

Research on the Current Situation of Teacher Guarantee After Private Kindergartens' Transformation into People-benefited Ones

A Case Study of X Kindergarten in Wuhan*

Si Chen

School of Education
Huanggang Normal University
Huanggang, China 438000

Muzi Guo

School of Education
Central China Normal University
Wuhan, China 430079

Abstract—The teacher guarantee condition of people-benefited private kindergartens is an important criterion to measure the quality of kindergarten running. Taking teachers in two people-benefited private kindergartens in Wuhan as the research object, this paper investigates the teacher guarantee condition under the influence of people-benefited policies through questionnaire survey and interview, and studies the current situation of kindergarten teachers from four aspects, namely, the basic situation, allocation status, wage and treatment, and professional support of teachers. The author thinks about the following questions: how to address the problems of relatively high admittance threshold of teachers, deficient opportunities in professional title appraisal, and single teacher supply pattern. This paper analyzes the above problems and puts forward some corresponding solving strategies, thus improving the teacher guarantee quality of people-benefited private kindergartens.

Keywords—people-benefited private kindergartens; kindergarten teachers; teacher guarantee

I. INTRODUCTION

The key to solve the problem of “hard admission and expensive admission” is to transform the private kindergartens to a people-benefited private one. At present, China has issued relevant policies to support the development of people-benefited private kindergartens. Guidelines of the National Program for Medium- and Long-Term Educational Reform and Development (2010-2020) clearly states that “as a public welfare undertaking, preschool education should adhere to the

*Fund Project: This paper is a funded project: this paper is one of the achievements of projects sponsored by Youth Fund for Humanities and Social Sciences, Ministry of Education “Research on the Development Mechanism of Inclusive Preschool Education in Rural Area in Dabie Mountain Old Revolutionary Base Areas under the Background of Targeted Poverty Alleviation” (Project No.: 17YJCZH024), general project of humanities and social sciences of Hubei Provincial Department of Education “Research on the Problems and Strategies in Development of Inclusive Private Kindergarten — based on investigations performed in Huanggang City” (Project No.: 17Y113), project of scientific research on eastern Hubei culture and education center of Huanggang Normal University “Research on Development Strategies for Inclusive Private Kindergarten”.

principle of public education, and form a pattern that government’s running kindergarten is the main and both public and private education develop together”. Recommendation of the CPC Central Committee on the Thirteenth Five-Year Plan for National Economic and Social Development puts forward “we should develop preschool education and encourage the development of people-benefited kindergartens”. Some Opinions on Encouraging Non-governmental Sectors to Run Schools to Promote the Healthy Development of Private Education, in terms of people-benefited private kindergartens, “points out that we should actively transform private kindergartens with higher fees into people-benefited private one”. At the 19th National Congress of the Communist Party of China, Chen Baosheng, Minister of Education, proposed that “by 2020, people-benefited kindergartens in China will account for 80% of the total number of kindergartens”. This shows that the transformation of private kindergartens into people-benefited private kindergartens is an irresistible trend.

The implied value orientation of people-benefited private kindergartens is to provide preschool education services with high quality and normal price, and the core of quality assurance lies in teachers. Action Plan for Invigorating Teachers and Education (2018 - 2022) also indicates that the actual development status and level of preschool teachers are the key to the development of preschool education towards public welfare, high quality and harmony. In the process of kindergartens’ transformation to people-benefited ones, preschool teachers are important stakeholders. They are not only beneficiaries of relevant policies, but also participants and implementers who influence the smooth execution of such policies, and they are the key to advancing high-quality development of preschool education. Therefore, we should pay attention to the status quo of teacher guarantee of private kindergartens after their transformation to a people-benefited private one, which is necessary to promote the sustainable and stable development of people-benefited private kindergartens and solve the quality problems.

II. THE STATUS SURVEY OF TEACHER GUARANTEE
CONDITION OF PEOPLE-BENEFITED PRIVATE KINDERGARTENS

The author takes teachers in two people-benefited private kindergartens as the research object, respectively distributes questionnaires and interviews with them and investigates the current situation of teacher guarantee of kindergarten teachers from four aspects. This first is the investigation on their basic condition, including education background, qualification certificate and professional title appraisal. The second is about the allocation status, including teacher's supply pattern and allocation status of "two teachers and one child-care worker". The third is the research on teachers' wage and treatment, that is, wage and treatment, salary component, "five social insurances and one housing fund" guarantee and government fund investment. The fourth is related to the professional support condition of teachers after kindergartens' transformation into people-benefited private ones, including the way and expectation of professional support.

A. The Basic Condition of Teacher Guarantee After Kindergartens' Transformation into People-benefited Private Ones

This part mainly learns about the basic condition of teacher guarantee from education background, qualification certificate and professional title appraisal.

1) Education background

TABLE I. EDUCATION BACKGROUND OF KINDERGARTEN TEACHERS

Teachers' Education Background	Number of People	Percentage
Technical secondary school or below	10	21.7
Junior college	30	65.2
Bachelor degree	4	8.7
Master degree or above	2	4.3

From the "Table I", we can see that at present, bachelor degree or above only account for 13%, but most of teachers graduate from junior college, accounting for 65.2% and technical secondary school or below account for 21.7%. From the further interview, we can see that the transformed people-benefited private kindergartens pay greater attention to teacher's education background. However, on the other hand, how to attract outstanding talents to join kindergarten teachers and education industry is a problem we need to think further.

2) Teacher certification

TABLE II. THE BASIC DISTRIBUTION OF KINDERGARTEN TEACHERS WITH QUALIFICATION CERTIFICATES

Certification	Number of People	Percentage
No teacher certification	2	4.3
Kindergarten teacher certificate/child-care worker certificate	44	95.7
Teacher certification in other level	0	0

From the "Table II", we can see that about 95.7% of teachers have the kindergarten teacher certificate or child-care worker certificate, and about 4.3% of teachers do not have this certificate, and many teachers has reached the requirements of

employment with certificates. However, in order to improve the quality of teachers, the people-benefited policy also needs to strengthen the quality supervision on teachers, strengthen pre-employment education and post-employment training, and increase the rate of employment with certificates to 100%, and guarantee the quality of teachers in people-benefited private kindergartens.

