

Appendices

Appendix 1: Interview Guide

Research Introduction and Interview Guide for Kindergarten Principals

I. Research Introduction

Dear Principal,

This research aims to gain in-depth understanding of the current development status of kindergarten-based curriculum in Guilin kindergartens, exploring the design philosophy, implementation process, and challenges and opportunities faced by kindergarten-based curriculum. As national requirements for preschool education quality continue to rise, kindergarten-based curriculum—as an important vehicle embodying kindergarten characteristics and meeting children's individualised development needs—directly relates to the overall quality of preschool education.

Through field research, this study hopes to summarise successful experiences of kindergarten-based curriculum in Guilin kindergartens, discover existing problems, and provide reference bases for improving regional preschool education quality.

II. The Importance of Your Participation

As a kindergarten leader and decision-maker, you play a key role in the overall planning, resource allocation, and quality monitoring of kindergarten-based curriculum. Your management philosophy, practical experience, and reflective suggestions hold important value for this research:

- Strategic perspective: You can provide overall planning and long-term thinking on kindergarten-based curriculum development
- Practical wisdom: You possess first-hand management experience from the kindergarten-based curriculum implementation process
- Resource coordination: You understand resource needs and allocation strategies in kindergarten-based curriculum development
- Quality control: You have in-depth understanding of quality standards and evaluation systems for kindergarten-based curriculum

Your participation will provide valuable management-level perspectives and insights for the research.

III. Participant Rights Protection

Voluntary Participation Principle

- Your participation is completely voluntary; you have the right to withdraw from the interview at any time.
- You have the right to refuse to answer any questions you are unwilling to answer.
- If you feel uncomfortable during the interview, you may request pause or termination at any time.

Privacy Protection Commitment

- Interview content will be strictly confidential and used only for academic research purposes.
- All data will be anonymised; your personal information will not be disclosed.
- The kindergarten name will use a pseudonym, ensuring institutional information security.
- No information identifying your identity will appear in research reports.

Data Use Statement

- Interview recordings will only be used for research analysis and will be securely stored after transcription.
- Research results will primarily be used for my academic coursework and may be used for academic paper publication, academic conference exchanges, etc.
- If you agree, relevant research results can be provided to you after research completion.

Contact Information If you have any questions or suggestions about this research, please contact at any time:

- Researcher:
- Telephone:

IV. Interview Guide

(A) Background Understanding

1. How long have you served as principal at this kindergarten? What relevant work experience did you have previously?

2. Regarding kindergarten-based curriculum—curriculum independently developed by the kindergarten embodying the kindergarten's characteristics—could you share your understanding? What do you think differentiates this type of curriculum from regularly-used textbooks and activities?
3. When did your kindergarten begin focusing on conducting this type of curriculum activity embodying your kindergarten's characteristics? What background and considerations motivated this at the time?

(B) Planning and Management

1. Currently, your kindergarten's kindergarten-based curriculum—these curriculum activities with your kindergarten's characteristics—how are they specifically designed and organised? What content do they mainly include?
2. When planning these kindergarten-based curricula, what factors do you mainly consider? For example, children's developmental characteristics, local cultural resources, teachers' professional strengths, the kindergarten's educational philosophy, etc.?
3. Through what methods do you ensure these kindergarten-based curricula can coordinate with the kindergarten's overall educational objectives?
4. Regarding the implementation effects of these kindergarten-based curricula, how do you usually understand and grasp them?

(C) Support and Safeguards

1. To help teachers better develop and implement kindergarten-based curriculum, what measures has your kindergarten adopted in the following aspects:
 - Teacher training and professional development support
 - Teaching materials and environmental resource allocation
 - Funding investment and budget safeguards
 - Related systems and management measures
2. How do you handle the relationship between kindergarten-based curriculum and daily prescribed teaching content? How do you reasonably arrange time?

(D) Effectiveness and Experience

1. Reviewing recent years of practice, how do you think your kindergarten's kindergarten-based curriculum has developed? What achievements have been made?

2. During the process of advancing kindergarten-based curriculum, what practices do you think were relatively successful and worth summarising and sharing?
3. From your observations, what positive impacts have these kindergarten-based curricula brought to children's growth and development?

(E) Challenges and Prospects

1. During the process of conducting kindergarten-based curriculum, what main difficulties or challenges do you think you've encountered?
2. Based on current circumstances, in what aspects do you think your kindergarten's kindergarten-based curriculum still needs further improvement?
3. For future development of kindergarten-based curriculum, what plans and expectations do you have?
4. In what aspects do you think higher-level departments or government can provide more support for kindergartens conducting kindergarten-based curriculum?

Interview Notes

Interview form: Semi-structured interview; the above guide provides the basic framework

Flexibility note: During actual interviews, the researcher may conduct appropriate follow-up questions and supplementary questioning based on your responses to gain deeper understanding of relevant circumstances

Time arrangement: Interviews will be arranged at times convenient for you and will not affect your normal work

Recording request: To ensure accurate recording of interview content, your consent is requested for recording

Thank you for taking time from your busy schedule to participate in this research. Your support and cooperation hold important significance for the smooth development of this research!

Teacher Interview Guide

1. How long have you worked at this kindergarten? Did you have relevant work experience before? Or how many years have you been a kindergarten teacher? (Used for interviewee coding)
2. Your understanding of kindergarten-based curriculum—curriculum independently developed by the kindergarten embodying the kindergarten's characteristics (large-scale kindergarten activities, class-based curriculum, characteristic curriculum, etc.).
3. How do these types of curriculum differ from previously-used textbooks and activities? Do current curricula still have fixed lesson plans?
4. When did the kindergarten where you currently work begin/emphasise this type of curriculum activity embodying the kindergarten's characteristics? What understanding do you have about reasons for this change?
5. How are characteristic curricula generally organised and designed? What content is included? What objectives do you hope to achieve?
6. When planning these curricula, what factors do you mainly consider? For example, children's developmental characteristics and interests, local cultural resources, teachers' professional strengths, the kindergarten's educational philosophy, etc.
7. Amongst currently-conducted characteristic curricula, which do you think are particularly memorable and meaningful? Can you share?
8. What benefits do you think conducting such curriculum brings to children?
9. How do you handle the relationship between characteristic curriculum and daily prescribed teaching content? How do you reasonably arrange time?
10. What views do the kindergarten and parents have about conducting such curriculum? What help will they provide?
11. If they could provide more help to help teachers better organise activities, what aspects do you think are currently most needed and most expected?
12. Regarding currently conducting curriculum, what difficulties and challenges do you think exist?
13. Based on current circumstances, in what aspects do you think your kindergarten's kindergarten-based curriculum still needs further improvement?

14. Regarding observing children's lives, does the kindergarten currently have requirements in this aspect? How is it generally conducted?
15. If so, does this requirement present challenges for teachers' daily work? What benefits does it bring to children?

