Journal of Education and Educational Research
ISSN: 2957-9465 | Vol. 6, No. 2, 2023

Effects of the International Professional Qualification Standards on the Development of Childcare Services: Towards Enhanced Childcare Program

Lijun Dai *

Doctor of Philosophy in Education. Adamson University, Manila, Philippines
*** Corresponding author Email:** 17914605@qq.com

Abstract: This study summarized the basic content and framework system of the professional quality of early education teachers aged 0-3 in China through literature research methods, answers to the following questions: First, what is the profile of the early education teachers in sex, Highest Educational Attainment、 Teaching Experience Second, to what extent are the following international professional qualification standards observed by the early education teachers? Teachers' morality and ideas professional knowledge and professional ability; Third, is there a significant difference in the extent of observation on the international professional qualification standards by the early education teachers when they are grouped according to their profile variables; Fourth, what is the assessment of the teacher respondents on the level of the quality of service by the Childcare Service in work performance, dedication to one's work and parental connection? Fifth, is there a significant relationship between the teachers' extent of observation of the international qualification standards and the level of service provided by the Childcare Service? Sixth, based on the findings of the study, what strategies can be proposed for the enhanced childcare program? A total of 300 front-line teachers from public kindergarten-affiliated nursery classes, private kindergarten-affiliated parent-child classes or nursery classes, domestic and international chain institutions, and non-chain institutions were the survey objects. SPSS20.0 version and Excel data statistics software were used to study the collected data, and the collected questionnaire was analyzed. Conclusions are then drawn from the mixed-methods analysis, and from these, recommendations are given, such as: strengthening men's training in some areas; improving the recruitment of undergraduate talents; improving the recruitment of talents with long teaching experience; strengthening the training of existing 1–5-year-olds and other teachers in some aspects; and establishing a 0–3-year-old assessment mechanism for employees in nursery institutions.

Keywords: International Professional Qualification Standards; Early Education Teachers; Significant Difference.

1. The Problem and its Setting

1.1. Introduction

The report of the 20th National Congress of the Communist Party of China pointed out that "high-quality development was the primary task of building a modern socialist country in an all-round way" and "development was the first priority for the party to govern and rejuvenate the country". General Secretary Xi Jinping stressed: "We must insist on ensuring and improving people's livelihood in the process of development. "It was necessary to do a good job in employment, education, social security, medical care, old-age care, childcare, housing and other livelihood matters." "Developing an inclusive childcare service system... Promote the professional and standardized development of infant and child care services, and improve the quality and level of childcare and education." Early education teachers aged 0-3 were the main body of implementing infant and child care services in China, and building a group of high-quality early education teachers could directly improve the quality of current care services for children under 3 years old in China. (Hong Xiumin and Zhao Sijie , 2022)

The new formulation of "early childhood education" indicated that early childhood education was officially listed as a national development strategy as a livelihood project. In May 2019, the General Office of the State Council of China issued the "Guiding Opinions on Promoting the Development of Infant care Services for Children Under the Age of 3", which required: "Establish and improve the system of policies, regulations, standards and specifications and service supply systems to promote the development of infant and child care services, fully mobilized the enthusiasm of social forces, carried out infant and child care services in various forms, and gradually meet the people's demand for infant care services." The deep concern of the party and the state and the intensive introduction of national macro policies had brought a new atmosphere and new opportunities to the development of early education for children aged 0~3 in China. Although the macro targeting of national policies had created a good development environment for the development of early education in China, due to the constraints and constraints of national conditions, regional and regional public service supply, there were still dilemma that needed to be solved urgently for the high-quality development of early education in China, and the first problem was how to improve the professional quality of early education teachers. (Cai Yingqi and Chen Zhiqi, 2020)

1.2. Statement of the Problem

Specifically, it seeks answers to the following questions:

1.What was the profile of the early education teachers in terms of the following:1.1 Sex;1.2 Highest Educational Attainment;1.3 Teaching Experience

2.To what extent were the following international professional qualification standards observed by the early education teachers?2.1 teachers' morality and ideas;2.2. professional knowledge;2.3. professional ability

3.Was there a significant difference in the extent of observation on the international professional qualification standards by the early education teachers when they were grouped according to their profile variables

4. What was the assessment of the teacher respondents on the level of the quality of service by the Childcare Service in terms of :3.1. work performance;3.2. dedication to one's work;3.3. parental connection

5.Was there a significant relationship between the teachers' extent of observation on the international qualification standards and the level quality of service by the Childcare Service?

