



Exploring Kindergarten-based Curriculum Development Competencies in Western Countries and China

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Abstract

With the proposed of three-level curriculum system since 2001, in the development of the new round of basic education curriculum reform in China, kindergarten-based curriculum development plays an important role in China's kindergarten curriculum reform. Kindergarten-based Curriculum Development Competencies (KBCDC) for kindergarten teachers are emphasized. This study used a Systematic Literature Review (SLR) to analyze KBCDC definition and KBCDC levels in Western countries and China, which includes determining the topic, forming keywords, searching for literature, building & analyzing the themes, and forming conclusions. Ultimately, it was found that competencies and curriculum development are the two main sources of the definition of KBCDC. KBCDC is the competencies required for kindergarten teachers to develop curriculum in the field of Early Childhood Education (ECE), with the uniqueness of kindergarten as the basis. The levels of KBCDC in Western countries and China is different. In Western countries, KBCDC has developed earlier and has formed a mature system of kindergarten-based curriculum, but KBCDC for kindergarten teachers still faces challenges. In China, the development of KBCDC is relatively late, and kindergarten teachers in both urban and rural areas face many difficulties. The development level of KBCDC in rural areas is lower than that in urban areas. This study is of great significance in that it not only provides a complete theoretical framework for KBCDC

definition, but also analyses in depth KBCDC levels in Western countries and China, while the differences between KBCDC levels in Western countries and KBCDC levels in China are theoretically confirmed. These conclusions bring breakthrough significance and provide a theoretical basis for kindergarten-based curriculum developers and subsequent research.

Keywords: Kindergarten-Based Curriculum, Kindergarten-Based Curriculum Development Competencies (KBCDC), Curriculum Development, Kindergarten Teacher, Early Childhood Education (ECE)

Introduction

Early Childhood Education (ECE) is the beginning stage of education (Guo, 2021), so kindergarten curriculum is an important part of the school-based curriculum system under the new curriculum reform in China. In the kindergarten curriculum reform, the three-level curriculum system of "national curriculum, local curriculum, and school curriculum" (shown in Figure 1) makes the school-based curriculum of kindergarten break the single and unified situation of kindergarten curriculum, which means that kindergartens have obtained a certain degree of curriculum decision-making power. Compared with the universal characteristics of national and local curriculum, the kindergarten-based curriculum is more personalized. It is a curriculum that grows from kindergarten, so it is more suitable for kindergarten teachers and children.

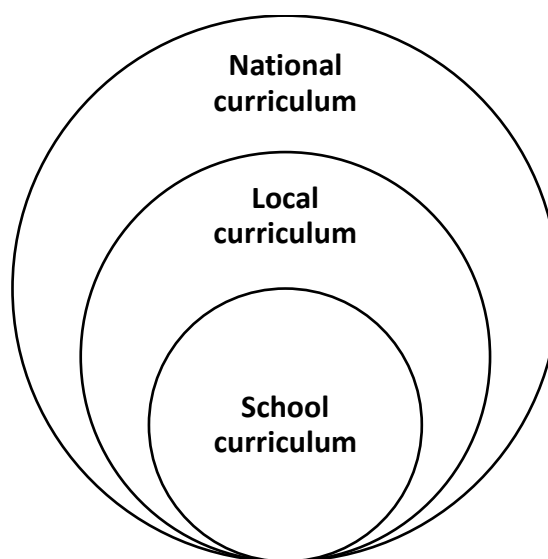


Figure 1 Three-level Curriculum Management System in China

Besides, in 2001, the State Education Commission in China published the kindergarten education regulation document, which is the *Outlines for Kindergarten Education*, clearly pointed out: "The process of designing and implementing education and teaching activities is the process of teachers to carry out education work innovatively and productively; Teachers should flexibly formulate and implement feasible educational activity plans based on the actual conditions of local areas and kindergartens and the actual level of children in the class." It can be seen that China requires kindergarten teachers to creatively participate in the development and implementation of the kindergarten-based curriculum. This puts forward a high-level requirement for kindergarten teachers' Kindergarten-based Curriculum Development Competencies (KBCDC).