3) Teachers' professional title

TABLE III. THE BASIC CONDITION OF TEACHERS' PROFESSIONAL TITLE

Teachers' professional title	Number of People	Percentage
No professional title	30	65.2
Junior professional title of kindergarten teachers	12	26.1
Senior professional title of kindergarten teachers	4	8.7

From the "Table III", we can see that at present, in the people-benefited private kindergartens, teachers without professional title are in the majority. About 65.2% of teachers have no professional title and teachers with senior professional title just account for 8.7%. After further interviews, most of people-benefited private kindergarten teachers face the information delay problem of professional evaluation, and the information delay is the main problem for teachers without professional titles.

B. Allocation of Teachers in Private Kindergartens After Their Transformation into People-benefited Private Ones

Based on the collected data, teacher allocation may be affected after kindergartens are transformed into people-benefited ones. This section mainly explains the teachers from two aspects: "teacher supply pattern" and "allocation of two teaches and one child-care worker".

1) Teacher supply pattern: As shown in "Fig. 1", in the survey of "teacher supply patter", most teachers still sign labor contracts, accounting for 87% of the total, while the posts of 4.3% of teachers are authorized by the Education Bureau. In terms of quantity, only two of the 46 teachers are enrolled, accounting for a small number. After further interview, the Education Bureau in which a private kindergarten investigated by the author is located has dispatched two public teachers with the establishment to serve as the group leader and deputy principal of the kindergarten, hoping that their participation will drive the development of the entire kindergarten. Some teachers point out that this measure can provide an example for private teachers to some extent and improve the quality of childcare and education in the kindergarten. Yet at the same time, "same work with different pay" can easily lead to teachers' psychological imbalance.

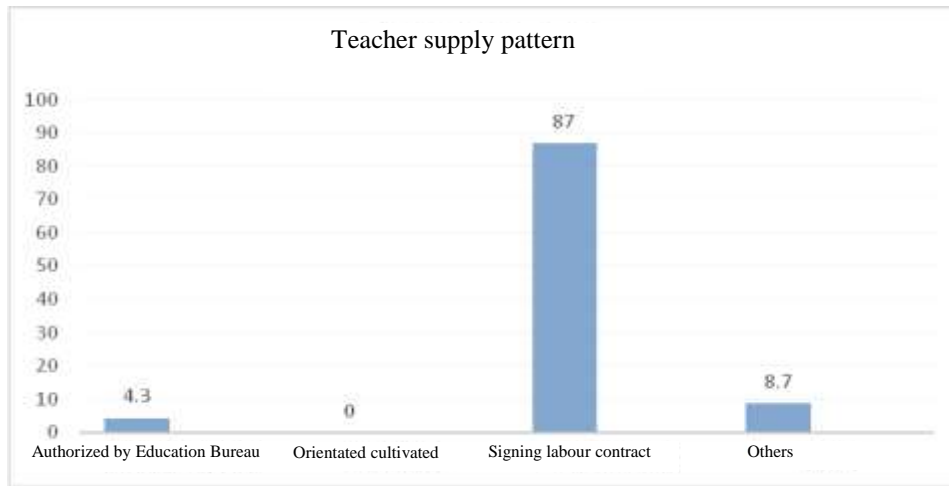


Fig. 1. Bar chart of supply pattern of kindergarten teachers.

2) *Teacher allocation of “two teachers and one child-care worker”*: This part investigates the teacher allocation of “two teachers and one child-care worker”, understands the situation

of teacher allocation in private kindergartens after their transformation into people-benefited ones, and then conducts analysis.

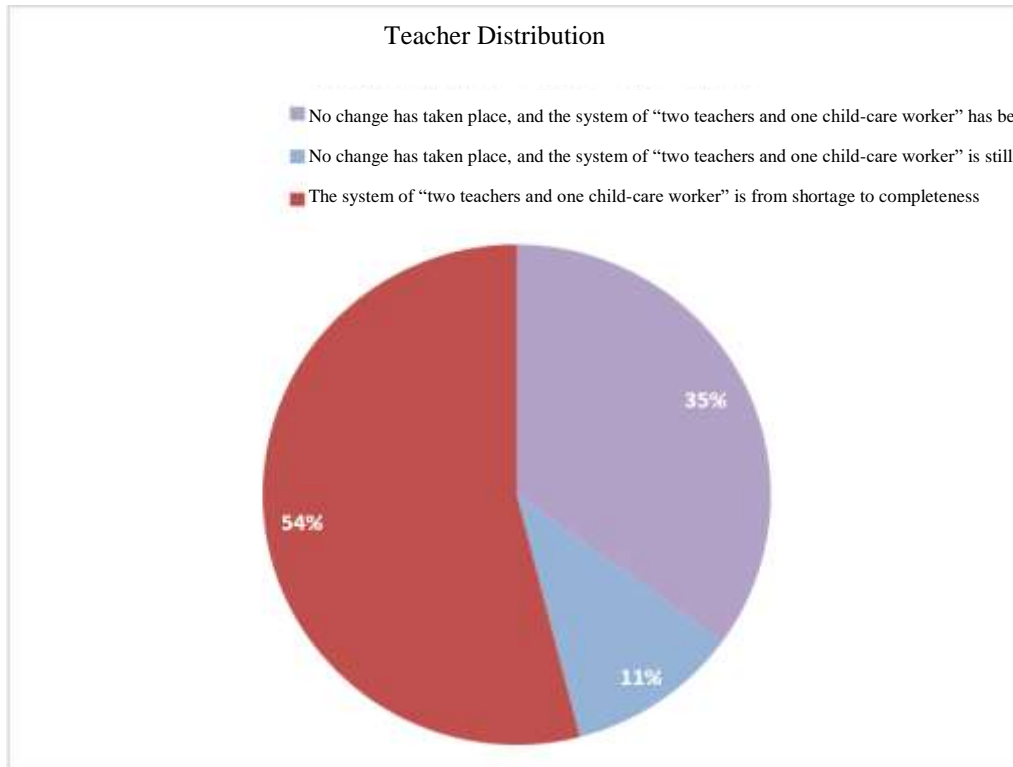


Fig. 2. Teacher allocation of “two teachers and one child-care worker”.

