

A Current Situation Study of “Kindergarten-based Curriculum” in China's Guilin

Section 1: Introduction

1.1 Background

Throughout the more than 100-year history of modern pre-school education in China, Chinese kindergartens have consistently been influenced by educational models from other countries.

The beginning of modern pre-school education in China originated in 1903, when the first Chinese kindergarten was established in Hubei (Zhang&Yu,2024). Reviewing the history of modern pre-school education, Froebel established the first kindergarten in Europe in 1837 (Shirakawa, 2021), and Japan, another Asian region, established the kindergarten attached to Tokyo Women's Normal School in 1876 (Hirota, 2024). Upon comparison, it can be discovered that China's modern early education started later than these areas. To enable pre-school education to more quickly adapt to the globally rapidly developing educational standards, China has continuously borrowed educational methods from other countries. For example, in the initial Chinese kindergartens, school principals, teachers, and curricula were imported from Japan, using Japanese child care, education, and kindergarten facilities as a template (Li et al., 2011). In 1949, China introduced the Soviet preschool education model to meet China's important focus on subject knowledge. As this teaching model was difficult to integrate with Chinese social-cultural contexts, it was quickly abandoned (Li & Chen, 2016).

Later, China turned its gaze to Western regions, extensively adopting Western progressive ideological approaches, such as the American Developmentally Appropriate Practice, Montessori method, Project Approach, Reggio Emilia approach, and others (Li et al., 2011)). However, through these reforms, scholars have noted that Chinese pre-school education shows a lack of localization (Wang, 2018).

With the progression of social consciousness and increased emphasis on pre-school education, developing a contemporary pre-school curriculum suitable to Chinese cultural characteristics has become a key focus of China's current stage of pre-school education. The term "Kindergarten-based Curriculum" has also increasingly appeared in the attention of Chinese pre-school educators and scholars.

In December 2024, the author conducted interviews with five kindergarten teachers in Guangxi Guilin to understand their recent work situations. Four of these teachers proposed that their curriculum models have begun to change in recent years. Under the leading of the Guangxi Department of Education, Guilin's kindergarten teaching models are moving away from traditional curriculum models, increasing daily teaching tasks of observing children, and developing towards a kindergarten-based curriculum model. This fresh change has attracted the author's attention.

Researching the current state of kindergarten-based curriculum in Guilin's kindergartens can provide a more in-depth understanding of the problems and challenges teachers currently face, help pre-school educators in Guangxi discover existing issues, and the conclusions can provide reference value for other regions, possessing sufficient research significance.

1.2 Key Search Team and Process of Review

To more profoundly understand kindergarten-based curriculum, the first step of the research was to understand scholars' current research in this field. As this research aims to understand curriculum situations in China, the author used CNKI, China's authoritative academic website, collecting relevant literature from the past decade and authoritative literature in the field through keywords including "kindergarten-based curriculum, school-based curriculum, early child education curriculum, localization curriculum, Zhuang ethnic culture curriculum". Through the Connected Papers tool, these keywords were searched to find relevant literature. Literature was then downloaded from Springer Nature, Journal of Taylor & Francis Online, Web of Science, Google Scholarship. During literature reading, a snowball method was used to find related research from other countries.

During the literature collection process, it was discovered that in CNKI, the search for "Guangxi, Kindergarten-based Courses" found few literatures, including only 10 literatures published by "Guangxi region", "Zhuang culture" and institutions in Guangxi region. Research on the current state of kindergarten-based curriculum in Guilin is in a literature blank state. Preliminary reading discovered that Guilin's kindergarten-based curriculum development goals primarily focus on how Zhuang ethnic culture can be integrated into the curriculum.

After understanding this situation, considering Guilin is part of Guangxi Province, the entire Guangxi Province possesses Zhuang ethnic culture, and Guilin's urban development level is upper-middle in Guangxi Province, the region's overall

kindergarten-based curriculum situation can be understood to compensate for Guilin's insufficient related literature.

In literature collection regarding whether other countries have related early child education research, through Connected Papers' associated search, "outdoor game" and "play-study" were found to be primary associated keywords, providing some referential role for the development of China's kindergarten-based curriculum. Based on "kindergarten-based curriculum" being borrowed from "school-based curriculum", "school-based curriculum" was also added to the keywords, attempting to understand early education and kindergarten-based curriculum relevance research in other countries.