Moreover, in the *Professional Standards for Kindergarten Teachers* issued by the Chinese Department of Education of the Ministry of Education in 2012, kindergarten teachers are required to “make reasonable use of resources to create the environment” and “implement educational activities in an interesting, comprehensive and flexible manner”, which reflects the requirements on kindergarten teachers’ competencies to develop kindergarten-based curriculum. However, there is a big gap between the KBCDC level of kindergarten teachers in Western countries and China, which limits the development of kindergarten-based curriculum and the quality of ECE in China.

Therefore, exploring KBCDC level in Western countries and China not only helps to improve the quality of Chinese kindergarten-based curriculum, but also is of great significance in promoting the development of the ECE and the professional competencies for kindergarten teachers. In this study, the authors discuss in depth the definition of KBCDC, as well as the KBCDC level in Western countries and China through Systematic Literature Review (SLR) method, aiming to provide theoretical support and practical guidance for improving the quality of ECE and promoting the development of KBCDC for kindergarten teachers.

Research Objectives

The main focus of this study is to explore kindergarten-based curriculum development competencies (KBCDC) in Western countries and China. The major objectives of this study are as follows:

1. To explore the definition of kindergarten-based curriculum development competencies (KBCDC).
 - 1.1 To determine the definition of competencies.
 - 1.2 To determine the definition of kindergarten-based curriculum development competencies (KBCDC).
2. To explore kindergarten-based curriculum development competencies (KBCDC) levels.
 - 2.1 To determine kindergarten-based curriculum development competencies (KBCDC) level in Western countries.
 - 2.2 To determine kindergarten-based curriculum development competencies (KBCDC) level in China.

Definition of Kindergarten-based Curriculum Development Competencies

In order to have a scientific understanding of KBCDC, the definition of KBCDC is analyzed here in turn through the definition of competencies, teacher’s curriculum competencies, curriculum development competencies, kindergarten-based curriculum development competencies (KBCDC). The definition source of KBCDC is deeply explored from two aspects of competencies and curriculum development, which lays a foundation for further exploration of KBCDC levels.

(1) Definition of Competencies

With the beginning of competencies research in the field of foreign education around 1980, the research of competencies has attracted the attention of foreign scholars. David McClelland (1973) believed that competencies are closely related to work or work performance, and a set that can be measured by knowledge, skills, self-image, motivation, attitude, values and other personal traits. The word competencies in English have two

meanings: competence and competency. In early human resource management, the meaning of competencies is slightly different. On the one hand, competence is a representation of competencies, which can be used to understand and identify excellent performance, behaviour and functional skills. Competency, on the other hand, is based on observed functional skills and focuses on the integrated function side. Later, competence and competency are increasingly used the same, there is no obvious distinction in practical application (Li, et al., 2017).

Huo (2022) believed that competencies refer to the ability (instinct, talent, skill and potential) that a worker needs to be competent for a certain job in a certain field of work, and can distinguish those with excellent performance, good performance and average performance. Competencies can be improved by corresponding training and can improve the performance of the worker's certain ability elements. The competencies model is the sum of the competency characteristics required by an individual when he/she plays a specific role (He, 2014), which can be regarded as a set of competency characteristics matching the requirements of a specific position (Chen et al., 2020).

As for teacher education research field, the general framework regarding teacher competencies was explained by Selvi (2009) in nine different dimensions as field competency, research competency, curriculum competency, lifelong learning competency, social-cultural competency, emotional competency, communication competency, information and communication technologies competency and environmental competency. Therefore, curriculum competency is a component of teachers' competencies, improving teachers' curriculum competency is helpful to improve teachers' professional ability and quality.