As the “Fig. 2” illustrates, in the survey of teacher allocation of “two teachers and one child-care worker”, 54% of teachers believe that the system of “two teachers and one child-care worker” is from shortage to completeness after kindergartens are transformed into people-benefited ones; 35% of teachers think that the system of “two teachers and one child-care worker” has not changed and has been complete; 11% of teachers think that the system of “two teachers and one child-care worker” has not changed and is still in shortage. It

can be seen that under people-benefited support policies, the majority of teachers in people-benefited private kindergartens believe that the system of “two teachers and one child-care worker” have been improved from shortage to completeness, and the standardization of teacher management has been enhanced. However, from the chart, 11% of teachers point out that the system of “two teachers and one child-care worker” has not changed and is still in short supply, which also reflects that there is room for government’s people-benefited policies

in the improvement of the standardization of teachers. We should strengthen the support and supervision of people-benefited private kindergartens, ensure the completeness of the “two teachers and one child-care worker” system, improve the level of teachers and ensure the quality of people-benefited kindergartens.

C. Teachers’ Wage and Treatment in Private Kindergartens After Their Transformation into People-benefited Ones

This section mainly explains teachers’ wage and treatment from three aspects: “average monthly salary and salary composition”, “guarantee condition of five social insurances and one housing fund”, and “government’s financial input into teachers’ salaries”.

1) Average monthly salary and salary composition

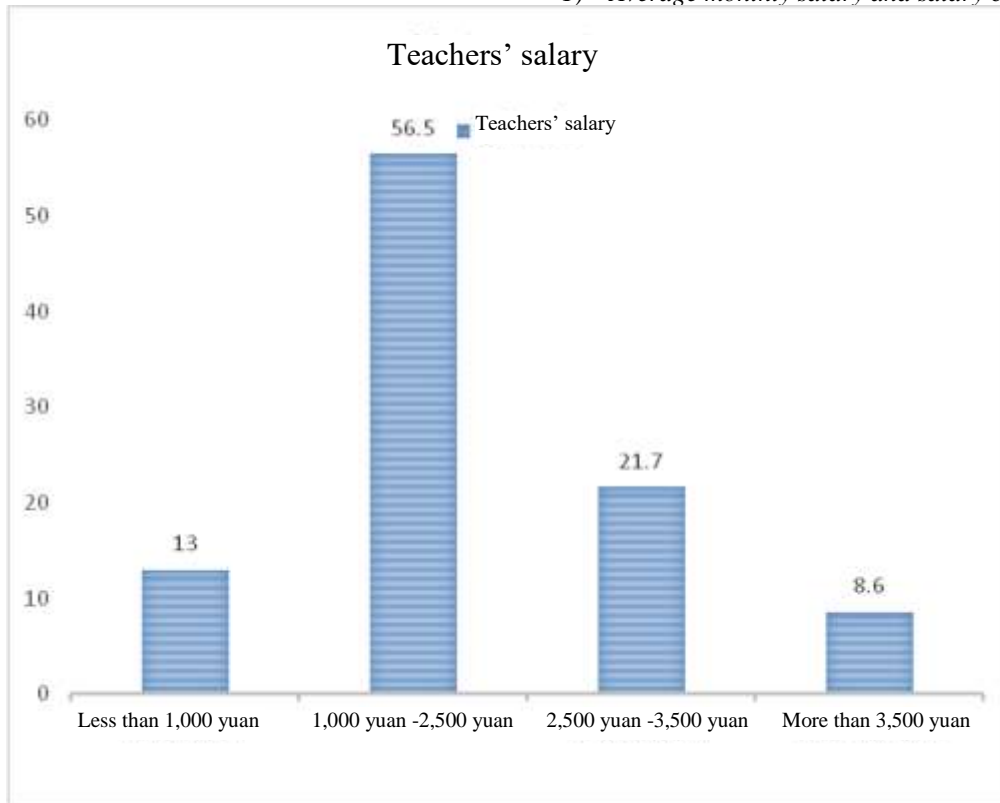


Fig. 3. Percentage of teachers’ average monthly salary.

As shown in “Fig. 3”, after transformation, teachers with an average monthly salary of 1,000-2,500 yuan account for the majority, reaching 56%, and teachers with an average monthly salary of less than 1,000 yuan account for 13%, and teachers with an average monthly salary of more than 3,500 yuan only account for 8.6%. Moreover, the salary of preschool teachers is relatively low. Further investigation and study show that the salary of most teachers is composed of basic wages, bonuses and allowances, while the guarantee of “five social insurances and one housing fund” is general.

2) *Guarantee condition of five social insurances and one housing fund:* In the composition of salary, “five social insurances and one housing fund” is an important aspect to measure the treatment of teachers. The “five social insurances” include endowment insurance, medical insurance, unemployment insurance, employment injury insurance and maternity insurance. The first three kinds of social insurance can be paid jointly by enterprises and individuals, while employment injury insurance and maternity insurance are

entirely undertaken by enterprises, and individuals do not need to pay. The “one fund” refers to housing provident fund.

As shown in “Fig. 4” and “Fig. 5”, after kindergartens are transformed into people-benefited private ones, 60.8% of teachers state that the “five social insurances” have been improved from incompleteness to completeness. The situation that teachers enjoy the “five social insurances” is better, but there is still room for improvement. However, 88% of teachers point out that there is no change in the housing provident fund, and they have never had a housing provident fund. Only 5% of teachers always have housing provident fund. This shows that teachers are not treated well in housing provident fund.