1.3 Research Aim and Draft Research Questions

Initially, the research goal was to understand the current state of kindergarten-based curriculum in Guilin. However, due to teachers potentially not recognising the definition of kindergarten-based curriculum during the reform process. Due to this reason, the research goal was changed to understanding the current state of kindergarten curriculum in Guilin. Through field research, analysis will be conducted on current curriculum changes and differences from traditional curriculum forms, analysing Guilin's kindergarten-based curriculum development and current primary challenges.

Based on this purpose, three research questions were proposed:

1. What is the current kindergarten curriculum like in Guilin?
2. What teaching strategies are used by kindergarten teacher in Guilin when

teaching pupils?

3. How do teachers guide children to actively explore local cultural features?

Section 2: Literature Review

2.1 Introduction

In this literature review, the researcher will, through literature from the past decade and authoritative literature, understand scholars' definitions of kindergarten-based curriculum and traditional Chinese kindergarten curriculum, distinguish definitions between these two curricula to facilitate discovering curriculum changes and differences from traditional curricula in subsequent research. Understand scholars' primary research directions for China's kindergarten-based curriculum; analyse existing research's relevance to my research questions.

2.2 Key Definitions

2.2.1 Traditional Chinese Kindergarten Curriculum Model

For the traditional Chinese kindergarten curriculum model, due to four curriculum reforms since 1903, Chinese scholars have not provided an accurate definition of traditional kindergarten curriculum. According to scholars Zhang & Yu's (2024) definition of four kindergarten curriculum reforms, the fourth reform from 2001 to present saw the Ministry of Education introduce two guiding policies: the 'Kindergarten Education Guidelines (Trial)' and the '3-6 Years Old Children's Learning and Development Guide'. These policies proposed that kindergartens need to develop a kindergarten education curriculum belonging to China, introducing the concept of "kindergarten-based curriculum". Therefore, in this research, I will define

the kindergarten curriculum form before 2000 as the traditional kindergarten curriculum, combining personal work experience in China and scholars' perspectives on kindergarten curriculum models in Chinese kindergarten literature.

In 1952, according to the Chinese kindergarten guidance policy document 'Provisional Kindergarten Teaching Outline (Draft)', the objectives of kindergarten activities were "purposeful, systematic, organized transmission of knowledge to children, developing children's physical and intellectual capabilities; and cultivating excellent moral habits, laying the foundation for primary school preparation". This objective established the decisive position of subject-based curriculum. At the time, China was in the early stages of a new government, and due to historical reasons, China's relationship with the Soviet Union was closest. Under this influence, Chinese kindergarten curricula also imitated the Soviet subject-based teaching model (Zhang & Yu, 2024).

Combining these influences, the initial kindergarten curriculum required subject-based teaching according to the teaching outline, though subject content changed in later reforms.

With China's reform and opening up, the 1979 National Childcare Conference emphasized that pre-school education should be conducted according to children's age characteristics, developing educationally meaningful games in the educational process to promote children's growth, establishing "moral, wisdom, physical education, labour" as the four directions of early child education.

In terms of curriculum format, collective teaching activities were characteristic teaching activities in China's kindergarten curricula (Zhu, 2006). Li et al. (2011) also

understood through field observation that whole-class mode collective teaching was the most common curriculum organization model, with direct teaching being the most prevalent teaching strategy. This scholar believed that using theme-based integrated curricula, whole-class teaching, and group activities were traditional.

Regarding curriculum games, teachers would not directly guide children's games.

Children could play in fixed venues, but toy types were selected by teachers. Under these conditions, children could freely choose game methods.

Combining the above literature and personal experience, in this research, I will define the traditional Chinese kindergarten curriculum model as a curriculum with the following characteristics:

1. Moral, wisdom, physical education, and labour as the four curriculum objective directions.
2. Teachers typically conduct whole-class collective teaching, using direct teaching strategies.
3. Teachers' teaching usually requires a teaching outline and lesson preparation.
4. Children's play activities are relatively free but with certain restrictions. These restrictions may include activity range, game props, etc.
5. Due to teacher and upper-level decisions determining teaching content, teachers are the subject in kindergarten curricula.

