

# Promotion of Kindergarten Leader Professional Position Based on Management Ability Development

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## Abstract

Professional and technical ability is of great importance to kindergarten principals in addition to the administrative ability. The most direct manifestation of professional and technical ability is the level of professional position. To perfect the rank system of the principals, the occupation should be repositioned by establishing a series of independent professional titles for the principals. Public kindergartens and private kindergartens could set up separate professional promotion series for kindergarten principals, and their professional titles shall be mutually recognized between public kindergartens and private kindergartens.

**Keywords:** Kindergarten principal, Managerial ability, Preschool education, Professional promotion, Rank system.

## 1. Introduction

With the development of society, people have higher and higher requirements on the quality of education, especially preschool education. As the manager and leader of the kindergarten, the kindergarten principal's managerial ability is a crucial factor that determines the quality of kindergarten education. The "Professional Standards for Kindergarten Principals" published by Ministry of Education of China in 2015 specifies in detail the six major professional responsibilities of kindergarten principals, which includes planning the development of kindergartens, creating the education culture, leading the nursing education, guiding the growth of teachers, optimizing the internal management, and debugging the external environment [1]. These responsibilities determine that, kindergarten principals also need to have certain professional skills apart from administrative ability, which are complementary to each other. The most direct manifestation of professional and technical ability is the promotion of professional position. For kindergarten principals, the promotion of professional positions can confirm their level and status in the professional field, and could closely combine their work performance with the professional level, which has a great incentive effect on their work.

Although many urban education authorities in China have carried out the reform of the principal rank system, the principal has not been given an independent professional status. There is no independent standard and system for the promotion of principal's professional position, which still use the promotion of teachers' professional position in primary and secondary schools as reference. Also, relevant professional title assessment policy documents are also included in the series of assessment methods for primary and secondary schools [2]. It is necessary to pay more attention to whether the professional title system of primary and secondary school teachers is suitable for the promotion of principal's professional position, because the occupation categories of kindergarten principals and teachers of primary and secondary school are interrelated and independent.

Through literature review, it is found that Chinese scholars have done a lot of research on the kindergarten principal rank system, mainly focusing on the analysis of the implementation of the current status of the rank system, and then reveal the problems of the system and put forward improvement strategies, so as to promote the continuous improvement of the principal rank system. However, there are few studies on the analysis of kindergarten principals as an independent subject. Yi [3] argued that the promotion system of professional title could help principals to obtain promotion of professional level in the professional field, that is, to gain the recognition of professional level and continuously improve professional status

and social reputation. From the perspective of professional development of kindergarten principals, Zhang [4] proposed the existing problems in the professional promotion of rural public kindergarten principals based on the investigation. The existing researches mainly concentrate on the professional development of kindergarten principals and lack of systematic analysis of their professional promotion paths. In order to bridge this gap, this study mainly analyzes the policy of professional promotion of kindergarten principals, and proposes countermeasures to improve the reform of professional promotion of kindergarten principals in the future.

## 2. Materials and Methods

Literature method were mainly adopted in this study. Literature collection was conducted by review the articles indexed in WoS, Scopus, Google Scholar and CNKI databases. To ensure the review was comprehensive, the articles which are published in core periodicals and peer-reviewed journal over the last 10 years in English and Chinese are selected based on the following keywords: "kindergarten leader", "professional promotion", "rank system" and "managerial ability". In addition, the data were collected mainly from the official websites of Chinese government departments.

## 3. Results and Discussion

At present, the professional promotion of kindergarten principals in China is still based on the professional title assessment of primary and secondary school teachers. In 2015, the Ministry of Human Resources and Social Security and the Ministry of Education issued the "Guidance on Deepening the Reform of Professional Title System for Primary and Secondary School Teachers", which pointed out that teachers in privately-run primary and secondary schools, including kindergarten principals, could participate in the professional title assessment with reference to this regulation [5], in which the professional title and rank of primary and secondary school teachers are reformed, as shown in Table 1.