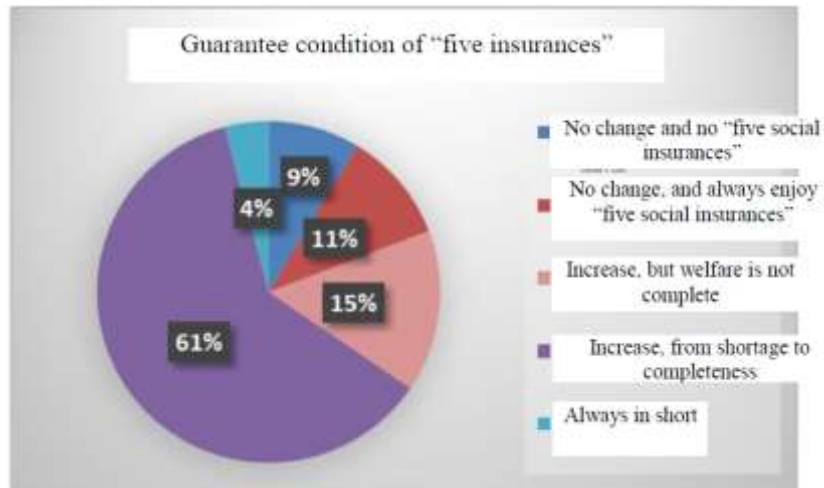


Fig. 4. Guarantee condition of "five insurances".

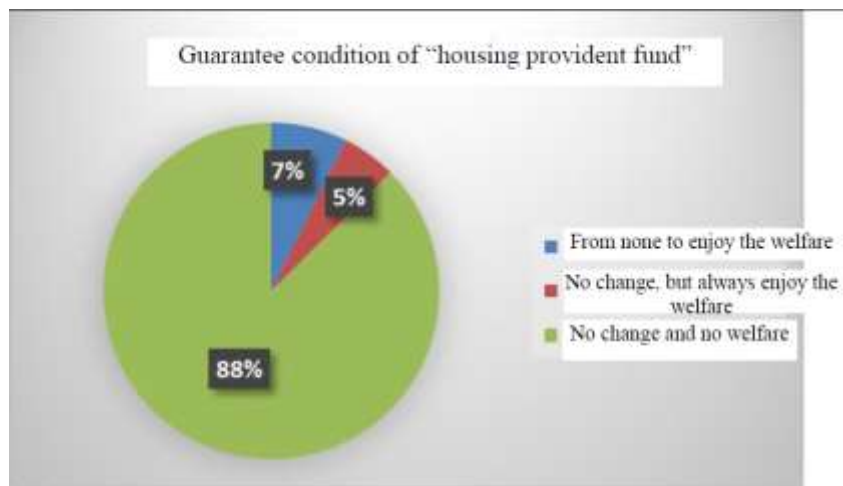


Fig. 5. Guarantee condition of "housing provident fund".

3) Government's financial investment in teachers' salaries

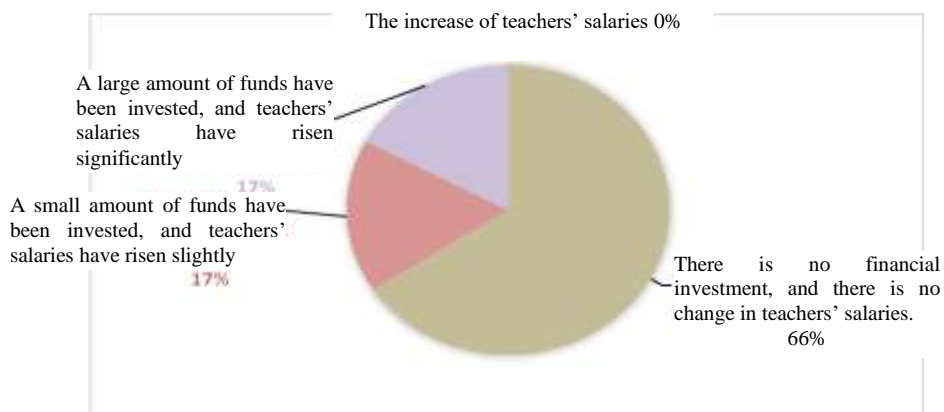


Fig. 6. Government's financial investment in teachers' salaries.

As shown in "Fig. 6", after transformation, 65.2% of teachers say that their salaries have not changed, and 17.4% of teachers note that the government has a small financial

investment, and 17.4% of teachers indicate that government has a large financial investment, and their salaries have risen sharply. After further interview and investigation, it is

concluded that teachers who meet the following three conditions can get a salary increase of 500-1000 yuan: 1. more than 10 years of seniority; 2. senior professional title of kindergarten teachers; 3. master degree or above. However, these three conditions are too harsh for teachers, so most teachers' salary has risen slightly.

D. Professional Support of Teachers in Private Kindergartens After Their Transformation into People-Benefited Private Ones

1) Way of professional support

TABLE IV. PROFESSIONAL SUPPORT OF TEACHERS

Problems	Options	Number of People	Percentage
After kindergartens are transformed into people-benefited ones, professional support includes	No change	2	0.4%
	The number of attending training increases	45	97.8%
	The times of professionals coming to the kindergarten for guidance increases	30	65.2%
	They have more opportunities to participate in excellent training programs sponsored by the government.	10	21.7%
	Opportunities for participation in teaching and research activities increase	7	15.2%
	Professional development receives more concern and attention from the government	43	93.5%
	The number of professional books and materials provided by kindergartens has increased	19	41.3%
	The construction of after-service education in the same region is strengthened	25	54.4%

As the "Table IV" shows, 93% of teachers believe that after kindergartens are transformed into people-benefited ones, the professional development of teachers received more concern and attention from the government. The most significant changes are the increase in the number of training sessions, the increase in the times of professionals coming to the kindergarten for guidance, the increase in the number of professional books and materials provided in the kindergarten, and the strengthening of the construction of a regional teacher development community. Through further interviews, the author found that there are still some problems including poor training effect in the current professional support for kindergartens' transformation into people-benefited private ones.