6.Based on the findings of the study, what strategies could be proposed in the enhanced childcare program?

2. Hypothesis and Methodology

2.1. Hypothesis

This study would consider the following null hypothesis:

1.There was no significant difference in the extent of observation on the international professional qualification standards by the early education teachers when they were grouped according to their profile variables.

2.There was no significant relationship between the teachers' extent of observation on the international qualification standards and the level quality of service by the Childcare Service.

2.2. Research Design

This study would employ descriptive comparative correlational research design which would mainly focus on determining and collecting information about the profile of the early education teachers, to what extent was the following international professional qualification standards observed by the early education teachers. It would also determine if there was a significant difference in the extent of observation on the international professional qualification standards by the early education teachers when they were grouped according to their profile variables. Furthermore, this kind of design would help describe what was the assessment of the teacher respondents on the level of the quality of service by the childcare service. Lastly, it seeks to determine if there was a significant relationship between the teachers' extent of observation on the international qualification standards and the level quality of service by the childcare service.

2.3. Data Gathering Procedure

The questionnaire was distributed to the early teachers in the six (6) nursery institutions, Nanchang, Pingxiang and Nanchang County. One public nursery institution and one private nursery institution were randomly selected from the hundreds of nursery institutions in Nanchang, Pingxiang and Nanchang County. Chose these six nursery centers as the research sites. Among them, 300 front-line teachers would be investigated.

The results would be gathered and collated from the 300 front-line teachers, presented using tables, such as Frequency Distribution of early education teachers'; Evaluation of Teachers' morality and ideas, Professional knowledge, Professional ability; Independent Sample t-test: Assessment on Teachers' morality and ideas, professional knowledge, Professional ability etc.

Then explained and analyzed textually, finally draw a conclusion.

2.4. Statistical Treatment of the Data

SPSS20.0 version and Excel data statistics software were used to study the collected data, and the collected questionnaire was analyzed, and the actual situation of the study was analyzed, the following statistical treatment would be utilized: Frequency, Weighted Mean, ONE WAY ANOVA, Pearson Moment of Correlation.

3. Results, Analysis, and Interpretation

3.1. Demographic Profile of the Respondents

Table 1. Frequency Distribution of early education teachers' Respondents' Demographic

Demographic Profile	Option	Frequency	Percentage (%)
1.1. Sex	Male	36	12.00
	Female	264	88.00
1.2. Highest Educational Attainment	Below junior college	55	18.33
	Junior college	154	51.33
	Undergraduate	62	20.67
	Master	4	1.33
	Others	25	8.33
1.3. Teaching Experience in early education	1-5 years	215	71.67
	6-10 years	55	18.33
	11-20 years	26	8.67
	20 years or more	4	1.33
Total		300	100.0

As could be seen from the above table, for 1.1 sex, the highest proportion of "Female" was 88.00%, the "Male" is 12%. According to 1.2 Highest educational attendance, more than 50% of the samples were "Junior college". According to the distribution of teaching experience in early education, most of the samples were "1-5 years", with a total of 215, accounting for 71.67%.

Due to their professional characteristics, most of the early education teachers in kindergartens were women, and the proportion of male teachers was very small; The academic requirements of early education teachers were not very high, most of them were junior college degrees, followed by undergraduate degrees; Most of the teachers were young people with 1-5 years' experience.