Appendix 2: Interview Transcripts

Interview with T1

Position: Middle class teacher and grade-level teaching research leader

Teaching experience: 13 years

Interview time: September 2025

Interview location: G Kindergarten

1. How do you understand kindergarten-based curriculum?

Regarding kindergarten-based curriculum, we actually break it down in more detail to class-based curriculum conducted in each class. Our kindergarten's kindergarten-based curriculum development is primarily class-based. Because using the class as a unit, when teachers conduct activities, they can set activities according to children's life experiences, knowledge reserves, children's abilities, and age characteristics. Particularly children's interests—we design curriculum based on their interests, then complete the characteristic curriculum required by our kindergarten.

2. How do current curricula differ from past curricula?

Whether in past years or now, we develop curriculum according to the five domains mentioned in the *Guidelines*. Actually, every morning we have a collective teaching activity, but in our class-based curriculum, we also try hard to integrate the five domains to promote children's development. For example, science, arts, and health—we pay more attention to these three aspects. Particularly science, because children at this time, especially now we're in middle class aged 3-4, just moved up from junior class, their hands-on ability and cognitive ability are strengthening, so we pay more

attention to the science aspect, combining our five domain objectives to enrich our kindergarten-based curriculum.

In the past, we would write lesson plans for the five domain activities every day, writing three-dimensional objectives for each day's curriculum. Lesson plans would include collective activity plans, sports game plans, and activity reflections. But now for class-based curriculum, we create a network diagram, then set five domain objectives ourselves, first setting broad objectives, then branching out. In about two months we'll complete two domains' teaching activities, then basically by the end of the semester, we'll complete relatively complete class-based activities.

So now, class-based curriculum doesn't require fixed lesson plans, but the 9 o'clock collective teaching activity needs lesson plans. We're also seeking the most suitable teaching materials for our children. Currently, our kindergarten uses a set of thematic curriculum by Zhu Jiaxiong as basic curriculum. This ensures children reach certain basic objectives during their growth process. About 7-8 years ago, we began consciously preserving our class's class-based curriculum materials.

Moreover, when we conduct class-based curriculum activities, we primarily proceed based on children's interests. We consider combining their age characteristics with interest points. For interest points, we use daily morning talks, pre-meal talks, and post-meal walk time to generate different topics, understand their interests, thereby generating the foundation for characteristic curriculum.

After identifying interest points, we teachers create an interest point divergence network diagram. After completion, we invite parents to participate, seeing whether

our divergence needs supplementation. We send questionnaires to parents; according to questionnaire results, we understand children's experiences—capability experiences, life experiences. After completing the survey, we then set five domain curricula. This makes it convenient to develop objectives they can complete based on children's experiences. My practice is to conduct activities monthly around different five domain objectives. For example, if this month's focus is arts domain, then this week I'll try to use the 10-11 o'clock time period every day. After completing our kindergarten and class's fixed activities, we'll conduct this class-based curriculum. During the process, I'll let them try doing things themselves, enriching their experiences, then keeping process materials for archiving each semester.

3. Besides children's interests, what else do you prioritally consider when conducting kindergarten-based curriculum?

Actually, I also consider capabilities children in my class currently need to supplement, because I quite want to promote their growth. Actually this semester, I'm considering conducting a class-based curriculum about magical numbers. Because I've cultivated this class from junior class, I've understood them for a year. I know children in our class aren't very sensitive to numbers. Last year I also taught some mathematics-related science lessons, like understanding and recognising numbers, counting, and knowledge about numbers and quantities—children's mastery wasn't very good. So, during the middle class stage, we already have combining numbers 1-10 with quantities. So this semester, I'm preparing to develop the magical numbers curriculum based on our class children's weakness.

4. What memorable curricula have you had?

In the past, we had a curriculum about figs. Because in our kindergarten, the school planted a fig tree. In the curriculum, they would frequently observe the tree, care for the fig tree themselves. Then when fruits ripened, they would pick them themselves with teacher help to taste. In that curriculum, children would also communicate with parents, go together to markets to observe figs sold outside.

Then there was another curriculum about sweet potatoes, completed by children in our planting corner. First they water-cultivated sweet potatoes as plants in the planting corner, observing how they sprout, how many days sprouting takes, keeping daily records, then extending to our back garden's vegetable plot, planting sweet potatoes in the plot. They were very interested in this process. This curriculum also took over a semester to complete, because the sweet potato sprouting process requires certain time.

Last year we also adapted a semester's picture book curriculum into a stage play, performing it on Children's Day; parents and children loved it particularly.

Additionally, every year during the Zhuang Third Month Festival in March-April, we conduct Zhuang characteristic curriculum, letting children understand local ethnic culture—something other regional kindergartens don't have.

5. What benefits do these curricula have?

First, these types of curriculum have high interest levels; these are things they're interested in themselves, so they're very willing to actively participate. Then in these curricula they always participate themselves; this frequently exercises their hands-on

ability. Moreover, it's not us teachers or others requiring them to do it; they voluntarily do it, so they'll move more. This simultaneously strengthens their life experiences, because these types of curriculum generally arise from interest points in life. Of course, during the process we also try to integrate five domain objectives, so improvement for them is actually very comprehensive.

6. How do you observe children daily?

Our kindergarten requires teachers to observe children's circumstances in daily life. Additionally, our kindergarten has a weekly one-on-one listening activity, and observing children's activities in corner areas. Every week, every teacher must fill out observation forms—after observing, attach photos, add a process, based on phenomena observed in kindergarten corner areas, plus our support strategies, material support, and what roles teachers can play in it. Analyse and record these things; these forms must be submitted weekly.

7. Challenges and benefits of observation work?

Regarding observation, actually it's very meaningful for children and parents. Because when we observe children, it helps us know what kind of support to give them normally, how to help them improve abilities in various aspects. Then regarding teacher-parent communication, there are more points to communicate with parents; then parents feel teachers pay particularly much attention to my child, so they trust and like teachers more.

But for teachers, actually our pressure is great, because there are dozens of children in each class. Whether we're conducting one-on-one observation or one-to-many

observation, other children actually must also be in your sight, so for teachers there's certain pressure, and work difficulty increases somewhat.

Sometimes I don't know to what extent I should intervene. If I don't manage at all, I'm afraid of safety problems; if I manage too much, it doesn't seem child-centred.

Grasping this degree indeed requires continuous exploration.

8. How are external views of and support for kindergarten-based curriculum?

First, actually parents don't particularly understand the concept of class-based curriculum or characteristic curriculum. Because they don't work in this field; many parents just put children at school and think it's done. So actually I want to do some work with parents, letting them understand the importance of home-kindergarten co-education.

Like the picture book curriculum just mentioned, our theme was *The Ants Eat Watermelon*. After completing the curriculum in class, I placed this picture book in our class's corner area for display. Additionally, I also arranged a performance about ants eating watermelon through theatre. Because Reading Day and Children's Day dates are close, this programme was performed on Children's Day stage for all parents to watch.

At that time, parents in our class learned that picture books they usually help children make together can actually be turned into stage plays by teachers. After they understood this, they supported our activities more. Whether pre-curriculum activity surveys or material support, parents became more active.

Regarding the kindergarten, they first see what materials they can provide us. If

available, they actually will support us. But more often, they provide guidance on teaching knowledge and strategies.