(2) Definition of Kindergarten-based curriculum development competencies (KBCDC)

Kindergarten-based curriculum development competencies (KBCDC) is a research field that is constantly refined on the basis of competencies. In order to have a clear understanding of the core concepts of this study, it is necessary to distinguish among teachers' curriculum competencies, curriculum development competencies and kindergarten-based curriculum development competencies (KBCDC). The following is the basic meaning of these three concepts in the previous research, and the relationship of competencies superimposed and gradually refined can be explored.

- i Teacher's curriculum competencies: Teacher's curriculum competencies refer to the dynamic power that teachers have based on curriculum knowledge and skills, which directly affects the operation and effectiveness of curriculum activities. It includes three elements: teachers' curriculum cognition competency, curriculum practice competency and curriculum research competency (Dai, 2018).
- ii Curriculum development competencies: Curriculum development competencies are a series of coordinated energy combinations required by the curriculum development personnel to complete curriculum planning, curriculum design and curriculum implementation (Li, 2006).
- iii Kindergarten-based curriculum development competencies: KBCDC is the competencies of kindergarten teachers to design, select, adapt, integrate, supplement, expand and create curriculum. The specific performance is the competency to interpret the curriculum outline, the competency to diagnose the curriculum needs, the competency

to determine the curriculum objectives, the competency to plan the curriculum content, the competency to choose the appropriate implementation strategy, the competency to evaluate the curriculum, the competency to research the curriculum, the competency to coordinate the curriculum resources (Jiang, 2023).

Kindergarten-based Curriculum Development Competencies Levels

In ECE, kindergarten teachers' KBCDC has received widespread attention in the world, not only in Western countries, but also in China, more and more attentions are paid to the development of KBCDC. The KBCDC levels in Western countries and China are analyzed respectively, including the development status and problems, so as to explore the overall development of KBCDC and form a systematic theoretical framework of KBCDC.

(1) KBCDC Level in Western Countries

With the rise of the "School-based Curriculum Movement" in Western countries in the 1980s, the governments of Western countries have successively delegated all or part of the curriculum development power to grassroots schools, so that teachers have more autonomy in curriculum development. Kindergarten curriculum seems to kindergarten-based curriculum in Western countries, highlighting the characteristics of diversity, such as in the United Kingdom, Italy, the United States, and Australia (He, 2012).

Achievements of KBCDC in Western Countries

School-based curriculum development emerged as an international trend in the 1970s, which serves as one of the valuable modes of curriculum decision-making (Yang, 2016). Many developed Western countries have developed a relatively mature kindergarten-based curriculum. In terms of curriculum decision-making, kindergartens have a great ability to make independent decisions, which basically realizes the level of kindergartens to set special curriculum according to their own conditions. Foreign scholars have systematically mature research on kindergarten-based curriculum development.

Teichert (2014) believes that children need to develop critical and analytical abilities in the digital age, which also reflects the need for traditional curriculum standards to adapt to the requirements of scientific and technological development. He took the multimedia technology curriculum of a British kindergarten as an example to focus on the role of this technology in children's information education. Presser et al (2015) investigated the practice of Big Math for Little Kids (BMLK) mathematics curriculum. They pointed out through research that this curriculum could realize the development of kindergarten-based curriculum which is suitable for children's learning based on children's activities, and the evaluation results showed that this curriculum had a significant positive impact on children's math ability.

Neill (2012) studied the impact of drama performance in the form of mathematical situational games on kindergarten education and teaching. The results show that this kind of game drama performance can connect the core knowledge of mathematics vividly and effectively, so that children can deepen their understanding of mathematical knowledge and solve mathematical problems more effectively.

Problems of KBCDC in Western Countries

Many researchers have argued that teachers' knowledge and experience should inform curriculum development (Begg, 1998) and that having some responsibility to develop and implement curriculum is crucial to teachers' professional identities (Howells, 2003). However, teachers may not necessarily think of themselves as curriculum developers. Sabar et al. (1987) argued that, for kindergarten-based curriculum development to occur, teachers not only need to be in an environment that removes constraints on kindergarten-based curriculum development, they also need to believe and perceive that they are free and have the competencies to develop curriculum.