As could be seen from the above, the proportion of female teachers in the early education industry was far greater than that of men, Zhang Chanjuan (2019) pointed out that most women prefer to get along with infants and young children than man because of their professional particularity.

The highest academic qualifications were mostly junior college, Li Yueming (2014) pointed out that this profession had a moderate demand for academic qualifications, those with too high academic qualifications were unwilling to engage in this industry, and they had higher pursuits, while those with less than junior college education was not needed by nursery institutions.

The vast majority of early education teaching experience was not much, Chen Hongyan (2017) thought that the nursery industry in China was just emerging, and there were not many employees, so they were basically teachers who had just joined the job for a long time.

3.2. Evaluation of International Professional Qualification Standards Observed by the Early Education Teachers

Table 2. Evaluation of international professional qualification standards

Indicators	Weighted Mean	Std. Deviation	VI
International professional qualification standards by the early education teachers	3.323	0.456	Compliant
2.1 Teachers' morality and ideas	3.496	0.464	Compliant
2.2 Professional knowledge	3.265	0.540	Compliant
2.3 Professional ability	3.208	0.497	Compliant

As can be seen from the above table, the mean of International professional qualification standards by the early education teachers is 3.323(Compliant).

The mean of 2.1 Teachers' morality and ideas is 3.496(Compliant); the mean of 2.2 professional knowledge is 3.265(Compliant), the mean of 2.3 professional ability is 3.208(Compliant).

The mean of International professional qualification standards by the early education teachers was Compliant. And the mean of the level of the quality of service by the Childcare Service was also Compliant. The overall level was good, but it was still far from the Very Compliant. There were still some problems.

In terms of the ability to create environment, Chen Hongyan. (2017) believed that most teachers were of high quality, they had good communication methods and actively respond to the needs of infants and young children in all aspects. They could also help babies to establish a good sense of order and guide them to establish good relations with adults and peers.

In terms of infant safety and health care service ability and in observing, recording and evaluating the development ability of infants, Xia Yanping, Liu Shuhong, Zhang Li. .(2014) believed most teachers were aware of the possible dangers of infants in individual or collective communication activities and eliminate them in time. They would also apply basic first aid methods to deal with emergencies scientifically. Most teachers could observe and record infants according to their development indicators because of their professional study and training.

Only the design and organizational skills of baby-rearing activities were lower than other aspects. Liu Zhongyi. (2018) believed that most teachers were younger and had less practical experience, so the scores of organization and implementation were lower than other aspects.

3.3. Difference in the Extent of Observation on the International Professional Qualification Standards by the Early Education Teachers When They Were Grouped According to Their Profile Variables

Different sex samples showed different significant differences in some aspects such as Infant view, Knowledge about early infant development; Infant life care knowledge; Infant safety and health management knowledge; Knowledge of teaching strategies; Knowledge of relevant laws, regulations and policies; Kindergarten teachers' general knowledge. Ability to create environment; Infant rearing activities design and organizational skills; Observe, record and evaluate the development ability of infants. which showed that the average score of female was significantly higher than that of male in these aspects.

Li Junpeng, Zhou Yu, Guo Guanyu, Chen Ziwang, Zhang Chengtao. (2018) believed that in China, most teachers, whether male or female, could actively implement the education policy of the party and the state, abide by professional discipline and laws and regulations related to professional activities, and had good professional ethics. Li Ying, Zhao Yuanyuan.(2013) believed that both men and women could pay equal attention to education and promote children's all-round development. They were optimistic, cheerful and friendly.

Tian Tian (2012) thought that although most teachers were concerned, careful, patient and responsible for infants and young children. However, based on sex differences, men were not as good as women in carefulness and patience, which was caused by the natural attributes of men and women.

Yang Ge(2016) believed that female teachers were more passionate about early education than male teachers.Liu Guihong, Rao Congman.(2019) believed that they were also more serious than men in the process of learning theory,so their average level of theoretical knowledge in early infant development, infant life care, infant safety and health management, teaching strategies, relevant laws, regulations and policies was obviously higher than that of male teachers.