9. What kind of help do you expect?

Just as mentioned, parents' understanding of our class-based curriculum is indeed relatively weak. Actually, I hope the kindergarten can organise a parent classroom in their name. Let parents have deeper understanding of our usual curriculum. This way when we organise activities, they'll feel these are very meaningful. This way when they conduct activities with children, they'll be more active, not particularly perfunctory.

10. Challenges regarding time coordination?

Actually regarding time, indeed teachers have relatively many things to do. Our kindergarten actually continuously conducts various activities. Our time is also relatively busy; this really tests our organisational ability. In daily routine, we must not only conduct area activities but also outdoor activities. So we must try to coordinate. At semester start, we'll learn about five domain curriculum projects that must be taught this semester. When we organise class-based curriculum, we'll see whether these fixed curricula and characteristic curricula can be integrated. Firstly, this prevents curriculum repetition; secondly, it lets children have more outdoor activity time.

Interview with T2

Teaching experience: 20 years

Interview time: September 2025

Interview location: G Kindergarten

1. How do you understand kindergarten-based curriculum?

In my view, our kindergarten primarily conducts enrichment classes and class-based curriculum. Enrichment classes are actually one of our kindergarten's characteristics. Things like ancient poetry, handicrafts, drawing, dance, etc.—children participate according to their own interests. The kindergarten charges material fees, no other fees needed. Fee standards for external partner organisations are generally higher than fees for classes taught by kindergarten teachers. Enrichment classes offered by our kindergarten teachers typically only charge basic material fees; the main purpose is meeting children's interest needs, not profit.

Regarding conducting curriculum by class, this gives each class more independent autonomy, and mainly activities are conducted with children as the focus. Whatever topics they like, we try to derive from these topics. For example, last semester, children in my class wanted to plant; we started discussing this topic in class, asking whether they wanted water cultivation or soil cultivation. Because although the kindergarten has some planting space, the range is indeed limited. The kindergarten's regulation for us is planting vegetables. At that time, our class students discussed about 6 types, then voted for the final decision.

Compared to designating curriculum with the whole kindergarten as the unit, I feel designating by class as unit can better fit each class's needs. If using kindergarten as unit, it's like curriculum given to us by the kindergarten administration. Although the kindergarten has unified requirements, children in each class are different; we must

adjust according to our own class's circumstances.

2. Do many classes in your kindergarten choose plants for class-based curriculum?

Actually, we discussed this curriculum ourselves. First, the kindergarten requires our class to have a natural plant corner. Of course, the kindergarten also has some venues to provide everyone. Secondly, parent cooperation level is still somewhat lacking.

Some families are unwilling to buy plants for the plant corner, so we have to find ways to solve this ourselves. At that time, we discussed how to do the plant corner in class, discovered children were interested, which triggered the topic.

Planting activities are not only labour education; we combine science domain objectives, letting children observe plant growth. Harvested vegetables are also sent to the kitchen; this complete experience from planting to table is particularly meaningful.

3. What differences exist between class-based curriculum and five domain curriculum?

Five domain curriculum is lesson plan books our kindergarten administration purchased. Although now we cannot order textbooks for children, we still teach according to five domain objective curriculum, letting children learn fixed knowledge each semester.

So compared to class-based curriculum, one is transplanting course content from books directly, the other is conducted based on their interest points.

4. What are the benefits of class-based curriculum?

Speaking of benefits, I feel class-based curriculum is more direct for children, because it extends much content. Take last semester's plants as example. Children choosing to plant onions requires parents to cooperate first, taking them to supermarkets or markets for selection. Children are interested themselves, so they'll like it. They can photograph themselves, make selections, then plant at home. During planting, they'll observe the growth process themselves—this is more interesting. But for textbook curriculum, first it's not easy to extend; additionally, home and kindergarten cooperation actually rarely helps.

5. When did you start conducting characteristic curriculum? What were the reasons?

For me, probably the previous cohort of children? About 4-5 years ago? I only then started doing class-based curriculum. It seems there were specific requirements then for each class to conduct once per semester. Originally there should have been requirements, but they were oral requirements, not fixed.

Regarding reasons, at that time the principal said others were all doing it; we should do it too. Seeing other good kindergartens in the city starting to do it, we felt there must be reasons. So we did it too. Later kindergarten assessment also inspected this item, so it was retained.

6. How do you observe children?

Recent years indeed also began requiring us to observe children. Initially we were required to observe during outdoor mixed-age activities; later we were required to observe in daily life. Requiring us to write one observation record weekly. Observe

what happened, analyse children's behaviour, give guidance strategies. Guidance strategies mean after observing children's life behaviours, analysing what needs they'll have, analysing how to make children better.

7. Does observation work make you busier?

Of course, adding these work requirements indeed makes us busier. Look at these observation records—normally we don't have time to write them; we can only complete them using time beyond work. But doing this is indeed useful. Because when communicating with parents, when you tell parents about observed content, they really like listening. Parents feel you've paid attention to her child; actually regarding communication, this is quite effective.

This week we need to prepare Teachers' Day activities and rehearse for National Day programmes. Actually this week, our class didn't complete five domain lessons according to the weekly plan. Time is indeed a big problem.

8. With so many children, how do you observe?

Indeed, generally I won't observe just one person. I generally observe two or three people as a small group together; otherwise honestly it's difficult to observe every child.

9. How do you organise class-based curriculum?

About this time period, children begin frequently discussing a topic. For example, recently they'll discuss dragonflies. When they were in junior class, there were many ants outside. At that time, we conducted a class-based curriculum about ants. Like current dragonflies, actually we'll also consider this.

Additionally, I'm recently also preparing a lesson about class monitors, because I discovered children aren't very clear what class responsibilities middle class children should undertake, so I want to use this topic to deepen their understanding. At that time, I'll prepare several themes for children to vote on; whichever gets the most votes we'll choose. After selecting the theme, I'll communicate with parents, because sometimes their cooperation is needed.

10. What do you consider when conducting class-based curriculum?

Starting from interests, permeating five domain objectives. But I still consider children's age groups. Like in junior class, they're more interested in animals. Now in middle class, because every class is different, we're still exploring currently. In senior class, we might consider integrating some local resources, like Guilin's cuisine; at that time, we can refer to it.

11. How is time arranged?

Generally speaking, we use the 8:50-9:20 time period in the morning to teach five domain curriculum. But for class-based curriculum, I'm accustomed to conducting it Monday, Wednesday, Thursday afternoons. Actually now the principal also allows us to put characteristic curriculum in the morning 8:50-9:20 time period for lessons. But the premise is we need to first complete original five domain curriculum. We have five textbooks; generally in one semester, after completing these five textbooks we still have one month. We can use this one month to complete this class-based curriculum. But indeed, class-based curriculum each semester from topic discussion to completion indeed needs very long time. We normally use fragmented time to

discuss, then gradually perfect it.

12. How are parent and kindergarten support?

Actually, parents don't really understand the definition of class-based curriculum.

Generally we have some requirements for children. For example, when planting, they'll plant themselves, change water themselves; then they'll photograph and post in communication groups. They'll actively participate and interact. But support given to us by both parents and kindergarten is limited. Sometimes we need to subsidise material costs ourselves.