2) Expectations for professional support

TABLE V. TEACHERS' EXPECTATIONS FOR PROFESSIONAL SUPPORT

Problems	Options	Number of People	Percentage
What is your opinion on professional training?	Professional training is not important	0	0%
	Hope the government will increase funding for professional training.	45	97.8%
	Hope the government will increase the number of professional training	34	73.9%
	Provide more professionals to kindergarten for guidance	40	86.9%
	Hope that kindergartens increase professional training opportunities	43	93.5%
Hope that kindergartens provide more professional books	15	32.6%	

As shown in "Table V", the percentage that "expectation of professional training is not important" is 0%. That is to say, all the teachers randomly selected by the author are aware of the importance of professional training, which also means that teachers are willing to accept professional training. More teachers show their expectation for the government to increase funds for professional training, which accounts for 97.8%. They also hope that kindergartens increase professional training opportunities, and more professionals can come to kindergarten for guidance.

III. THOUGHTS ON TEACHER GUARANTEE IN PRIVATE KINDERGARTENS AFTER THEIR TRANSFORMATION INTO PEOPLE-BENEFITED PRIVATE ONES

Considering the questionnaire survey of kindergarten teachers on the current situation of teacher guarantee in people-benefited private kindergartens and the communication with teachers, the author has the following thoughts on the current situation of teachers in people-benefited private kindergartens:

A. Relatively High Admittance Threshold of Teachers

After kindergartens' transformation into people-benefited ones, in order to improve the level of teachers and ensure the quality of kindergartens, the requirements for the quality of teachers in the people-benefited private kindergartens have been raised, which is mainly reflected in the emphasis on preschool teachers' employment rate with certificates and their educational background.

Preschool teachers' employment rate with certificates is one of the criteria for the government to evaluate private kindergartens' transformation into people-benefited ones. Therefore, when hiring teachers, kindergartens may take preschool teacher certification as a rigid regulation, and strictly guard the pass rate in qualification certificate. In this study,

teachers' rate of employment with certificates is relatively high. Compared with some private kindergartens, the source of teachers is limited to a certain extent, which can improve the level of teachers and ensure the quality of people-benefited kindergartens.

Teachers' educational level can reflect their basic knowledge, professional ability and potential of professional development to a certain extent. It is an important index to measure the quality of teachers. From the analysis of the questionnaire survey, it can be seen that educational level of most of teachers in people-benefited private kindergartens is junior college, and their academic qualifications are at a low level. Teachers with college degree or below mainly learn singing, dancing and other skills during their studies, and are relatively lack of preschool education theoretical knowledge, which leads to weak introspection consciousness and insufficient sensitivity of teachers in the process of practice. It is found from the interview that after kindergartens' transformation into people-benefited ones, under the pressure of policies of people-benefited private kindergartens and their own development pressure, they will also raise the educational requirements for teachers accordingly, but they can hardly recruit graduates with a bachelor's degree or above. How can people-benefited private kindergartens attract excellent teachers and how to stabilize teachers are the problems we need to think about further.

B. Lack of Opportunities in Professional Title Appraisal

Government-level evaluation is a sign of affirmation of teachers' work and a measure of the effectiveness of teachers' work. The professional title appraisal of preschool teachers is the recognition and affirmation of their work, and the acquisition may also be related to teachers' salaries and future career development.

Among the people-benefited private kindergartens that the author investigated, there are a large number of teachers without professional titles. Through further interviews, it is found that the main reason is lack of opportunities in professional title appraisal. Most of teachers in private kindergartens are faced with the problem of lagging evaluation information. Although the support measures for people-benefited private kindergartens promulgated in various places clearly stipulate that people-benefited private kindergarten teachers enjoy the same rights as public teachers in excellent assessment and professional title appraisal, they lack opportunities in excellent assessment and professional title assessment due to the delay in information transmission at the government level and the closure of information at the kindergarten level. Based on this, most of people-benefited private kindergarten teachers hope to really get a relatively fair opportunity for excellent and professional title evaluation, which is not only a recognition and affirmation of their own work, but also will benefit the future survival and development. Teachers with honors or professional titles issued by the government will not only get a corresponding increase in salary, but also get promotion more quickly and improve their social status.

C. Single Teacher Supply Pattern

In the survey of "teacher supply mode", most teachers still sign labor contracts, while 4.3% of teachers enjoy the establishment issued by the Education Bureau, and no teachers are recruited through directional training. After further interviews, the Education Bureau in which a private kindergarten investigated by the author is located has stationed two public teachers with the establishment to serve as manager and backbone of education to drive the development of the whole kindergarten. This can make the kindergarten teachers learn from each other, improve the quality of childcare and education in the kindergarten. However, the number of specially trained teachers is zero, which means that people-benefited private kindergarten teachers mainly come from social recruitment. The recruitment of kindergarten teachers has entered a "single pattern" situation. The government should actively explore multiple ways to supplement teachers, such as post transfer, open recruitment, targeted training or other ways, to reform the supply of teachers.

The Action Plan for Invigorating Teachers and Education (2018 - 2022) proposes to improve the supply of teacher resources, increase the supply of teachers through multiple channels, expand the scale of public fee training for rural teachers in difficult areas, train qualified rural primary and secondary school and kindergarten teachers, and strive to "attract and retain teachers".

The structural reform of teacher supply aims to enhance the quality of supply, improve the adaptability and flexibility of teacher supply, better meet the demand of teacher team construction and advance the sustainable and healthy development of education by propelling the adjustment of teacher supply system and structure. The important measures to solve the contradiction between supply and demand and guarantee the construction of private teachers are to promote the supply-side reform of teachers, establish an effective mechanism combining teacher education with teacher demand, and realize the new mechanism of teacher specialization from scale expansion to quality improvement.