Especially in kindergarten teachers' common sense. Liu Xin. (2003) pointed out that some careless personality characteristics of male teachers make them obviously lower than the average level of female teachers in this respect.

Zhang Shiyi, Gu Rongfang. (2014) pointed out that because safety education was the most important thing, both male and female teachers were required to ensure the safety of infants and young children in their professional training, so there was little difference between male and female teachers in terms of infant safety and health care service ability.

Different highest educational attainment samples showed different significant differences in some aspects such as Professional outlook, Infant view, Concept of upbringing, Infant rearing activities design and organizational skills, which showed that highest educational attainment, does reflect different levels in few aspects of International professional qualification standards. The average level of undergraduate was obviously higher than that of master, junior college and others.

Shen Wei, Wang Juan.(2022) believed that early education teachers' personality reflected a teacher's basic quality and morality. In China, no matter what educational background, everyone was taught how to be a quality and moral person from primary school. Therefore, Different Highest Educational Attainment samples did not show significant differences.

Suo Chenglin.(2016) pointed out that due to the educational background, Gao shanyan(2019)believed that undergraduates had strong learning ability and unique thinking. Their undergraduate education was obviously higher than other education levels in terms of career prospects

and education concepts.

Xu Peibin, Xi Xiangyun. (2020) Zhang thought that because of their different academic qualifications, their professional contents were not much different, so they develop in early infancy, Infant life care, Infant safety and health management, Teaching strategies, Relevant laws, regulations and policies, There was no significant difference in common sense among kindergarten teachers.

Different teaching experience samples showed different significant differences in some aspects such as Infant view; Concept of upbringing; Kindergarten teachers' personality. Knowledge about early infant development. Infant life care knowledge. Infant safety and health management knowledge. Knowledge of relevant laws, regulations and policies, Ability to create environment. Infant rearing activities design and organizational skills. Infant safety and health care service ability. Observe, record and evaluate the development ability of infants , which showed that teaching experience, does reflect different levels in some aspects of International professional qualification standards. In most cases, the longer the teaching experience, the higher the average score, the average value was almost “20 years or more>11-20 years>6-10 years;1-5 years”.

Hua Aihua. (2004) believed that in China, most teachers could actively implement the education policy of the Party and the state and abide by professional discipline and laws and regulations related to professional activities, so they had good professional ethics.so different teaching years showed no significant difference in these items.

Liu Lanming, Jiao Min, Lei Wenting. (2020) and Wang yi. (2020) believed that the longer the working experience, the more familiar and knowledgeable teachers were about the job of early education. Therefore, “20 years or more” and “11-20 years” was obviously better than others in the following aspects: Infant view, Concept of upbringing, Kindergarten teachers' personality.

Xu Fenghua, Chen Junyuan, Nie Wenqing. (2021) believed that in terms of teaching strategy knowledge, because all teachers had the same teaching knowledge in nursery institutions, there was no significant difference in early education samples with different teaching experiences.

Dong Sufang.(2014) and OECD. Starting Strong V (2020) believed that because the longer the teaching experience, the firmer the knowledge and the more familiar with the nursing work. Therefore, “20 years or more” and “11-20 years” was obviously better than others in the following aspects: Knowledge about early infant development, Infant life care knowledge, Infant safety and health management knowledge, Knowledge of relevant laws, regulations and policies, Kindergarten teachers' general knowledge.

Zhong Qiquan. (2001) and Chen Hongyan. (2017) believed that because the longer the teaching experience, the firmer the knowledge and the more familiar with the nursing work. Therefore, “20 years or more” and “11-20 years” was obviously better than others in the following aspects: Ability to create environment, Infant rearing activities design and organizational skills, Infant safety and health care service ability, Observe, record and evaluate the development ability of infants.

Xiong Ying.. (2019) believed that the longer the teaching experience, the firmer the knowledge and the more familiar with the nursing work. Especially in the following aspects: Ability to create environment, Infant rearing activities design and organizational skills, Infant safety and health care service ability, Observe, record and evaluate the development ability of infants.