13. What kind of support do you expect?

Regarding parents, I hope they actively cooperate. Regarding school, I more hope they provide us more materials. Current materials are often bought by ourselves; many times we teachers are subsidising. Although the class sometimes charges a little class fee to purchase materials, many times when it's insufficient, I fill it myself. I hope the kindergarten can give more support in this aspect. This way we save time buying materials ourselves and ensure stable material resources.

Interview with T3

Teaching experience: 26 years

Interview time: September 2025

Interview location: G Kindergarten

1. How do you understand kindergarten-based curriculum?

Regarding kindergarten-based curriculum, our kindergarten originally didn't have it.

Later, probably our principal saw others doing it outside; we learned it. It's our

kindergarten's current principal leading our teacher team to attempt developing characteristic curriculum in the kindergarten. Actually, how to say this curriculum—it's not an already-formed project; it's something we need to explore, discover things belonging to our kindergarten ourselves, then further excavate, slowly forming it. Needs integrating our understanding of them. Like now, we attempt using class as unit, doing one class-unit curriculum each semester, slowly forming characteristics. But indeed, we've developed this curriculum not very long, after all other schools in the city started doing it, then we began researching it ourselves.

2. What's the difference from traditional curriculum?

Previously, our kindergarten teaching was primarily collective curriculum-based, that is, traditional curriculum form. For this type of curriculum, there are lesson plan books, a fixed framework, like scripts. We teachers just need to follow them when teaching; very orderly. Students can also achieve fixed objectives. Then what teachers need to do is grasp key and difficult points in curriculum; breaking through these key difficult points basically completes teaching tasks.

But kindergarten-based curriculum is quite different. We form curriculum according to children's interest points. Very possibly during the process of completing one interest point, new interest points will generate. In original curriculum, our teachers were primarily guides; now we're more importantly doing a combined identity of supporter and guide. Leading children, exploring whilst generating our curriculum. Actually, for teachers this may also be a challenge. But for children, they prefer this type of curriculum more. Because it's curriculum developed based on their interest

points, children's initiative, enthusiasm, interest, and participation will be better.

3. How is time arranged?

Actually currently, generally mornings have a fixed time for us to conduct five domain curriculum collective teaching activities. But afternoons, my class primarily generates class-based curriculum. Because class-based curriculum indeed needs relatively long time for preparation—from children's interest points, communication amongst everyone, then slowly exploring—all need time.

Actually, each semester we need to complete corresponding five domain curricula, plus one class-based series curriculum. But specifically when to teach what, we arrange ourselves. This autonomy lets us respond more flexibly to class's actual circumstances.

4. What challenges exist in implementation?

Actually, currently conducting two curricula in parallel indeed has certain challenges for us teachers. First, in different curricula, teachers' roles need transformation.

Additionally, our grasp of knowledge points and how to guide children—because curriculum characteristics differ, we have different approaches. For class-based curriculum, we certainly cannot follow collective teaching form, mechanically teaching. This tests teachers' professional ability, observation ability, and support ability.

Additionally, after we first have topics for class-based curriculum, teachers' abilities are also very important. If our observation of children isn't adequate, knowledge point activities we generate, children may not like; their enthusiasm will be low. This causes

curriculum nature to change again from children's active exploration to teachers' active giving. This is indeed very challenging.

Additionally, children often have wild imaginations. In my curriculum, sometimes children propose some very difficult things to accomplish. Actually facing this, we might have prevented or intervened to guide in the past. Now I try letting children think of ways to solve problems. I also often fail together with children, then summarise. Actually, I've worked in this field many years; sometimes I'm still very unaccustomed.

5. How do you observe children?

Starting these two years, the kindergarten administration will let us organise children observation videos during training and collective study, having us do white descriptions. Describe what happened to children in videos, but requiring us to observe objectively. After white description, we must analyse reasons and purposes of children's behaviour. Afterwards, from teachers' perspective, think about what support strategies can be given.

In daily teaching, we also have observation tasks. It's just there are too many children; sometimes observation is indeed troublesome. So personally, I use my mobile phone for video recording, then record. This way during collective teacher training, it's more direct.

But actually I feel observation spends much time and energy. After all, two teachers in one class must manage over 20 children. Moreover, in my view, observation is not only immediate observation but also tracking-style. We pay attention now; we must

also pay attention to whether children can change after support strategies. So once we disconnect our support strategies, it may become meaningless.

6. How do you organise class-based curriculum?

Generally, we start from children's interest points, but at the beginning we might enter a misunderstanding, still placing it together with traditional textbooks. Interest points are still focused on, because after all, generated interest points must follow children. If you don't follow them, my curriculum cannot be generated or completed.

We collect topics they've recently been interested in through daily observation and conversations with children. Usually there are multiple alternative themes, then we organise whole-class children for democratic voting, selecting themes most people are most interested in.

7. What memorable curricula have you had?

Last year I had one about Guilin's osmanthus flowers. At that time, it was done in senior class, called "Fragrant Encounter with Osmanthus: A Sweet Gift from Autumn." At that time, our kindergarten had osmanthus trees. We collected them, then let children also participate through their senses—touching, smelling, tasting, seeing. For example, in the recognition segment, we'd look at its form. Because osmanthus flowers are very small, we might cut them. After cutting, use magnifying glasses to see, letting children ask each other questions. Then in the appreciating osmanthus segment, it combines with music, rhythm, ancient poetry, and other language, letting them feel osmanthus beauty. Then draw osmanthus, sketching from life. Finally, there's a tasting segment—life activities—tasting different foods made from

osmanthus. Regarding eating, children are still very interested; parents are also happy to help collect osmanthus candy, osmanthus cakes. We also permeate various aspects of osmanthus into our five domains. But because children themselves start from interest in this subject matter, children are still relatively interested; they can truly have particularly deep impressions of osmanthus.

8. What are the benefits of class-based curriculum?

For children, their abilities in various aspects, observation ability, thinking ability, and their curiosity and exploration will all benefit. Moreover, they also learned cooperation and communication in it, and some frustration tolerance. Like I said, when they can't continue, they'll fail together. If they can do it, children are still willing to do it. These can still influence them.

9. Challenges faced and support expected?

First, when we conduct kindergarten-based curriculum, needed materials are many and not fixed. So often there are material shortages. Additionally, regarding teachers' knowledge, indeed because of interest point issues, knowledge points mastered by each teacher differ. Random curriculum places great pressure on teachers.

If possible, I hope whether kindergarten administration or higher leadership can provide better funding and material support, arrange more teacher training.

Additionally, I hope experts can come to the kindergarten to guide and help us learn about our curriculum. More communication and sharing amongst teachers, exploring humanities curriculum suitable for our own kindergarten and local characteristics—I feel this would be better.