D. The Relatively Small Strength of Support for Teachers' Salaries

1) *Teachers' basic salary stays in middle and low level:*
The basic salary of teachers is related to their survival and the basic needs and guarantees of their work and life. The average monthly salary of people-benefited private kindergarten teachers in the study is 1,000-2,500 yuan, accounting for a large part and reaching 56%, far lower than the average monthly salary of 4,284 yuan for employees in Hubei Province in 2017. The average monthly salary of people-benefited private kindergarten teachers is less than 1,000 yuan, accounting for 13%. According to the minimum wage standard issued by the Wuhan People's Government in 2017, the minimum wage in Jiangxia District is 1,500 yuan/month. Obviously, a small number of kindergarten teachers' wages are still below the minimum wage level, which is not enough to meet basic living needs. Although the Teacher Law stipulates that "the average salary level of teachers should be

no lower or higher than the average salary level of national civil servants". However, it is clear that local governments and education authorities at all levels have not implemented these provisions of the Teacher Law. The government has not set wage standards for kindergarten teachers, especially for the wages of private kindergarten teachers, thus resulting in that the wage and treatment of kindergarten teachers still stay in the middle and low level of the society at present.

2) *The "five social insurances and one housing fund" of teachers cannot be guaranteed completely:* Ranking only second to the desire for increased wage and income, welfare guarantee is also an important aspect that teachers expect to improve. After people-benefited policies, although teachers generally enjoy the "five social insurances", the housing provident fund is still in short supply. Almost all teachers hope to enjoy the housing provident fund and reduce the pressure of survival. The low salary and welfare benefits of kindergarten teachers are an important reason for the high mobility ratio of kindergarten teachers. The government's supportive measures for most people-benefited public kindergarten teachers are to improve their salary and benefits, that is, to increase wages and improve welfare.

3) *The government has less financial investment in teacher salary:* After kindergartens' transformation into people-benefited ones, the basic salary income of most teachers remains basically unchanged and is still at a low level. According to further interviews and investigation, we can find that the salary of kindergarten teachers is closely related to teacher qualifications, teaching age and academic qualifications. However, for kindergarten teachers, the conditions are too harsh, and the incentive system that adapts to teachers' efforts and talents has not yet been established.

4) *"Same work with different pay" leads to teachers' psychological imbalance:* According to the provisions of the Labor Law, workers should have "equal pay for equal work." Since the kindergarten teachers without establishment are doing the same tasks and undertake the same obligations as the teachers who have establishment, they should enjoy the same treatment. Since the management of kindergarten teachers in China has the attribute of "identity management", the establishment is crucial for teachers' salary, welfare guarantee, professional title evaluation, and so on. Despite working in the same kindergarten, the phenomenon of "different pay for equal work" caused by "identity" is likely to cause psychological imbalance among teachers. During the interview, the teacher said that compared with the public kindergarten teachers, the difference of basic salary is small, and the gap of performance wage is large. People-benefited public kindergarten teachers hope to improve performance pay and achieve the same level of equal pay for equal work as the public teachers.

E. Unobvious Professional Support Effect

Unobvious professional support effect is mainly reflected in professional training. Through the questionnaire and interview analysis, the author finds that although the

government gives some professional support to teachers in people-benefited private kindergartens, there are many problems in the training activities, which are highlighted in the weak connection between the training content and the actual work, as well as the monotonous form of training and poor effectiveness. Some teachers believe that although opportunities for professional development have increased after kindergartens' transformation into people-benefited ones, the pertinence needs to be strengthened, which mainly includes training content and target. That is to say, the diversified training needs of teachers should be taken into account. For example, new teachers need more adaptive and practical training, while old teachers need more training in teaching technology.

At present, China has a big environment and a big policy in the professional support for kindergarten teachers. But the enthusiasm of kindergarten principals and teachers is not high. Some principals organize training only because of external policy pressure such as people-benefited policies, and they do not take the initiative to organize training as the key to raising the quality of kindergarten teachers. Less training funds and imperfect training incentive and assessment mechanism are also the reasons why the training effect is not obvious.

IV. SUGGESTIONS ON IMPROVING TEACHER GUARANTEE AFTER PRIVATE KINDERGARTENS' TRANSFORMATION INTO PEOPLE-BENEFITED PRIVATE ONES

A. Effectively Raising Teachers' Admittance Threshold

First, we should attract high-quality students to apply for normal speciality. Government and people-benefited private kindergartens should thoroughly implement the action of improving the normal student enrollment quality, and attract high-quality students to apply for normal speciality in accordance with Action Plan for Invigorating Teachers and Education (2018-2022). Meanwhile, the policy of "free normal education" should also be attached great importance to. In particular, the provincial governments and educational departments should improve and perfect the implementation of this policy, change the policy of "free normal education" to "public-funded education for normal university student" according to local practice, actively carry out government-paid education work for normal students, and strengthen pre-service training for kindergarten teachers to lay a solid foundation for their future work.

Secondly, we should select high-quality teachers by examining Teacher Certification and admission assessment. Kindergarten teachers with certificates are also one of the important assessment contents for government to evaluate kindergartens' transformation. Therefore, when appointing teachers, kindergartens take the kindergarten teacher certificate as a rigid provision. Moreover, kindergartens should strengthen the secondary selection after teachers enter the kindergarten, encourage the establishment of interview assessment, investigate teachers' comprehensive quality and teaching potential, and recruit teachers who are happy to teach, fit to teach and good at teaching. In this study, teachers' rate of employment with certificates is relatively high, and about 95.7% of them have the preschool teacher certificate.

Compared with some private kindergartens, the source of teachers is limited to a certain extent, which can improve the level of teachers and ensure the quality of people-benefited kindergartens.