2.2.2 Kindergarten-based Curriculum

The Ministry of Education's 2001 'Kindergarten Education Guidelines (Trial)' was an important achievement in pre-school education reform. This policy determined that

China's kindergarten curriculum would be guided by child development; with five goal domains of health, language, science, society, and arts, promoting comprehensive child development, and establishing the foundation for developing kindergarten-based curriculum. The 2011 "Notice on Regulating Childcare and Educational Practices in Kindergartens to Prevent and Rectify the Phenomenon of teaching primary knowledge in kindergarten" further prohibited "primary school curriculum" early education, this ensures that the kindergarten curriculum no longer teaches subject knowledge, but focuses more on the development of children's interests and lifestyle habits, positioning kindergarten-based curriculum at the level of lifelong child development. Kindergarten-based curriculum is borrowed from school-based curriculum, which refers to curriculum development at the school unit level, conducting open ethnic decision-making curriculum (Chen & Yan, 2001). It emphasizes transforming centralization into democratization (Yu, 2001). This change abandons fixed curriculum content, giving teachers more autonomous rights over curriculum content. However, kindergarten-based curriculum cannot be limited to teachers independently developing curriculum. Through the word "kindergarten", it is kindergarten-cantered, with children and teachers as dual cores. Curriculum development requires participation from all kindergarten education-related personnel, including principals, curriculum experts, teachers, administrative staff, parents, children, community members, etc., jointly participating in curriculum plan formulation, implementation, evaluation, and other activities. It is a personalized curriculum developed to achieve curriculum objectives and improve kindergarten education quality (Huang & Wu,

2020; Chen & Yan, 2001).

Regarding personalized curriculum, scholarly research emphasizes fully utilizing various resources during kindergarten-based curriculum implementation, including: local cultural resources, natural resources, parental wisdom resources, and life waste resources, etc. (Hao, 2014). Scholar Chen (2016) specifically pointed out that natural resources mean kindergarten-based curriculum development should not be limited to within the kindergarten, and external resources should be integrated, exploring children's daily life scenarios.

Beyond resource utilization, human-centeredness is the key focus of kindergarten-based curriculum. It requires more attention to children's needs. From this factor, not all local resources are liked by children, nor are all local resources suitable for children or suitable for kindergarten curriculum. Observing children, discovering children's needs, returning to life, and developing curriculum from daily experiences is also a key content of kindergarten-based curriculum (Chen, 2016; Zhong, 2023).

Huang & Wu (2020) noted that kindergarten-based curriculum has five characteristics: first, reflecting children's development; second, reflecting kindergarten characteristics and personality; third, having generative and action-oriented qualities; fourth, having integrative and innovative qualities; fifth, emphasizing life characteristics.

Synthesizing the above literature, in this research, I will define kindergarten-based curriculum as a curriculum with the following characteristics:

1. Teachers and children are the most important roles in kindergarten-based

curriculum.

2. Health, language, science, society, and arts five goal domains are the direction for curriculum implementation.
3. Kindergarten-based curriculum development is kindergarten-unit based, developed independently according to the kindergarten's unique resources, with all related personnel participating, a personalized curriculum developed by the kindergarten.
4. Although kindergarten-based curriculum development has uniqueness, it must also be conducted within legal and policy permissions.
5. Kindergarten-based curriculum focuses not only on resource uniqueness but more importantly considers children's needs, developing more life-oriented curricula suited to children's development.

2.3 Current Main Research

Through reviewing related literature, I discovered that the current primary research directions on China's kindergarten-based curriculum can be broadly categorised into two main types: textual research analysing the current state and existing problems of kindergarten-based curricula, and curriculum development research focusing on how to integrate unique resources into the curriculum.

2.3.1 Textual Research on Chinese Kindergarten-based Curriculum

Compared to curriculum development research, textual research tends to be somewhat older, but with higher author credibility. These literature sources provide policy analysis and explanations for China's kindergarten-based curriculum. For instance,

scholars Yu (2004) and Zuo (2007) analysed the implementation of kindergarten-based curricula during their respective periods, highlighting three key misconceptions:

1. Kindergarten-based curriculum is not equivalent to textbook writing:

Preparing good lesson plans does not necessarily represent providing the most appropriate guidance for children.