3.4. Evaluation of Teacher Respondents on the Level of the Quality of Service by the Childcare Service

Table 3. Evaluation of the level of the quality of service by the Childcare Service

Indicators	Weighted Mean	Std. Deviation	VI
The level of the quality of service by the Childcare Service	3.386	0.484	Compliant
3.1 Work performance	3.369	0.506	Compliant
3.2 Dedication to work	3.397	0.490	Compliant
3.3 Parental relationship	3.391	0.510	Compliant

*Legend: 3.51-4.00 SA – “Very Compliant", 2.51-3.50 A – “*Compliant"

As can be seen from the above table, the mean of the level of the quality of service by the Childcare Service is 3.386(Compliant).

The mean of 3.1 Work performance is 3.369

(Compliant); the mean of 3.2 Dedication to work is 3.397(Compliant), the mean of 3.3 Parental relationship is 3.391(Compliant).

Wang Xiaomei. (2019) believed that due to the hard work of teachers and the attendance of nursery institutions, the average performance of most early education teachers was better.

Lai Sally. (2019) believed that due to the continuous training of teaching content in nursery institutions, their course content and teaching methods were also good; At the same time, early education teachers were concerned about their parents' overall satisfaction for their children's healthy growth.

Xu Ai-ting. (2006) believed that most teachers were self-motivated, they could make and implement career development plans well, and constantly improve their professional development ability.

3.5. The Significant Relationship between the Teachers’ Extent of Observation on the International Qualification Standards and the Level Quality of Service by the Childcare Service

As could be seen from the above table:

2.1 Teachers' morality and ideas and 3.1 Work Performance, 3.2 Dedication to Work, 3.3 parental Relationship and 3.1-3.3 The level quality of service by the Childcare Service were all significant, and the r values were 0.689, 0.728, 0.688, 0.728, and the r values were all greater than 0, which means that there was a positive correlation between them.

2.2 professional knowledge and 3.1 work performance, 3.2 dedication to work, 3.3 parental relationship, 3.1-3.3 The level quality of service by the Childcare Service were all significant, and the r values were 0.747, 0.757, 0.726, 0.771, and the r values were all greater than 0, which means that there was a positive correlation between them.

2.3 professional ability and 3.1 work performance, 3.2 dedication to work, 3.3 parental relationship and 3.1-3.3 The level quality of service by the Childcare Service were all

significant, and the r values were 0.799, 0.821, 0.767, 0.826, and the r values were all greater than 0, which means that there was a positive correlation between them.

2.1-2.3 The teachers' extent of observation on the international qualification standards and 3.1 Work Performance, 3.2 Dedication to Work, 3.3 parental Relationship and 3.1-3.3 The level quality of service by the Childcare Service were all significant, and the r values were 0.819, 0.844, 0.798, 0.852. And the r values were all greater than 0, which means that there was a positive correlation between them.

Table 4. Pearson's r correlation: the significant relationship between the teachers' extent of observation on the international qualification standards

	Variables	r	sig	Decision on Ho	Interpretation
2.1 Teachers' morality and ideas	3.1 Work performance	0.689**	0.000	Reject	Significant
	3.2 Dedication to work	0.728**	0.000	Reject	Significant
	3.3 parental relationship	0.688**	0.000	Reject	Significant
	3.1-3.3 The level quality of service by the Childcare Service	0.728**	0.000	Reject	Significant
2.2 professional knowledge	3.1 Work performance	0.747**	0.000	Reject	Significant
	3.2 Dedication to work	0.757**	0.000	Reject	Significant
	3.3 parental relationship	0.726**	0.000	Reject	Significant
	3.1-3.3 The level quality of service by the Childcare Service	0.771**	0.000	Reject	Significant
2.3 professional ability	3.1 Work performance	0.799**	0.000	Reject	Significant
	3.2 Dedication to work	0.821**	0.000	Reject	Significant
	3.3 parental relationship	0.767**	0.000	Reject	Significant
	3.1-3.3 The level quality of service by the Childcare Service	0.826**	0.000	Reject	Significant

The teachers' extent of observation on the international qualification standards and the level quality of service by the Childcare Service were all significant, there was a positive correlation between them. The higher the international qualification standard of early education teachers, the higher the quality level of child care services.