B. Improving the Evaluation of Teachers' Professional Titles

The government may consider setting up a special agency responsible for public interest work, strengthening the management of public interest works and improving the public interest work system. The government can also strengthen the management of professional title evaluation of teachers in people-benefited private kindergartens from the government level. The Bureau of Education should also timely convey the appraising and evaluation work from the government, which is a sign of affirmation of teachers' work and a measure of the effectiveness of teachers' work.

The leadership of people-benefited private kindergartens should listen to the voices of teachers, pay attention to the needs for teachers' development, timely convey relevant notifications from government departments, and ensure the right of teachers to be appraised and to be evaluated. At the same time, teachers should be encouraged to take the initiative to improve their teaching skills, to actively participate in the evaluation and appraisal of professional titles. This can not only improve the teaching quality of teachers in the kindergarten, but also serve children better and improve the quality of education in people-benefited private kindergartens.

Teachers themselves should also establish self-development consciousness. The initiative of the development of teachers in people-benefited private kindergarten is in their own hands, so they should actively seek their own professional development, such as actively participating in in-service education to improve their academic qualifications, reading more books in professional fields, improving the efficiency of training and learning, and enhancing the ability of practical reflection, etc., and rely on their own efforts to promote their development.

C. Supplementation of Excellent Teachers Through Multiple Channels

The government should clearly define the main body of responsibility, should strengthen organizational leadership and take the supply of teachers' resources in people-benefited private kindergartens as an important measure to deepen the reform of teachers' team construction in the new era. The administrative departments of education should strengthen the overall management and guidance of teachers' resources supply, and develop reform, finance and human resources. The social security and compilation departments should cooperate closely, perform their duties actively and fulfill their responsibilities, and establish the expert appraisal committee for the supply of teachers' resources to people-benefited private kindergartens and provide strong support for the multi-channel supplementation of teachers. For example, during the Twelfth Five-Year Plan, Anhui Province directionally trained a group of kindergarten teachers who graduated from three-year secondary normal school and five-year consistent junior college and majored in pre-school education for all people-

benefited private kindergartens. Since 2011, Anhui Province has incorporated it into the province's plan of directional training of kindergarten teachers, which has indeed improved the quality of kindergarten teachers and improved the supply of teachers' resources and promoted the fair development of education.

In addition to directional training, teachers in public-interested private kindergartens can also be prorated and allocated. Some areas also clearly stipulate that the annual newly-increased staffing of government-affiliated institutions shall be used for people-benefited private kindergartens. For example, the districts and counties under the jurisdiction of W City in Shandong Province allocate a certain proportion of new teachers to people-benefited private kindergartens every year, and the proportion varies from 5% to 15%. To a large extent, the allocation of newly-increased staffing in proportion has enhanced the professional attraction of people-benefited private kindergarten teachers and stabilized the team of kindergarten teachers.

In addition, all people-benefited private kindergartens should establish special recruitment methods for kindergarten teachers, and broaden the employment channels for outstanding graduates in pre-school education. By means of open recruitment and talent introduction, a large number of excellent university talents will be introduced into people-benefited kindergartens to expand the overall strength of kindergartens and solve the current situation of insufficient teachers on the establishment in rural kindergartens and lack of talents with practical interests.

D. Guarantee of Teachers' Salary

1) *Raising the basic salary of kindergarten teachers:* At present, kindergarten teachers in China have low income and social status, which directly restrict their own development. Relevant government departments should attach importance to this situation. On the one hand, they should increase the budget of funds for people-benefited private kindergartens, stabilize the sources of education funds and raise teachers' basic wages. On the other hand, according to relevant laws and regulations, the minimum wage standard for teachers in private kindergartens should be formulated to effectively guarantee the salary income of teachers in people-benefited private kindergartens.

2) *Guarantee of welfare treatment:* Public-interested private kindergartens should effectively provide teachers with subsidized funds invested by the government, guarantee their salaries and welfare benefits, give due consideration to increasing the amount of teachers' social insurance payment, increase housing accumulation fund, reduce teachers' pressure on survival, safeguard teachers' basic rights, and enhance teachers' sense of acquisition and well-being. Chen Baosheng, Minister of Education in the CPPCC and CPPCC, also mentioned that the governments should take various measures to solve the problem of low salary of kindergarten teachers, guide and supervise private kindergartens to match their staff and ensure their salary according to law, and strive to bring

kindergarten teachers and staff into the social security system in accordance with the relevant provisions of the state and the local actual situation.

3) *Implementing "equal pay for equal work"*: At present, it is urgent to solve the problem of survival and development of preschool teachers outside the establishment. Only when the basic rights and interests of preschool teachers outside the establishment are guaranteed, can the quality of preschool education be fundamentally guaranteed. Local governments should refer to domestic and foreign exploratory experience. For example, the Third Pre-school Education Action Plan (2017-2020), promulgated by Hebei Province, proposed that by 2020, pre-school education will be basically universal in the whole province, with a gross enrollment rate of over 87% in the three years before school, and the salary of pre-school teachers outside the establishment will reach more than 80% of the average salary of established pre-school teachers in local kindergartens. The government and kindergartens should work together and effectively achieve "equal pay for equal work" in preschool education kindergartens, break the management of "identity system" and implement "industrial management", hoping to improve the salary treatment of kindergarten teachers outside the establishment and not be treated differently.

E. Strengthening the Pertinence of Professional Support

From the survey, we can know that the existing system of professional support for teachers is not perfect, and there are problems of poor training effect. We can improve the people-benefited private kindergarten teacher training through the following ways.

1) *Strengthening the pertinence of professional training through kindergarten-based teaching research*: Kindergarten-based teaching research is very important to improve the pertinence of people-benefited kindergarten training. It is organized by kindergartens themselves under the guidance of professionals. It mainly takes teachers as the main body of the research, combines teaching practice with educational research closely, and finds out a series of problems in the teaching process through reflection and communication and conducts research on the problems. The purpose of the study is to promote the professional development of kindergarten teachers and improve the quality of kindergarten education, so as to make kindergarten teachers become researchers, help teachers learn to reflect, provide space for teachers' development, and enhance the strength of school teaching and research.