2. Kindergarten-based curriculum is not synonymous with creating kindergarten characteristics: Returning to life and meeting children's developmental needs can also represent an excellent kindergarten-based curriculum.

3. Kindergarten-based curriculum is not simply about complete autonomy:

Curriculum implementation must satisfy policy requirements. At the time, some kindergartens, to attract parents, would academicise courses such as mathematics and English as their curriculum hallmark, contradicting the policy's ideology of removing subject-based approaches. Such curriculum settings were non-compliant with policy requirements.

Simultaneously, scholar Zuo (2007) provided guidance recommendations for kindergarten-based curriculum development:

1. People-oriented approach, focusing on children's and teachers' development.

This advice helps educational practitioners understand that both children and teachers are key roles in kindergarten-based curricula. If teachers' skills cannot be enhanced, it may lead to situations where children's developmental needs cannot be adequately met.

2. Develop curricula according to individual kindergarten contexts. China's vast

territory means different regional developments, and each kindergarten's resource situation varies. Kindergarten educational resources possess unique characteristics, requiring institutions to create the most suitable curriculum based on existing conditions.

3. No specific predetermined form. Similar curriculum content can be implemented differently, whether through play or instruction, and should be conducted according to children's interests.
4. Kindergarten-based curriculum does not imply isolation; it requires intervention and participation from social and external forces. Uneven teacher resources mean some kindergartens might struggle to independently develop curricula. Whether through educational experts or by referencing other kindergartens' curriculum forms, teachers can gain creative insights. After learning, teachers can better develop curricula tailored to their specific student population.

These literature sources provided directional guidance, helping non-research-oriented early childhood education workers more clearly understand kindergarten-based curriculum definitions and resolve uncertainties.

2.3.2 Chinese Kindergarten-based Curriculum Development Research

Curriculum development research is exceptionally extensive. These scholars primarily demonstrate how to integrate distinctive resources into curricula through achievement presentations.

Different regions possess unique resources. Regarding the Guilin area, scholars

recognise the region's rich characteristic resources. Guilin is a renowned Chinese tourist city, famous for its beautiful landscapes. Guangxi Province, where Guilin is located, is an autonomous region predominantly inhabited by the Zhuang ethnic minority, with multiple ethnic groups residing locally.

Due to this reason, Guilin's distinctive cultural resources include: natural landscapes, historical cultural sites, multi-ethnic city, rich folk arts, local ethnic festivals, and local cuisine (Wang & Hu, 2021). These resources have been extensively researched, with scholars selecting familiar content aligned with children's interests for curriculum integration. Research on "Zhuang Ethnic Culture" is currently the most common special resource used by Guangxi scholars for curriculum development.

Scholar Huang (2020) argues that existing kindergarten-based curriculum integration of characteristic resources primarily involves four activity forms: thematic activities, domain teaching, zonal activities, and play activities. Teachers can utilise appropriate methods to permeate distinctive cultural elements into China's five primary pre-school education domains: health, language, science, society, and arts, to promote comprehensive child development. In the scholar's research, simple examples were provided demonstrating how different domain objectives could be integrated with Zhuang culture.

2.4 Literature Related to the Research Questions

2.4.1 Current Status of Kindergarten-based Curriculum in China

Twenty-five years have passed since the publication of the 'Kindergarten Education Guidance Outline (Trial)', a document that established China's determination to

develop kindergarten-based curricula, requiring educators to adopt child-centred, play-based teaching strategies. However, the development of kindergarten-based curricula in China still has significant room for improvement. Currently, only three successful local kindergarten curriculum system cases exist: Anji Game Curriculum, Jiangsu Gamified Curriculum, and Lijin Game Curriculum (Niu, 2023).

Anji Game Curriculum, developed by Ms Cheng in Anji County, Zhejiang Province, is a comprehensive game method that fully utilises outdoor natural sites and local resources—specifically bamboo. Kindergartens and teachers provide venues where children can autonomously choose toys, play methods, and playmates (Niu, 2023).

Notably, the area's abundant bamboo resources were fully leveraged, with local kindergarten personnel creating numerous bamboo toys for children to select.