Kemp (2012); Sable et al (1997); Maciuszek (2010), after investigating the current situation of curriculum development in some regions and countries, concluded that only a small number of kindergarten teachers have specialized knowledge of curriculum development, and there is less training for kindergarten teachers in curriculum development. The professional development of kindergarten teachers hinders curriculum development (Yu, 2001).

Yeşilpınar Uyar et al (2023) interviewed eight kindergarten teachers who working in a university kindergarten. Results indicate that kindergarten teachers are attempting to implement the kindergarten-based curriculum development approach, but with a limited understanding. The results regarding the challenging factors of fidelity suggest that teachers need more professional development activities, such as planning integrated activities, using teaching methods following the principles of the curriculum and ensuring consistency between implementation and assessment processes. Besides, Iwahama and Asada (2006) point out the five major internal problems of curriculum development, 1) the professional knowledge about subject matters, 2) social background of students, 3) the attitudes of learners, 4) teaching methods, and 5) learning styles and the way of learning.

Relevant previous studies show that kindergartens in Western countries have developed a variety of kindergarten-based curriculum for ECE, and many of the curriculum have been widely used in the world (Liu, 2017). The competencies in curriculum development are necessary for kindergarten teachers (Phoebe & Manuel, 2022), but the KBCDC needs to be improved for kindergarten teachers in Western countries.

(2) KBCDC Level in China

Nevertheless, the development of China's kindergarten curriculum is relatively late. After China setting off a wave of basic education reform in 2001 Zheng (2019), it pointed out a new direction of kindergarten curriculum reform. Following the guidance of the new direction, more kindergartens participate in the continuous exploration and try to develop the practice of kindergarten-based curriculum, aiming at promoting the harmonious development of children's mental and physical capability, and improving the professional competencies of teachers. As an important part of kindergarten teachers' professional competencies, KBCDC is the requirement of China's new curriculum reform for kindergarten teachers, and also conforms to the trend of world curriculum development. Designed curriculum and teachers as developers and practitioners of the curriculum are accepted as major power to increase the quality of the education (Eris & Kiliçoğlu, 2019).

Whereas, China's KBCDC for kindergarten teachers is not optimistic. There are many problems in kindergarten teachers' competencies in kindergarten-based curriculum development, including the deviation of kindergarten teachers' understanding of the connotation of kindergarten-based curriculum development, low level of curriculum theory, weak competency of curriculum development (Ma, 2021). Besides, kindergarten teachers have difficulties in formulating the objectives of kindergarten-based curriculum, selecting the contents of kindergarten-based curriculum, organizing the implementation of kindergarten-based curriculum and evaluating kindergarten-based curriculum (Han et al., 2019).

It shows that although kindergarten-based curriculum development has been implementing in China for many years and some achievements have been made in the practice process, there are still problems and gaps (Zuo, 2007). Kindergarten teachers need to continuously strengthen their professional competencies in the development of kindergarten-based curriculum to promote the effectiveness of kindergarten-based curriculum development. Here, the Chinese KBCDC level will be analyzed in detail from two aspects: urban and rural.

KBCDC level in Chinese Urban Areas

Kindergarten-based curriculum development is closely related to teacher participation, which requires a team of high-quality and professional teachers. The development of kindergarten-based curriculum would help teachers achieve professional growth. Based on previous research in Chinese urban areas, the problems of teachers' participation in kindergarten-based curriculum development mainly include teachers' unclear understanding of kindergarten-based curriculum development, poor living conditions of teachers' participation in kindergarten-based curriculum development, lack of cooperation spirit among teachers, and insufficient external system support.