Interview with IN1

Identity: Fourth-year intern from a Guilin's University

Interview time: September 2025

Interview location: G Kindergarten

1. What's your understanding of kindergarten-based curriculum?

Because I'm currently a senior, actually my understanding of kindergarten-based curriculum mainly comes from school. But currently school teaching about this part isn't particularly extensive. Kindergarten-based curriculum in my view is themed-type curriculum, for example themed on traditional culture, or intangible cultural heritage, etc. Roughly it's series curriculum organised in branches under a large theme.

2. What kindergarten-based curricula have you actually seen?

In our kindergarten, I previously interned in a senior class. That kindergarten's curriculum actually also had class-based curriculum conducted according to each class's characteristics. At that time, the class had its own planting area, organising students to select plants they liked for water cultivation and soil cultivation. At that time, there was planting sunflowers and some vegetables.

Additionally, actually the kindergarten holds relatively many activities. I think this also belongs to one type of kindergarten-based curriculum. It's themed activities characterised by festivals. For example, our Guangxi's traditional festivals—we let children together with parents and teachers make some characteristic foods. Each class also has a small stall. On specific days, we organise a market activity at school, letting children be sellers, inviting parents to visit. Of course, students can also go to

other classes' stalls to purchase things they're interested in.

Like this year, the kindergarten will hold an anniversary celebration. Just-passed Teachers' Day, Mid-Autumn Festival, etc.—actually the kindergarten organises these into curricula with their own characteristics, letting children understand. For example, last week, teachers introduced Teachers' Day date and guided children to express Teachers' Day meaning. I saw the senior class side—children even entered the kitchen to personally make festival cakes. Actually, it's quite good; children have deep impressions. In these curricula, teachers try integrating some hands-on abilities and knowledge into curriculum, letting children learn different knowledge.

3. What support have you observed during internship?

Actually, because I'm just interning, I don't need to participate in communication with parents. So I may not know much about support from parents. They mainly bring children to participate. So from my internship feelings, I feel support from teachers and kindergarten administration is more. Parents mainly are simple participants. Like the just-mentioned market—they just bring children to stalls. They didn't say they'd give any guidance during the process.

But the kindergarten, at that time, would make some basic preparations and guidance for classes in advance. For example, it would learn in advance what each class's theme is, what materials are needed. See whether the kindergarten has these materials. If not, discuss with teachers how to solve it. Additionally, like the market activity, the school gives each class a stall frame. Of course, it's a basic framework, letting each class decorate it themselves. This way each class has its own characteristics.

I think it's still communication issues. Because in the kindergarten, I can see support brought by kindergarten administration, but I don't very often communicate with parents, so support I know from them is relatively little. Actually, as I see it, teachers expend the most energy and work hardest in curriculum.

4. What are current university focal points for cultivating teachers?

As I see it, currently universities mainly build foundations for us teachers. Currently, knowledge taught by school includes relatively much content about children's growth and psychology. Of course, we also must learn some lesson plan writing and organisation. But regarding practice, actually we still need to research it ourselves.

5. What's your ideal kindergarten-based curriculum?

I hope to obtain more support from the kindergarten, for example materials—I hope the kindergarten can provide adequately. This way, as teachers, we can expend less effort on material collection. Additionally, I hope teachers amongst classes can work hard together, everyone discussing together how to design curriculum suitable for children's development and exercising children's abilities. Regarding parents, I hope they can fully cooperate, understand teachers' work. Of course, I don't mean parents just pay money, etc. Sometimes collecting materials, I may hope parents together help collect. Like previously in senior class planting activities, one parent said home had fertiliser suitable for planting use, so the child brought it to school for use together. This way everyone participates in it, promoting children's growth.

6. What difficulties have you currently observed?

Take this semester as example. Currently this class may have just started school;

teachers are all too busy. This month has both festivals and inspections. Teachers still have other school work to do. This also results in them actually having very few lessons. Everyone plays with toys unconsciously, purposelessly. Mainly teachers sometimes don't have time for lessons. We also cannot hand teaching work to childcare teachers, because regarding teaching, teachers still must organise.

Additionally, I feel teachers' understanding of kindergarten-based curriculum is actually somewhat lacking. School training may still need strengthening. Actually, our usual classes also lean towards five domain textbooks. For universities, teaching about kindergarten-based curriculum isn't particularly extensive. Not to mention teachers who graduated many years ago—they may not necessarily have accepted new curriculum forms.

Kindergarten-based curriculum development needs time and teachers' abilities to do. But if teachers are busy, their observation time for children decreases. Actually currently, I haven't really noticed teachers stopping to observe children's circumstances. Busy busy, then a day passes. I feel this curriculum's development still needs time. First do well class-by-class, then slowly form systematisation at school.

Interview with M1

Position: Principal

Work duration: 31 years (2003-2007 teaching research leader, 2007-2016 educational director, 2016-2023 vice principal, current principal)

Interview time: September 2025

Interview location: G Kindergarten

Interview duration: 45 minutes

1. How do you understand kindergarten-based curriculum?

Kindergarten-based curriculum in our kindergarten has many forms, like characteristic enrichment class curriculum, festival-themed curriculum, and class-based curriculum.

Personally, I prefer calling class-based curriculum "life-based curriculum," because I believe this is curriculum starting from life. There's always been a saying: "Daily life is education." Further understanding means many segments in life possess educational value for children. To excavate these values, embody children's autonomy and exploration desires, we divided it into individual small curricula to do.

You should have also heard—originally this curriculum was brought back by me after seeing other kindergartens and preschool teacher skills competitions start doing it. At that time, I was in charge of teaching, so I pulled together a team to pilot it in our kindergarten.

Of course, all our curriculum innovations must be conducted within the national policy framework. This is a basic premise we must follow.

2. Can you share some specific kindergarten-based curriculum cases?

We earliest did fig curriculum. First, bring children to visit, arousing children's interest, then deeply investigate figs' growth process—when they start bearing fruit, why they're called "figless" figs. Our teachers are very interesting; they often give curricula very nice names. For example, sweet potato curriculum—they might call it "Sweet You Heart's Desire" or similar.

One done quite well was pomelo curriculum. Pomelo trees are planted behind our kindergarten. Starting from spring, we bring children to water them and remove weeds. Pomelo trees are very tall, so we let children guess: when do you think pomelos can bear fruit? Children have various preset ideas—some say parents said autumn bears fruit, some say mum said summer bears fruit. We don't stop children saying you're right or wrong; it's okay. We together with children come daily to observe this pomelo tree.

After flowering, because trees are very tall children can't see, but when wind blows, small white flowers fall down. Teachers use magnifying glasses for children to observe flower shapes, through drawing forms or making plant specimens in various different forms, letting children observe, understand, do hands-on operations. Then let parents give children some preliminary experience preparation.

By autumn, we bring children together to pick pomelos. Once, three years ago, our two pomelo trees bore about 30-plus fruits, piled up like a small mountain. Children were very happy. Teachers cut pomelos open, asking them: "Guess how many sections are inside?" After cutting open, they start counting—this involves mathematics experience improvement in the science domain.

Then when tasting, ask whether pomelos are sour or sweet? Besides pomelo flesh being edible, what else can the peel do? Children will use pomelo peel. Teachers pickled some garlic for them, stir-frying the white part inside as vegetables for them to eat. Some also dry pomelo peel; it can be medicinal. Through this series of activities, children truly fully understood pomelos—originally pomelos have so many

uses.