Lijin Game Curriculum, originating from Lijin County in Shandong Province, is similar to Anji Game Curriculum in that kindergartens expanded play spaces, providing children with free activity areas. The key difference is that Lijin Game Curriculum more strongly integrates local cultural characteristics. Due to geographical conditions, the area possesses abundant sandy soil resources and agricultural resources like bellflowers. Experts transformed these resources into game props and created unique gameplay, effectively permeating local cultural characteristics through play (Niu, 2023).

The Jiangsu Gamified Curriculum Project is a key provincial initiative protecting children's play rights in kindergartens, emphasising the concept of "learning through play". Unlike the previous two pre-school curricula, the Jiangsu Gamified Curriculum

involves the entire province, with each city requiring integration of its distinct cultural characteristics into play. Additionally, the curriculum incorporates scientific knowledge, demanding teachers adopt a more guiding role, necessitating targeted course design (Niu, 2023).

The Jiangsu Gamified Curriculum not only satisfies children's play needs but also alleviates parents' anxieties about children's potential primary school adaptation.

However, integrating scientific knowledge (such as programming or mathematical classification) into kindergarten play might be perceived as covertly introducing primary school subject content, potentially conflicting with policies prohibiting kindergarten teaching academic skills and likely to provoke controversy.

Although these three game curricula are not strictly kindergarten-based curricula for individual kindergartens but rather unified guidance for regional kindergartens utilising local characteristics, scholar Chen (2016) argued that external resources are crucial components of kindergarten-based curricula and should be fully integrated into early child education.

Considering this perspective, I believe that under higher-level policy guidance, each kindergarten can improve its curriculum by integrating internal resources and constructively utilising external resources—representing a successful kindergarten-based curriculum approach.

Beyond these three exemplary regions, other areas' kindergarten-based curricula remain developmental. Reviewing Guangxi's kindergarten curricula, scholar Xu (2015) identified issues including insufficient local cultural and regional characteristic

exploration, over-reliance on external theories, and lack of independent innovation.

Searches on Chinese academic databases reveal numerous Guangxi scholars researching Zhuang cultural curriculum integration. While teachers likely possess rich experience in curriculum delivery, merely conducting good lessons remains insufficient. Research indicates that some teachers insufficiently understand local characteristic resources, leading to directly copying others' curricula and resulting in monotonous activity implementation.

Regarding local cultural curriculum integration, excessive emphasis on kindergarten environmental construction has overlooked the child-centred concept (Wang & Hu, 2021).

Through the aforementioned literature, it becomes evident that early childhood education practitioners in Guangxi, guided by the Guangxi Education Bureau, are actively developing child-centred kindergarten-based curricula. However, significant improvements are still required, necessitating gradual development.

2.4.2 Teachers' Roles in Kindergarten-based Curriculum

Based on the characteristics of kindergarten-based curriculum, both children and teachers are important roles. However, in different scholarly perspectives and curriculum approaches, teachers' positioning within the curriculum varies.

Regarding the currently existing three successful curriculum models in China, the importance of teachers demonstrates significant differences. The Jiangsu Gamified Curriculum most prominently highlights teachers' importance, followed by the Lijin Game Curriculum, while teachers' roles are most subtle in the Anji Game Curriculum.

I will introduce the positioning of teachers in these three game curricula according to their characteristics.

First is the Jiangsu Gamified Curriculum. In this curriculum, STEM education is introduced, integrating interesting projects such as scientific experiments and programming enlightenment into kindergarten curriculum. Teachers need to construct educational objective frameworks, specify appropriate teaching plans, and record observations of children's daily activities, appropriately adjusting curriculum content (Niu, 2023). This model determines that teachers simultaneously possess observer and guidance roles, enabling better control of learning directions.

Secondly, the Lijin Game Curriculum. Although the Lijin Game Curriculum and Anji Game Curriculum share similar characteristics, both providing children with free play spaces and substantial autonomy, their teacher role definitions differ markedly. In the Lijin Game Curriculum, teachers participate in designing children's daily game projects. During children's gameplay, teachers assume a guiding role, instructing students and, when necessary, accompanying children as playmates. They simultaneously maintain an observer's perspective, guiding children to engage correctly and thereby promoting teaching objectives (Niu, 2023).

In the Anji Game Curriculum, children enjoy the greatest degree of freedom. They can freely choose game materials, projects, and playmates. Consequently, teachers need to observe children's needs and, as supporters, provide corresponding materials and assistance (Niu, 2023). This determines teachers' roles as observers and facilitators.