Li (2006) pointed out similar major challenges faced by kindergarten-based curriculum development in Hong Kong and Shanghai: (1) lack of curriculum experts and their guidance, (2) lack of curriculum development resources, (3) insufficient teacher qualifications, and (4) neglect of kindergarten-based curriculum development by kindergarten management. These challenges are obvious and clear, are closely related to kindergarten teachers, resources, and management.

Liu (2022) studied three kindergartens in Hanzhong City, Shanghai and Wuhan and found that teachers' ability could not meet the needs of curriculum development, which became the bottleneck restricting kindergarten-based curriculum development in kindergartens. Teachers lack knowledge of relevant curriculum topics, and it is even more difficult to formulate specific curriculum content. Teachers' theoretical level is not high, and teachers' existing daily work content is relatively saturated, so they lack special and precise involvement in the development of kindergarten-based curriculum. Creativity is an important criterion to measure the quality of kindergarten-based curriculum content. Due to the lack of teachers' professional competencies, kindergarten-based curriculum content in many kindergartens lacks creativity, and the embodied curriculum plans are more transformation than creation.

Cui (2011) studied four kindergartens in Jinan City and found that kindergarten teachers had one-sided understanding of kindergarten-based curriculum, insufficient initiative to participate in kindergarten-based curriculum, insufficient ability to develop kindergarten-

based curriculum, and insufficient development of kindergarten-based curriculum resources. Song (2014) found through her research on one kindergarten in Anshan City that kindergarten teachers need to improve their competencies to develop kindergarten-based curriculum, with weak curriculum awareness and low educational accomplishment. Fu (2010) studied the previous situation of teachers' curriculum leadership in kindergarten-based curriculum development from four dimensions: curriculum cultural leadership, curriculum professional technical leadership, curriculum organizational structure leadership and interpersonal leadership, and found various contradictions between teachers' power distribution in curriculum leadership, their high enthusiasm and insufficient external support, and between ideal and reality.

Guo (2021), through a case study on the development of a multicultural kindergarten-based curriculum in a kindergarten in Quanzhou City, Fujian Province, found that kindergarten teachers lack the awareness and ability to develop kindergarten-based curriculum, reached no consensus on the concept of kindergarten-based curriculum development, and lacked the ability to develop kindergarten-based curriculum. No matter whether in school learning, pre-job training or on-the-job research and training, they rarely involve the content of curriculum development. Kindergarten teachers generally lack professional knowledge and technology in curriculum design, implementation and evaluation, and fail to grasp the determination of curriculum objectives, the selection of teaching content, and the measurement of children's ability and development level. In the practice of curriculum development, most of them choose according to their own teaching experience and life experience, which is incomplete and unprofessional.

Liu (2017) analyzed the current situation and strategies of kindergarten-based curriculum development in three kindergartens in Xinyang City, Henan Province, and found that there are some problems in kindergarten-based curriculum development, such as misunderstanding, low initiative, insufficient development ability, inadequate resource development and supplement, and lack of management system. kindergarten-based curriculum development in the three kindergartens is encouraged and initiated by the kindergarten principals. First of all, as the core leader of the kindergarten, the principal plays a key role in kindergarten-based curriculum development. However, most kindergarten teachers have a lack of comprehensive understanding of kindergarten-based curriculum development, a lack of subjectivity and enthusiasm.

Secondly, kindergarten teachers lack the theoretical knowledge and skills of kindergarten-based curriculum development. On the one hand, kindergarten-based curriculum development requires very high theoretical knowledge of principals and teachers. Teachers not only need to master rich knowledge of psychology, pedagogy and pedagogy, but also need to have certain knowledge of curriculum design, curriculum evaluation and operation techniques for development and utilization, which are basically lacking in current kindergarten teachers. On the other hand, kindergartens do not pay attention to the exploitation of teachers' development ability due to relatively little training on kindergarten-based curriculum development, and the overall development environment of kindergartners' curriculums seeks too many short-term results, always thinking of developing a set of kindergartners' curriculums as soon as possible, rather than paying attention to the

accumulation of human resources. This leads to the big gap between kindergarten teachers and KBCDC.