3. How do you view teachers' roles in play activities?

I'll give a sand area game example. We give children some small tasks set in advance.

For example, saying today we're entering the sand area, asking what they want to do.

Children will discuss—for instance, wanting to make cakes. So what's needed to

make cakes? Children also discuss. First, go to the sand area to check whether tools

are complete. If incomplete, how to solve it? Children say we have something at

home. Okay, tomorrow please bring these tools.

After bringing them, children already know they're making cakes. Can be grouped or

individually made, but first draw pictures of cakes they want to make. After making

cake shapes, teachers will prompt: "Your cake is really good; how is it different from

cakes you usually eat?" Children will think of still needing fruit decorations, etc.

During children's play process, teachers through language guidance slowly advance

their experience accumulation and skill improvement. For example, after the first cake

layer is done, how can the second cake layer be stacked stably, how not to fall, how to

decorate, etc.

After completion, there's sharing. Teachers photograph works and upload to the smart

board, letting children introduce how they made it so beautifully. Then ask other

children: "How do you think this cake can become even more beautiful?" Other

children will give suggestions.

Finally, teachers will ask: "During today's cake-making process, what difficulties did

you encounter?" Children may review the game, saying at the beginning it always

wouldn't hold shape. Why? Maybe not enough water. This involves sand-water characteristics, besides sand shaping skills, there's also scientific knowledge in it. In class-based series curriculum, teachers need to find balance between supporter and guide. Excessive intervention will limit children's autonomous exploration, but completely letting go may cause activities to lose educational value. Grasping this degree is indeed a challenge teachers face.

4. How is the importance of observing children embodied?

Teachers must learn to observe children. Actually, we only started doing observation recently these years. State-run kindergartens started doing observation very early; we're relatively delayed, but teachers are also slowly learning.

Observation plays a great role. First, teachers must understand children's experience levels—to what step their skills have developed, where their emotional communication is, what we now call social development. For example, in construction games, besides skills like enclosure, stacking high, spanning, extending, covering, laying flat, children also have logical thinking space formation; they can then imagine house construction structures. There's also mutual cooperation ability. Junior class is basically parallel play, so junior class construction areas mostly are tabletop, with lots of interlocking blocks, because they play individually. By middle and senior classes, we slowly go from parallel play to mutual imitation, finally to cooperative play. Senior class cooperative play involves many aspects: division of labour cooperation, how to solve difficulties encountered, emotional communication, etc.

Once I trained teachers on observation. Their class children were reading books. I had teachers stand there observing for 8 minutes, not speaking. Because teachers speaking—first, will disturb children's activities; second, although you think you're guiding, your thinking has already dominated their thinking.

After 8 minutes, I asked the teacher: "What did you see?" She said seeing two people reading one book, indicating they're good friends, have emotional communication, will share. Also saw one child's book-reading habits aren't good—took a book, flipped through, then put it back.

I asked: "During these 8 minutes, how many children in your class changed books?"

The teacher was stunned. I said: "In 8 minutes, 13 children in your class changed books, and one child changed 5 times."

So every observation must carry objectives. Today observing the book area—is it to understand the class children's overall situation? Are their reading habits good? Can they quietly read books? How long is concentration time? Or wanting to observe why one specific child had unpleasantness with others in the book area yesterday?

Observation has purposefulness—divided into holistic scanning observation and individual focused observation.

After observing, there must also be solution strategies. For example, discovering one child can't sit still, always affecting other children—what's the next strategy? How should home-kindergarten co-education be done? Must communicate with parents.

First affirm the child has already slowly started willing to read; must encourage.

Today 3 minutes, tomorrow 4 minutes, day after 5 minutes—slowly extend.

Understand what books children like, because only interest can guide them to sit down.

5. What are support strategies for teachers?

Professional guidance is one aspect. Regarding materials, we'll try hard to provide, but possibly all very little, because kindergarten is indeed currently difficult. We often let teachers excavate some things naturally usable or previously stored things reusable. For example, display boards—previously pasted with drawings; second use possibly flipped over; third use possibly cutting down blank parts for other uses.

But actually, teachers most hope to receive spiritual support. Teachers most fear doing wrong things and getting scolded by leadership. So I often tell teachers: it's okay.

Children need trial-and-error processes; you also need trial-and-error processes. Do more, err more. As long as you don't make boundary errors, I hope to give teachers some free space, letting them try more boldly. For example, hitting children, scolding children—these are teacher ethics and conduct principle issues; cannot be touched. As long as these aren't touched, we won't very forcefully intervene.

For example, once the vice principal said discovering queuing to receive snacks was very long again in classes, asking whether we should regulate unified practices. I said: "Why must you regulate? Just throw the problem out to discuss with teachers. Now inspection discovered this problem; let them think of ways themselves, come up with strategies to solve it. Each class best has each class's characteristics."

This way teachers will think of ways according to their own class's circumstances: some classes may have certain children receive fruit first, certain children receive nuts

first; some classes may come up several minutes early to arrange all fruits; some classes may do other interactions first whilst waiting. They think themselves; you just look at results. After solving queuing waiting problems, then let everyone share experiences. Why must I make the whole kindergarten the same? Children need individualisation; class-based curriculum also needs individualisation.

The standard for judging whether curriculum succeeds is seeing whether children like it, whether they gain something. This is the most fundamental evaluation standard.

6. How is utilisation of parent resources?

Our kindergarten has a shortcoming—not good at utilising parents' social resources. Only utilised material aspects, like lacking something, calling parents to hand in something. This isn't called parent resources.

What are parent resources? It's some parent being very knowledgeable about some matter. I can utilise their identity or knowledge points for all children, or using points to bring surfaces—for their children, then letting their children influence other children.

For example, one parent likes photography. Can I have them help capture all children's moments? At that time, during parent meeting praise, say: "Your children's moments were all photographed by someone's parent; their photography techniques are so good." Afterwards, won't this parent be willing to come help with every activity?

Parents' friend circles can also be utilised. For example, I want to visit a chicken farm.

Are there parents with such relationships? This is why I say teachers aren't good at

excavating parent resources.

Current parents are indeed difficult to communicate with. With a little problem, they may be relentless. Children scratched a mark; possibly they'll go on and on with you endlessly. Actually, during children's growth process, bumps and scrapes will occur.

But our teachers are very afraid. Because safety alert lines are too high, many activities they don't let go; even unwilling to communicate with parents.

But if you let parents participate in curriculum, they won't think it's you making me bring; rather, they'll understand how this thing advances and improves children's abilities. Things good for children—parents all willing to pay. The key is letting them understand.

7. What are the main challenges faced?

As a privately-run kindergarten, we face unique survival pressures. Without government financial support, we need to be completely self-financing. I've worked here 31 years—the first 25 years focused on teaching management, but recent years I've had to invest more energy in operational decisions maintaining kindergarten survival.

From over 600 children in 2016, to over 500 in 2017, 480 in 2019, 320 in 2021, to now only 171. Enrolment continuously declines, but I have so many staff to support.