Through analysis of these three models, it is not difficult to discover that in any

curriculum model, kindergarten teachers invariably possess an observer's role. This proves that observing children and identifying needs based on observations have become one of the essential professional skills teachers must master.

The Guangxi Kindergarten Teacher Skills Competition, organised by the Guangxi Education Department, is one of the most important competitions for examining outstanding teachers in the Guangxi region. The competition's assessment items can also demonstrate the teacher skills currently prioritised by the Guangxi Education Department. Before 2021, the main items in the Guangxi Kindergarten Skills Competition were "curriculum design" and "simulated teaching". After 2021, the competition items changed to "child behaviour observation and support" and "half-day activity design and presentation". From the Guangxi Education Bureau's perspective, this change represents a focus on assessing teachers' observational capabilities and child-life skills. In alignment with the observational skills required of teachers in a nursery-based curriculum, this demonstrates Guangxi region's commitment to early years education and its resolute determination to develop localised kindergarten curricula. The directive demands that local nursery teachers rapidly acquire and hone their observational capabilities, developing their skills in discerning children's needs, which fundamentally establishes a child-centred curriculum approach.

However, as this skill remains in the initial reform stage for Guangxi's kindergarten teachers, particularly for new teachers who lack observational experience, questions persist about their practical classroom performance and potential challenges.

Therefore, how they will perform in practical classrooms and what challenges they might face requires subsequent on-site investigation research.

2.4.3 The Solution of Current Challenges

As mentioned previously, the kindergarten-based curriculum in China still has many areas for development. Scholars have discussed several current challenges and weaknesses. In Guilin, Guangxi, the main problems relate to insufficient utilisation of characteristic resources, teachers' professional skills, and parental pressures.

2.4.3.1 Lack of Utilisation of Characteristic Resources

Guilin possesses numerous local cultural resources, whether Zhuang ethnic culture or the region's rich karst landscape, which are highly suitable for curriculum integration. However, scholars have discovered that kindergartens' local activities are fragmented and lack a comprehensive system; additionally, activity formats remain limited, primarily focusing on local folk songs and Guilin traditional games (Wang & Hu, 2021). Moreover, scholar Xu (2015) noted that kindergarten teachers in Guangxi Province predominantly borrow teaching strategies from external regions, with minimal local resource exploration, resulting in insufficient regional characteristic refinement and traditional method development.

Confronting this issue, the primary reason is that some local teachers are insufficiently knowledgeable about local resources and lack targeted localised resource training (Wang & Hu, 2021). Addressing this challenge, scholar Hao (2014) suggested that parents' wisdom resources, if fully accepted by kindergartens, could help ameliorate teachers' local resource knowledge deficiencies. Parents, as relevant

early childhood education stakeholders, represent participation in curriculum development—a concept advocated by kindergarten-based curricula. However, kindergarten education and parental connections remain inadequate, with frequent parental activity absences (Wang & Hu, 2021). Kindergartens need to establish closer parental connections, such as using social media for communication, mobilising parents' educational activity participation, and collaboratively developing kindergarten-based curricula (Hao, 2014).

2.4.3.2 Teacher Professional Skills

Teachers, as one of kindergarten-based curriculum's core components, determine curriculum quality (Zuo, 2007). A Guangxi kindergarten discovered that some teachers demonstrated professional skill insufficiencies, with certain educators experiencing slow professional skill development and insufficient motivation. Some young teachers eagerly seek professional development but face a lack of high-quality training opportunities (Teng, 2017).

Guangxi's kindergarten-based curriculum development remains exploratory. While teachers actively learn from other regions' exemplary curricula, their insufficient local resource understanding means such learning predominantly involves imitation rather than successful skill integration. Regarding local cultural resource integration, scholar Teng believed that a teacher professional growth model emphasising self-exploration with expert guidance proves highly beneficial, simultaneously promoting teacher self-exploration while providing correct expert guidance, maintaining curriculum development enthusiasm.

Furthermore, to address teachers' local resource unfamiliarity, kindergartens must provide local culture training (Wang & Hu, 2021).