Zhao Yanyun. (2018) believed that 2.1 Teachers' morality and ideas were significantly correlated with work performance, dedication and parental relationship, and they were positively correlated. The higher Teachers' morality and ideas, the better their work performance, dedication and parental relationship.

Deng Xiaoqun. (2019) believed that 2.2 Professional knowledge was significantly correlated with work performance, dedication and parental relationship, and there was a positive correlation between them. The higher the professional knowledge of teachers, the better their work performance, dedication and parental relationship.

Zhang Shiyi. (2014) believed that 2.3 Professional ability was significantly correlated with work performance, dedication and parental relationship,, and there was a positive correlation between them. The higher the professional ability of teachers, the better their work performance, dedication and parental relationship.

4. Conclusion

(1) Most of the early education teachers in kindergartens were women, most of them were junior college degrees, and most of the teachers were young people with 1-5 years' experience. (2) The mean of International professional qualification standards by the early education teachers was Compliant. (3) Different sex, highest educational attainment, teaching experience samples showed different significant differences in some aspects. (4)The level of the quality of service by the Childcare Service was Compliant.(5)The teachers' extent of observation on the international qualification standards and The level quality of service by the Childcare Service were all significant.

5. Recommendations

1.Female early teachers were more careful and had advantages in early education, and they had certain advantages in recruitment. But if there were male early teachers, learning would be of quality standard, hence, creation of male's training in these areas could be realized.

2. Establishment of nursery institution could improve the recruitment of undergraduate talents and at the same time could strengthen the training of existing college teachers in the following aspects: Professional outlook, Infant view, Concept of upbringing, Infant rearing activities design and organizational skills.

3.Since the average value was almost "20 years or more>11-20 years>6-10 years;1-5 years". So, nursery institution could improve the recruitment of talents with long teaching experience, but due to the high proportion of 1-5years. We could strengthen the training of existing 1-5years and other teachers in the following aspects: infant view; concept of upbringing; kindergarten teachers' personality.

4.Establish a 0-3 assessment mechanism for employees in nursery institutions: establish a qualification certificate system for employees in nursery institutions, and employees in nursery institutions must obtain the qualification certificate for employees in nursery institutions before engaging in the post of employees; To establish the pre-service and post-service assessment mechanism for employees in nurseries and kindergartens aged 0-3, the qualifications of employees in nurseries and kindergartens must be strictly checked. One employee who had no college degree or above, who had not obtained the qualification certificate of preschool teachers and the certificate of baby-sitters, cannot be admitted, and other employees must abide by the regulations and obtain corresponding certificates before they could be admitted. After entering, they must be assessed for their basic professional theories and professional skills, and they could only take up their posts after passing the examination. Establish a qualification renewal system and form a lifelong learning incentive mechanism.

Acknowledgments

I am humbly grateful to those special persons who gave me strength to help me make the thesis possible. To my thesis adviser, Erlinda Serrano, And to the leaders, colleagues and friends.

References

[1] Hong Xiumin and Zhao Sijie(2022). The Construction Path of High-quality Universal care Service System under the New Situation. Preschool Education Research, No.12, 2022, Serial No.336.

[2] Cai Yingqi and Chen Zhiqi(2020). Basic problems that need to be clarified in the training of early education teachers in China. Modern Education Management, No.6, 2020.

[3] Zhang Chanjuan (2019). Analysis of the current situation of employees in kindergartens aged 0-3 and the countermeasures-Taking Xuhui District of Shanghai as an example. Master thesis of Shanghai Normal University ... May 2019

[4] Li Yueming (2014). Investigation and analysis of Shanghai's early education status of 0-3 years old [J]. Times Education, 2014:44-46.

