

Research on the Training Mechanism of Teachers in Infant Care Service System

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Abstract

The quality of teachers is the most critical factor affecting the quality of infant care services. In the process of cultivating teachers, there are some problems: the training content does not match the demand of infant and child care services, he collages lack corresponding educational resources, the standard qualifications for becoming teachers are unclear, and post-employment training opportunities are scarce. Based on the research on the experience of European and American countries, this paper proposes that my country should set clear occupational standards and qualification access system standards for infant care service teachers, and regard colleges as an important platform for the country to train infant care service teachers. Infant care service teachers should be provided with high-quality and sufficient post-employment training opportunities, so as to improve the quality of teachers in the infant care service system.

Keywords

Infant care; Teacher training; 0-3 nursery.

1. Introduction

The development of the 0-3 infant and child care service system has received increasing attention in response to the impending ageing and reversing the sharp decline in the birth rate. In 2019, childcare was officially recognized as having an important position related to the national economy and people's livelihood. In April of the same year, the General Office of the State Council officially issued the "Guiding Opinions on Promoting the Development of Care Services for Infants and Young Children Under 3". The document proposes to promote the development of infant and child care services, and plans to build a diversified, diversified infant and child care service system covering both urban and rural areas by 2025.

Under the impetus of governments at all levels and social forces, various infant and child care service institutions have emerged in large numbers and developed rapidly. However, the most critical factor affecting the quality of infant and child care services, the quality of teachers, is not satisfactory. The specific manifestations are: 1. The infant and child care service industry lacks a unified qualification certificate. Many people are employed without a license and do not meet the professional standards of kindergarten teachers; 2. There is a shortage of teacher supply, and the ratio of teachers to children in the entire industry is too low, which seriously affects the quality of service; 3. There is a lack of professional training opportunities, and the training content is single, It has a negative impact on the professional development of teachers; Fourth, teachers' wages are too low, and teachers' work efforts and returns are unbalanced, resulting in high mobility of the entire industry.[1]

2. The Current Situation of the Training of Teachers in the Infant Care Service System

At present, with the shortage of a large number of teachers, it is urgent to cultivate a large number of high-quality infant care teachers. However, the current infant and child care teacher training has problems such as the training content does not match the demand of infant and child care services, the collages lack corresponding educational resources lack corresponding educational resources, the standard qualifications for becoming teachers are unclear, and post-employment training opportunities are scarce.

2.1. The Training Content Does Not Match the Demand of Infant and Child Care Services

At present, colleges undertake the task of training teachers in the infant care service system. However, the preschool education major in colleges has positioned the training goal to train teachers for kindergartens that serve children aged 3-6. Therefore, the focus of students' learning during school is on the physical and mental development characteristics of children aged 3-6, and how to help children in the kindergarten. Start education and childcare. In the teaching of colleges, the development of physical and mental of infants and young children aged 0-3 and the key points of education and childcare are rarely mentioned. When students start working, it often occurs that they do not understand the growth and development characteristics of infants and young children, which affects the quality of infant and young child care services.

2.2. The Collages Lack Corresponding Educational Resources

Under the influence of the increasing demand for teachers in infant care services, some colleges have begun to establish early childhood development and health management majors, planning to provide teachers for the education and care of infants and young children aged 0-3. However, at present, there is a lack of relevant courses and teaching materials for the 0-3 years old in China, and the original teachers in colleges also lack a deep understanding of the 0-3 field of infant care and education. The teacher's teaching content is still based on the content of preschool education majors aged 3-6 years old. Therefore, these realities seriously affect the quality of infant and child care services.

2.3. The Standard Qualifications for Becoming Teachers Are Unclear

At present, there is no unified teacher qualification access standard in the infant care service industry. Most teachers hold kindergarten teacher qualification certificates and nursery personnel certificates. The kindergarten teacher qualification certificates are mainly for children aged 3-6; The entry standard of the infant certificate is lower, and it can be obtained after a short-term training and a simple examination after a junior high school diploma. At present, the qualification access standards for the infant care service industry are confusing, and the content of the admission assessment is not sufficiently relevant to the infant care service.