Additionally, Chinese kindergarten teachers most frequently employ collective direct teaching strategies (Li et al., 2011), which conflicts with Guangxi's advocated child observation approach. During collective teaching, teachers struggle to concentrate on individual students. Based on personal kindergarten work experience, Guilin kindergarten classes typically contain 25-35 students with only two professional teachers and one teaching assistant. Given the high student-to-teacher ratio, effectively observing children requires continuous practical exploration to balance collective teaching advantages while ensuring individual child attention and interest recognition.

2.4.3.3 Pressure from Parents

In traditional teaching, kindergarten education focused on ensuring children's smooth primary school adaptation, incorporating subject skill development such as reading, writing, and calculation. Scholar Liu et al. (2018) discovered that contemporary Chinese parents still desire early child preparation, hoping their children can enter academically superior primary schools. However, the 2011 Chinese Education Bureau's " Notice on Regulating Childcare and Educational Practices in Kindergartens to Prevent and Rectify the Phenomenon of teaching primary knowledge in kindergarten " policy prohibits unauthorised subject skill courses in kindergarten, emphasising child growth and development while advocating game-based teaching methods. Consequently, Chinese parents remain easily attracted to curricula offering

academic training, primarily to provide early subject knowledge exposure (Liu et al., 2018).

Chinese parents' traditional values, deeply rooted in Confucian thought, view learning and play as separate domains. This perspective creates complex attitudes among educational practitioners and parents, who tend to perceive learning as a serious activity rather than an entertainment (Li & Chen, 2016). While kindergarten teachers, as education professionals, comprehend child development patterns, parents lack similar understanding. Due to insufficient knowledge about children's needs, Chinese parents' game acceptance remains limited, frequently pressuring kindergartens and teachers to provide subject knowledge instruction.

Liu et al. (2018) discovered that some parents desire value perspective improvement, seeking balance between academic goals and children's happiness. However, for parents raised under traditional perspectives, value transformation represents a long-term process. Current parental engagement might necessitate kindergartens' persistent communication of educational philosophies, establishing shared child-rearing consensus.

Section 3. Conclusion

Through literature review, the current developmental status of Guilin's kindergarten-based curriculum remains a research gap. As part of Guangxi Province, Guilin likely demonstrates kindergarten-based curriculum progress, though specific circumstances require practical investigation. Therefore, I will maintain my first research question, hoping to understand Guilin's kindergarten-based curriculum status through field

research.

During field research, I aim to conduct in-depth interviews with kindergarten leadership and teachers to understand current curriculum development perspectives.

By exploring their views, I hope to reveal Guilin's frontline early childhood educators' kindergarten-based curriculum development objectives and explore current developmental situations among numerous potential directions.

Finally, I recognise that Guangxi Province prioritises "child observation" as a key teacher skill assessment. Previously discussed challenges include Guilin kindergartens' high student-to-teacher ratios. Teachers inevitably face challenges balancing child observation with collective instruction. I hypothesise this as one primary challenge facing early childhood educators, hoping field research will reveal current obstacles in Guilin's kindergarten-based curriculum development.

Synthesising these perspectives, I modify my research questions:

1. What is the current kindergarten curriculum like in Guilin?
2. What are the current perspectives of Guilin's educational practitioners regarding kindergarten-based curriculum?
3. What challenges does Guilin's kindergarten-based curriculum development face?

In subsequent work, I hope to conduct field research using participatory observation and semi-structured interviews. By entering kindergartens as an insider, I aim to personally understand Guilin's kindergarten curriculum status, experience existing developmental challenges, and explore frontline educators' curriculum reform

perspectives. Through interviews, I seek to investigate current kindergarten-based curriculum developmental directions, thereby providing practical reference materials to address the existing research gap in Guilin's kindergarten-based curriculum research.

Moreover, while studying in Wales, I have researched the "foundation phase" used in Welsh nursery schools, which employs a play-based teaching approach. This is similarly a child-centred teaching model. From this perspective, I believe there are certain similarities with the game-based curriculum advocated in local kindergartens in China. If an opportunity arises, I hope to enter local Welsh nurseries to conduct on-site observations and gain a more in-depth understanding of how the "Foundation Phase" is implemented. I aim to broaden my personal teaching professional horizons, which will enable me to propose more meaningful suggestions when addressing curriculum challenges in Guilin's kindergartens.

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