cooperation, practical training base, existing preschool teachers transferred. At the same time, the local education departments and nursery institutions should give priority to with incentives, assessment and management of teachers; strengthen the personal cultivation and professional level of teachers in nursery institutions, in order to provide effective measures to establish nursery institutions and solve the social problems arising from the comprehensive two-child policy.

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