KBCDC level in Chinese Rural Areas

KBC development is closely related to the professional development of kindergarten teachers, and the kindergarten-based curriculum development of kindergarten teachers not only in urban areas but also in rural areas cannot be ignored. In 2019, the Central Committee of the Communist Party of China (CPC) and the State Council issued *China's Education Modernization 2035*, proposing to "focus on rural areas to improve the popularization of kindergarten, establish a more suitable kindergarten education management mechanism, kindergarten management system and investment system, and vigorously develop public kindergartens." At the same time, "the construction of high-quality professional and innovative teachers is emphasized." As the core measure of China's rural kindergarten curriculum construction, kindergarten-based curriculum development is not only the need for kindergarten education modernization, but also has a very realistic positive role in promoting the professional progress of rural kindergarten teachers.

There is a large gap between urban and rural areas in China, so it is urgent to improve the quality of kindergartens in rural areas and the construction of kindergarten-based curriculum development. However, the KBCDC of rural kindergarten teachers in China faces more limitations and problems than that of urban kindergarten teachers. Rural kindergarten teachers in China have low professional quality in participating in kindergarten-based curriculum development (Zhang & He, 2021). In fact, the development of kindergarten-based curriculum is not simple, even extremely challenging.

Many researches show that the KBCDC problems of rural kindergarten teachers include: Outdated educational concepts (Huang & Xie, 2022); The enthusiasm of kindergarten-based curriculum is not high and the awareness for kindergarten-based curriculum is weak (Hao, 2012); The theoretical knowledge of kindergarten-based curriculum is not deep (Zhang, 2020); The curriculum content selection method is simple and there are few field visits (Yang et al., 2023); Weak awareness of exploiting local curriculum resources (Wang, 2010; Xie, 2013). Therefore, this study will make an in-depth analysis of rural KBCDC for kindergarten teachers by comparing urban areas and rural areas in China, in order to promote the modernization of rural kindergarten education.

On the one hand, kindergarten-based curriculum development can improve the curriculum development competencies of kindergarten teachers; on the other hand, the education of children according to the developed kindergarten-based curriculum is conducive to promoting the development of children (Qin, 2004). However, previous studies have found that kindergarten teachers in China generally lacks high-level KBCDC. Compared with abundant urban KBCDC researches, KBCDC researches in rural areas of China is relatively scarce. Therefore, it's urgent to improve the KBCDC of kindergarten teachers, especially in Chinese rural areas.

Conclusion

The final finding of this study is that competencies and curriculum development are the two main sources of the kindergarten-based curriculum development competencies (KBCDC)

definition. KBCDC should be different from teacher's curriculum competencies and curriculum development competencies. KBCDC is the competencies required for kindergarten teachers to develop curriculum in the field of Early Childhood Education (ECE), with the uniqueness of kindergarten as the basis. In addition, the levels of KBCDC in Western countries and China is different. In Western countries, KBCDC has developed earlier and has formed a mature system of kindergarten-based curriculum development, but KBCDC for kindergarten teachers still faces challenges. In China, the development of KBCDC is relatively late, and kindergarten teachers in both urban and rural areas face many challenges. The development level of KBCDC in rural areas is lower than that in urban areas. In conclusion, KBCDC for kindergarten teachers has been valued in both Western countries and China but faces many obstacles.

In response to the findings of this study, the researchers make the following recommendations: improving the level of kindergarten teachers' KBCDC and optimizing their professional competencies, so as to improve the quality of kindergarten curriculum and ECE, the healthy physical and mental development of children can be developed finally. On the one hand, strengthen pre-service training. In the university and college education of pre-kindergarten teachers, the textbook knowledge content of kindergarten-based curriculum development and practical training need to be added. Through the combination of classroom learning and kindergarten practical training, the KBCDC level can be improved in theory and practice. On the other hand, strengthen post-service training. First, "Kindergarten-Kindergarten Learning", kindergarten teachers need to learn from excellent practice cases of other kindergartens, understand the characteristics and effects of different kindergarten-based curriculum development, draw experience and inspiration from them.