[5] Chen Hongyan (2017). Reflections on the training of 0-3-year-old infant education teachers [J]. Educational Exploration, 2017:101-103.

[6] Xia Yanping, Liu Shuhong, Zhang Li. Present situation, problems and countermeasures of teachers in early education institutions-taking Lanzhou as an example [J]. Journal of Gansu Normal University, 2014,19(02):123-125.

[7] Liu Zhongyi. The history, present situation and absence of nursery service in China [J]. Economic and social development Exhibition, 2018,16(04):70-74.

[8] Li Junpeng, Zhou Yu, Guo Guanyu, Chen Ziwang, Zhang Chengtao. Historical and practical problems of China's child care industry and countermeasures [J]. China Economic and Trade Guide (middle), 2018(29):114-115.

[9] Li Ying, Zhao Yuanyuan. Early childhood care and education: current situation and China's policy choices [J]. Demography Journal, 2013,35(02):31-41.

[10] Yang Ge. Population expectation and policy prospect after "two children in an all-round way" [J]. Journal of Beijing University of Technology (Social Science Edition), 2016,16 (04): 25-33.

[11] Liu Guihong, Rao Congman. The early American educators' ability system construction and enlightenment [J]. Foreign primary and secondary education Yu, 2019(07):48-56.

[12] Liu Xin. China's teacher evaluation theory and development trend [J]. Jining Normal School Fan College. Newspaper, 2003 (04): 72-74.

[13] Zhang Shiyi, Gu Rongfang. The National Association of Early Childhood Education teacher training standards change and its basic experience [J]. Preschool Education Research, 2014(04): 20-27.

[14] Shen Wei, Wang Juan. How could preschool teachers effectively implement social affective learning curriculum[j]. journal of educational science of hunan normal university, 2022,21 (01): 15-24.

[15] Suo Chenglin. Basic strategies to improve the professional quality of preschool teachers [J]. Educational Theory and Practice, 2016,36 (08): 37-38.

[16] Xu Peibin, Xi Xiangyun. parenting care strategies and actions-Interpretation of the World Health Organization's Framework for Early Childhood Development, parenting and care [j]. Chinese journal of woman and child health research, 2020 (7): 840-843.

[17] Liu Lanming, Jiao Min, Lei Wenting. Discussion on Issues Related to Accelerating the Training of Early Education Professionals in Higher Vocational Colleges [J]. Vocational and Technical Education, 2020,41 (08): 23-26.

[18] Xu Fenghua, Chen Junyuan, Nie Wenqing. What kind of core literacy do primary school teachers need? A grounded theoretical study based on 152 class growth records [J]. journal of educational science of hunan normal university, 2021,20 (02): 41-48.

[19] Dong Sufang. The formulation of the qualification of American 0-3-year-old early educators and its enlightenment to China [D]. East China Normal University, 2014.

[20] Zhong Qiquan. Teachers' "specialization": ideas, systems and topics [J]. Education Research, 2001(12):12-16.

[21] Xiong Ying. Analysis of the necessity and feasibility of formulating the professional standards for early education teachers [J]. Curriculum Education Research, 2019(37):245-246.

[22] Wang Xiaomei. Fujian Province 0-3 years old early education teachers' professional competence research [J]. Hubei Open Vocational College Journal, 2019,32(09):34-35.

[23] Lai Sally. Based on the early childhood development of early childhood teachers' professional quality [J]. Jiamusi Vocational College Newspaper, 2019(07):99-101.

[24] Xu Ai-ting. The Application and Difficulties of Delphi Method [J]. China Statistics, 2006(09):57-59.

[25] Zhao Yanyun. Based on the competency theory of vocational "double-qualified" teachers [D]. shenyang normal University Learning, 2018.

[26] Deng Xiaoqun. On-the-job training system for teachers in SY Polytechnic Vocational College based on competency theory [D]. Hainan University, 2019.