2) *Establishing an incentive system for teachers' professional support*: The key to promoting teachers' development is to solve the problems in the motivation mechanism of teachers' development. The kindergarten should create a humanized caring atmosphere, stimulate the intrinsic motivation of teachers' professional development, promote teachers' growth through encouragement and criticism, give appropriate encouragement and reward to teachers who

perform well, and launch appropriate criticism to teachers who lack enthusiasm, so as to stimulate teachers' professional development, promote teachers' development, children's development and kindergarten development. According to the Action Plan for the Revitalization of Teacher Education (2018-2022) and relevant examination and evaluation standards, a monitoring mechanism for the quality of teacher training should be established to strictly control the quality of teachers in people-benefited private kindergartens, strengthen the construction of teacher resources and improve the quality of teacher resources.

3) *Introducing experts of preschool education to guide*: It is suggested to adhere to the two lines of entry and exit. Teachers should have the opportunity to communicate and learn with experts and key teachers, accept the collision of new ideas, and improve their professional accomplishment. Kindergartens should regularly invite university experts and scholars, excellent garden directors, backbone teachers to give lectures, help teachers learn advanced theoretical knowledge and expand their horizons; at the same time, teachers can also increase their knowledge by consulting they do not know much about the problems they encounter in their work. "Going out" is to create opportunities for teachers, let some teachers go out to study, exchange experience or participate in various academic conferences, enabling teachers to get insight and promotion in communication, discussion and exchange.

4) *Using the innovative training mode of "Internet + teacher education"*: It is suggested to strengthen the training of in-service teachers' information technology application ability, improve teachers' information literacy and information-based teaching ability. According to the Action Plan for the Revitalization of Teacher Education (2018-2022), relying on the National Teacher Management Information System, it is wise to strengthen the information management of in-service teacher training, and build the "Credit Bank" for teachers' professional development. We can make full use of new technologies such as cloud computing and big data to promote the construction and application of information-based teaching service platform for teachers' education, and to promote the reform of teaching methods characterized by independence, inquiry and distance training. At the same time, we can promote the wide application and sharing of online open courses by creating online open courses for teacher education and learning online open courses for national top-quality teachers, such as the existing courses of MOOCs and I-course.

V. CONCLUSION

This paper regards the status quo of teacher resource guarantee as an important basis for evaluating the implementation of people-benefited policy, goes deep into two kindergartens which have experienced people-benefited transformation. Through the research of questionnaires and interviews, it understands the status quo of teacher resource guarantee in private kindergartens after people-benefited transformation, and carries on the analysis of the status quo,

finds out the improved areas and existing problems, and puts forward corresponding countermeasures in order to improve the guarantee of teacher resources in private kindergartens after the transformation. This paper summarizes the problems existing in the teacher resource guarantee after the current people-benefited transformation, including the lack of evaluation opportunities for teachers' professional titles, the single mode of supply of teachers, the low and medium level of teachers' salaries, the poor effect of teachers' professional support, etc. Then, in view of the above problems, the paper uses literature, information and facts to analyze, and finally gives corresponding suggestions, with a view to improving the teacher resource guarantee works.

But at the same time, the author also reflected on the shortcomings of the research. In data statistics, this research uses self-compiled questionnaires. This survey selected 48 teachers from two kindergartens in X District of Wuhan. The persuasiveness and representativeness are far from enough. Therefore, further study and reflection are still needed in the future.

It is hoped that through this paper, the government can strengthen the importance of teacher resource guarantee of kindergartens after the people-benefited transformation and improve the teacher resource guarantee of private kindergartens after the people-benefited transformation, so as to strengthen the construction of teachers, enhance the sense of happiness and acquisition of kindergarten teachers.

REFERENCES

- [1] Qin Xufang, Wang Mo. On the Generalized System of Kindergartens for the Public [J]. *Studies In Preschool Education*, 2012 (07): 22-26+30. (in Chinese)
- [2] Wang Shengping, Pi Jungong. Construction of Internal Education Quality Assurance System of People-benefited Private Kindergartens in China [J]. *Educational Review*. 2017 (10): 12-15+152. (in Chinese)
- [3] Wang Shengping. Predicament and Future Trend of the Construction of Educational Quality Guarantee Mechanism of People-benefited Private Kindergartens [J]. *Educational Review*. 2017 (02): 24-29 (in Chinese)
- [4] Zhuang Xiaoman, Cheng Lisheng. On the Development of Generally-benefit-kindergartens [J]. *Studies In Preschool Education*, 2012 (11): 45-49. (in Chinese)
- [5] Gao Bingcheng. Evaluation of Kindergarten Teachers' Status in China [J]. *Studies In Preschool Education*, 2014 (12): 29-35. (in Chinese)
- [6] Feng Xiaoxia. Vigorously Developing People-benefited Kindergartens Is the Fundamental Solution to the Difficulty of Entering Kindergartens [J]. *Studies In Preschool Education*, 2010(05): 4-6 (in Chinese)
- [7] Wang Mo, Qin Xufang. A Theoretical Analysis & Practical Construction of the Standard of Generally Beneficial Kindergarten [J]. *Theory and Practice of Education*, 2014 (09): 36-38 (in Chinese)
- [8] Wang Yuankai, Liu Chuanli. Thoughts on the Development of People-benefited Kindergartens in Rural Areas [J]. *Journal of Educational Development*, 2011 (7): 17-19. (in Chinese)
- [9] Lin Rong. A Study on the Living Situation of People-benefited Private Kindergarten Teachers [D]. Nanjing: Nanjing Normal University, 2017. (in Chinese)
- [10] Jiang Xiaoyue. Research on the Policies of People-benefited Private Kindergartens [D]. Nanjing: Nanjing Normal University, 2014 (in Chinese)