Second, "Teacher-Teacher Learning", junior kindergarten teachers can learn from senior kindergarten teachers with kindergarten-based curriculum development experience, through group cooperation to inherit the experience of kindergarten-based curriculum development. Excellent kindergarten teachers can learn kindergarten-based curriculum development cases from each other through topic sharing, and constantly optimize the level of KBCDC. Third, "National Training". In the unified national training, kindergarten-based curriculum development content needs to be added and emphasised. The KBCDC level of kindergarten teachers can be improved through the systematic training of experts. To sum up, the KBCDC levels of kindergarten teachers can be optimized and developed through continuous pre-service and post-service training in various ways. This provides a guarantee for the lifelong learning of kindergarten teachers and promotes the improvement of ECE quality.

Research Significance

This study deep analyses the different development levels of KBCDC in Western countries and China, which is far-reaching and involves kindergarten teachers, training experts, kindergarten principals, kindergartens, and children in the theoretical and practical domains.

In terms of theory, by analyzing the definition of KBCDC and the development level of KBCDC in different countries, this study has enriched the basic knowledge of the current KBCDC theory and laid the foundation for the future KBCDC research. First of all, this study provides kindergarten-based curriculum development related personnel, especially kindergarten teachers, with basic knowledge of KBCDC, which helps kindergarten teachers establish a scientific understanding of KBCDC at the theoretical level, and have a preliminary

understanding of the development level of KBCDC in the world. This not only provides a background reference for kindergarten teachers' competence to conduct kindergarten-based curriculum development, but also helps kindergarten teachers' lifelong learning to improve their professional competence.

Secondly, this study helps kindergarten-based curriculum development training experts, usually university lecturers, to update KBCDC knowledge and formulate KBCDC training content for pre-kindergarten teachers and in-service kindergarten teachers more scientifically based on the current development of KBCDC in the world. Finally, this study helps kindergarten principals to improve their theoretical knowledge of KBCDC. Kindergarten principals play a central role and a leading position in kindergarten-based curriculum development of kindergartens. Well-structured theoretical knowledge of KBCDC lays a foundation for kindergarten principals to guide the direction of kindergarten-based curriculum development in kindergartens, can also improve the self-reflection of KBCDC.

In terms of practice, this study provides theoretical guidance for the practical operation of kindergarten-based curriculum development at the competence level. Firstly, a well-structured KBCDC knowledge system can promote kindergarten teachers to implement kindergarten-based curriculum development effectively. Theory is the basis of practice, on the contrary, practice promotes the continuous development of theory. Through the actual operation of kindergarten-based curriculum development, kindergarten teachers can further strengthen their understanding of KBCDC and improve their professional level of KBCDC. Secondly, this study can provide a theoretical reference for the overall implementation of kindergarten-based curriculum development in kindergartens, promote the formation of a macro kindergarten-based curriculum development concept in kindergartens, construct a kindergarten-based curriculum development system with unique kindergarten characteristics. Thirdly, it can promote the all-round development of children. The learning effect of children is the key and purpose of kindergarten-based curriculum. The development of children is the ultimate goal of KBCDC in practice. Therefore, KBCDC theoretical framework can indirectly promote children's learning effect and comprehensive development.

To sum up, this study enriches the basic knowledge of the current KBCDC theory, lays a foundation for the future KBCDC research, and has important significance in many aspects. Whether in theory or practice, the KBCDC theoretical framework of this study plays an important role in kindergarten teachers, training experts, kindergarten principals, kindergarten, and the harmonious development of children. Ultimately, promote the development of basic education in China and the world, and improve the quality of ECE.

Conflict of Interests

In this research, authors have no economic relations with other people and external organizations. The authors don't receive the funding from any organizations.

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