Work focus certainly doesn't have great energy on education and teaching; I must first survive.

This indeed affects my direct oversight of teaching, but this is a helpless choice under realistic pressure. I must also first let staff eat their fill; only then will they have

motivation to serve parents well. Under circumstances where even most basic food and clothing cannot be solved, who's willing to help you work? This is a very realistic problem.

Originally from 2012 to 2018, our kindergarten participating in teacher skills competitions won prizes yearly. In 2014, we won first prize in Guilin City, participating in autonomous region competition got third prize. In 2016, 2017, 2018, we all got second prizes in Guilin City; in urban areas, always first prizes. But after 2021, I haven't had energy to pursue this, because sending one teacher out to compete—actually it's not one teacher; it's the whole team's matter.

8. What are expectations for the future?

If enrolment stabilises over these years, I'll invite some experts and excellent teachers to provide training for our school's teachers. Currently, due to operational pressures, investment in this aspect is indeed limited, but this is our important future planning. Now professional requirements for teachers are increasingly high. Not just having a teacher qualification certificate and that's it. I myself recently also took two certifications: family education instructor and psychological counsellor, also took intermediate developmental assessor. Current teachers must not only understand children but also understand parents. Possibly post-90s teachers encountering post-90s parents is slightly better; then what about encountering post-00s parents next? Understanding social backgrounds, understanding current young people—also things our current teachers must learn.

Although we started late, although facing many difficulties, I'm still very confident

about the kindergarten's educational philosophy. All philosophies are actually explored step by step, because current trends are going in this direction. I hope whilst ensuring basic education quality, we can develop a curriculum system truly possessing our own characteristics.

Appendix 3: Observation Records

Observation basic information

- **Observation location:** Middle Class Two, G Kindergarten, Guilin City
- **Observation time:** 8-12 September 2025
- **Class circumstances:** Middle Class Two, 22 children, staffed with 2 teachers, 1 childcare teacher, and 1 intern teacher
- **Observation method:** Non-participant observation

8 September (Monday)

At 7:40 in the morning, I arrived at G Kindergarten to begin the first day of observation. Children from Middle Class Two and Middle Class One were conducting morning activities outdoors; teachers had already arranged simple sports equipment on the playground in advance. Children freely selected activity projects—some played with hula hoops, some conducted simple running and jumping activities. After morning activities continued about 20 minutes, children returned to classrooms in orderly fashion for breakfast.

The morning's important activity was the flag-raising ceremony. All kindergarten children assembled on the playground. During the ceremony, senior class child representatives and a teacher representative gave brief speeches around the upcoming Teachers' Day, introducing Teachers' Day significance to children. After the ceremony ended, each class began area activities.

Middle Class Two's area activities were arranged in the outdoor graffiti area. This area was equipped with several iron cabinets as graffiti walls; children held chalk freely

creating on the ground and cabinet surfaces. I observed children's creation themes were diverse—some drew houses, some drew rainbows, others attempted writing numbers. Meanwhile, different areas of the playground were also conducting other classes' activities: senior class children rode tricycles on another side of the playground, junior class children conducted construction games in the wall block area, Middle Class One was in the sand-water area.

Area activities continued about 30 minutes. During this period, teachers organised children to return to classrooms in batches to drink water and use toilets. Due to hot weather, teachers particularly paid attention to reminding children to replenish water. After activities ended, children returned to classrooms to eat fruit, followed by indoor free play time. During free play, I observed two children having a pushing incident due to toy disputes; teachers promptly intervened to handle it.

9 September (Tuesday)

The morning's main activity was an eloquence class—one of G Kindergarten's characteristic curricula. The course adopted group forms; children enrolled in eloquence class attended lessons in their own classroom, whilst unenrolled children went to the neighbouring empty classroom for free play under childcare teacher accompaniment. Although elective in nature, I noticed the lead teacher explained to me that basic language expression content would be taught to all children, ensuring educational fairness.

The eloquence class primarily trained children's language expression abilities.

Teachers guided children to practice through nursery rhyme recitation, picture

storytelling, and other activities. Course content included tongue twister practice and simple story retelling. Teachers emphasised correcting children's pronunciation, encouraging bold expression.

10 September (Wednesday)

This day was Teachers' Day. From 8:50-9:20 in the morning, Teacher A specially prepared a lesson about civilised behaviour education. She created courseware, displaying various campus behaviour scenes to children through animation and pictures, guiding children to discuss what constitutes friendly behaviour and what constitutes inappropriate behaviour. This lesson was clearly designed in response to the pushing incident observed on Monday, reflecting teachers' timely response to children's behavioural issues.

Due to kindergarten Teachers' Day meeting arrangements in the morning, the intern teacher undertook subsequent teaching tasks, organising children for story activities. After lunch during naptime, an incident occurred with one child wetting the bed. The childcare teacher and intern teacher cooperated in handling it, changing bed sheets and comforting the child's emotions.

The afternoon's originally-planned mixed-age activity was postponed due to a sudden rain shower. After the rain stopped, teachers organised children to go to the playground for basketball activities. This was part of the physical intelligence curriculum. Middle class children practised simple ball-bouncing movements; junior class children conducted more basic ball-rolling games in the adjacent area. During activities, one child accidentally fell. Teachers immediately came forward to check

and understand the cause.

11 September (Thursday)

The morning arranged ancient poetry teaching activities—part of class regular curriculum. Teacher B selected *Singing the Goose* for teaching, helping children understand and memorise ancient poetry content through picture displays, movement imitation, and other methods.

Subsequently was the international chess enrichment class trial lesson segment. The external chess teacher first conducted a trial lesson in the senior class, then came to Middle Class Two. Due to time arrangement delays, trial lesson time slightly conflicted with fruit time, but teachers flexibly adjusted time arrangements. The trial lesson introduced international chess basic rules using an interesting approach; children displayed strong interest.

The afternoon conducted eloquence class content review, led by another teacher. This review mechanism ensured children's consolidation of learned content. Some children participated in the roller-skating enrichment class, practising in the multi-function hall.

12 September (Friday)

In the morning, two children had pants-wetting incidents. Whilst handling these, teachers particularly instructed the intern teacher to strengthen attention and guidance regarding these two children's toileting habits, reflecting targeted support for individual children's needs.

The morning's teaching activities proceeded regularly. Most remaining time was spent

playing with toys. Teachers prepared PowerPoint for the afternoon parent meeting.

After school in the afternoon, some children participated in the basketball enrichment class—a paid after-school enrichment course. Simultaneously, the kindergarten organised the new semester parent meeting, introducing this semester's teaching plans and class management requirements to parents.

After observation ended, I scheduled next week's formal interview times with Principal M1, three teachers (A, B, C), and intern teacher IN1.

Observation Summary

This week's observation gave me direct understanding of G Kindergarten's daily implementation of kindergarten-based curriculum. Whilst maintaining regular teaching, the kindergarten flexibly conducts various characteristic curricula and activities. Teachers can keenly observe children's needs and promptly adjust teaching content, such as the civilised education lesson designed in response to pushing behaviour. The enrichment class trial lesson system and tiered teaching arrangements all reflect respect for children's individual differences. Meanwhile, I also observed some challenges in the implementation process, such as conflicts in time arrangements, influences from external factors like weather, and teachers' balance between meetings and other affairs versus teaching.