2.4. The Post-employment Training Opportunities Are Scarce

Since the infant care service industry is in its infancy, most institutions have not established a complete teacher training system. The administrative departments of infant and child care services in some regions will regularly carry out some training in cooperation with relevant departments, but these training opportunities are very scarce, and often an institution can only send one person to participate. Even if there is an opportunity to learn, the training content is not closely related to the actual situation.

3. The Experience of Teacher Training in Infant Care Service Systems in European and American Countries

The infant care service system in European and American countries has a history of several decades. For the training of infant teachers, all countries have established a set of effective training mechanisms according to their own national conditions. These experiences have a good impact on the development of my country's infant care industry. This paper studies the training mechanism of teachers in infant care systems in the United States, the United Kingdom, Germany, Denmark, Norway and other countries, and finds the following characteristics:

3.1. Colleges Are the Main Force for Teacher Training in Infant Care Services

Countries in Europe and the United States regard colleges, especially vocational colleges, as the main force in the training of teachers in infant care services. Most vocational colleges in these countries offer infant care services. At the same time, most of these countries also clearly stipulate that only after graduating from vocational colleges can they be qualified to work in infant and child care services. For example, 44 states in the United States advocate that practitioners working in the public childcare system have at least a bachelor's degree. The German system improves the quality of teachers, enhances the professional status of vocational colleges as teacher education and training institutions, and increases the number of teacher training. Denmark requires childcare practitioners to have completed three years of higher professional education.

3.2. The State Formulates Teacher Training Courses, and Sets Clear Requirements for Teachers' Skills and Professional Knowledge

The quality of infant care services depends to a large extent on the availability of high-quality teachers, and high-quality teachers require a systematic talent training system. Therefore, all countries have made clear requirements for the curriculum of teacher training for infant and child care services. For example, Denmark's "Law on Learning Programs for Correctional Officers" and "Undergraduate Education Law" stipulate specific content such as the curriculum plan, internship plan and assessment standards for pre-employment training for infant and child care service practitioners.[2] The Norwegian government issued the "National Guidelines for Kindergarten Teacher Training", which made detailed specifications for the training courses and practice content of kindergarten teachers.[3] Sweden requires infant and child care service practitioners to have at least two and a half years of professional study experience in pre-school education, or at least one to one and a half years of teaching assistantship in infant and child care services.[4]

3.3. State-restricted Access Standards for Teachers of Infant and Childcare Services

It is one of the most important measures to ensure the quality that the state restricts the qualifications of teachers. By restricting the qualifications of teachers, the state can effectively increase the threshold for teachers to enter the industry, so that only professionals can enter the industry, thereby improving the quality and level of infant care services. For this reason, most European and American developed countries have limited access qualifications for teachers engaged in infant and child care services. For example, Hungary requires that the principals of infant and child care service institutions must have a bachelor's degree or above and have more than 5 years of work experience in infant and child care services. And accept 120 hours of pre-job training before taking office. Teachers are the core caregivers of infant care services, and their quality directly affects the quality of caregiving services. Therefore, most countries in Europe and the United States have requirements for the minimum education of teachers. Among them, Portugal and Iceland even start with a master's degree.[5]

3.4. Post-employment Training Is An Important Part of Teacher Training in the Infant Care Service System

In order to further improve the quality of teachers in infant care services, most European and American countries have corresponding post-employment training mechanisms to train teachers on a regular basis. For example, the United Kingdom will provide regular training for child care workers, and provide professional social work supervision support, and assess the care workers every week.[6]

4. Summarize

Our country should set up a corresponding teacher training mechanism in three aspects: pre-employment training, teacher qualification access and post-employment training. Colleges should assume the main responsibility of cultivating teachers and ensure the quality of teacher training. The state should put forward standardized requirements in terms of teachers' service scope, professional theoretical knowledge and professional skills, and work content. Competent departments at all levels should strengthen the professional skills training and supervision and management of in-service teachers of infant care services, and cooperate with various social forces to provide teachers with a variety of training opportunities and expand the scope of training.

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