Table 1: Comparison of teachers' professional titles in schools at all levels

Professional title	Specific rank	Teachers in primary and secondary schools (kindergartens)	Teachers in universities and colleges
senior	senior	special-grade senior teacher	professor
	sub-senior	senior teacher	associate professor
intermediate	intermediate	first-grade teacher	lecturer
junior	assistant	second-grade teacher	assistant
	instructor	third-grade teacher	

It can be seen from the above table that the professional promotion level of kindergarten principals and teachers is the same as that of primary and secondary school teachers. Although the government has enacted relevant policies, in reality, the proportion of private kindergarten principals with professional positions is relatively low. In 2018, there were 292,146 kindergarten principals in China, of which 203,383 were private kindergarten principals, accounting for 69.62% of the total [6]. Besides, 190,180 of all the kindergarten principals were in undetermined professional positions, accounting for 65.1 % [7]. According to a survey conducted by the training center for kindergarten principals under the Ministry of Education, 95.5% of the principals of public kindergartens have different levels of professional and technical positions, and only 4.5% of the principals of public kindergartens of undetermined ranks. In other words, among the nearly 300,000 kindergarten principals in China, those with an undetermined rank are mainly private kindergarten principals.

There are two main reasons that cause this situation. The first is many private kindergarten principals do not pay as much attention to professional titles assessment as public kindergarten principals because that the salary and welfare of private kindergarten principals are not closely linked to professional and technical positions as public kindergarten principals, which leads to the low participation of private kindergarten principals in professional promotion. Secondly, although the central and local policies proposed private kindergartens and public kindergartens in the aspect of professional promotion of equal rights and opportunities, it is difficult for the public kindergarten principals to be promoted smoothly, and even more difficult for the principals of private kindergartens due to the limited quotas of professional titles, especially the senior titles. Therefore, private kindergarten principals could not enjoy the same treatment and opportunities as public kindergarten principals in reality.

Additionally, in order to fully exert the role of encouragement and guidance of professional promotion, it is necessary to guarantee the possibility of continuous promotion for kindergarten principals in a long period of time. Although some places in China have made great progress compared with the previous promotion system after the reform of professional rank system, the professional identity and professional independence of kindergarten principals and teachers have not been fully confirmed, so it is unreasonable to use the professional title evaluation method of primary and secondary school teachers to evaluate the professional positions of kindergartens. Investigation indicates that more than 80% of public kindergarten principals worked as kindergarten teachers or primary and secondary school teachers before becoming principal kindergarten leaders, and 54.3% of them have already had the title of first-level teacher or above, which determines that kindergarten principals have only one promotion level of senior teachers in their professional promotion path and the promotion space is limited [4]. The narrow horizontal promotion channel and the limited vertical promotion space have become an important problem to be solved for the professional promotion of kindergarten principals. Besides, the promotion of primary and secondary school teachers' professional titles lays more emphasis on teaching and scientific research ability, while kindergarten principals and teachers mainly focus on the care and education work. Therefore, to perfect the principal rank system, it is important to reposition the principal occupation and establish a series of independent professional title assessment [8].

From the above, it is necessary to set up a series of professional promotion series in public kindergartens and private kindergartens that is independent from primary and secondary schools, and promote the mutual recognition of professional and technical titles between public kindergartens and private kindergartens. In this process, the public kindergarten principals need to adjust the transition from the teachers with professional position to the role of manager that the position and rank promote each other. The entrepreneur of private kindergartens could reasonably set the salary standard of each rank of the principal with reference to the salary guidance price, and ensure the principal will be employed on the corresponding post and the salary will be cashed after they passed the assessment of a certain grade of the professional title.

#### 4. Conclusions

Through the analysis of relevant policy and relevant empirical data, this study found that there are still many problems in professional promotion of the kindergarten principals, for instance, there is no independent professional promotion assessment criteria and series in kindergarten, private kindergarten principals lack opportunities and motivation in professional promotion, the promotion of professional positions of public kindergarten principals is not sustainable. To perfect director rank system, it is necessary to reposition of the profession of kindergarten principals, set up a independent kindergarten professional promotion series, and ensure the professional and technical titles in the mutual recognition between public and private kindergarten. By promoting the enthusiasm to develop professional and technical positions, the kindergarten principals could become expert managers, so as to better improve the comprehensive managerial ability of kindergarten principals.

#### Acknowledgments

This study is supported by the plan of general project subsidy for humanities and social science research of the Education Department of Henan province in China. The project is "Study on the current situation and training model of kindergarten teachers in Henan province under the policy of universal two-child policy" (No.: 2018- ZZJH-182).

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