Appendix 4: Participant Information Sheet

Researchers/Contact Details:

[Please fill in your contact information]

Name:

Email:

Phone:

Wechat:

Research Title

Investigating the Implementation of a Kindergarten-Based Curriculum in a Guilin
Preschool: A Qualitative Case Study

Introduction

Over the past decades, early childhood education in China has experienced rapid development, with kindergarten-based curriculum becoming increasingly important as a vehicle for reflecting kindergarten characteristics and meeting the developmental needs of children in each institution. The development and implementation of kindergarten-based curriculum not only relates to the quality of kindergarten education but also directly impacts children's comprehensive development.

Currently, there is limited systematic research on the current status of kindergarten-based curriculum development and implementation in Guilin kindergartens.

Understanding the actual situation of kindergarten-based curriculum in Guilin kindergartens and exploring successful experiences and challenges is of great significance for improving the quality of early childhood education in the region.

This study aims to comprehensively understand the current status of kindergarten-based curriculum in Guilin kindergartens through field research, providing reference for improving the development and implementation of kindergarten-based curriculum.

Participation

We would like to invite you to participate in this research project aimed at exploring the current status of kindergarten-based curriculum in kindergartens in Guilin City.

Before you decide if you would like to take part, it is important for you to understand the nature of the study and what your involvement would entail. Please take time to read the following information carefully. If you need clarification or further

information, please contact the researcher (listed above).

Thank you for taking time to read this information sheet.

What is the aim of the research?

The aim of this research is to gain an in-depth understanding of the current status of kindergarten-based curriculum development and implementation in Guilin kindergartens, specifically:

1. To explore how kindergartens design and organise kindergarten-based curriculum
2. To understand how administrators (principals and academic directors) provide support for kindergarten-based curriculum development
3. To identify difficulties and challenges teachers encounter in developing and implementing kindergarten-based curriculum
4. To discover successful experiences and effective practices in kindergarten-based curriculum implementation

What am I being asked to do?

If you are a Teacher, you will be asked to:

- Allow the researcher to conduct non-participant observations of your kindergarten-based curriculum activities over approximately one week
- Participate in one interview about your experiences in kindergarten-based curriculum development and implementation, lasting approximately 30 minutes
- Share your feelings, difficulties, and suggestions regarding kindergarten-based curriculum practice

If you are an Academic Director, you will be asked to:

- Allow the researcher to conduct non-participant observations of kindergarten-based curriculum activities in your kindergarten over approximately one week
- Participate in one interview about kindergarten-based curriculum management and support, lasting approximately 30 minutes
- Share your role and experiences in kindergarten-based curriculum development
- Discuss management strategies in kindergarten-based curriculum

implementation

If you are a Principal, you will be asked to:

- Allow the researcher to conduct non-participant observations of kindergarten-based curriculum activities in your kindergarten over approximately one week
- Participate in one interview about overall planning and management of kindergarten-based curriculum, lasting approximately 30 minutes
- Share your vision and strategies for kindergarten-based curriculum development
- Discuss support measures and challenges faced in kindergarten-based curriculum implementation

Interview and observation details:

- Non-participant observations will take place in your kindergarten over approximately one week during regular curriculum activities
- The researcher will observe without interfering with normal teaching and learning processes
- Interviews will be conducted in Chinese
- Interviews will be audio recorded for transcription and analysis purposes with your consent
- All activities will be scheduled at mutually convenient times that do not interfere with your regular work

Why have I been invited to take part?

You are a key member of a kindergarten in Guilin City and play an important role in the development and implementation of kindergarten-based curriculum. Your experience, perspectives, and suggestions are valuable for this research.

Do I have to take part?

Participation in this project is **completely voluntary** therefore you do not have to take part. If you choose to take part, you will be asked to complete and sign a Participant Consent Form (found at the end of this document) prior to your involvement in the study. You have the right to:

- Decide whether to participate in the research
- Withdraw from the study at any time without giving any reason

- Refuse to answer any questions you do not wish to answer
- Request to pause or terminate observation activities

What are the benefits of taking part?

Through participating in this research, you will have the opportunity to:

- Reflect on and summarise your experiences in kindergarten-based curriculum
- Exchange insights about kindergarten-based curriculum development with the researcher
- Contribute to improving the quality of early childhood education in the region
- Receive research findings and learn about peers' experiences and practices

What will happen to your information?

Privacy Protection:

- All data will be fully anonymized so that you cannot be identified
- No information that could identify you will appear in any reports or publications
- Kindergarten names will be given pseudonyms
- Participant names will be identified by codes

Data Management:

- All recordings, observation notes, and other raw data will be stored securely
- Data will only be used for this research purpose and will not be used for other purposes
- Data will be handled according to relevant regulations after the research is completed
- The researcher commits to following academic ethics and relevant regulations

Where will the results of the study be published?

Results of the study may be used for:

- Academic paper publications
- Academic conference presentations
- Educational policy recommendations

- Guidance for kindergarten educational practice

In all uses, we commit to strictly protecting participant privacy.

Who has ethically approved this research?

This research has been reviewed and approved through relevant ethical review procedures. If you have any concerns about the ethical aspects of this research, you can contact:

[Please fill in relevant ethics committee contact information]

What will happen next?

If you consent to participate:

1. Please sign the consent form
2. The researcher will negotiate specific observation and interview schedules with you
3. All arrangements will fully consider your work schedule and personal convenience

What if I have more questions or do not understand something?

If you have any questions about the study, please feel free to contact:

Researcher: [Name] Phone: [Phone number] Email: [Email address]

Thank you for your time and consideration!

End of Participant Information Sheet

Consent Form

Title of Project:

The Current Status of Kindergarten-based Curriculum in Kindergartens in Guilin City

Name of Researcher:

[Please fill in researcher information]

Please tick as appropriate:

Yes ☐ No ☐ I confirm that I have read and understood the Participant Information

Sheet for the above study and have had the opportunity to ask questions.

Yes ☐ No ☐ I understand that my participation is voluntary and that I am free to withdraw at any time, without giving any reason.

Yes ☐ No ☐ I consent to the researcher observing my teaching activities.

Yes ☐ No ☐ I consent to participating in research interviews.

Yes ☐ No ☐ I consent to interviews being audio recorded.

I understand that:

Yes ☐ No ☐ The data will be treated as confidential and kept in secure storage at all times.

Yes ☐ No ☐ The data will be retained in secure storage for the duration of the project.

Yes ☐ No ☐ The data may be used in future publications, both print and online, but my identity will be kept confidential.

I agree to take part in this research study. ☐

Participant Information:

Name of Participant:

Position:

Institution:

Contact Phone:

Signature:

Date:

Researcher Confirmation:

I have explained in detail the purpose, methods, risks and benefits of this research to

the participant and have answered all the participant's questions.

Researcher Signature:

Date: