



Developing a Program to Enhance Leadership of Kindergarten Rural Principals in
Guangxi Province, China

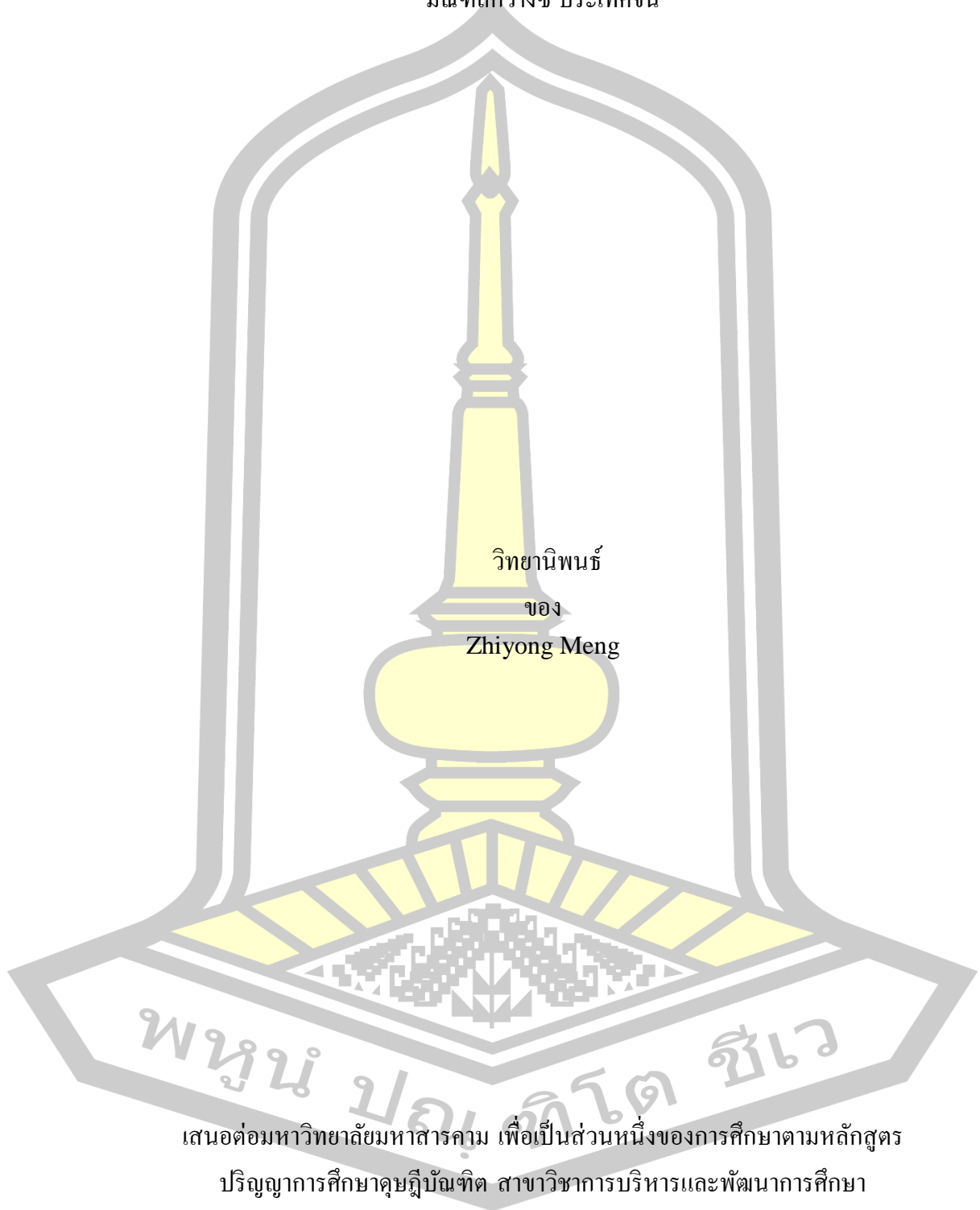
Zhiyong Meng

A Thesis Submitted in Partial Fulfillment of Requirements for
degree of Doctor of Education in Educational Administration and Development

April 2025

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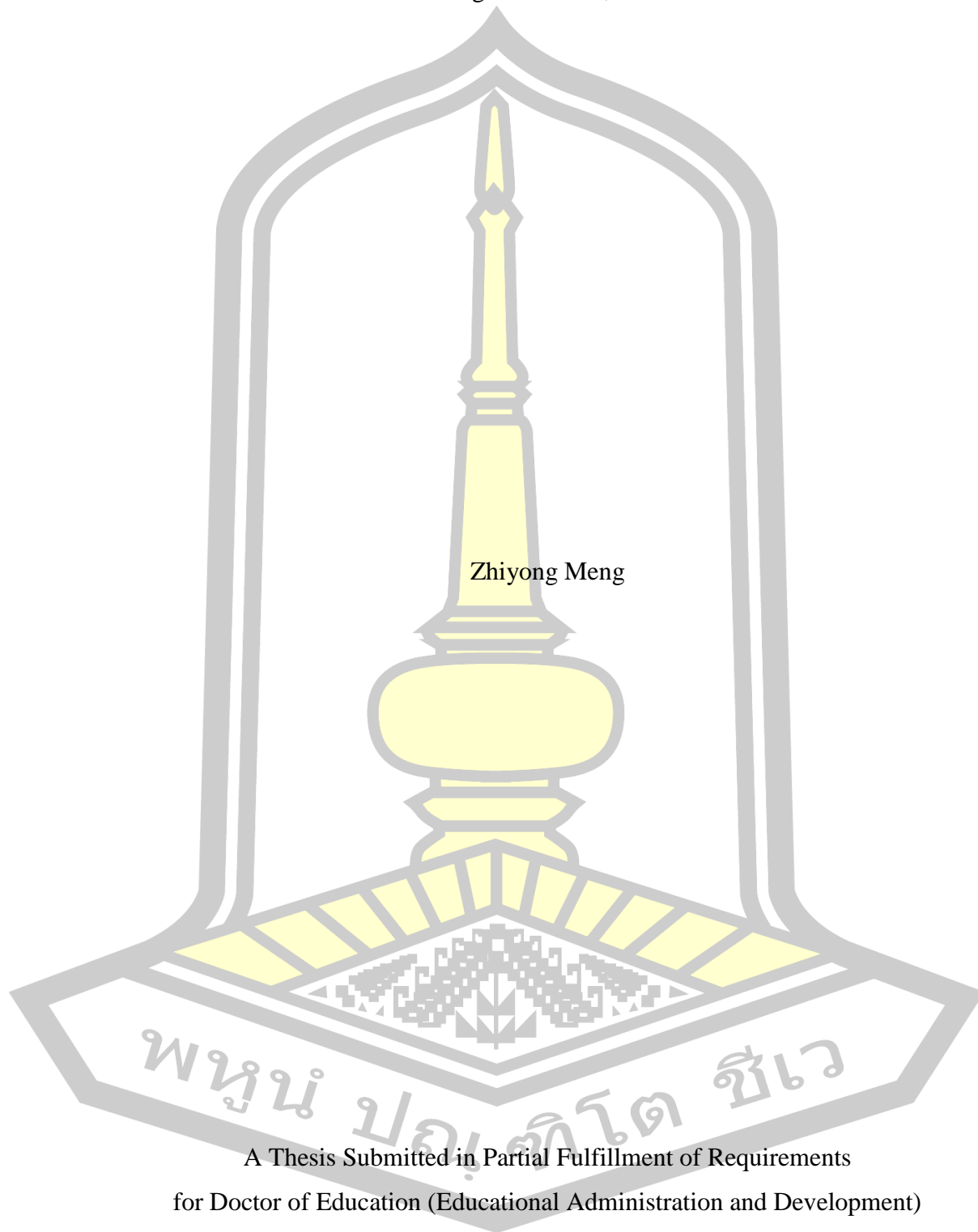


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Developing a Program to Enhance Leadership of Kindergarten Rural Principals in
Guangxi Province, China



Zhiyong Meng

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April 2025

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ABSTRACT

The research objectives were to 1) investigate components of leadership of kindergarten rural principals in Guangxi, China; 2) explore the existent condition, desired condition, and priority needs of leadership of kindergarten rural principals in Guangxi, China; 3) Create and evaluate a program to enhance leadership of kindergarten rural principals in Guangxi, China. This research was 3 phases. Phase 1: Investigating the components of leadership of kindergarten rural principals by content analysis and synthesis conducted and confirmed them by 5 experts. Phase 2: Exploring the existent condition, desired condition and modified priority needs index (PNImodified) of leadership of kindergarten rural principals in Guang xi by a questionnaire from 384 kindergarten principals in rural area in Guangxi. Phase 3: Creating and evaluating a program to enhance leadership of kindergarten rural principals in Guangxi by interviewing 5 experts. The research tools were interview form, questionnaire, and evaluation form . Analyzing statistics were mean, percentage, standard deviation and PNImodified.

The results were as following:

1. The components of leadership of kindergarten rural principals in Guangxi consisted of 1) Planning rural kindergarten development 2) Creating a culture fostering student development 3) Leading preschool care and education 4) Guiding and facilitating teacher development 5) Optimizing internal management 6) Adapting the external environment and those of which were overall at the very high level of suitability.

2. The existent condition of leadership of kindergarten rural principals in Guang xi was overall at the medium level, the desired condition was overall at the very high level, and PNImodified was ranked from high to low including: 1) Planning rural kindergarten development 2) Creating a culture fostering student development 3) Leading preschool care and education 4) Guiding and facilitating teacher development 5) Adapting the external environment 6) Optimizing internal management.

3. The program to enhance leadership of kindergarten rural principals in Guangxi consisted of 1) Principles 2) Objectives 3) Contents and Methods: 70% Learning through experience including Problem-solving and Challenging tasks, 20% Learning through others including Peer coaching, Communities of practice and Mentoring, 10% Learning through formal training 4) Development process, and 5) Evaluation. The suitability and feasibility of the Program to enhance kindergarten leadership of rural principals in Guangxi were overall at the very high level.

Keyword : A program to enhance leadership, Kindergarten rural principals



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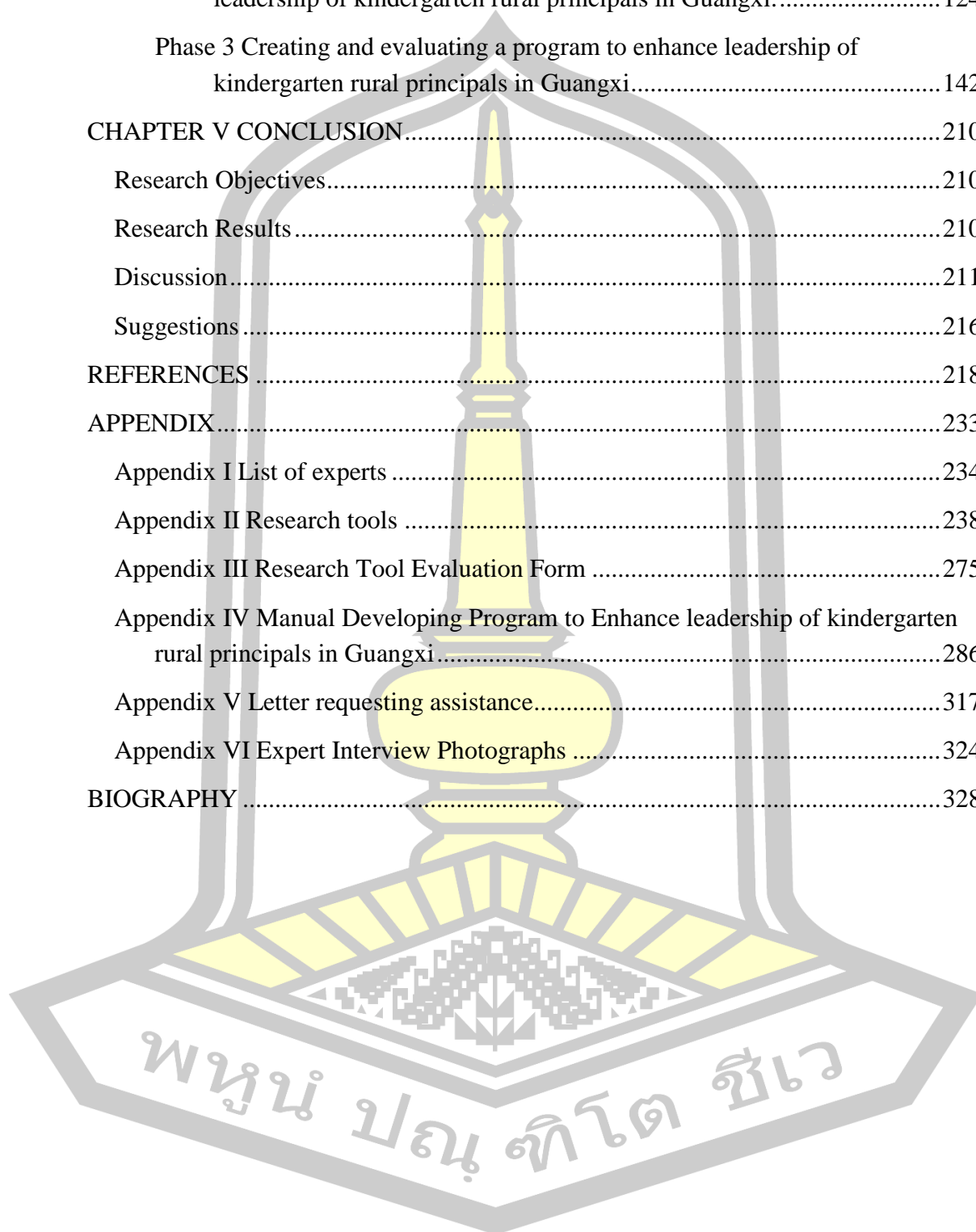
Zhiyong Meng

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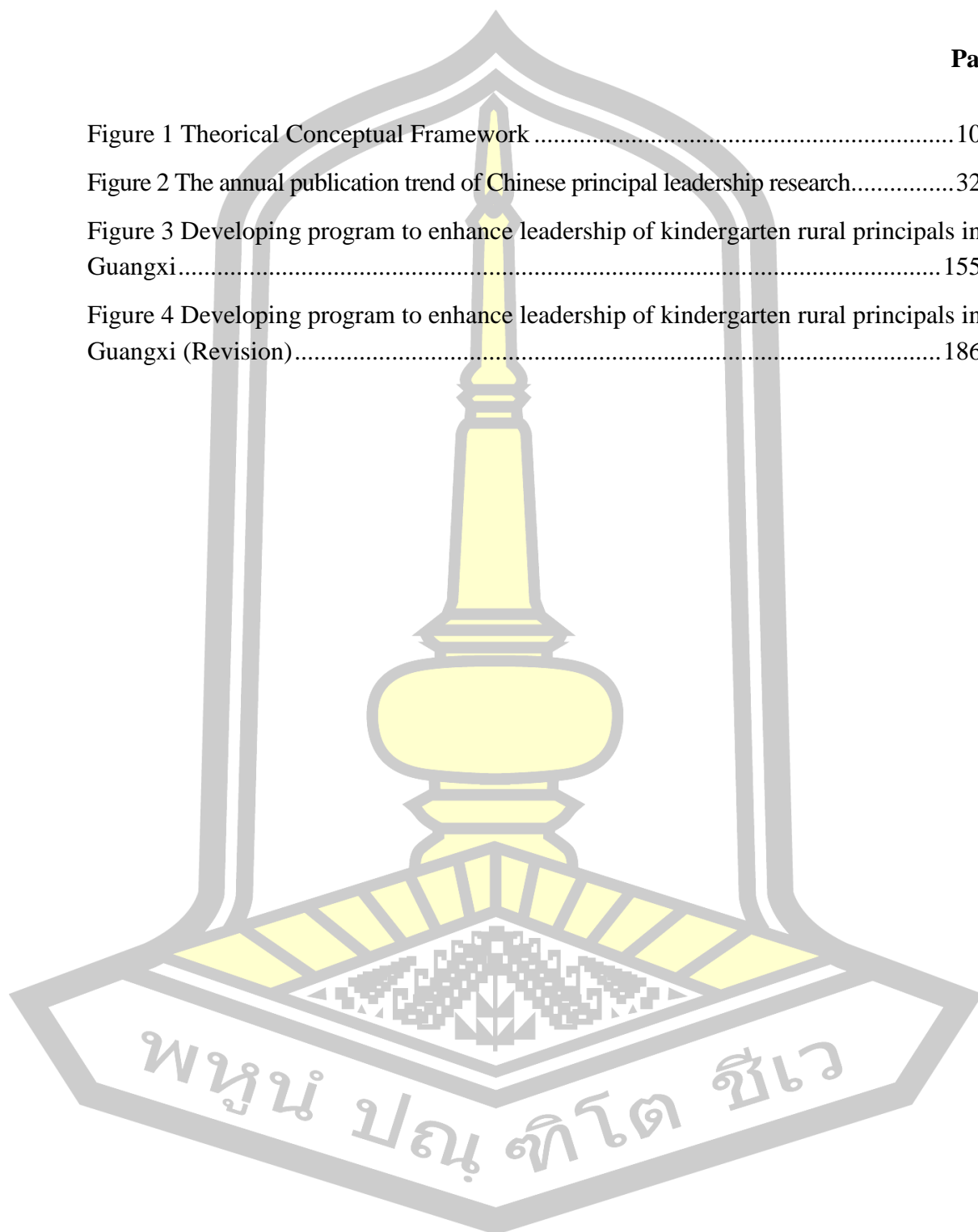
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CHAPTER I

INTRODUCTION

Background

Enhancing leadership of kindergarten rural principals is the requirement of China's education priority development, education power strategy. General Secretary of the CPC Central Committee, President of the State and Chairman of the Central Military Commission Xi Jinping stated: The 19th CPC National Congress made a major plan to give priority to the development of education, accelerate the modernization of education, and build a strong education country. Education is of great importance to the state and the Party. Building a modern socialist country puts forward new and higher requirements for the construction of teachers. We will invest more in education to strengthen the construction of rural teachers, at the same time, we must pay attention to the development of preschool education (Xi Jinping, 2018). Teachers are the backbone of education. High-quality teachers lead to high-quality education. We will strengthen the targeted training and precise training of teachers in the less developed areas of central and western China, and thoroughly implement the plan to support rural teachers (Xi Jinping, 2021).

Enhancing leadership of kindergarten rural principals is an important measure to implement national policy documents. We will strengthen the construction of a team of principals in primary and secondary schools, and strive to create a team of principals who are politically strong, morally noble, professionally proficient and well-managed. We will focus on training key principals and famous principals in rural primary and secondary schools. Comprehensively improve the quality of kindergarten teachers, and build a team of high-quality teachers who are good at teaching. (CPC Central Committee State Council, 2018). Strengthen the construction of the rural principal team, and comprehensively improve the overall quality of the rural principal team. Implement the training project of famous teachers and principals, and build a stepped growth platform. Encourage all localities to select excellent principals in rural primary and secondary schools, support them to base themselves on the countryside, explore boldly, and strive to become educational-type rural principals (Ministry of Education of the People's Republic of China, 2020). We will strive to cultivate a team

of high-quality, specialized and innovative primary and secondary school teachers (including kindergartens) in the new era. By 2025, we will improve the rural teacher training support service system, and train a group of excellent primary and secondary school teachers and leading educational talents for the less developed regions in central and western China (Ministry of Education of the People's Republic of China, 2022)

The leadership of kindergarten principals is the key to improve the quality of kindergarten education. The kindergarten principal is the gatekeeper of quality (Bloom & Bella, 2005). International research has shown that the quality of early childhood education services is directly related to the level of leaders (Jillian & Rodd, 2006). To run a kindergarten well, the key lies in the principal, and the core function of the principal lies in leadership. Principal leadership is the core issue of kindergarten management and development (Luo Li & Hong Xiumin, 2012). The important results of preschool education research show that the prerequisite for improving the effectiveness of preschool education and obtaining high returns from preschool education is to provide high-quality preschool education (Qin Jinliang, 2015). The introduction of China's Professional Standards for Kindergarten Principals is an important symbol of the professionalization of kindergarten principals, a benchmark for improving the quality of kindergarten education, and a professional requirement for improving the leadership of kindergarten principals (Ministry of Education of the People's Republic of China, Professional Standards for Principals of Kindergartens, 2015). It plays an irreplaceable role in promoting the reform of preschool education, promoting the improvement of kindergartens, leading teachers' professional growth and realizing children's learning and healthy growth (Qu Zhengwei, 2022). Many studies at home and abroad have shown that the leadership of the principal is the key factor to determine the quality of a kindergarten (Bloom, 1992; Hayden, 1997; Ramey & Philips, 2000; Rhodes, 2007; Aubrey & Godfrey et al, 2013).

At present, there are still problems that need to be solved in the development of the leadership of kindergarten principals in rural China. First, there are still some rural kindergarten principals' basic quality is relatively weak. According to the survey results, about 40%-45% of the principals in rural kindergartens have insufficient

professional background, about 20%-23% of the principals are not qualified as preschool teachers, and about 10%-12% of the principals have not participated in the qualification training of the principals. Second, the number of high-quality urban kindergartens far exceeds that of rural kindergartens, and the resource conditions are better than those of rural kindergartens. The professional quality of rural kindergarten principals is lower than that of urban kindergarten principals. Third, the development of the leadership components of rural kindergarten principals is unbalanced, and it is generally believed that the leadership development is weak in planning and development, shaping education culture, and conservation education. Fourth, although most rural principals have some training experience, for high-level, especially "national" training, the proportion of principals who have participated is not high. (Qiu Jing, 2017; Jiao Runkai & Wang Heli et al, 2017; Li Dan Dan, 2019; Hong Xiumin & Tao Ximmeng, 2022; Qu Zhengwei, 2022; Yue Xiaolan, 2023; Li Dazhi & Liu Jun, 2024).

In summary, the research on the leadership of rural kindergarten principals is in line with the national development interests, has important value, and is also an important research hotspot. This study will review the research results of others in leadership and form useful experiences. To study the components of the leadership of principals in rural kindergartens, the principles and methods of the Program, to form a program to enhance leadership of kindergarten rural principals in Guangxi. I hope to provide valuable support for the development of preschool education and the leadership improvement of kindergarten principals in my hometown Guangxi.

Research Questions

This research has three questions, as following:

1. What are the components of leadership of kindergarten rural principals in Guangxi Province China?
2. Which levels of existent condition, desired condition, and the priority needs of leadership of kindergarten rural principals in Guangxi Province China are ?
3. What is a program to enhance leadership of kindergarten rural principals in Guangxi Province China like?

Research Objectives

This research has three objectives, as following:

1. To investigate components of leadership of kindergarten rural principals in Guangxi Province China.
2. To explore the existent condition, desired condition, and priority needs of leadership of kindergarten rural principals in Guangxi Province, China.
3. To create and evaluate a program to enhance leadership of kindergarten rural principals in Guangxi Province, China

Research Significances

It is necessary to research leadership of kindergarten rural principals in Guangxi Province China to implement the national policy of developing rural preschool education and improving the professional quality of kindergarten rural principals. Research to enhance leadership of kindergarten rural principals is an important way to solve the problem of weak comprehensive quality of rural kindergarten principals in Guangxi. The three objectives of this research can make people understand the effectiveness of improving leadership from a new perspective, and promote the improvement of kindergarten management quality in rural kindergartens in Guangxi with the change of principals, so as to cultivate better rural children and realize the balanced development of education between rural and urban areas.

Scope of Research

1. Scope of contents

1.1 Components of leadership of kindergarten rural principals consist of 6 aspects:

- 1.1.1 Planning rural kindergarten development
- 1.1.2 Creating a culture fostering student development
- 1.1.3 Leading preschool care and education
- 1.1.4 Guiding and facilitating teacher development
- 1.1.5 Optimizing internal management
- 1.1.6 Adapting the external environment

1.2 Principles of leadership development of kindergarten rural principals are 3 important learning :

1.2.1 70% Learning through experience

1.2.2 20% Learning through others

1.2.3 10% Learning through formal training

1.3 Methods of leadership development of kindergarten rural principals include:

1.3.1 Problem-solving

1.3.2 Challenging tasks

1.3.3 Peer coaching

1.3.4 Communities of practice

1.3.5 Mentoring

1.3.6 Formal training

1.4 Components of the program include:

1.4.1 Principles

1.4.2 Objectives

1.4.3 Content

1.4.4 Development process

1.4.5 Evaluation program

1.5 The procedures of the program development to enhance leadership of kindergarten rural principals are the following steps;

1.5.1 Investigate to leadership of kindergarten rural principals.

1.5.2 Study the existent condition and desired condition for leadership development.

1.5.3 Create a program to enhance leadership of kindergarten rural principals.

1.5.4 Evaluate the suitability and feasibility of the program to enhance leadership of kindergarten rural principals.

2. Scope of Population and Sample

Phase 1 Investigating the components of leadership of kindergarten rural principals.

Step1: The researchers studied the components of leadership of kindergarten rural principals based on the perspective of professional standards of kindergarten principals from the literature of the United Kingdom, Australia and China. The following summarized, analyzed, and synthesized the results of components.

Step 2: 5 Experts consisting of academics, educators, and principals, evaluated suitability of components of leadership of kindergarten rural principals in Guang xi and confirmed the components.

Phase 2: Exploring the existent condition, desired condition and PNI modified of leadership of kindergarten rural principals in Guangxi.

1) The population of kindergarten rural principals in Guang xi were 8,674 rural principals.

2) The samples were 384 rural kindergarten principals by the stratified random sampling technique.

Phase 3: Creating and evaluating a program to enhance leadership of kindergarten rural principals in Guangxi.

1) 5 Experts consisting of academics, educators, and principals, were interviewed in depth on the principles and methods for developing leadership of kindergarten rural principals.

2) 5 Experts consisting of academics, educators, and principals, were evaluating the suitability and feasibility of the program to enhance leadership of kindergarten rural principals.

Theoretical Conceptual Framework

In this study, various relevant academic research literature on leadership of kindergarten rural principals were studied. The program elements of the leadership development model and the process of developing leadership of kindergarten rural principals serve as the conceptual framework of the study as following:

1. Conceptual Framework of components of leadership of kindergarten rural principals in Guangxi

The study and synthesis of documents by academics on components of leadership of kindergarten rural principals in Guangxi included Ofsted (2019), Department for Education (2020), Department for Education(2021), Rodd (2020),

Muijs & Aubrey et al (2004), Siraj-Blatchford & Siraj et al (2007), Jones & Pound (2008), Wang Heli (2022), Wang Henan (2023), Jiang, Y & Pang, L et al (2017), Zhang Qian (2024), Liu Ziyi (2022), Zhang Lixin & Ma Xiaoting et al (2024), Su Jing & Tian Pengpeng et al (2022), Yi Lingyun (2014), Hu B.Y & Dieker L (2016). The components of leadership of kindergarten rural principals in Guangxi based on UK, Australian and Chinese professional standards, consisted of 1) Planning rural kindergarten development; 2) Creating a culture fostering student development ;3) Leading preschool care and education; 4) Guiding and facilitating teacher development; 5) Optimizing internal management; 6) Adapting the external environment.

2. Conceptual Framework of leadership development principle of kindergarten rural principals in Guangxi

The concept of 70:20:10 learning model was from the study including Tough, A (1971), Eichinger & Lombardo (1996), Allen & Tough (1999), Zimmerman & Schunk (2001), Lawson (2008), Jennings (2011), Joshi (2018), Yan Zhiyong (2019). The principles of program to enhance leadership of kindergarten rural principals in Guangxi included the learning development principle and the priority development principle. The meaning of the learning development principle was that the 70:20:10 learning model was applied to the entire process of leadership development of kindergarten rural principals in Guangxi, and the development of each component of leadership was based on the 70:20:10 learning model. 70% of the leadership development of kindergarten rural principals in Guangxi was through problem-solving and challenging tasks, 20% was through peer coaching, communities of practice and mentoring. 10% was through formal training. The meaning of the priority development principle was to transform the 6 components of leadership of kindergarten rural principals in Guangxi into 6 modules of the leadership development program according to the order of PNI modified from high to low, so as to determine the priority development level and allocate the development time. The priority of the modules was ranked from high to low as following: module 1) Planning rural kindergarten development ; module 2) Creating a culture fostering student development ; module 3) Leading preschool care and education ; module 4) Guiding

and facilitating teacher development ; module5) Adapting the external environment ; module 6) Optimizing internal management.

3. Conceptual Framework of leadership development methods of kindergarten rural principals in Guangxi

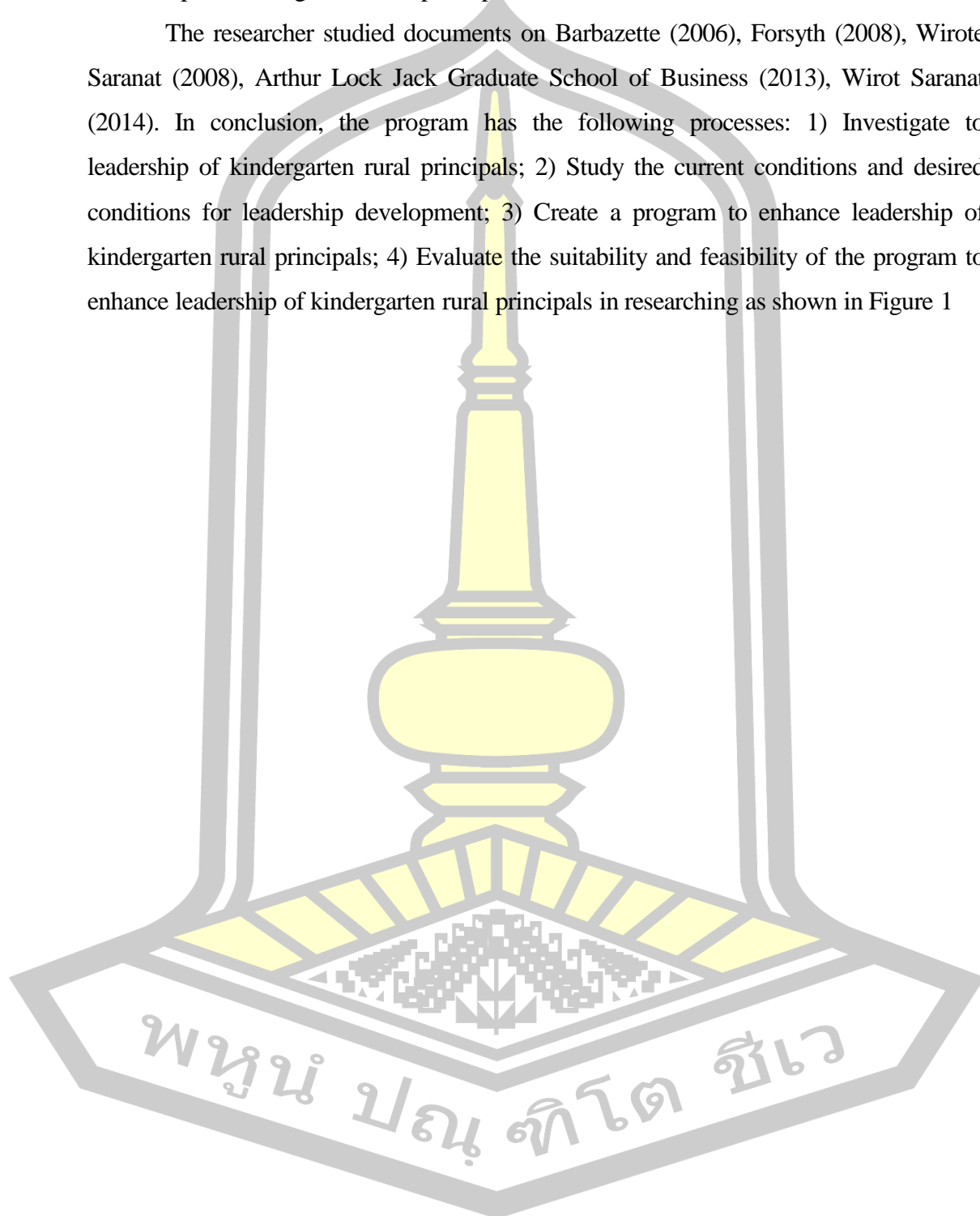
The concept of leadership development methods of kindergarten rural principals was from the study including Lin Hangying (2018), Mahanal&Susriyati (2022), Azrai & Eka Putri (2022), Jamie & Anna(2024), Philip & Ralph (2024), Zhuang Zhouyun (2018), Ridgley&Lisa et al (2022), Cheng Ying (2022), Karen Williams (2023), Ministry of Education of the People's Republic of China (2017), Li Lan et al (2023), Dominique Dennis (2023), He Yunzhu (2022), Westberry & Hornor (2022), Xu LiPing & Zhou YuanZhuo (2018), Zhang YuanLi & Lei Min et al(2021), Chen Zhiqi & Song Linjing (2021), CMvA Steyn & Mp Fuller (2024), Ministry of Education of the People's Republic of China (2013), Ministry of Education of the People's Republic of China (2021), Xing Baohua & Yang Qiaoping (2018). Based on the 70:20:10 learning model and the results of the study, six appropriate methods to enhance leadership of kindergarten rural principals in Guangxi were as following:70% Learning through experience using 1) Problem-solving and 2) Challenging tasks; 20% Learning through others using 3) Peer coaching,4) Communities of practice and 5) Mentoring; 10% Learning through formal training using 6) Formal training.All six methods were used in 6 modules of the leadership development program.

4. Conceptual Framework of components of program to enhance leadership of kindergarten rural principals

The researcher studied documents on Furjanic & Trotman (2000) , Piskurich & Beckschi et al. (2000), Woodcock & Francis (2008), Parinya Meesuk (2009), Jenjira Kongsuk (2011),Hughes, Ginnett & Curphy (2012), Narumon Maneingam (2014). In conclusion, the program consisted of: 1) Principles, 2) Objectives ,3) Content, 4) Development process, and 5)Evaluation. From the conceptual framework used in the research.The researcher conducted a study and summarized it into a conceptual framework.

5. Conceptual Framework of process of developing a program to enhance leadership of kindergarten rural principals

The researcher studied documents on Barbazette (2006), Forsyth (2008), Wirote Saranat (2008), Arthur Lock Jack Graduate School of Business (2013), Wirot Saranat (2014). In conclusion, the program has the following processes: 1) Investigate to leadership of kindergarten rural principals; 2) Study the current conditions and desired conditions for leadership development; 3) Create a program to enhance leadership of kindergarten rural principals; 4) Evaluate the suitability and feasibility of the program to enhance leadership of kindergarten rural principals in researching as shown in Figure 1



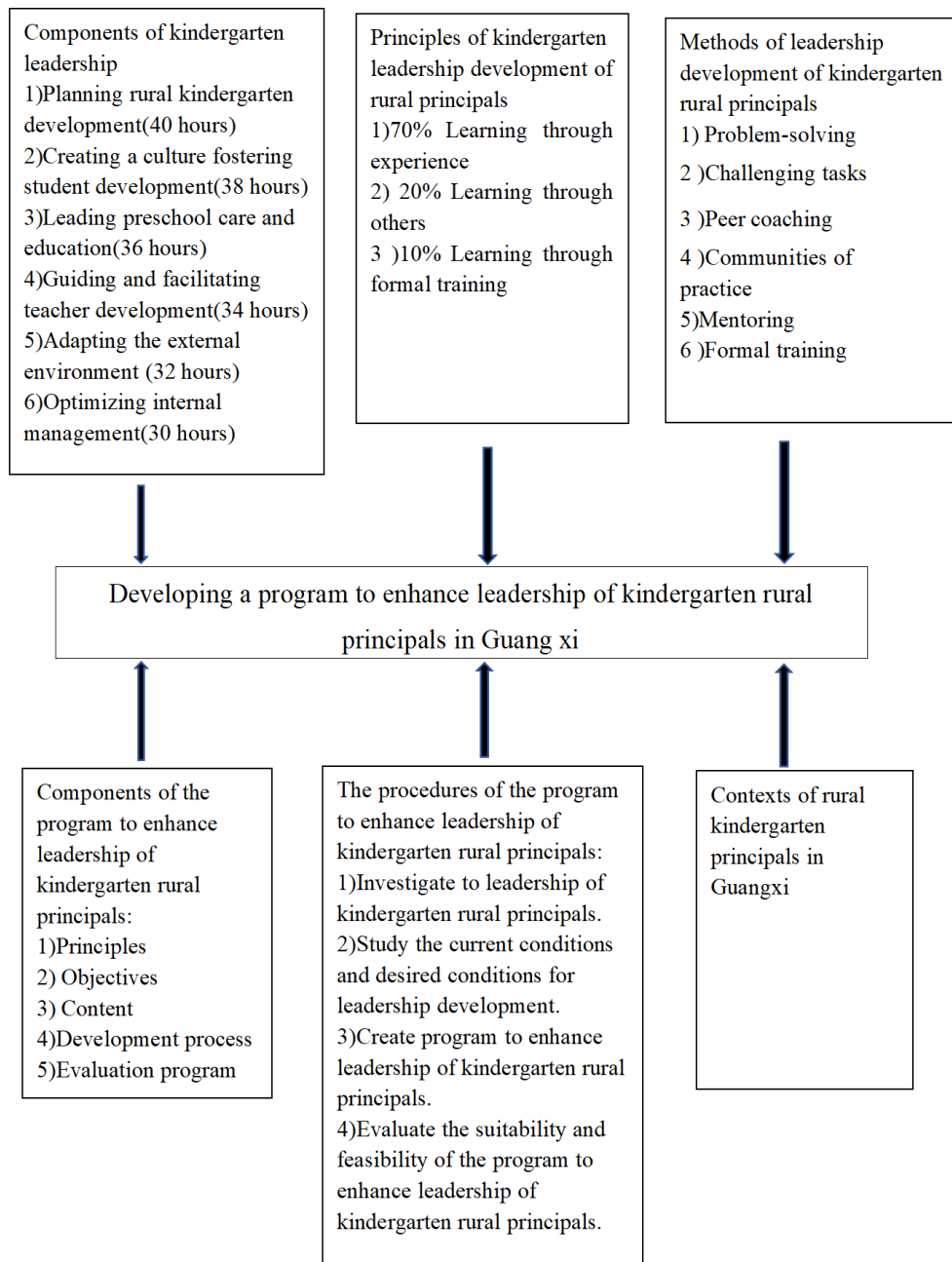


Figure 1 Theoretical Conceptual Framework

Definition of terms

1. Rural Principal Leadership refers to the planning leadership practice in which rural principals use the comprehensive leadership charm of knowledge, attitude, emotion, will, desire and educational values to realize a common vision, create a positive and interactive team cohesion, and pay attention to the common development process of the school, the principal, teachers and students.

2. Leadership of Kindergarten Rural Principal refers to the ability of kindergarten rural principals to follow the professional standards to promote their own professional development, form comprehensive leadership charm, realize common vision, create positive and interactive team cohesion, and pay attention to the common development process of kindergarten, principal, teachers and students.

2.1 Planning rural kindergarten development refers to the ability to formulate, monitor and revise rural kindergarten development plans according to preschool education policies, regulations and development trends, apply planning and development theories and methods, inherit the tradition of excellent kindergarten management, and base on the actual situation of kindergartens.

2.2 Creating a culture fostering student development refers to the ability to apply the theories and methods of rural kindergarten culture construction, integrate the excellent traditional Chinese culture, respect and care for teachers and children, feel harmony and happiness as the core of rural kindergarten education culture, and create a natural and humanistic environment to promote the all-round development of children.

2.3 Leading preschool care and education refers to the curriculum and teaching ability of guiding rural kindergarten teachers to carry out one-day life and game activities in kindergartens, adhering to the principle of combining conservation and education, giving priority to children's safety and health, stimulating children's curiosity and learning interest, and cultivating children's good learning quality.

2.4 Guiding and facilitating teacher development refers to the ability to use the theories and methods of various stages of rural kindergarten teachers' professional development, establish a rural kindergarten teacher professional development community, create conditions and environment for rural kindergarten

teacher professional development, and motivate rural kindergarten teachers' professional development.

2.5 Adapting the external environment refers to the ability to improve the standardized and scientific management level of rural kindergartens, adhere to the principles of scientific, democratic and efficient management, pay attention to the positive role of the personality charm of the rural principal, form the cohesion of the kindergarten leadership, improve the management system of kindergartens, strictly implement the responsibilities of each post, and consciously accept the supervision of teachers, parents and society.

2.6 Optimizing internal management refers to the ability to improve the positive interaction between the rural kindergarten and family, the rural kindergarten and the society, the use of effective communication strategies and methods with the outside, the establishment of external cooperation and exchange mechanism of the kindergarten, the opening of the rural kindergarten, and the use of external educational resources to expand children's living and learning space.

3. Program refers to essentially a series of activities that incorporate principles and methods, Implement in accordance with the development process, and through evaluation and modification of activities, its results are consistent with objectives.

4. Program to enhance leadership of kindergarten rural principals refers to a set of activities related to enhance leadership of kindergarten rural principals in Guangxi. Development process through learning model consisting of 70% learning by experience through development methods consisted of practice in workplace, 20% learning by others through development methods consisted of Peer coaching, Communities of practice and mentoring, 10% learning by course through development methods consisted of formal training. The components of the program consisting of 1) principles 2) objectives 3) content 4) development process and 5) evaluation.

5. Existent condition refers to the mathematical premise that must be satisfied to ensure the validity of a parameter, estimator, or distribution theory in statistical modeling and calculation. These conditions are the theoretical basis for optimization problems, statistical inference, or the well-definability (such as existent, uniqueness, or finiteness) of solutions to random processes.

6. Desired condition refers to the idealized assumptions or properties that a statistical model, experimental design, or estimator needs to satisfy in order to achieve optimal performance are often associated with the asymptotic validity, unbiased, or robustness of the inference process under a particular theoretical framework.

7. Priority Need refers to the decision analysis tools that use a data-driven approach to systematically identify, rank, and quantify gaps between status and goals, integrating quantitative indicators (such as the deficiency index) with qualitative frameworks to guide resource allocation or policy development.



CHAPTER II

LITERATURE REVIEW

Through the study developing program to enhance leadership of kindergarten rural principals in Guangxi Province China. The researchers have studied the principles, concepts and theoretical viewpoints from the literature and related research results. The aim is to help in defining the conceptual framework of research including the research process and access through conceptual development. Theories include:

1. Principal leadership
 - 1.1 Definition of principal leadership
 - 1.2 History and development of principal leadership studies
 - 1.3 Principal Leadership Model
 - 1.4 Chinese practice of principal leadership
2. leadership of kindergarten rural principals
 - 2.1 Definition of leadership of kindergarten rural principals
 - 2.2 Components of leadership of kindergarten rural principals based on professional standard of kindergarten principals
3. Adult Education Theory
4. Principles and Methods of kindergarten leadership development of rural principals
 - 4.1 Principles of kindergarten leadership development of rural principals
 - 4.2 Methods of kindergarten leadership development of rural principals
5. Concept and Theory's of Program and Program Development
 - 5.1 Meaning of Program and Program Development
 - 5.2 Components of Program
 - 5.3 Steps of Program Development
6. Contexts of rural kindergarten principals in Guangxi
 - 6.1 Development of Preschool Education in Guangxi
 - 6.2 Kindergarten leadership development of rural principals in Guangxi
7. Related research

7.1 Research on the professional quality of rural kindergarten principals in China

7.2 Research on the training of rural kindergarten principals in china

7.3 Research on professional standards of kindergarten principals in china

7.4 Research on the role responsibilities and professional core competence of kindergarten principals abroad

7.5 Research on Principal leadership training of early childhood education abroad

Principal leadership

The study of principal leadership is the logical starting point and theoretical basis for the study of leadership of kindergarten rural principals. Therefore, this study first combs and expounds the research and development of principal leadership and their core concepts, clarifies the definition of principal leadership and applies relevant theoretical results, and lays a theoretical foundation for further research on the leadership of kindergarten rural principals in Guangxi.

1. Definition of principal leadership

Qiu Xinmei (2007) defined principal leadership that it was a kind of comprehensive force under the specific leadership system and leadership environment, the principal's personal quality and team leadership and other factors work together. It is under the guidance of the Party's educational guidelines and policies, the principal and the principal team adopt a scientific leadership system and leadership mode, attract and influence teachers and students through leadership decision-making, encouragement, innovation, in order to cultivate high-quality developmental talents, promote the development of the school and beyond the ability.

Zhang Shuang (2010) defined principal leadership that it was the ability of the principal to influence the faculty, staff and stakeholders represented by students in the process of realizing the vision of the school and promoting the development of the school, as well as the interaction with the faculty, staff and stakeholders represented by students.

Wang Shaohua (2013) defined principal leadership that it was the process of making full use of various resources inside and outside the school, including human

resources, cultural resources and environmental resources, leading and motivating faculty and staff to achieve the school development goals and promoting the school development in accordance with the school development goals.

Chen Xiaoping (2013) defined principal leadership that it was the sum of the various abilities shown by the principal in the process of leadership practice, including the knowledge, attitude, emotion, will, desire, and educational values possessed by the principal.

Bush & Glover (2014) defined principal leadership that it was a process that influences the achievement of desired goals.

Zhao Mingren (2014) defined principal leadership that it was the principal's ability to influence teachers and students to achieve common goals.

Huang Liang & Zhao Decheng (2017) defined principal leadership that it was a dynamic concept, which is not only reflected in the timely innovation of principal leadership knowledge and skills, but also reflected in the interaction of principal leadership practice and teacher behavior in the school organization. Principals not only need to adjust their leadership behavior appropriately according to the changes in the internal and external environment of the school, but also need to pay attention to the dynamic nature of the principal's leadership reflected in the interaction with the school staff.

Zhang Yan (2017) defined principal leadership that it was the overall performance of the principal's ability to conduct comprehensive educational governance in the school's educational space. It should have the value leadership of promoting humanity, pursuing truth, goodness and beauty, the curriculum leadership of integrating learning resources, meeting diverse growth needs, and the organizational leadership of efficiently deploying educational resources and solving school development problems.

Li Zheng & Xu Guoqing (2018) defined principal leadership that it was the ability to influence and shape the values, attitudes, beliefs, and behaviors of team members.

In summary, Principal leadership can be understood from the individual level leadership and the school level leadership. Leadership at the individual level: 1) The

principal should create a common vision for all teachers and students, Li Zheng & Xu Guoqing (2018); 2) Principal leadership is a practical process, Bush & Glover (2014), Wang Shaohua (2013); 3) Principal leadership is a comprehensive ability, Chen Xiaoping (2013), Zhang Yan (2017). Leadership at the school level: 4) The leadership team emphasizing school running, Qiu Xinmei (2007); 5) Emphasize the interaction of team members, Zhang Shuang (2010). In this study, principal leadership is defined as the practice of planning leadership with comprehensive leadership charm of knowledge, attitude, emotion, will, desire and educational values, realizing common vision, creating positive and interactive team cohesion, and focusing on the common development process of school, principal, teachers and students.

2. History and development of principal leadership studies

The study of principal leadership began in the United States in the 1970s and 1980s, mainly studying the role of principals in schools and the impact of principals' leadership on the development of schools and students.

Hallinger(2005) point out that the research on principal leadership mainly developed two theoretical branches: instructional leadership and transformational leadership.

In the 1960s in the United States, under the guidance of the values of pursuing performance and equal opportunities in education, policy-oriented research began to emerge, focusing on the function and effectiveness of educational output.

Coleman & Campbell et al(1966) On behalf of the U.S. government, Johns Hopkins University sociologist James Coleman launched a study of 4,000 school principals, teachers, and students across the United States to investigate whether schools are providing equal educational opportunity. Driven by the Coleman report, studies on the positive effects of schools appeared one after another, and then an effective schools movement emerged in the United States in the 1970s. Under this background, teaching leadership has gradually become the main content of principal leadership research. In this period, teaching leadership is regarded as a two-dimensional structure including leadership process and leadership function, which is an important driving force to promote the establishment of high-efficiency schools.

Hemphill (1962) found that the most effective principal leadership in maintaining organizational relationships was friendly, responsible, energetic, warm-hearted, brave, compassionate, independent, confident, accepting, optimistic, cheerful and so on through the investigation and analysis of the leadership qualities of 32 primary school principals

Cuban (2013) found that instructional leadership emphasized the establishment of clear teaching objectives, scientific curriculum system, evaluation criteria for teachers' teaching and the improvement of teaching quality. At the same time, the goal was to standardize effective teaching practices and to recognize principals as the primary source of educational expertise. Under the framework of instructional leadership theory, principals were responsible for maintaining high expectations of teachers and students, supervising classroom instruction, coordinating school curricula, and paying attention to students' progress. However, instructional leadership in reality was often difficult to achieve perfection. In addition, the hierarchy concept of "leading and being led" and "supervising and being supervised", which was implied in the relationship between principals, teachers (school staff) and students in the instructional leadership model, was gradually in conflict with the democratic development of schools in the United States.

In the mid-1980s, more and more people were dissatisfied with the instructional leadership's overemphasis on the authority, charm and professionalism of the principal.

Hallinger (2003) began a wave of democratization of education in the United States, leading many schools to undertake a fundamental restructuring, decentralizing the management of budget, hiring, curriculum, and instruction throughout the school, instead of solely by the principal, who shared management decisions with teachers and other members of the faculty. This reform aims to change the current normative structure of the school organization and establish a principal leadership model that breaks away from the hierarchical management order of the school. With the change of educational situation, although teaching leadership still plays an important role in the teaching process, it has gradually failed to meet the new needs, so it has transitioning to transformational leadership.

Leithwood & Jantzi (1999) pointed out that transformational leadership emphasized the ability of the principal as a leader to change or sustain the culture of the school and to reshape the school to improve the conditions of the school. Under this model, the principals set a common goal for the development of the school to unite the faculty, provided an intellectual direction, focused on human understanding and development, sought innovation within the organization, and empowers and supports the faculty as a decision-making partner.

Silins & Mulford et al (2002) pointed out that transformational leadership valued the contribution of teachers and school staff to the school and hopes to stimulate the potential of informal leaders in an empowering way. In transformational leadership practices, teachers were empowered to exercise their respective leadership skills and shape the school's goals and culture while maintaining a connection to the classroom; The principal's task was to shape the school culture and promote innovation, encouraging members of the organization to maximize their potential and go beyond their own interests.

Although the 1980s and 1990s are the key period for the vigorous development of the two kinds of principal leadership research, there are still some deficiencies. First, although most scholars agree that principals have a certain influence on the lives of teachers and students, research on the nature and extent of this influence needs to be further expanded. Second, both kinds of leadership studies lack a unified theoretical model of principal leadership, which makes different leadership studies differ greatly in theoretical assumptions and research issues. As a result, the discussion on principal leadership is often difficult to clarify the complex relationship between different variables. Third, when studying the impact of principal leadership, educational policy makers pay more attention to educational productivity and therefore prefer quantitative standards.

Hallinger & Leithwood (1994) found that compared with the multiple variables used as measurement indicators in the 1970s, research in the 1980s gradually focused on a single variable -- student achievement, but the resulting excessive inconsistent conclusions greatly limited the integrated interpretation of these conclusions by educational policy makers and their guiding role in policy making.

In addition, there are also many conceptual and methodological problems in the study of principal leadership. For example, the sample size is small, ignoring the hierarchical analysis of school organization, that is, relatively few data at the student, teacher and school levels; The measurement of the variable of student achievement is too simple, only focusing on students' test scores; Control for important variables such as students' socioeconomic background, the lack of a theoretical model to assist analysis, resulting in the emergence of inappropriate leadership measurement. More importantly, although most of the literature recognizes the context-dependent nature of leadership, most of the studies on the influence of principals' leadership do not mention this feature.

In addition to the above two principal leadership theories, there are other principal leadership theories.

Harris (2009) found that theories such as transformational leadership, distributed leadership and shared instructional leadership had also emerged in Western academia. But it was largely based on teaching or transformational leadership models and had relatively little impact around the world.

In the 21st century, with the rise of student-centered education reform around the world, instructional leadership has once again attracted the attention of the academic community, and has been innovatively developed as leadership for learning.

Hallinger (2011) This time, teaching leadership is presented as a brand new leadership for learning. On the basis of traditional teaching leadership, learning leadership has three main extensions: It involves a wider range of actors, focusing on the nature of the school and the influence of external situations on leadership, and emphasizing the important influence of principals' leadership skills, knowledge and behavior on students' learning ability.

In summary, The leadership of the principal is an important factor affecting the level of school education, which helps to improve the excellent quality of the school and promote the all-round development of students. There are two main theoretical frameworks for the study of principal leadership in Western academic circles: teaching leadership and transformational leadership. On the basis of these two frameworks, the theoretical paths and three theoretical models of decentralized leadership, shared teaching leadership and learning leadership have been extended. Among them, teaching leaders emphasize the establishment of clear teaching objectives and scientific course system, and

pay attention to the evaluation of teachers' teaching and the improvement of teaching quality. In contrast, transformational leadership model involves a wide range of actors, focuses on the nature of the school and the influence of external circumstances on the leadership of the principal, and emphasizes the ability of the principal as a leader to change or maintain the school culture and the importance of reshaping the school to improve the school. In short, the principal's job is not only to plan and make decisions, but also to shape culture, promote values, and drive organizational innovation.

These can provide new findings that break out of the local thinking conventions for the research on the leadership of principals in China, and provide some references for the thought of educational leadership, suggesting that we should pay more attention to the support of the leadership of principals for the diversified and personalized development of students in the process of educational governance and leadership training of principals. Cultural leadership shapes the school's value system and cultural vision, interpersonal leadership promotes organizational collaborative innovation, and attaches importance to the connection between school and community to promote the long-term development of schools.

3. Principal Leadership Model

No matter it is teaching leadership or transformational leadership, the theories about principal leadership describe the tasks and directions of principal leadership at the macro level, but lack sufficient operational explanations on how to implement leadership and how to achieve good leadership. Therefore, we must examine the corresponding model on the basis of the principal's leadership theory. On the one hand, the model reveals the details of the principal's leadership evaluation, and on the other hand, it provides the basis for the comparison and evaluation of the theories of the principal's leadership research. In fact, only with a deep understanding of the model can we understand the concept of school management and education in the Western principal leadership research. At the same time, the above theories mainly correspond to the evaluation models of teaching leadership and transformational leadership, and their shortcomings also encourage the academic circle to further supplement and enrich the theoretical models.

3.1 Principal Instructional Management Rating Scale, PIMRS

Hallinger (1982) Point out that PIMRS, first proposed, had become one of the most commonly used theoretical models in the study of instructional leadership in the United States. PIMRS subdivides principal leadership into three parts, each containing two to four specific dimensions, as shown in table 1. ① Define the school's mission. This dimension mainly means that the principal plays a key role in the establishment of the core goals of the school, and the process of goal setting is more important than the result. It consists of two parts: framing the school goal and communicating it to others. ② Manage the teaching program. This dimension focuses on the coordination and control of teaching and curriculum, including the three leadership functions of curriculum coordination, teaching supervision and evaluation, and monitoring students' progress. However, this dimension requires the principal to have strong professional ability in teaching and school development. Whether the principal actually possesses these qualities has aroused more controversy. Create a school learning environment. This dimension includes seven aspects: guaranteeing teaching time, promoting teachers' professional development, maintaining high transparency, providing incentives for teachers' teaching, providing incentives for students' learning, strengthening the construction of academic quality standards, and maintaining the high sense of presence of principals, as table 1.

Table 1 Dimensions and indicators of the PIMRSD model

Dimensions	Indicators
Defining a school's mission	Define school goals Communicate school goals
Coordinate school curricula	Management of teaching plans Teaching supervision and evaluation Monitoring students' progress
Create a school learning environment	Ensure teaching time Promote teachers' professional development Maintain high transparency Provide incentives for teachers' teaching Provide incentives for students' learning Strengthen the construction of academic quality standards Maintain a high presence of the principal

Davies & Brundkett (2010) pointed out that the creation of school learning environment was broader than the other two components of PIMRS, which conforms to the concept of high performance schools to enhance the development of school competitiveness by setting high standards and expectations for students and teachers.

Hallinger (2011) pointed out that this paper explored the evolution and progress of teaching leadership in the conceptual model and quantitative research methodology through the 30-year history of PIMRS. We reviewed 130 doctoral dissertations on principal leadership based on PIMRS model, and these empirical studies largely confirmed the hypothesis of a positive correlation between instructional leadership and student learning, that was, the ability of instructional leadership can significantly affect student learning.

Although the importance of teaching leadership had been weakened since the 1980s, and its influence was not as good as that of teacher leadership, decentralized leadership, shared leadership, etc., it had always been a research topic of continuous attention in the field of education. In addition, a large number of empirical research results show that PIMRS can provide reliable reference data for the study of teaching leadership, and can guide scholars to explore the relationship between teaching leadership and the mediating variables that mediate teacher efficiency and student learning at the school level.

3.2 Leithwood Transformational Leadership Model

Kenneth Leithwood and his colleagues developed this model in the 1990s, and it was the first systematic theoretical model of transformational leadership theory.

Leithwood (2003) The impact of incorporating context into their own transformational leadership model on principal leadership. Principal leadership not only sets direction, trains students, and organizes plans, but also includes situational characteristics, including: focus on social and academic goals; Change the school structure and culture in order to open the school to the local community; Understand and respond to tensions and dilemmas inherent in personal, social, and policy contexts; The ability to respond to the above situational variables and not be constrained by the situation at the same time.

Leithwood & Louis et al(2004) pointed out that Transformational Leadership Model paid more attention to individual needs rather than "coordinating

and controlling" students' learning to achieve the goal of collective organization. The model was divided into nine functions in three areas: (1) The school as a mission to develop a widely shared vision for the school and build consensus on school goals and priorities; Focus on results, maintain high expectations, provide personalized support, and provide intellectual stimulation; (3) Take culture as the center, shape the organization of value concept, strengthen the pursuit of productive school culture, establish a collaborative culture, and establish a school structure that can enhance the participation of school decision-making.

Therefore, Dimensions and indicators of the model is shown in the table 2

Table 2 Dimensions and indicators of Leithwood Transformational Leadership Model

Dimensions	Indicators
Formulate a widely shared vision for the school.	Frame school goals and priorities Consensus on school goals and priorities
Focus on school effectiveness	Maintain high expectations Offer personalized support Provide intellectual stimulation
Build an organized, effective and collaborative school culture	Shape organizational values Strengthen the pursuit of productivity Enhance participation in school decision-making
Create context	Pay attention to social and academic goals Integrate into the local community context Adapt to personal, social and policy environments Create self-contexts

3.3 Sergiovanni Five Leadership Model

This model, pioneered by American educational management scientist Thomas J. Sergiovanni on the basis of western educational practice, divides principal leadership into five levels: technical leadership, interpersonal leadership, educational leadership, symbolic leadership and cultural leadership. These five types have different pointing and functions, as shown in table 3.

Sergiovanni (1984) Pointed out that technical leadership and interpersonal leadership were the basic abilities of an excellent principal leader, representing the principal's organizational power, crisis response and management ability. He was frank and sincere in interpersonal relations, and can build a cohesive team through effective communication. Educational leadership, symbolic leadership and cultural leadership are those that can bring unique value to the development of the school. In particular, the symbolic leadership and cultural leadership were conducive to the formation of a new cultural value system, and the establishment of long-term strategic development goals of the school can enhance the cultural values shared by teachers and students. Effectively bringing about broad and profound changes in the school was the core of achieving excellent principal leadership.

Table 3 Dimensions and indicators of Sergiovanni Five Leadership Model

Leadership	Metaphor of role	Connotation	Measure	Result
technical leadership	management engineer	<ul style="list-style-type: none"> ① Organizational structure ② Skills in planning and time management ③ Ability to handle emergencies 	<ul style="list-style-type: none"> ① Plan, organize and coordinate ② Grasp strategies and situations to maintain maximum efficiency 	teachers are respond to effective energy management. The management tolerance for ineffective energy is very low
Interpersonal leadership	Interpersonal Engineer	<ul style="list-style-type: none"> ① Motivation stimulation ② Interpersonal skills ③ Conflict management ④ Group cohesion 	<ul style="list-style-type: none"> ① Provide support ② Support growth and creativity ③ Build and maintain morale ④ Employ participatory decision-making 	Teachers have high satisfaction with interpersonal needs. They enjoy the leadership and the school they are in and respond to positive interpersonal behavior.

Table 3 (Continued)

Leadership	Metaphor of role	Connotation	Measure	Result
Educational leadership	Clinical practitioner	① Professional knowledge and demeanor ② Teaching effectiveness ③ Educational program design ④ Clinical supervision	① Diagnose educational problems ② Offer advice to teachers ③ Provide supervision and evaluation ④ Provide service training	Teachers respond positively to professional leadership and work hard. They are grateful to their leaders for their care and support
Symbolic leadership	leader	① Selective attention ② Set goals ③ Set an example (D) Develop, display, strengthen the symbol system	① Inspect the school ② Observe classes ③ Get to know students ④ Direct ceremonies and rituals	Teachers know the value of leadership and school. Development direction. And willing to share with others. Continuously improve motivation and engagement
Cultural leadership	High Priest	① Selective attention ② Set goals ③ Set an example (D) Develop, display, strengthen the symbol system	① Promote the school's vision ② Help new members socialize ③ Tell stories and create myths ④ Explain the standards of excellence ⑤ Define uniqueness ⑥ Reward behaviors that reflect on school culture	① Promote the school's vision ② Help new members socialize ③ Tell stories and create myths ④ Explain the standards of excellence ⑤ Define uniqueness ⑥ Reward behaviors that reflect on school culture

3.4 Other additions about the model

As for the above three models of principal leadership research, some scholars point out that there are two defects in the models. First, the model relies too much on the perspective and opinions of the principal, ignoring the evaluation and participation of other relevant groups on the effectiveness of the principal's leadership. In particular, the attitude

and vision of grassroots teachers towards school development. So it puts all the decision-making pressure on the principal. The second is that the model relies too much on data from Europe and North America. Lack of theoretical adjustment to changes in other regional contexts. In view of this, scholars began to conduct a series of research amendments to the model and structural characteristics of the principal's leadership.

3.4.1 Thailand case supplement

When the principal leadership model comes out of the United States, how to apply it to other cultures and local educational contexts naturally becomes a challenge for the application of these theories in multicultural practice.

Dong Hui & Li Lulu et al (2020) When Hallinger carried out teaching research in Southeast Asia, It was found that the concept of teaching leadership and the principal's teaching management assessment scale were missing an important "community dimension" in the local area. This is because. In Southeast Asia, including Thailand, school principals must establish good relationships with local Buddhist temples. Gain the support of the abbot and monks in the temple. Can carry out effective leadership and management of the school.

3.4.2 National Education Association case supplement

The National Education Association conducted an in-depth case study of 12 schools in the United States in 1999. In-depth interviews were conducted with parents, students, teachers, trustees, senior administrators, and principals at each school to try to understand the leadership characteristics of principals who positively impact student achievement.

Day & Harsi et al (2000) showed that although principals were at different stages of their careers, had different ages, experiences, and working conditions, their leadership methods were very similar. Successful leaders share the following characteristics: Influences both cognitive and emotional aspects of school life, structural leadership (setting clear goals for the school), political leadership (the ability to build community and collaboration), educational leadership (helping teachers develop their careers and improve their teaching), symbolic leadership principles (maintaining a high presence/engagement in the school, Inspiring teachers and students) and decentralized leadership practices (encouraging others to lead).

3.4.3 Australian case supplement

An empirical study in Tasmania and Victoria, Australia, which highlights the importance and contribution of principals to the quality of school education. It was helpful to understand the influence of the principal's leadership effect on the long-term development of the school. The study selected five schools in Tasmania and nine schools in Victoria for case studies based on three criteria: school reputation, peer recognition of school principal leadership, and evidence of student progress. Through archival research and interviews with relevant populations (principals, school council presidents, vice principals, instructional directors, teachers, students, parents), the key factors influencing the success of principals' leadership are analyzed.

Gurr & Drysdale et al (2005) Based on research in Tasmania. Successful principal leadership consisted of seven important factors, namely, the response to the situation, the values and beliefs of the principal, the help and development of students' individuality, the enhancement of the school's capacity, the school's action towards the common vision and goals, the school's achievements, and evidence-based monitoring, evaluation, and evaluation. critical reflection and change/transformation. These 7 factors show that. Successful principals are nurtured in a process that involves interaction, reciprocity and constant development among many participants, and was also influenced by the environment in which they were located. Which in turn affects its environment. Besides. The findings show that successful principals were underpinned by the principal's core values and beliefs. These values and beliefs determine the principal's decisions and actions in the provision of personal support, school culture and organizational building. The core values and beliefs of the principal and the values and abilities of other members of the school community. Directly promote the long-term development of the school's vision, and form teaching and learning, students and social capital to co-create school-running results.

Based on research in the state of Victoria. There are six important factors for successful principal leadership. They are divided into principal's contribution to the success of the school, principal's value and belief, principal's personal characteristics, principal's leadership style, principal's understanding of the situation, principal's intervention in teaching, student outcomes, school capacity building and other fields. This is clear from all the case studies in Victoria. Each principal contributes to the success of the

school's students. Their leadership behavior. Includes a range of interventions for school organization. Have led to a significant increase in student achievement.

Gurr & Drysdale et al(2005) Based on the empirical study of Victoria, a set of Victorian model was summarized. The successful leadership of the principal is divided into four levels, namely, external influence, school ability, teaching factors, and student achievement, each level can have an impact on the subsequent levels. (v) The theoretical value of the Victorian model lies in providing a conceptual map of interventions used by principals. Describe, explain, and classify different interventions, outlining the interactions between principal leadership interventions and their impact on student outcomes. At the same time, this model was not limited to the role of teaching leadership in supervising teachers and the decentralized leadership emphasized by transformational leadership. Instead, it pointed to the multiple dimensions in which principals can influence student achievement.

3.4.4 Complementary research on Principal leadership based on professional standards

Professional standards for principals of primary and secondary schools are the basic requirements of principals' quality and behavior, the external expression of principals' core competence, and the important basis for the selection, training, assessment and evaluation of principals, with guiding and regulating functions. Countries all over the world attach great importance to the research of the professional standards for primary and secondary school principals, constantly revise and improve the professional standards for primary and secondary school principals, and issue upgraded versions of professional standards for primary and secondary school principals. Such as the United States NPBEA release Professional Standards for Educational Leaders, PESL, 2015; The UK Department for Education has released National standards of excellence for head teachers, 2015; Australian Institute of Teaching and School Leadership has released Australian Professional Standard for Principals, APSP, 2014; OECD has released *Learning* standards, teaching standards and standards for school principals, 2013; China's Ministry of Education has issued the Compulsory Education Professional Standards for School Principals, 2013; Professional Standards for General High School Principals, 2015; Professional Standards for Principals of Secondary Vocational Schools, 2015; Professional Standards for Kindergarten Principals, 2015.etc.

Pont(2013) found that This paper collated and analyzed the literatures on professional standards for principals in European and American countries (such as the United States, the United Kingdom, Canada, Australia, New Zealand, Germany, South Korea, Chile, etc.), and summarizes and refines the framework of professional standards for principals, which mainly includes 5 dimensions, 33 elements of functional standards and 4 dimensions, 9 elements of behavioral standards, which are widely recognized and respected by scholars from various countries.

Monique Lambert & Yamina Bouchamma (2019) pointed out that the elements of the professional standards for presidents proposed by Pont were transcribed and encoded, and a core list of 20 professional standards for presidents was extracted and summarized (see Table 4), which was a common tool for comparing and analyzing the professional standards for presidents of different countries.

,Li Chunling & Xiao Yuanjun (2020) pointed out that the three professional standards for principals of primary and secondary schools issued by the Ministry of Education of China respectively started from six areas: planning school development, creating a culture of education, leading curriculum teaching, leading teachers' professional growth, optimizing internal management, and adjusting external relations, and list the professional standards for principals with 60 elements from three dimensions: professional understanding and cognition, professional knowledge and methods, and professional ability and behavior.

The study was conducted according to Monique Lambert & Yamina, a professor at Laval University in Canada In the core list of 20 professional standards for principals proposed by Bouchamma, the professional standards for primary and secondary school principals in China are analyzed and coded, and then compared with the professional standards for principals in the United States (2015), Australia (2015) and Alberta, Canada (2016).

In summary, We can see that although the three models have different emphases, they all point out that the principal's leadership plays an important role in promoting school management and educational innovation. In the case supplement, while principal leadership is critical to school success, school success also requires the principal to exert influence within a cohesive community. The involvement and co-creation of others, especially teachers, school administrators, and students, is also a key structural element of a

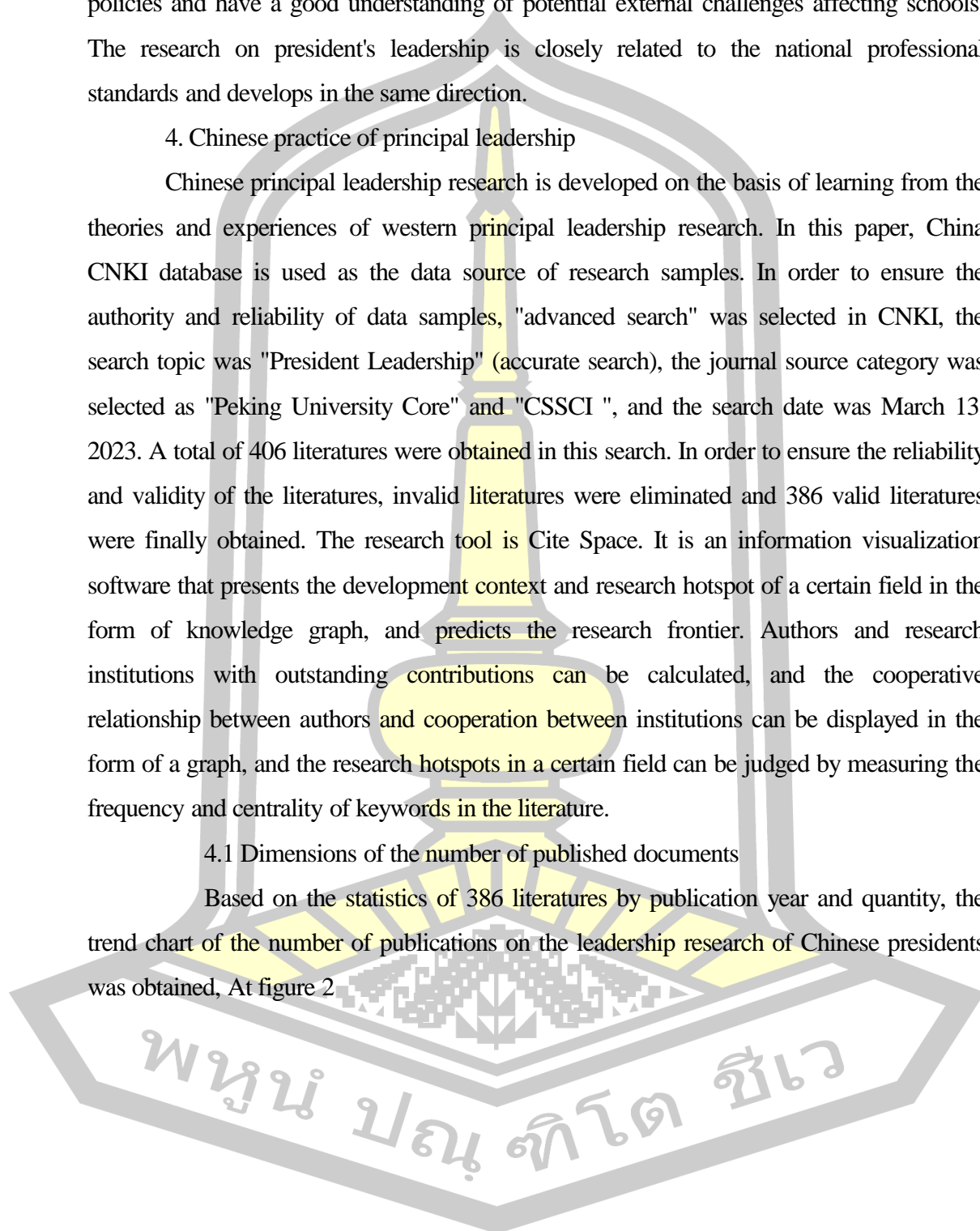
school's success. In addition, principals need to be familiar with current government policies and have a good understanding of potential external challenges affecting schools. The research on president's leadership is closely related to the national professional standards and develops in the same direction.

4. Chinese practice of principal leadership

Chinese principal leadership research is developed on the basis of learning from the theories and experiences of western principal leadership research. In this paper, China CNKI database is used as the data source of research samples. In order to ensure the authority and reliability of data samples, "advanced search" was selected in CNKI, the search topic was "President Leadership" (accurate search), the journal source category was selected as "Peking University Core" and "CSSCI", and the search date was March 13, 2023. A total of 406 literatures were obtained in this search. In order to ensure the reliability and validity of the literatures, invalid literatures were eliminated and 386 valid literatures were finally obtained. The research tool is Cite Space. It is an information visualization software that presents the development context and research hotspot of a certain field in the form of knowledge graph, and predicts the research frontier. Authors and research institutions with outstanding contributions can be calculated, and the cooperative relationship between authors and cooperation between institutions can be displayed in the form of a graph, and the research hotspots in a certain field can be judged by measuring the frequency and centrality of keywords in the literature.

4.1 Dimensions of the number of published documents

Based on the statistics of 386 literatures by publication year and quantity, the trend chart of the number of publications on the leadership research of Chinese presidents was obtained, At figure 2



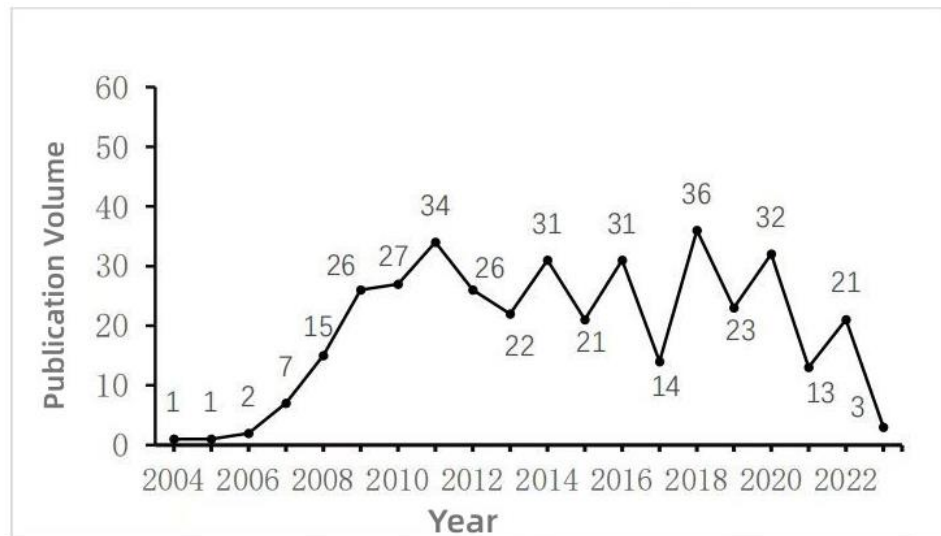


Figure 2 The annual publication trend of Chinese principal leadership research

From figure 2 , the articles on principal leadership research in China show a wave trend. There were few literatures from 2004 to 2006. From 2007 to 2009, the number of literatures increased rapidly, and there were more research results, reaching 26 in 2009. From 2010 to 2022, although the number of papers fluctuated, the number of papers published every year was more than 20, among which the number of papers published in 2018 reached the highest value of 36, except for 2017 and 2021. Generally speaking, the research popularity of principal leadership in China has maintained a good trend since 2009.

4.2 Author and institutional dimension

Cite Space software is used to analyze the authors and institutions of the principal leadership research in China, and the knowledge graph and statistical data about the authors and institutions are obtained. The total sample of 386 papers involved 451 authors, among which 7 scholars published more than 4 papers, and 9 papers ranked first. The top five institutions in terms of publication volume are: Beijing Normal University School of Education 13 articles, East China Normal University School of Education 11 articles, Northeast Normal University School of Education 7 articles, Beijing Institute of Education President's Research Institute 6 articles, Nanjing Normal University School of Education Science 5 articles. This indicates that normal colleges and universities are the main force in the current research on the leadership of presidents, and the brand normal

colleges and universities with the top number of publications are all brand-name normal colleges and universities with remarkable academic achievements.

4.3 Keyword dimension

Keywords were highly refined and summarized the core content of an article, reflecting the research direction of the article. Therefore, keywords with high frequency were often used to identify hot issues in a research field. Centrality reflected the degree of correlation between a certain keyword and other keywords, and the key node with centrality greater than 0.1 was called the key node of the keyword. Cite Space was used to analyze keywords, and the high-frequency keyword table is obtained, as table 4.

Table 4 High frequency key words in the study of principal leadership

Serial number	Keyword	Frequency	First copy	centrality
1	Principal	67	2007	0.28
2	Leadership	59	2004	0.33
3	University president	15	2009	0.04
4	Primary and secondary schools	11	2009	0.13
5	School improvement	7	2012	0.05
6	School development	7	2008	0.00
7	Teaching leadership	6	2012	0.06
8	School management female	6	2009	0.00
9	Principal	6	2011	0.02
10	Promotion path	6	2014	0.04
11	Promotion strategy	6	2015	0.01
12	Principal training	5	2008	0.00
13	School culture	5	2007	0.00
14	The United States	4	2015	0.00
15	Leader	4	2014	0.02
16	Informatization	4	2018	0.02
17	School reform	4	2006	0.01
18	Curriculum reform	3	2008	0.02
19	Rural education	3	2018	0.00
20	Famous headmasters	3	2011	0.02

From table 4, keywords with frequency ≥ 10 were president 67, leadership 59, university president 15, and primary and secondary school 11. Keywords with centrality ≥ 0.1 were 0.33 for leadership, 0.28 for principals and 0.13 for primary and secondary schools. However, the frequency of rural education was only 3, and the

centrality was 0.00. It can be seen that the scope of the research on principal leadership was mainly in the compulsory education stage, and the research objects were mostly primary and secondary school principals, while the research on rural principals was relatively weak.

Through the cluster analysis of keywords, 14 clusters are obtained. Table 5 lists 7 clusters with a cluster size of 10 or above, as well as their identifier words.

Table 5 Keyword co-occurrence network clustering

Cluster	Cluster size	Identifier
Principal	49	Informatization leadership, construction strategy, work performance, value leadership, village principal
leadership	41	Female leadership, human character, psychological authority, personality charm, coercive power, principal responsibility system, service-oriented leadership
Educational leadership	27	Teaching effectiveness, teaching guidance, implementation strategy, theoretical support, countermeasure research, principal curriculum leadership
School-running practice	14	Leadership thinking, school culture construction, principal competence, school philosophy, value leadership, connotation development, school resources
leader	13	Leadership style, educational administrators, employee characteristics, promotion path, Shared vision, Learning Community, school ethical leadership
Teaching leadership	13	Teaching management, principal teaching leadership, curriculum leadership, village school, whole school improvement, value leadership
Enhance	10	Team level, organizational level, crisis leadership

From table 5, Through the keyword and keyword cluster index ranking of principal leadership research, combined with the analysis of relevant literature, it was found that the hot content of Chinese principal leadership research can be classified

into three aspects: the connotation of principal leadership, the types of principal leadership and the promotion strategies of principal leadership.

4.4 Dimensions of professional standards for principals

Li Jianghua & Liu Zhenjiang (2007) The early comparative study with the professional standards for principals in the United Kingdom and the United States, with the initial versions of the professional standards for principals in the United States, the United Kingdom and New Zealand as the comparison object, from the introduction of the background, the formulation process, the main content, the concept and the application of results and other aspects of in-depth analysis, provided a reference experience for the construction of professional standards for principals in primary and secondary schools in China.

Chu H.Q & Jia J.E (2013) The professionalization of the principal profession in China had the following conditions: 1) there is a complete professional education system for the principal (training system: 2) there is a perfect knowledge system as the basis for the principal to work; 3) Establish a systematic ethical code to restrain the principal's management behavior; 4) There are clear professional standards and requirements for principals; 5) There are strict qualifications for entering the headmaster industry; 6) The principal has professional autonomy; 7) The president has a high social reputation and economic status; 8) The principal's own professional organization has been established and mature; 9) The government's macro-management of this occupational group in terms of professional qualifications, recruitment conditions, assessment, salary treatment, rank promotion, professional organization, etc., relies on rigid systems such as qualification system, appointment system, evaluation system, salary system, promotion system as a guarantee.

Ministry of Education of the People's Republic of China (2013) Promulgate Professional standards for principals of compulsory education schools.

Ministry of Education of the People's Republic of China (2015) Promulgate Professional Standards for Principals of ordinary High Schools, Professional Standards for Principals of Secondary Vocational Schools, Professional Standards for Principals of Kindergartens.

This paper analyzes the contents of the professional standards of the four principals in China from the basic concept, composition and index quantity, as table 6.

Table 6 Comparison of professional standard contents of four principals in China

		Primary school Junior high school	Senior high school	Secondary vocational school	kindergarten
Basic idea	1) Put morality first	√	√	√	√
	2) People-oriented	√	√	√	√
	3) Lead development	√	√	√	√
	4) Ability is important	√	√	√	√
	5) Lifelong learning	√	√	√	√
Professional responsibility	1) Optimizing internal management	√	√	√	√
	2) Planning rural kindergarten development	√	√	√	√
	3) Guiding and facilitating teacher development	√	√	√	√
	4) Leading preschool care and education	√	√	√	√
	5) Creating a culture fostering student development	√	√	√	√
	6) Adapting the external environment	√	√	√	√

From Table 6, the professional standards of the four principals in China are consistent in terms of basic concepts, professional responsibilities and the number of indicators. The research on principal leadership in China is becoming more and more mature in terms of professional standards.

In summary, The research on principal leadership in China draws on the theories and experiences of the research on principal leadership in the United States, the United Kingdom and Australia, and combines the factors of China's national conditions. Through practical exploration, the research results on principal leadership in China are proposed and professional standards for principals are formulated, laying a solid foundation for future research on principal leadership. It can be seen that the professional standard of principals is the basis of the research on the leadership of principals. This paper will also study the composition, index and application of the leadership of kindergarten principals based on the professional standard of kindergarten principals.

Leadership of kindergarten rural principals

1. Definition of leadership of kindergarten rural principals

With the professional development of preschool education, the research of principal leadership has also expanded to preschool education or early childhood education. Many scholars have studied the definition of kindergarten principal leadership, as following:

Xiang Xiaoying & Jiang Yong (2006) defined leadership of kindergarten rural principals that it was an ability of rural kindergarten principal using commands, advice or suggestions to cause the expected response of the leader.

Rodd (2007) defined leadership of kindergarten rural principals that it was a combination of skills. Leaders who define early education should strive to create a community and provide high-quality early education services. It involves: sharing your ideas with others and boosting their morale; Set a strong role model; Influence others, define the direction of development, find the way forward, and articulate the vision of development to create better early education services; Optimize the effectiveness of early education services through team building, collaboration and integration; Mentor staff and guide parents to promote their personal growth, competence, and professional development and progress; Planning and implementing changes to improve organizational and professional effectiveness.

Xiang Xiaoying (2007) defined leadership of kindergarten rural principals as a kind of influence that can guide and inspire others, and this influence was divided into power influence and non-power influence, and power influence factors were divided into traditional factors, that was, teachers' obedience to the rights of deans. Position factor; That was, the position of dean leads to the awe and obedience of teachers; Seniority factor, that was, the principal's work experience and work experience. The non-power influencing factors were divided into the principal's moral character, ability, knowledge, emotional factors and so on.

Liu Linfang (2015) defined leadership of kindergarten rural principals that it was the ability of the rural principal to exert influence on the whole kindergarten staff and stakeholders, mainly children and parents, and lead them to establish and realize the

organizational goals of the kindergarten and promote the development of the kindergarten within a certain situation.

Wang Xiaoying (2015) defined leadership of kindergarten rural principals on Professional Standards of kindergarten principal that it was the abilities of three roles: leader, educator and manager. The first, leadership of kindergarten rural principals was defined as the ability to lead the development of kindergartens, which can be divided into value leadership, educational leadership and organizational leadership. Among them, the task of the leader is value leadership, and the professional responsibilities include planning the development of the kindergarten and creating a culture of education; the second, leadership of kindergarten rural principals was defined as teaching leadership on role of educator including leading the work of conservation education and leading the development of teachers; the third, leadership of kindergarten rural principals was defined as the manager's skills to organize and lead, and professional responsibilities include optimizing internal management and debugging the external environment.

Xujin (2016) defined leadership of kindergarten rural principals that it was the abilities of the principal to exert influence on the staff and stakeholders, mainly children and parents, by virtue of the comprehensive quality of the professional standards of the principal, and lead them to jointly establish and achieve the organizational goals of the kindergarten and promote the development of the kindergarten.

Zhao Xiqing (2019) defined leadership of kindergarten rural principals that it was the abilities of kindergarten principals to develop professional responsibilities and requirements of kindergarten professional standards, exert influence on kindergartens, children, staff, parents, society and other stakeholders by using the power and personal ability conferred by the position itself, generate incentives, and jointly realize the common vision of the kindergarten.

Wang Lijuan (2020) defined leadership of kindergarten rural principals that it was the ability to adapt to the background of educational change, create a common goal of kindergarten management, create a culture of promoting the development of children, and guide all staff to give full play to their professional abilities and improve the quality of conservation education.

Wang Nana (2020) defined leadership of kindergarten rural principals on Professional Standards of kindergarten principal that it was the professional responsibility

for the professional standards of the kindergarten, which can effectively influence all staff and children and parents of children, so as to help children form a correct outlook on life, values and world outlook, and strive to realize the common vision of the kindergarten and further promote the scientific development of the kindergarten. The personal leadership level of kindergarten principals can also be further improved in the process of its scientific development.

Li Dazhi & Liu Jun (2024) defined leadership of kindergarten rural principals on Professional Standards of kindergarten principal that it was the abilities to perform professional duties under certain circumstances, exert influence on the whole kindergarten staff and stakeholders, mainly children and parents, and lead them to establish and realize the organizational goals of the kindergarten and promote the development of the kindergarten.

In summary, With the professional development of kindergarten principals, the definition of leadership of kindergarten rural principals should consider the role and responsibility of the professional standards. Therefore, leadership of kindergarten rural principals refers to a combination of Professional competences to follow the professional standard of kindergarten principal to promote their own professional development, form comprehensive leadership charm, realize common vision, create positive and interactive team cohesion, and pay attention to the common development process of kindergarten, principal, teachers and students.

2. Components of leadership of kindergarten rural principals based on professional standard of kindergarten principal

China has complicated national conditions. The research on kindergarten leadership in China started late, and many studies were based on foreign experience. In the process of studying the leadership of kindergarten rural principals in Guangxi and the professional standards of kindergarten principals in China, the researcher found that many scholars were drawing on the research experience of the United Kingdom and Australia. Therefore, this study mainly analyzed and integrated on the research experience of the leadership of kindergarten rural principals in the United Kingdom, Australia and China to analyze the components of the leadership of rural kindergarten principals in Guangxi.

2.1 Components of kindergarten principals leadership based on UK professional standard

Ofsted(2019), Department for Education(2020), and Department for Education(2021) Under the UK, provided the Professional Standards for Kindergarten Leadership focus on optimizing the quality and management of early childhood education and cover a wide range of responsibilities. *The Early years inspection handbook* was published by Ofsted, *Headteachers' standards 2020* and *the Early years by the Department for Education 2021* by the Department for Education found stage statutory framework, Its standards cover strategic planning, teaching guidance, legal and policy compliance, team management and cultural construction, parent-community cooperation, children's well-being and safety, resource optimization, evaluation and improvement, diversity and inclusion, adaptation to the external environment, and other aspects to comprehensively improve the management level and education quality of kindergartens.

Rodd (2020) Pointed out in *Leadership in Early Childhood Education: The Case for Pedagogical Leadership* emphasizes that the leadership of kindergarten principals should focus on strategic planning kindergarten, cultural construction for student development, teaching leadership, promoting teacher professional development, internal management and parent-community cooperation. She believed that principals need to improve the quality of teaching by supporting the professional development of teachers, and formulate clear development goals in accordance with the actual situation of the institution to ensure continuous improvement of the quality of education. At the same time, principals should create a positive team culture, encourage teachers to collaborate and innovate, and support children's overall development by building trusting relationships with parents and the community, strengthening family and school ties. These views are highly consistent with the core content of the professional leadership standards of kindergarten principals in the UK, and provide theoretical basis and practical direction for kindergarten principals to enhance leadership.

Muijs & Aubrey et al (2004) recognized the guidance and promotion of teacher development, team management and cultural construction, and kindergarten development planning in the professional standards of leadership of kindergarten principals in Britain, and partly involves adaptation to the external environment in the book: *How do they manage? A review of the research on leadership in early childhood.*

They stressed that principals should enhance the teaching quality of teachers by providing professional development support and practical guidance, while supporting the overall development of kindergartens by creating a positive cultural atmosphere and promoting teamwork and innovation. In addition, the director needs to have strategic planning skills to respond to educational needs and policy changes by setting goals and allocating resources. The authors also mention that principals need to show flexibility in adapting to the external environment, but the analysis is brief. Overall, the article highlights the importance of the leadership of the principal in improving the quality of kindergarten management and education.

Palaiologou & Male (2019) stated that teaching leadership, team management and cultural construction, assessment and improvement, and diversity and inclusiveness were mainly identified in the professional standards for the leadership of kindergarten principals in Britain, and some of them were related to adaptation to the external environment in the book: *Leadership in early childhood education: In The case for pedagogical praxis*. The author emphasizes that the principal should take teaching as the core, guide teachers to improve teaching activities through the combination of theory and practice, improve teaching quality and meet the individual needs of children. At the same time, they pointed out that principals should foster a culture of collaboration and innovation through team management, and focus on continuous evaluation and improvement to optimize educational practices. In addition, the article emphasizes the importance of diversity and inclusiveness, requires principals to pay attention to children's diverse needs, create a safe and inclusive learning environment, and proposes that principals should respond to changes in the external environment through critical thinking and flexible strategies, which provides strong support for the development of educational leadership in kindergarten practice.

Roberts-Holmes (2013) recognized legal and policy compliance, diversity and inclusion in the professional standards of leadership for kindergarten leaders in the UK, and partly deals with strategic planning in the book: *The English early years professional status (EYPS) and the 'split' early childhood education and care (ECEC) system*. He pointed out that in the face of the fragmentation of the ECEC system, principals need to have a deep understanding of the policy framework to ensure that institutions operate legally and in compliance, while promoting inclusive practices to provide equitable

educational opportunities for children from different backgrounds and needs. In addition, the authors emphasize the need for strategic vision to address the challenges of uneven resource distribution and to properly plan the direction of institutional development, which highlights the important role of principals in dealing with complex systems and achieving educational equity.

Siraj-Blatchford, Siraj & Manni (2007) recognized the teaching leadership, team management and cultural construction, parent-community cooperation, assessment and improvement, and children's well-being and safety in the professional standards of kindergarten leaders in the UK in the book: *Effective leadership in the early years sector: The ELEYS study*. They stressed the need for principals to promote the quality of teaching through practical guidance and educational innovation, and to stimulate the collaboration and development of faculty and staff by creating a positive team atmosphere. In addition, the study pointed out that kindergarten directors should actively strengthen the cooperation between parents and communities, use external resources to support children's all-round development, and achieve continuous improvement of education quality through effective self-assessment and reflection mechanisms. Finally, the author emphasizes the need for principals to create a safe and supportive environment to ensure children's well-being and physical and mental health, and provides systematic guidance for the overall improvement of kindergarten management and education quality.

Leeson, Campbell-Barr & Ho (2012) recognized the strategic planning, teaching leadership, team management and cultural construction, parent-community cooperation, and assessment and improvement in the professional standards of British kindergarten leaders' leadership in *Leading for quality improvement: A comparative research agenda in early childhood education in England and Hong Kong*. The author pointed out that the director should have the ability of strategic planning to lead the institution to cope with the changing educational environment through clear development goals and vision; In terms of teaching guidance, principals should provided professional support to improve the quality of teaching and promote the all-round development of children. In addition, the study emphasizes the role of principals in team management, the need to foster a supportive cultural atmosphere to enhance team cohesion and teachers' professional competence, and the need to strengthen the cooperation between parents and communities to enhance the integration of educational resources and the effectiveness of

children's development through collaboration. Finally, the author mentioned that principals need to focus on evaluation and improvement, and continuously optimize the quality of education and management through reflection and data-based decision making. By comparing the cases of the UK and Hong Kong, this study truly reflected the core role of the leadership standards of British principals in improving the quality of kindergarten education.

Jones & Pound (2008) recognized the strategic planning, teaching leadership, team management and cultural construction, parent-community cooperation, and children's well-being and safety in the professional standards of British kindergarten leaders' leadership in the book: *Leadership and management in the early years: From principles to practice*. The author pointed out that the director needs to make strategic planning through clear development vision and long-term goals to cope with changes in policy and social environment; In terms of teaching guidance, principals should guide and support teachers to improve teaching quality and provide high-quality educational experience for children. In addition, the article emphasized the role of the principal in team management and culture construction, and the need to create a positive team atmosphere through trust and cooperation. The author also suggested that kindergarten directors should strengthen the cooperation between parents and communities, optimize the educational environment through resource integration, and ensure the physical and mental health of children by improving the management system and maintaining a safe environment in terms of children's well-being and safety. The research fully demonstrates the multiple responsibilities of principals in improving kindergarten education quality and management level.

Envy (2018) recognized strategic planning, teaching leadership, parent-community partnership, child wellbeing and safety, and diversity and inclusion in the professional standards of Leadership for kindergarten leaders in the UK in the book: *Pre-School Leadership and the Influence this has upon Outcomes for Young Children*. The author emphasized that principals should promote the development of kindergartens through clear goal setting and long-term planning, and enhance teachers' professional ability in teaching guidance to meet the diversified needs of children; Strengthen the involvement of parents by building trusting relationships with parents and the community to promote the all-round development of children. At the same time, principals needed to

create safe and caring environments that support children's physical and mental health and meet the individual needs of each child through an inclusive approach to education. The article also briefly mentioned that the principal should adapt to changes in the external environment and show flexible coping ability, which fully reflected the far-reaching impact of the principal's leadership on the kindergarten management and children's development results.

The components of kindergarten principal leadership based on the professional standards of kindergarten principals in the UK were summarized and analyzed in table 7:

Table 7 The components of leadership of kindergarten rural principal based on the professional standards of kindergarten principals in the UK

	Planning rural kindergarten development	Creating a culture fostering student development	Leading preschool care and education	Guiding and facilitating teacher development	Adapting the external environment	Optimizing internal management
Rodd	√	√	√	√	√	√
Muijs & Aubrey et al	√	√	√	√	√	√
Palaiologou & Male	√		√	√	√	√
Roberts-Holmes	√	√			√	√
Siraj-Blatchford, Siraj & Manni	√	√	√	√	√	√
Leeson, Campbell-Barr & Ho	√	√	√		√	√
Jones & Pound	√	√	√	√	√	√
Envy		√	√		√	√

From Table 7, it can be found that most scholars agree on the components of kindergarten principal leadership on UK professional standard, consisting of 1) Planning rural kindergarten development;2) Creating a culture fostering student development;3)Leading preschool care and education;4) Guiding and facilitating teacher development;5)Adapting the external environmen;

6) Optimizing internal management.

2.2 Components of Kindergarten principals leadership based on Australia professional standard

Australia's Professional Standards for Kindergarten Leadership focus on improving the quality of education, promoting the overall development of children and ensuring the well-being of children, covering a wide range of responsibilities. Australian Children's Education and Care Quality Authority (2018),(2022),and(2024) issued and selected State government documents, such as Victorian Government enacted Education and Care Services National Law Act 2010. Its standard system covers strategic planning, teaching guidance, legal and policy compliance, team management and culture building, parent-community cooperation, child well-being and safety, diversity and inclusion, and assessment and improvement, and aims to provide comprehensive guidance for kindergarten management practices and education quality improvement.

Fabry, Barblett & Knaus (2022) focused on teaching leadership, team management and culture building, assessment and improvement, and strategic planning in the professional standards of Australian Kindergarten Leaders' Leadership in the book: *The role of early childhood pedagogical leaders in schools: Leading change for ongoing improvement*. They emphasized that as educational leaders, principals should take teaching leadership as the core and improve teaching quality by supporting teachers' professional development and promoting educational innovation. In terms of team management and cultural construction, the head of campus should create a cultural atmosphere of cooperation and support, and encourage faculty and staff to participate in educational reform; In terms of assessment and improvement, principals need to identify teaching deficiencies and promote improvement through continuous reflection and evidence-based monitoring mechanisms; In addition, the director needs to have the ability of strategic planning, through the formulation of long-term goals and reasonable allocation of resources, to lead the kindergarten to respond to policy changes and social needs, to ensure

the sustainable improvement of education quality. The research clearly shows the central role of the leadership of principals in promoting the continuous improvement of kindergartens.

Clarke (2017) focused on teaching leadership, team management and cultural construction, assessment and improvement, and diversity and inclusion in the professional standards of Australian kindergarten principals' leadership in his doctoral thesis-Sustainable pedagogical leadership in early childhood education and care: Implementing the 2012 Australian national quality standard. The author clearly points out that the principal's central role in promoting the quality of education is embodied in teaching leadership through supporting teachers' professional development and practical innovation, and emphasizes the need for the principal to create a culture of cooperation and support to motivate staff to participate in education improvement. In terms of evaluation and improvement, the authors suggest that principals should identify deficiencies in educational practices and implement improvement measures based on reflective and data-driven evaluation mechanisms. In addition, the paper explores in depth the role of principals in the area of diversity and inclusion, emphasizing the need for principals to create safe and inclusive learning environments with diverse cultures and needs that provide equal opportunities for children to develop.

Nuttall & Henderson et al (2024) recognized strategic planning, teaching leadership, team management and culture building, assessment and improvement, and diversity and inclusion in the Australian Professional Standards for Kindergarten Leaders' Leadership in *The Research Context: Leadership Policy in Early Childhood Education in England and Australia*. The authors pointed out that principals need to develop long-term goals and strategies within the Australian policy framework to ensure that kindergartens can adapt to policy changes and social needs, which were highly consistent with strategic planning standards. In terms of teaching leadership, the author emphasized that the principal promotes the continuous improvement of teaching quality by supporting the professional development of teachers and implementing culture-history theory. The paper also discussed the importance of team management and cultural construction, and believes that the principal should create a collaborative and supportive cultural atmosphere to enhance the professional ability and overall effectiveness of the team. In addition, the authors mentioned that principals need to rely on continuous reflection and data-driven mechanisms to

evaluate and improve the quality of education to ensure continuous optimization. Finally, the authors emphasized the need for principals to pay attention to diversity and inclusion, and to meet the needs of children from different cultural backgrounds by creating a fair and inclusive learning environment. All points of view were clearly based in the original text, which fully reflects the core role of principal leadership in kindergarten education.

Wang Wei (2016) agreed with the strategic planning, teaching leadership, diversity and inclusion, and children's well-being and safety in the professional standards of Australian kindergarten principals' leadership in *A Brief Discussion on the Characteristics of Australian Preschool Education*. The authors pointed out that Australian pre-school education promoted the systematic development of kindergartens by setting clear development goals and policies, which were highly aligned with strategic planning standards. At the same time, the article emphasizes the child-centered teaching concept and educational practice innovation, reflecting the importance of teaching leadership. In terms of diversity and inclusion, the author mentioned that Australian kindergartens focus on meeting the needs of children from different cultural backgrounds and creating a fair and inclusive education environment. In addition, the article also pointed out that Australia's preschool education attaches great importance to the well-being of children, and emphasizes the need for principals to provide children with a safe and caring growth environment. These views were well founded and demonstrate the key role of principal leadership in improving the quality of education.

Moodie (2024) recognized team management and culture building, child well-being and safety, and diversity and inclusion in the professional standards of Australian Kindergarten Leaders' Leadership in *Prioritizing staff so they can prioritize children in an early childhood setting*. The article pointed out that in kindergarten management, principals should give priority to the needs of faculty and staff, and enhance team effectiveness by creating a collaborative and supportive cultural atmosphere, which is highly consistent with the standards of team management and cultural construction. At the same time, the authors emphasized the need for directors to put the well-being of children at the heart of their management, and ensure the safety and mental health of children by prioritizing resources and management strategies. In addition, the article mentions the need for principals to pay attention to the multicultural backgrounds of staff and children, and emphasized the importance of inclusiveness and diversity in creating a fair learning environment, especially

in the context of Australia's multicultural society, which fully reflects the key role of principals' leadership in improving the quality of kindergarten education.

Sisson & Rigney et al (2024) recognized legal and policy compliance, parent-community engagement and diversity and inclusion in the Australian Professional Standards for Kindergarten Leaders' Leadership, and partly deals with team management and culture building as well as child wellbeing and safety in the book: *Co-constructed engagement with Australian Aboriginal families in early childhood education*. The author emphasized the importance of legal and policy compliance for the director to follow relevant policies and regulations in working with Australian Indigenous families to ensure cultural equality and respect. At the same time, the core of the article discussed how to establish a joint participation mechanism with indigenous families through the cooperation between parents and communities to promote cultural co-construction. In addition, the authors discussed in depth the role of principals in supporting indigenous cultures, promoting inclusive learning environments to ensure that the cultural values of indigenous families and children are understood and respected, consistent with diversity and inclusion standards. The article also mentioned in part the need for the director to strengthen cultural development by promoting the understanding of indigenous culture in the team, and to focus on the well-being and development of indigenous children in the educational environment. These elements highlighted the leadership role of the Director in supporting Indigenous culture and community engagement.

Jones (2024) recognized the strategic planning, teaching leadership, team management and cultural construction as well as assessment and improvement in the professional standards of Australian kindergarten leaders' leadership, and partly deals with parent-community cooperation and diversity and inclusion in the book: *The co-design of an embedded school-university partnership: An application of Dewey's laboratory style approach to PST experiences in schools*. The authors pointed out that in the cooperation between schools and universities, the director needs to make long-term strategic plans to ensure that the cooperation model was consistent with the educational goals, which was highly consistent with the strategic planning criteria. At the same time, the article emphasized that the principal embodies the important role of teaching guidance by guiding teachers to implement and improve practical teaching methods. In addition, the author mentioned that under the framework of cooperation, the director should strengthen the

connection between the school and the university team by building a collaborative culture to achieve common goals, which was consistent with the standards of team management and culture construction. The article also clearly pointed out that the principal needs to promote the optimization and promotion of educational goals through continuous evaluation of cooperation effects and educational practices, which was highly relevant to evaluation and improvement standards. Although there was some reference to the need for principals to engage with the wider community in collaboration and to focus on students from multicultural backgrounds, this was not explored in detail and was therefore partially covered in parent-community collaboration and diversity and inclusion standards. These contents are true and reliable, and fully reflect the leading role of the principal in the cooperation between the school and the university.

The components of leadership of kindergarten rural principals based on the professional standards of kindergarten principals in Australia were summarized and analyzed in table 8:

Table 8 The components of leadership of kindergarten rural principals based on the professional standards of kindergarten principals in Australia

	Planning rural kindergarten development	Creating a culture fostering student development	Leading preschool care and education	Guiding and facilitating teacher development	Adapting the external environment	Optimizing internal management
Fabry, Barblett & Knaus		√	√	√	√	√
Clarke	√	√	√	√	√	√
Nuttall & Henders on et all		√	√	√	√	√
Wang Wei		√		√	√	
Moodie	√		√		√	
Sisson & Rigney et al	√				√	√
Jones	√	√	√		√	√

From Table 8, it found that most scholars agree on the components of kindergarten principal leadership on Australian professional standard, consisting of 1) Planning rural kindergarten development; 2) Creating a culture fostering student development; 3) Leading preschool care and education; 4) Guiding and facilitating teacher development; 5) Adapting the external environment; 6) Optimizing internal management.

2.3 Components of leadership of kindergarten rural principals based on Chinese professional standard

China's professional standards for the leadership of Kindergarten principals are based on the Professional Standards for Kindergarten Principals promulgated by the Ministry of Education of the People's Republic of China in 2015, which clearly define the responsibilities and ability requirements of kindergarten principals in the management and practice of preschool education. The document points out that the principal is a professional who performs the responsibilities of kindergarten leadership and management. The document requires the principal to adhere to the school-running philosophy of "morality first, children first, leading development, ability first, and lifelong learning", and to have the ability to plan the development of the kindergarten, create a culture of education, lead conservation education, lead the growth of teachers, optimize internal management, and adapt to the external environment. The "Standard" is the basic requirement for the professional quality of qualified kindergarten principals, the basic criterion for leading the professional development of kindergarten principals, and the important basis for formulating the qualification standards, training course standards, assessment and evaluation standards of kindergarten principals.

Wang Heli (2022) agreed with the professional standards of Chinese kindergarten rural principals in Planning rural kindergarten development, creating a nurturing culture, leading conservation education, leading teacher growth and optimizing internal management, and partly involves adjusting to the external environment in *Kindergarten Principal Competency: Model Construction, Role and Promoting Factors*. Based on the construction of the competency model, the author pointed out that the principal should have the planning ability and be able to scientifically formulate the long-term development goals of kindergartens in order to

respond to the social needs and educational orientation. The study emphasized that kindergarten leaders should create a supportive education environment through cultural construction and cooperation mechanisms to promote the common growth of parents, teachers and children. Kindergarten directors should play the role of core leaders in childcare education and improve the quality of children's development through curriculum guidance and educational activities. In addition, the principal guided and trained teachers to promote teamwork and overall education through professional development support and instruction. In terms of management, the research suggested that the principal should improve the operation efficiency and organizational effectiveness of kindergartens through resource optimization and internal management mechanism improvement. The authors also mentioned the need for directors to adapt to external policies and social needs, and to collaborate with communities and authorities, but the details of implementation are less discussed. The above views fully reflected the multi-dimensional leadership of principals in the development and management of kindergartens.

Wang Henan (2023) agreed with the professional standards of kindergarten rural principals in China in terms of Planning rural kindergarten development, creating a culture of education, leading conservation education, leading teachers' growth and optimizing internal management, and partly involved in adjusting the external environment in *his Research on the Model Construction and Promotion Strategies of Kindergarten Principals' Learning Ability*. By constructing the learning ability model of principals, the author proposed that principals should improve their planning ability through continuous learning, formulate kindergarten development goals scientifically, and promote the sustainable development of kindergartens through the design of strategic directions. In addition, the study emphasized that the principal should create a supportive education environment through cultural construction and promote the active participation of parents, teachers and communities to form a holistic education atmosphere. In the field of conservation education, the director was regarded as the core leader of curriculum design and teaching practice, and ensures the improvement of education quality through specific guidance. The research also pointed out that principals play a key role in teacher development, and professional training, practical support and feedback mechanisms

were needed to promote teachers' career growth and teaching improvement. At the management level, principals needed to improve the operational efficiency of the organization by optimizing the management mechanism and resource allocation, pay attention to policy changes and external demands, and cooperate with education authorities and communities, but the details of external adaptation measures are rarely discussed. These views fully reflected the key role of the principal's learning ability in the requirements of professional standards.

Jiang, Y & Pang, L et al (2017) recognized the professional standards of kindergarten principals in China to create a culture of education, lead conservation education and lead the growth of teachers, and partly involves planning the development of kindergartens, optimizing internal management and adjusting the external environment in *Early childhood teacher education in China*. The author pointed out that the principal plays a key role in shaping the supportive educational culture, and it was necessary to optimize the overall educational atmosphere of kindergartens by building a cultural environment with teachers and students as the core. In terms of leading conservation education, the study emphasized the need for principals to play a central leading role in curriculum implementation and educational activities to ensure high quality and adaptability of educational content. In addition, the principal is seen as an important supporter of teacher development, enhancing the teaching ability and professionalism of teachers by providing professional training, practical guidance and feedback mechanisms. As for the development planning and internal management of kindergartens, the article mentioned that the principal needs to participate in the formulation of strategies and organizational optimization to a certain extent, but it did not delve into the specific details. Finally, the study also mentioned that the director needed to adapt to policy changes and social needs, and maintain coordination with the external environment, but the specific discussion of relevant implementation strategies was limited.

Zhang, Q, Wu, W, & Jiang, K (2024) agreed with the professional standards of Chinese kindergarten principals on Planning rural kindergarten development, creating a culture of education, leading conservation education and leading teachers' growth, and partly involves optimizing internal management and adjusting external environment in *Standardizing professional standards: A self-*

assessment scale for Chinese kindergarten teachers. The author pointed out that the principal should play a leading role in the strategic planning of kindergartens and promote the long-term development of kindergartens through clear development goals and organizational strategies. In terms of educational culture construction, the research emphasized that kindergarten directors need to establish a supportive cultural environment to promote collaboration among teachers, parents and students in order to optimize the quality of education and the growth environment of children. In addition, the study proposed that the principal should serve as the core leader in curriculum implementation and teaching activities, and improve the overall quality of preschool education through innovative teaching practices. Principals were also seen as important supporters of teacher growth, helping teachers improve their teaching abilities and professionalism through professional development training and systematic support. Although the article mentioned the need for deans to optimize internal resource management and flexibly adjust strategies to meet external policies and social needs, the specific implementation details of these aspects were less discussed. The article fully embodies the multi-dimensional leadership role of the principal in preschool education.

Liu Ziyi (2022) agreed with the professional standards for kindergarten principals in China in terms of optimizing internal management, kindergarten development planning, guiding and promoting teacher development, leading preschool nursing and education, and creating a culture that promotes student development in *Issues and Suggestions on Professional Development of Kindergarten Principals -- Based on the Analysis of Professional Standards for Kindergarten Principals*. At the same time, part of it involves adapting to the external environment. The author pointed out that kindergarten directors need to have the ability of strategic planning to promote the sustainable development of kindergartens through clear development goals and effective docking with policies. In terms of management, the director of the park needed to optimize the allocation of resources and internal mechanism to improve the management efficiency and the quality of educational support. In addition, the study highlighted the key role of principals in the professional development of teachers by providing training, feedback and support systems to enhance teachers' teaching competence and professionalism. In the field of

preschool education, principals needed to lead the overall situation in curriculum design, teaching practice and quality control to achieve the deep integration of conservation and education. In terms of cultural construction, the kindergarten director was regarded as an important promoter of the construction of a nurturing culture, and needs to create a supportive development environment for children through home cooperation and teamwork. Although the article mentioned that principals need to flexibly respond to policy changes and social needs, the specific strategies for adapting to the external environment were less discussed.

Zhang Lixin, Ma Xiaoting & Maliting(2024) agreed with the professional standards of Chinese kindergarten principals in optimizing internal management, kindergarten development planning, guiding and promoting teacher development, leading preschool nursing and education, and creating a culture that promotes student development in their Research on the Construction and Application of the Index System of Kindergarten Principals' Teaching Leadership. At the same time, part of it involves adapting to the external environment. By constructing the index system of the principal's teaching leadership, the author points out that the principal should play an important role in the internal management of kindergartens, and provide strong support for teaching practice by optimizing resource allocation and improving organizational operation efficiency. In terms of development planning, the study emphasized that the director should formulate scientific development strategies in combination with policy orientation and educational objectives to achieve sustainable development of the park. The study also explored the key role of principals in teacher development and suggests that principals should improve teachers' professional competence and teaching quality through training systems and classroom guidance. In addition, the author pointed out that kindergarten directors should promote the overall improvement of preschool education quality through curriculum guidance and teaching innovation, and realize the organic combination of conservation and education. In terms of culture building, principals were seen as the shapers of a supportive education culture, creating a positive learning environment for children by fostering collaboration among teachers, parents and students. Although the article mentioned that principals should adjust their teaching practices according to external policies and social needs, the specific adaptation strategies were rarely discussed.

These views fully reflected the multi-dimensional role and important role of the principal in the construction of teaching leadership.

Su Jing & Tian Pengpeng et al (2022) agreed with the professional standards for kindergarten principals in China in terms of optimizing internal management, kindergarten development planning, guiding and promoting teacher development, leading preschool nursing and education, and creating a culture that promotes student development in *Building and Improving the Professional competence Model of Kindergarten Principals under the Background of Professional Standards for Kindergarten Principals -- Taking Beijing as an Example*. At the same time, part of it involved adapting to the external environment. By constructing the professional competence model of the principal, the author pointed out that the principal should improve the operation efficiency and management efficiency of the kindergarten by optimizing the management mechanism and resource allocation, and provide strong support for teaching. In terms of development planning, the research emphasized that kindergarten directors should formulate kindergarten development goals scientifically in combination with policy requirements and the reality of kindergartens to achieve sustainable development. In terms of teacher development, principals were considered to promote the professional growth and teaching ability of teachers through the establishment of a supportive system, the implementation of training and guidance. The research also pointed out that the principal played a core role in curriculum guidance and teaching innovation, and improves the quality of preschool education through the combination of nursing and teaching. In addition, principals needed to create a supportive culture that promotes collaboration among teachers, parents and students to create a good educational environment for the all-round development of children. Although the study mentions the need for directors to be flexible in responding to policy changes and working with the community to adapt to external circumstances, the discussion of specific strategies was limited. These views clearly reflect the multi-dimensional leadership role of principals in preschool education.

The components of leadership of kindergarten rural principals based on the professional standards of kindergarten principals in China were summarized and analyzed in table 9:

Table 9 The components of leadership of kindergarten rural principals based on the professional standards of kindergarten principals in China

	Planning rural kindergarten development	Creating a culture fostering student development	Leading preschool care and education	Guiding and facilitating teacher development	Adapting the external environment	Optimizing internal management
Wang Heli	√	√	√	√	√	√
Jiang, Y & Pang, L et al	√	√	√	√	√	√
Zhang, Q, Wu, W, & Jiang, K.	√	√	√	√	√	√
Liu Ziyi	√	√	√	√	√	√
Zhi Lixin	√	√	√	√	√	√
Zhang Lixin, Ma Xiaoting & Maliting	√	√	√	√	√	√
Su Jing & Tian Pengpeng et al	√	√	√	√	√	√

From Table 9, it can be found that most scholars agree on the components of kindergarten principal leadership on Chinese professional standard, consisting of 1) Planning rural kindergarten development; 2) Creating a culture fostering student development; 3) Leading preschool care and education; 4) Guiding and facilitating teacher development; 5) Adapting the external environment; 6) Optimizing internal management.

In summary, According to the research on the components of leadership of kindergarten rural principals in three countries, this study found that the components of leadership of kindergarten rural principals, consisting of 1) Planning rural kindergarten development; 2) Creating a culture fostering student development; 3) Leading preschool care and education; 4) Guiding and facilitating teacher development; 5) Adapting the external environment; 6) Optimizing internal management.

The meaning of 6 components of leadership of kindergarten rural principals as following:

Leadership of kindergarten rural principal refers to the ability of kindergarten rural principals to follow the professional standards to promote their own professional development, form comprehensive leadership charm, realize common vision, create positive and interactive team cohesion, and pay attention to the common development process of kindergarten, principal, teachers and students.

1) Planning rural kindergarten development refers to the ability to formulate, monitor and revise rural kindergarten development plans according to preschool education policies, regulations and development trends, apply planning and development theories and methods, inherit the tradition of excellent kindergarten management, and base on the actual situation of kindergartens.

2) Creating a culture fostering student development refers to the ability to apply the theories and methods of rural kindergarten culture construction, integrate the excellent traditional Chinese culture, respect and care for teachers and children, feel harmony and happiness as the core of rural kindergarten education culture, and create a natural and humanistic environment to promote the all-round development of children.

3) Leading preschool care and education refers to the curriculum and teaching ability of guiding rural kindergarten teachers to carry out one-day life and game activities in kindergartens, adhering to the principle of combining conservation and education, giving priority to children's safety and health, stimulating children's curiosity and learning interest, and cultivating children's good learning quality.

4) Guiding and facilitating teacher development refers to the ability to use the theories and methods of various stages of rural kindergarten teachers' professional development, establish a rural kindergarten teacher professional development community, create conditions and environment for rural kindergarten teacher professional development, and motivate rural kindergarten teachers' professional development.

5) Adapting the external environment refers to the ability to improve the standardized and scientific management level of rural kindergartens, adhere to the principles of scientific, democratic and efficient management, pay attention to the positive role of the personality charm of the rural principal, form the cohesion of the kindergarten leadership, improve the management system of kindergartens, strictly

implement the responsibilities of each post, and consciously accept the supervision of teachers, parents and society.

6) Optimizing internal management refers to the ability to improve the positive interaction between the rural kindergarten and family, the rural kindergarten and the society, the use of effective communication strategies and methods with the outside, the establishment of external cooperation and exchange mechanism of the kindergarten, the opening of the rural kindergarten, and the use of external educational resources to expand children's living and learning space.

Adult Education Theory

The theory of adult education is one of the theoretical bases for improving the leadership of rural kindergarten principals. Many researchers have conducted in-depth analysis and synthesis of adult education theories, as following:

Knowles(1975) In *Self-directed Learning: A Guide for Learners and Teachers*, stated that the concrete steps of adult learning included six modules: setting learning situation, diagnosing learning needs, clarifying learning objectives, designing learning plans, carrying out learning activities and evaluating learning results. Knowles, based on long-term psychological investigation and teaching practice, found that there are significant differences between adults' learning psychology and that of children. Through the overall analysis of these differences, Knowles believes that these differences lead to adults in the learning process are no longer inclined to follow the guidance of teachers in school like children, passively accept knowledge, but to carry out non-instructional learning through an autonomous way, and actively absorb knowledge in the learning process, and then make it better adapt to their own life skills. In nature, self-orientation is different from others' orientation. It always centers on adult self and generates autonomy and initiative understanding of learning based on adult's learning needs and self-concept, and then guides adults to master knowledge and skills through self-diagnosis of learning needs, self-determination of learning goals and self-selection of learning methods. Self-orientation is the core of Knowles' adult learning theory, which reflects Knowles' basic propositions on human nature learning, makes adult learning pay more attention to adult subjects, and extends more strategies to help adults learn independently.

Knowles(1980) viewed that based on the understanding of the special connotation of "andragogy", Knowles systematically analyzed the subject of adult learner and redefines the concept of adult learner. Adult learner needs to meet the following five conditions: 1) Have an independent self-concept and can guide their own learning 2) have accumulated a large amount of life experience that can be used as valuable learning resources 3) need to learn because they want to change their social roles 4) have a certain awareness of problems and are willing to directly use knowledge 5) have an internal motivation to learn. He believes that in the context of "andragogy", adult learning is a separate system that is distinct from children's learning. Through investigation, Knowles found that there are obvious differences between adult learners' learning psychological characteristics and children's learning needs, learning experience, self-concept, learning tendency, learning motivation and learning preparation. Based on the understanding and analysis of adult learning psychology and its particularity, Knowles re-portrays the image of adult learners. On the whole, adult learners tend to be mature both physically and psychologically. Therefore, adult learning should be conducted in another form rather than traditional guided learning. This form should not only meet the learning needs of adults and closely integrate the real life of individuals with learning, but also adapt to the self-concept of adults and fully reflect the subjectivity and dominance of adults in the learning process.

Xu Qi & Fu Rong (2009) viewed that the theoretical development in the field of adult participation in learning could be divided into three stages: the early research mainly tried to answer the question of whether adults have the ability to learn; In the Middle Ages, adult educators began to focus on the similarities and differences between the ways adults and children learn. Since the 1980s, adult learning theory has been combined with disciplines and research methods that are not part of the field. The main theories are: 1. Adult pedagogy theory. First proposed by Knowles in 1968, it is perhaps the most famous theory within and outside the field of adult learning. By making a distinction between adult learning and schooling, the theory allows adult educators to separate the field from education in the general sense and is a new discipline to help adults learn. 2. Self-directed learning theory. One of the assumptions implied by adult education is that adults have an independent self-

concept and can constantly guide themselves. In one of his books, Knowles explained the meaning of self-directed learning and proposed that self-learning can be done through contract learning. 3. Alternate learning theory. The 1990s saw a heyday in the development of alternate learning theory, which was at the center of academic activity in related fields of adult learning. The alternate learning approach is more related to learning as a cognitive process, and its universal elements include experience, inner meaning, and the mental construction of reflection. Alternate learning theory is considered an adult learning theory because it relies on adult life experiences and a more mature level of cognitive development than in childhood. At present, alternate learning theory occupies the core position of adult learning theory with the help of ongoing research and related books.

Huang Shuangliu & Chen Huazi (2016) stated that researchers no longer tried to use a theory to contain all adult education, but from different perspectives of adult education theory in-depth elaboration. This study will analyze five schools of American adult education theory:

1. Behaviorism. The most important person who made the behaviorist approach widely used in adult education was B. F. Skinner, although his theory comes from the early work of Watson, but through his own research and practice, he widely applied the research results and methods of behavioral psychology to the practice of adult education, and achieved good results. Ralph Tyler also advocated behaviorism in education, and even for a long time, he made behaviorism the only source of educational theory for the design, implementation, and evaluation of education. In the behaviorist model of education, the roles of teachers and students are clearly delineated. In the behaviorist's view, teachers are "the manager of an emergency, the controller of an environment, and the director of a behavior", and they are fully responsible for the creation of the ideal learning environment.

2. Schools of humanism. The humanistic view in educational theory is mainly influenced by the humanistic philosophy of Abraham, Maslow and Carl Rogers. Wilson and Hayes believe that humanistic theory emphasizes the importance of "personal growth as the purpose of adult education". From this point of view, the purpose of adult education is to promote the improvement of adult learners' ability to the maximum extent in a "trusting and cooperative environment". In addition,

humanistic educational theories advocate learner-centered, focused on recognizing and meeting the needs of individuals, emphasizing democratic and liberal learning styles.

3. Liberal schools. This educational philosophy emphasizes lifelong learning, the value of a knowledge curriculum, and the "study of the classics." Adult liberal education is "the most effective way to promote healthy interpersonal communication at work." The value of free adult education lies in the development of adult's ability and desire for knowledge. According to liberal education, the focus of teaching is on learning as an end in itself rather than as a means of accomplishing tasks. Adult learners' motivation comes from their inner needs rather than external stimuli.

4. Progressive schools. The idea of adult education is a product of progressive movements related to politics, social reform, and education. By incorporating humanistic and psychological approaches, Knowles further expanded the meaning of progressive learning theory. Knowles' theories of adult learning and adult pedagogy have been influential through the development of Lindeman. Adult learning is a purposeless and enjoyable activity, which is only for adults to find and grasp learning opportunities according to the needs of different situations in their lives. Therefore, Lindeman believes that adult education is essentially a kind of experiential learning, which is based on their own existing knowledge and experience. Adult education should be open to new perspectives, experiences and, most importantly, the needs of learners; The teacher-centered teaching model should not be regarded as the only model of adult education, and the teaching method should be suitable for learners' educational needs. In addition, the relationship between teacher and student should not be treated as if the adult learner were an immature and incapable child; Teachers are the facilitators of learning processes such as activities, discussions or experiments; Education should enable learners to promote social change and expand social democratic values.

5. Radical schools. The radical idea of adult education, based on the long struggle for social, economic, and political reform, rejects the idea that adult education should be viewed primarily as a matter of individual need, and that the purpose of education is to liberate those members or groups that have been rejected and forgotten by society. The goal of radical adult education is to place the rights of

the oppressed in their culture. The basic concepts of the radical approach to adult education are primarily concerned with "group awareness raising, community action, and social change." Radical ideas about the nature of politics often conflict with other ideas of adult education, such as the emphasis on "individual and individual change, rather than radical social change."

Cheng Hao (2018) stated that Paul Freire and Malcolm Knowles, as the world famous thinkers of adult education in the 20th century, their adult education ideas had a global influence and had a profound impact on the development of adult education in many countries. Based on this, this paper makes an in-depth analysis of the works of Freire and Knowles by means of literature analysis, and compares them from the perspectives of ideological source, educational nature, educational purpose, teaching methods and teacher-student relationship, so as to reveal and analyze the similarities and differences between the two in theory and practice, thus providing certain theoretical significance and practical value for the development of adult education in China. According to China's national conditions, culture and characteristics of adult education, researchers believe that Knowles' adult education theory is more valuable to the development of adult education in China.

Ling Ling (2017) pointed out that the adult learning theory proposed by Knowles, a famous American adult educator, is an important theoretical achievement in the western adult education field in the 20th century. Knowles' research on adult learning theory can be divided into three parts: adult learner research, self-directed learning theory and contract learning model. Knowles proposed six basic characteristics of adult learners: learning needs, learner's self-concept, learner's experiential role, learning readiness, learning tendency and learning motivation. The characteristics of adult learners determine that the essence of adult learning is self-directed learning, and contract learning is an effective way to realize self-directed learning.

Han Qian (2017) stated that researchers delved into the Knowles theory of adult education, found 6 characteristics of adult learning: 1) Psychological tendency: independent learning; 2) Cognitive process: experiential learning; 3) Learning tasks: improve social roles; 4) Learning purpose: to solve problems; 5) Clear awareness of learning needs; 6) Learning motivation: internal motivation.

The Law of Learning: Compared with children, adults have an advantage in learning experience and ability to better understand things and grasp their cognitive structure. Therefore, adult learning should follow the following four principles. 1. The Law of Effectiveness. Knowles pointed out that adult learning needs to be carried out in a pleasant environment and atmosphere, and a comfortable and assured material environment and a psychological atmosphere that is popular, respected and encouraged are conducive to enhancing the effect of adult learning. 2. Practice rules. Adult learning takes a lot of practice to impress. 3. The Law of Association. The experience accumulated by adults in social life is a valuable resource for their further learning. Therefore, the association rule of linking theory with practice is conducive to adults' mastery of cognitive objects. 4. Be prepared. Adult learners need to know why they are learning something before they begin to learn, and their motivation will be greatly stimulated when they realize that learning can meet their needs. Thus, adult learners identify their learning needs on the basis of self-diagnosis and the help of others in diagnosis.

Learning process: 1. Formation of learning atmosphere; 2. Establish a learning structure for cooperative planning; 3. Diagnose learning needs; 4. Form learning goals; 5. Design learning activity mode; 6. Organize learning activities; 7. Evaluate learning results and re-diagnose learning needs.

Learning methods :1. Self-directed learning. Knowles defines self-directed learning as "the ability of individuals, with or without the assistance of others, to proactively diagnose learning needs, establish learning goals, identify learning human and material resources, select and implement appropriate learning strategies, and evaluate learning outcomes." 2. Contract learning, also known as contract learning, refers to a personalized teaching method in which adult students and teachers negotiate and develop learning contracts together to achieve learning goals. The greatest value lies in providing learners with a highly individualized structure - it is each learner's own personal learning plan; 3. Group study; According to Knowles, groups provide rich learning resources and motivation for adult learners, and most organized learning takes place in groups. 4. Informal learning refers to the self-initiated, self-regulated and self-responsible learning mode in which learners freely choose the learning time, place and content. It is characterized by autonomy, diversity

of forms, context, collaboration and fragmentation, etc. It is closely related to learners' daily life and can occur in any situation.

Dai XinYue (2024) stated that based on the long-term practice of adult education and the influence of humanism, progressivism and other educational thoughts, Knowles gradually constructed the adult learning theory with distinct characteristics of human nature. Knowles' adult learning theory mainly includes three aspects: adult learner theory, self-directed learning theory and contract learning theory. Among them, the adult learner theory mainly expounds the characteristics of adult learning that are different from children's learning in terms of learning needs, motivation, tendency and experience, etc. Based on this, it is clear that adult learning focuses on its own orientation and can constantly meet learning needs in the process of learning, so as to better adapt to the current and future life of adults. Based on the self-orientation of adult learners, self-directed learning theory puts forward the concrete steps of adult learning, including six modules: setting learning situation, diagnosing learning needs, clarifying learning objectives, designing learning plans, carrying out learning activities and evaluating learning results. Contract learning theory is a learning model parallel to self-directed learning theory. In contract learning, adult learners define learning goals based on their own learning needs and present them in the form of a learning contract, so that adults can complete various learning tasks according to the requirements of the contract during the learning process, and ultimately improve the overall effect of adult learning.

Wu Jingjing (2019) stated that at present, the theory of adult education in China was still not separated from the framework of the theory of education, which leads to the lack of theoretical support for the practice of adult education in our country. Knowles as an expert in the field of adult education, the thought of adult pedagogy was deeply recognized by the international adult education field. Drawing lessons from the thought of adult pedagogy of Knowles would help make up the shortage of theoretical research of adult pedagogy in our country and play a positive role in the practice of adult education in our country. The enlightenment of Knowles adult education theory was applied to adult education in our country:

1. Theoretical research perspective: Recognize adult education research groups and expand localization research paths. China is far from enough in the depth

of theoretical research on adult education. It is necessary to deeply study the characteristics of China's current adult education groups, combine adult psychology, accurately Orient the learning needs orientation of adult groups, deeply analyze the hindrance factors or negative factors of adult learning, and study the outcome evaluation mechanism and internal reward mechanism conducive to self-directed lifelong learning. On the breadth of adult education research, adult education in our country should recognize adult education groups. Secondly, expand the localization path of adult education, integrate and classify the development fields of adult education, and combine the characteristics of adult education in each field to research the best model for adult education in this field.

2. Perspective of practice management: Effectively organize adult education practice and improve adult education management. The development of lifelong education in our country can draw lessons from the connotation of lifelong education in the United States, namely, adult education is the way to develop self-guided lifelong learners. Therefore, effectively organizing adult education practice and promoting the improvement of adult education management is an effective path for lifelong learning and the development of a learning society, as well as a means to promote self-directed lifelong learners. It is necessary to organize adult education practice effectively and improve the sense of participation in adult education. We should pay attention to the following key aspects: First, pay attention to the guiding and guiding role of experience in the learning process of learners; Secondly, pay attention to the practicability and benefit of adult learners' learning content; Finally, pay attention to the flexible application of self-directed learning for adult learners.

3. Market demand perspective: Improve adult development foresight and tap the needs of adult education in China. For many years, the development of adult education in China has been in a conservative state, did not recognize the particularity of adult education, in the process of adult education practice is still in use of the previous education model, which makes adult education into a stalemate. According to the water of adult education, our country's adult education can be further explored from three specific aspects, promoting our adult education to keep up with the needs of The Times and driving the development of The Times. (1) Develop a team of adult education experts to grasp the development direction of adult education on a macro

level; (2) Cultivate well-trained adult education teachers to promote the combination of adult education theory and practice at the micro level; (3) Establish an adult education resource center, and form an Internet + adult education resource network system as a whole.

In summary, The theoretical research of adult education represented by Knowles would provide theoretical support for improving the research of leadership of kindergarten rural principals. Kindergarten principal education was different from preschool and youth education, which accords with the characteristics of adult education. The learning process of adult education theory included: 1. Formation of learning atmosphere; 2. Establish a learning structure for cooperative planning; 3. Diagnose learning needs; 4. Form learning goals; 5. Design learning activity mode; 6. Organize learning activities; 7. evaluation of learning outcomes and rediagnosis of learning needs. Theoretical learning methods of adult education included: 1) self-directed learning, 2) contract learning, 3) group learning, 4) informal learning. These studies were helpful to create principles, methods and procedures for the development of leadership programs for rural kindergarten principals.

Principles and Methods of kindergarten leadership development of rural principals

1. Principles of leadership development of kindergarten rural principals

The concept of 70:20:10 had relatively quickly worked its way into the firmament of learning and development practice, Under the in-depth study of many experts. as following:

Tough (1971) stated that the origins of what is now known as the 70:20:10 framework could be traced to a number of sources. An early reference was made by Professor Allen Tough in his 1968 study *Why Adults Learn*.⁴ He found that most adult learning is self-directed. Although he didn't refer directly to 70:20:10, Tough's later work in the 1980s began to bring the idea together more coherently. It identified that around 70% of all learning projects are planned by the learner himself.

Eichinger & Lombardo (1996) stated that as an international expert on informal learning, cross led the way in questioning the strong emphasis that organizations had traditionally placed upon formal learning. He had also called for a realignment of

L&D thinking in order to support informal learning activity. The bulk of the credit for developing 70:20:10 as a formal framework was attributable to the authors Michael Lombardo and Robert Eichinger at the Center for Creative Leadership in North Carolina. Based on the results of research they conducted with senior business executives about the factors they felt made them successful, their 1996 publication, *The Career Architect Development Planner*, set out the ways in which people learn, using the 70:20:10 format for the first time. 70% From tough jobs and assignments; 20% From other people (mainly their manager); 10% From going on courses and reading.

Allen & Tough (1999) argued that most of the adult learning (about 70 per cent) took place outside the framework of formal systems, about 20 percent took place on account of a learner's interactions with others such as their co-workers, managers, and about 10 percent learning was facilitated by teachers, trainers and professional experts. This was based on his findings during the course of his studies at the University of Ontario.

Zimmerman & Schunk (2001) advocated that learners were aware of their own learning; They reflected on themselves; and managed their own learning. All these and various other theories apart, traditionally it had been believed that learning occurs within an individual. Individuals may participate and learn in groups, but ultimately it was the individual person who learns. Knowledge was something that an individual acquires. In this process, each individual finds their own unique style of learning most suitable to them.

Lawson (2008) stated that 70-20-10 best practice was a theoretical and practical approach to learning in and out of the classroom with leadership at the center of development, by giving leaders real learning and real action. Based on sound theories and principles and not limiting the time and duration of learning.

Jennings (2011) viewed that as a leading thinker in this area, he was most notable and had helped to turn 70:20:10 from a conceptual set of numbers into a practical tool, which was relevant for today's L&D practitioners. Jennings had written and co-authored a number of key reports which had helped to bring 70:20:10 into sharp focus. In *70:20:10 Framework Explained and Effective Learning With*

70:20:10, Jennings provided a comprehensive overview of the framework. More importantly, he offered sound practical advice on how organizations can best implement 70:20:10 to deliver better learning experiences.

Joshi (2018) stated that a large number of organizations understood the importance and implications of the 70:20:10 model and had successfully experimented by adopting it. While Charles Jennings - an authority on 70:20:10 - made it his guiding principle while working at Reuters, the prominent information company, some of the other organizations that had adopted this model were: Nike, British Telecom, Goldman Sachs, Maersk, Nokia, Price Waterhouse Coopers, Ernst & Young, L'Oréal, Bank of America, Diego, BAF Systems, ANZ Bank, Caterpillar, Sony Ericsson, Standard Chartered, Dell, Wal-Mart, Coca-Cola, and many more.

It was believed that hands-on experience (70 per cent) enables employees: To discover and enhance their job-related skills; To make informed decisions; and To face challenges at workplace. This experiential learning provides for Practicing skills; Stretch assignments; Secondments and job swaps; Assignments offering new experiences; and Challenges at work. Employees learn from others (20 per cent) through a variety of activities. These activities include the following: Social learning; Collaborative learning; Coaching and mentoring; Access to experts; Debriefs and assessments. This 10 percent learning took place through the following: Formal traditional courses; Structured courses; Online courses; Training workshops; Training programmes for workers; Training programmes for managers and supervisors.

Yan Zhiyong (2019) believed that the "70 20 10" learning model revealed the process of human competence formation, emphasized the important role of "practice" in the process of competence formation, which had been repeatedly demonstrated and practiced by scholars and enterprises at home and abroad, and provided a methodology for employee training. This law had been repeatedly demonstrated and practiced by scholars and enterprises at home and abroad, and provided a methodology for employee training, i.e. not only through training courses, but also through diversified and experiential practices to promote the "transformation" of knowledge into competence.

In summary, 70:20:10 Learning Model consists of 3 components: 1) 70% Learning through experience, 2) 20% Learning through others, and 3) 10% Learning through formal training. the connotation of is shown at the table 10.

Table 10 The connotation of 70:20:10 Model

70:20:10	keyword	Instructions
70%	Experience	Experience(the 70):learning gained on-the-job by completing daily tasks; Practicing skills; Secondments and job swaps; Assignments offering new experiences; solving challenges.
20%	Exposure	Exposure (the 20): learning with and through other people from Coaching and mentoring; social learning; Collaborative learning; Access to experts; Debriefs and assessments.
10%	Education	Education (the 10): learning by Structured courses; Formal traditional courses; Training programmes; Online courses; Training workshops.

2. Methods of leadership development of kindergarten rural principals

In the above research results, while studying the 70:20:10 model, the researchers also deeply studied its methods, as shown in the table 11

Table 11 Methods summary of 70:20:10 Model

70:20:10	70	20	10
Methods	1) Problem-solving 2) Practicing skills 3) Challenging tasks 4) Stretch assignments 5) Secondments and job swaps	1) Peer coaching 2) Social learning 3) Collaborative learning 4) Mentoring 5) Communities of practice 6) Access to experts 7) Debriefs and assessments	1) Formal training 2) Workshops 3) E-learning 4) Seminars

The above 70:20:10 methods are all effective methods that have been proven by researchers. Based on the actual development of preschool education in Guangxi and the characteristics of the professional development of kindergarten principals, this study determines the methods : 1) Problem-solving ; 2) Challenging tasks ; 3) Peer coaching ; 4) Communities of practice ; 5) Mentoring ; 6) Formal training, for the leadership improvement of rural kindergarten principals in Guangxi based on the model of 70:20:10 through literature research, interviews with experts and principals as following:

2.1 Problem-solving

Lin Hangying (2018) stated that how to implement the kindergarten-based teaching and research activities, so that kindergarten-based teaching and research could really promote the professional growth of teachers, improve the quality of kindergarten education, solve the practical problems in children's one-day activities, so that children could actually benefit? Kindergarten-based teaching and research must be guided by real problems. Only by taking the real problems as the guidance, could the kindergarten teaching and research be put into practice. The so-called real problems referred to the actual problems that teachers really encounter or find in the process of education and teaching, rather than the false problems created for research. Yuen-based Institute of Education and Research studies practical problems, not superficial problems; It was helpful to teachers' teaching and can make children really benefit from the problem, rather than the problem designated by the kindergarten director or experts; It was the problem generated in the one-day activities of the kindergarten, rather than the preconceived or deduced problem; Problems that teachers are familiar with, not unfamiliar; It was the problem that must be solved by the kindergarten teaching research, and it was also the problem that can be solved by the kindergarten teaching research. How to find real problems :1) From the observation and understanding of children to find real problems; 2) Observe and discover real problems from teachers' practical work; 3) Discover real problems from all aspects of daily activities in kindergarten; 4) Obtain real problems through question collection. The process of solving problems: first, discovered and presented problems through multiple channels; Second, multi-formed discussion and diagnosis

of problems; Third, integrated multiple resources to implement the plan and verify the plan.

Mahanal & Susriyati (2022) viewed that Problem-solving skills were advantageous when resolving complicated and multidimensional challenges. Problem-solving skills could be developed through active learning models that engage students in the learning process. One active learning model was RICOSRE. The main focus of RICOSRE was problem-solving activities in 1) reading; 2) identifying the problem; 3) constructing the solution; 4) solving the problem; 5) reviewing the solution; and 6) extending the solution. The findings indicated that the students' problem-solving skills improved consistently in the upper, middle, and lower academic groups that were taught by implementing RICOSRE.

Azrai & Eka Putri (2022) stated that Problem-solving ability need to be developed in the learning process. The learning model that can facilitate students in practicing problem-solving ability is the Reading, Identifying, Constructing, Solving, Reviewing and Extending (RICOSRE) learning model. The purpose of this study was to determine the effect of using the RicoSRE learning model to the problem-solving abilities of Senior high school students on environmental change topic.

Jamie & Anna (2024) stated that the current study examines how instructional sequencing and problem-solving support interact with different types of cognitive load and learner performance. University students (n=254) were randomly assigned to one of three conditions: an explicit instruction first sequence, an unsupported problem-solving first sequence, and a supported problem-solving first sequence. Results showed that intrinsic load did not differ across the three conditions, extraneous load was lowest in the explicit instruction first and supported problem-solving first conditions, germane load was highest in the supported problem-solving first condition, and performance was highest in the explicit instruction first condition. Providing insight into specific ways instructional sequencing and problem-solving support could reduce cognitive load; results suggested that either problem-solving activities need support or explicit instruction is needed before problem-solving.

Philip, Ralph & Hulbig (2024) stated that public education was reframed as a developmental specialization of problem-solving skills to address these problems.

This reframing would ground the conceptualization of learning in the most natural human learning process: problem-solving. Such an approach could directly support students in addressing problems that undermine their individual performance. This problem-solving centered approach could form both a supportive and successful core educational routine that would model and support stronger collaborative structures between students, teachers, and administrators, building stronger institutions.

In summary, problem-solving is the core method to improve the self-development of rural kindergarten principals, which can effectively improve the professional ability of solving problems based on the RICOSRE model-1) reading; 2) identifying the problem; 3) constructing the solution; 4) solving the problem; 5) reviewing the solution; and 6) extending the solution.

2.2 Challenging tasks

Zhuang Zhouyun (2018) stated that the promulgation of the "Standard" had changed the role of the traditional principal as the administrative leader, and prompted each kindergarten principal to examine the problems in management from a new perspective and cope with the challenges in kindergarten management :1) the challenges of the principal's personal leadership and communication ability; 2) The challenge of the director's comprehensive management and leadership knowledge and skills; 3) The challenge of curriculum management ability of the principal.

Ridgley & Lisa et al (2022) stated that Self-regulated learning (SRL) promoted both current and future academic achievement and must be adapted based on task demands. To develop SRL, gifted students must have opportunities to experience optimally challenging tasks. Gifted students' past experiences (or lack thereof) with challenging tasks affects how they approach current tasks, which affects how they would approach challenges in the future. The current study used a two-stage approach to examine the extent to which Honors College students are able to adjust their SRL approaches based on task demands. The students reported their SRL processes while engaging with the problems. When students were solving difficult problems, they demonstrated lower self-efficacy, lower performance evaluations, and lower effort. Furthermore, students reported using more surface level strategies when solving a difficult task, compared with their deeper strategic approach employed when engaging with the easy task. These findings suggest that, although gifted students may

be aware of deeper, more effective strategies, they may not transfer these skills to difficult learning tasks. Thus, one recommendation would be to provide gifted students with more opportunities to practice building and transferring adaptive SRL processes when faced with a challenging task.

Cheng Ying (2022) stated that It was crucial to solidly build a high-quality preschool education system to promote the overall solution of high-quality preschool education in China, which was "good education for young children" and "good education for young children". Preschool education should meet challenges and plan for the future, and the goal of education should be changed from "teaching knowledge" to "forming the ability to cope with a rapidly changing world." Therefore, future education needed to consider the following three questions:

The first question was why do schools exist? On the one hand, the ability to innovate or create still requires specialized knowledge; On the other hand, "learning to learn" will become the most important content of kindergarten. Therefore, the content of learning should be cross-disciplinary and integrated, and the role of teachers should be diversified and professional. For children's learning process, immediate assessment and feedback should be adopted.

The second question was what abilities do children need? The competencies required by today's children have been given new connotations. Transformative competencies enable learners to play an active role in life, to connect with the natural world across time and space, thereby transforming society and shaping the future. Three abilities - early cognitive ability, self-regulation, and social-emotional ability - are better predictors of a child's later development than others. In order to promote the continuous interaction of these three areas in early childhood learning, adults should change the concept of children's ability and provide positive promoting force for children's growth.

The third question was how to help children cope with future challenges. The most important thing was that teachers should give the learning environment a new teaching metaphor, that was, put the content and expectation of education in the creation of the educational environment, and create a rich learning experience for children.

Karen Williams (2023) stated that the purpose of this quasi-experimental quantitative study was to investigate the teacher's perceptions of their principals performing as rural instructional leaders in Alabama school systems. Participants of this study included forty-eight educators of rural school districts identified as districts A, B, and C in Alabama. Most teachers perceived their principals as practicing instructional leadership "always." Research has revealed that the task of rural administrators had proven to be tedious and challenging. However, research suggests that rural school leaders had grit, like their teachers. Impactive instructional leadership, implemented "always," produces student success.

In the summary, The challenging tasks is an important method to enhance the leadership of rural kindergarten principals, it is necessary to have courage and self-adaptability to face challenging tasks in rural environments. The key challenges are: 1) to better cultivate children's early cognitive ability, self-regulation and social emotional ability; 2) Learn to face the future of cross-disciplinary learning; 3) Create a positive learning environment.

2.3 Peer coaching

Ministry of Education of the People's Republic of China (2017) Enacted Three-stage Training Guide for Village School Principals, Clearly in order to promote the theoretical learning, practical experience, reflection and improvement of the three organic training + return practice in the training work of rural principals (including principals of small-scale schools) (hereinafter referred to as the "three-stage") coach model. Coach goal: Through the "three-stage" coach, help rural school leaders to broaden their educational vision, update their school philosophy, enhance their professional quality, improve their ability to solve practical problems, and promote the improvement and development of the school. Coach implementation process: local education administrative departments should incorporate the "three-stage" training of rural principals into the training plan for rural campus principals. In principle, the centralized training should not be less than 5 days, the shadow training should not be less than 7 days, and the practice of returning to work should not be less than 50 days, and the implementation should be organized according to the following main links:

1) Centralized coaching. Focusing on the "Professional Standards for Kindergarten Principals", "Interim Measures for the Management of Primary and Secondary School Leaders" and the key and difficult issues in running and managing schools in rural schools, special lectures and case teaching are adopted to carry out centralized coaching to help rural school principals sort out prominent problems in running and managing schools, clarify the direction and goals of running and managing schools, and improve their ability to analyze and solve problems.

2) Shadow Coach. Organize the trained head to practice the base kindergarten deeply, focus on the problems of running and running the school that need to be solved urgently, adopt the methods of "listening, watching, asking, discussing, thinking and writing", deeply learn the advanced practices and typical experiences of the base kindergarten, accumulate solutions to the problems of running and running the school, and form an analysis report on the problems of running and running the school and the school improvement plan.

3) Return to work practice. Under the guidance of the guiding principal of the kindergarten in the base, the head of the participating kindergarten focuses on problem solving, practice improvement and experience enhancement, and works with the faculty and staff of the whole school to improve and optimize the school improvement plan, implement school improvement actions, complete the practice report on returning to work, and improve the management level.

Li Lan&Zeng Bin et al (2023) stated that this paper analyzed the "National training Plan" of N University - the "three-stage" coach of the head of the town kindergarten as an example, and conducted a satisfaction survey on the head of the town kindergarten who participates in the coach in N University: The overall satisfaction rate of the participants on the whole project was as high as 87.6%, and no one was dissatisfied, reflecting the overall satisfaction of the students on the project. A total of 88.1% of the trainees were satisfied with the setting and positioning of the training objectives, which reflects the high satisfaction of the trainees with the setting and positioning of the training objectives and reflects the more reasonable setting and positioning of the training objectives. The students' evaluation of the coach's level was high, and the satisfaction rate was as high as 93%. Deficiencies in coaching activities:

lack of group cooperation, lack of interaction between students, and interaction between students and coaches can not meet the expectations of students.

Dominique Dennis (2023) stated that traditional professional development models for principals focused on managerial tasks were presented in isolated, task-driven episodes. Today's principals led complex and challenging high-accountability environments along with playing an expanded role of instructional leadership for boosting student achievement. The purpose of this qualitative phenomenological study was to explore the experiences of school principals who work with executive coaches. A study on the impact of executive coaching on principal professional development and school success was conducted using the lived experiences of principals who have worked with executive coaches. This study identified the conditions principals need from coaches to improve leadership skills for school improvement and career growth. The dominant themes of this study included building trust through supportive relationships and developing professional practice through collaborative learning. Findings of this research may illustrate the impact of executive coaching for school leaders on effective leadership in schools, shifting from performing tasks to leading for improvement. Further research could be conducted to identify best practice coaching models for principals as well as implications for school districts who build coaching models into professional development opportunities for principals.

In summary, peer coaching is an important way to improve the leadership of rural principals. The Principals' Three-stage model and the Principals' Workshop model in rural kindergartens in China are good models that have been proved by practice and can be used in this study.

2.4 Communities of practice

Ministry of Education of the People's Republic of China (2017) Enacted Study guided for village school Principals Workshop, This guide was formulated in order to encourage all localities to actively set up rural campus leaders' workshops with local excellent campus leaders as the leaders and some rural campus leaders (including principals of small-scale schools) as the leaders, carry out workshop research and training, establish a learning community of "learning, development and growth together", and form a normal training mode of backbone leading all staff.

Objectives and tasks: Taking the workshop of rural campus leaders as the carrier, giving full play to the professional guidance and radiation driving role of outstanding campus leaders, building a learning community of rural campus leaders, creating a good environment for team cooperation and common development, and realizing the regular training of outstanding campus leaders leading rural campus leaders. Implementation process: Local education administrative departments should incorporate the workshop into the training plan for rural campus leaders. In principle, the workshop is organized and implemented according to the following main links:

1. Subject study. According to the research idea of "problem was the theme", the research and training activities were carried out through concentrated teaching, case sharing, discussion and exchange, reading sharing, president's forum, etc., so as to effectively solve the outstanding problems faced by rural campus presidents in the practice of education reform.

2. Pair up. "One to one" or "one to many" pair of help and help, through shadow training, communication and reflection, to improve the development motivation and management level of rural campus leaders.

3. Action improvement. Under the guidance of the principal of the workshop, the workshop staff conducted planned and step-by-step research on the problems arising from the practice of running the school through data collection, interview and research, self-reflection and multi-party summary, and improved the management behavior of the school in the process of problem solving.

He Yunzhu (2022) stated that the construction of the studio of famous presidents was an effective path for the professional development of campus presidents. Its essence was a professional training mode through the construction of a professional community, by means of subject research, teaching and research training, academic discussion, resource development, etc., to encourage famous presidents to spread experience and promote the mutual learning and in-depth discussion of studio members.

The connotation and characteristics of professional community included: 1) simultaneous development of individual and team; 2) Consistent goal and problem orientation; 3) Interactive drive of inheritance and innovation.

The operation mechanism of professional community studios included:

- 1) Strengthen the construction of policy guarantee mechanism;
- 2) Pay attention to the construction of academic collaboration mechanism;
- 3) Innovation achievement transformation mechanism.

The development direction of the Master's Studio in the professional community included:

- 1) to enhance academic authority in professional development;
- 2) To lead the demonstration towards social public welfare;
- 3) Strengthen independent development in individual growth.

Westberry & Hornor (2022) stated that this qualitative study examined principals' perceptions of effective principal professional development programs and needs. Results from this research study were valuable because they can provide impactful insights for state departments of education, district leadership, and principals in the planning, development, and administration of principal professional development programs. Specifically, the research study focuses upon two overarching research questions. First, how do principals and district instructional leaders described effective principal professional development? Second, how do principals and district instructional leaders described current and future principal professional development needs? Findings supported a community of practice as a vital tool for principal development.

Xu LiPing & Zhou YuanZhuo (2018) stated that Zhangjiagang Huayuanbang Kindergarten Alliance was taken as the research object. The alliance had a total of 6 kindergartens, since the establishment of the alliance, strengthen the linkage, pay attention to practice, explore innovation, and explore some paths in the way of alliance school.

- 1) Cultural guidance, forming the centripetal force of alliance;
- 2) Organization guarantee, strengthen the organization of the alliance;
- 3) The system took root and gave play to the executive power of the alliance;
- 4) Project collaboration to explore the research power of alliance education.

In summary, The communities of practice is an important method to improve the leadership of principals in rural kindergartens. Workshops for principals with excellent principals as the core and common practice and progress can be organized, and kindergarten alliances can be organized to cooperate in management, curriculum, teaching and research, and resource sharing.

2.5 Mentoring

Ministry of Education of the People's Republic of China (2017) Enacted "Send Training to School" diagnostic training guide. In order to encourage all localities to actively organize excellent primary and secondary school principals and training experts, go deep into rural primary and secondary schools (including small-scale schools) and kindergartens, carry out "send training to school" diagnostic training, and improve the level of rural school principals in running and managing schools, this guide is formulated.

Objectives and tasks: Relying on the local training team, integrating the resources of experts from colleges and universities, teaching and research institutions and primary and secondary schools and kindergartens in the region to form a training delivery team, taking problem solving as the orientation, on-site diagnosis, dialogue feedback, action improvement, tracking guidance and summary and promotion as the main methods, to organize and carry out "training delivery to school" diagnostic training activities.

Implementation process: The district and county education administrative department shall incorporate the diagnostic training of "sending training to school" into the training plan of the rural campus director, formulate the training cycle plan and annual plan of "sending training to school", in principle, the same township sends training not less than 2 times a year, each time not less than 2 days, according to the following main links to organize the implementation:

1. On-site diagnosis. The training team went to the site of rural schools, conducted on-site diagnosis by listening to reports, school observation, lesson observation, teacher and student interview, questionnaire survey, literature review, tool evaluation and other methods, and studied the development opportunities and existing problems of rural schools.

2. Dialogue feedback. By discussing, sorting out and summarizing the development opportunities and main problems faced by rural schools, the training team conducted dialogues and feedbacks to the school leadership, middle-level cadres and all teachers respectively, and put forward constructive suggestions on the development of rural schools.

3. Action improvement. The head of the rural campus organized the leading group, middle-level cadres and teachers of the whole school to seriously study the problems and suggestions put forward by the training team, and formulated and implemented the school improvement plan. The training team regularly tracks and guides to promote the sustainable development of the school.

Zhang YuanLi, Lei Min & He QingYang (2021) stated that Cooperative teaching and research between local normal colleges and kindergartens were an effective way to improve the professional level and education quality of both teachers and achieve a win-win situation. The "U-S" cooperation model was used to guide the cooperation between local normal colleges and kindergartens to promote school education and teaching, promote teachers' professional growth, promote students' all-round development, and promote educational management decision-making. Cooperative teaching and research operation strategy: 1) to build the "administrative - academic - practice" organizational structure; 2) Establish a cooperative teaching and research group; 3) Relying on subject research and diversified teaching and research to improve professional ability; 4) Open sharing of resources; 5) Attach importance to the participatory interaction process to improve the cooperation effect; 6) Take turns to strengthen the subject consciousness; 7) Collect feedback for improvement measures.

Chen Zhiqi & Song Linjing (2021) stated that teaching and research staff in preschool education undertook the work of teaching research, education management and teacher training in the field of preschool education. Strengthening the construction of teaching and research staff was of great significance for improving the quality of preschool education and promoting the professional development of teachers. In order to solve the problems of insufficient number of teaching and research personnel in preschool education, slow role transformation and low professional quality, and further improve the quality of teaching and research personnel, the key lied in the construction of corresponding policy support and guarantee system, the formulation of relevant policies and regulations, the implementation of precise training system, and the integration of teaching and research training into the policy process. Strengthen the organization and management, bring the responsibility consciousness of teaching and research staffed

into the policy action; Establish multiple guarantee mechanisms to incorporate high-quality development of teaching and research staff into the policy system.

CMvA Steyn & Mp Fuller (2024) stated that the purpose of the study was to analyze the support roles and responsibilities of Circuit Managers' (CM) as middle tier managers to principals during education change in South Africa. Change management theories were used as theoretical frameworks to underpin this study. Using semistructured individual interviews data was collected from four CM and thirteen secondary school principals. Principals expressed that they are not effectively nor adequately supported within their specific challenging context by the Circuit Manager that is appointed to support them during education change. The study reveals that CM dictate more time toward administrative obligations and mostly assume accountability and responsibility for tasks outside of their purview or job description. Principals who are not effectively supported by CM find it difficult to provide quality leadership and management during education change as well as ensure school improvement. Change strategies are recommended for CM's, districts and stakeholders in the basic education system.

In summary, Mentoring is an important method to enhance the leadership of rural kindergarten principals. Mentoring includes the administrative guidance of the preschool education manager, the teaching and research guidance of the preschool education teaching and research staff, the academic guidance of experts in normal colleges, and the practical guidance of other experts in preschool education. It can be carried out by a mixture of on-site diagnosis, seminars, project participation, resource sharing, instant messaging, and pair assistance.

2.6 Formal training

Ministry of Education of the People's Republic of China (2013) enacted On further strengthening principals of primary and secondary schools advice on training work. Document requirements for formal training:

Training planning: All localities should carry out qualification training, improvement training, advanced research and special training for all principals of primary and secondary schools in a planned way. We will focus on strengthening training for principals in rural areas, contiguity areas with special difficulties, and ethnic minority areas, and intensify training for principals in weak schools.

Training content: All regions should comprehensively carry out demand research, according to the needs of principals at different levels, categories and positions, and focus on the professional quality requirements of principals in planning school development, creating a culture of education, leading curriculum teaching, leading teachers' growth, optimizing internal management and adjusting to the external environment. Take professional ethics education as a compulsory part of principal training. Qualification training focuses on improving the president's ability to govern the school according to law. Improve the focus of training to enhance the ability of principals to implement quality education. The advanced training focuses on improving the principal's strategic thinking ability, educational innovation ability and the ability to lead the sustainable development of the school.

Training methods: Local governments should update the training concept, adhere to the student-oriented, problem-solving oriented, and ability improvement as the goal, and adopt various methods such as expert teaching, case teaching, school diagnosis, peer assistance, shadow training, and action research to strengthen the interaction and participation of students, and enhance the attractiveness, appeal, and effectiveness of the training.

Training system: All localities should strictly implement the certificate system of the new president, and the new president or the proposed president must participate in no less than 300 hours of qualification training. Implement a five-year cycle of not less than 360 class hours of all principals training system. Standardize the principal training certificate system.

Training team: The Ministry of Education formulates professional standards for trainers. All localities should take a variety of measures to create conditions for the professional development of full-time trainers and ensure that their annual training time is not less than 1 month.

Training supervision: The Ministry of Education has formulated curriculum standards and training quality standards for principals, built training information management and monitoring platforms, and established training quality assurance systems. Local governments should strengthen the process evaluation and performance evaluation of principal training by means of on-site evaluation by

experts, anonymous evaluation by students online and third-party evaluation, and take the evaluation results as an important basis for adjusting training tasks and funds.

Ministry of Education of the People's Republic of China (2021) Enacted About the implementation of primary and secondary school kindergarten teachers National Training Program (2021-2025). The document puts forward requirements for the leadership training of the head of the rural kindergarten: 1) The backbone campus head promotion training. To select principals who have good school running ideology, strong initiative in work and can play a leading role, focus on implementing national education policies, improving the ability to promote school reform and development, and organizing and implementing quality education according to the requirements of the professional standards of campus principals of different students, and focus on improving the strategic thinking ability, educational innovation ability and the ability to lead the sustainable development of the school. To train a group of leaders in implementing quality education and promoting education reform and development. 2) Primary and secondary school Party organization secretary training. Select secretaries of school party organizations with good ideological and political quality, rich experience in party building work, and can play a backbone and leading role, and carry out centralized training around adhering to the Party's overall leadership over education, strengthening ideological and theoretical education and value guidance, strengthening the construction and management of classroom teaching and various ideological and cultural positions, and strengthening the construction of teachers' ethics.

Xing Baohua & Yang Qiaoping (2018) stated that according to the survey, the main problems in the training of rural kindergarten principals were as following: first, there were fewer high-quality training, only 36.4% of the principals had participated in the national director training, and 46.1% of the principals had participated in the provincial director training, which indicates that the opportunities for rural kindergarten principals to obtain high-quality training were not enough. Second, all kinds of training focus on theoretical learning and lack of pertinence. Nearly half of the principals believed that the existing training emphasizes the study of theoretical knowledge too much, and the training content did not meet the development needs of rural preschool education, and the lack of situational expertise

was difficult to be applied in practice. In addition, the director lacked the opportunity to communicate directly with the experts during the training process, and there was also a lack of discussion and communication between each other. Third, the training focuses on professional learning, ignored the improvement of the comprehensive quality of the principal, and limits the knowledge level and thinking vision of the principal.

The countermeasures to improve the training of rural kindergarten principals were as following: 1) fully carry out pre-training investigation to grasp the training needs of rural kindergarten principals; 2) Reasonably formulate training programs to improve the appropriateness of training for principals in rural kindergartens; 3) Standardize training management to provide institutional guarantee for the training of rural kindergarten principals.

In summary, Formal training is a national policy requirement to enhance the leadership of kindergarten rural principals. The factors emphasized in Formal training are: 1) Selecting the training object; 2) Investigate training needs; 3) Standardize the training content and methods; 4) Strengthen the training management ability of training managers; 5) Strengthen training, assessment and supervision.

Concept and Theory's of Program and Program Development

1. Meaning of Program and Program Development

Many scholars have defined the meaning of the program as following:

Rogers (2000) defined the program as the creation of a possible model of how the program was expected to work in order to produce the desired results. Evaluators would use this theory as a guideline for implementation. Conduct assessment and use as a standard (Benchmark) in judging the effectiveness of the project.

Suwimol Wongwanich (2001) defined the professional development program as a structured system that defines various activities designed for the same purpose to improve and improve the knowledge and skills in the performance of teachers.

Aun Ta Nopphakhun (2003) concluded that the differences between the words program and project were interesting, a program was a routine work that was continuously performed, while a project was a specific task as needed in society to solve various problems. However, if a project was continuously performed over a

long period of time, in this case, the project will become a program. Therefore, time was necessary for continuous operation and evaluation. From the definition of the program above, it can be concluded that a program means a form of activity created with the purpose of developing the same thing using methods and forms of activities that are diverse and systematically related.

Sommaï Chaemkrajang & Dusit Khaolueang (2011) stated that a program was a plan or activity that was a systematic and orderly mass of experience with development steps that were created by applying elements that were interrelated with principles, concepts, and theories that were the basis of program development in order to achieve the objectives or goals under the context of development in each organization.

Wirot Saranat (2013) defined the program as routine work with continuous practice and mentioned the difference between the words program and project as following: A program was a routine work that was continuously practiced while a project was a specific task as needed in society to solve various problems. However, if the project was continuously practiced over a long period of time, in such a case, the project will become a program. Therefore, the duration was necessary in continuous practice, development, evaluation, for the sustainability of the activity was an important factor of the program.

Bojeun (2014) stated that the program had many meanings, depending on each individual. In general, the word program was used in 3 meanings: 1) Program means a unit (Units) organized to do special activities or provide services according to the needs of the institution or individual; 2) Program means a series of planned interventions (Series of Planned Interventions) for specific purposes for specific target groups; 3) Program means a planned activity (Planned Activity) for specific goals.

In summary, from studying the meaning of Program and Program Development, it can be concluded that the meaning of program refers to essentially a series of activities that incorporate principles and methods, implement in accordance with the development process, and through evaluation and modification of activities, its results are consistent with objectives. Program Development refers to a design process for training or developing relevant participation in a specific program. It analyzes influential problems, studies information sources, plans implementation

steps, and evaluates plans under the framework of specific principles and methods and specified implementation time for specific regions and target groups. To achieve the desired goal.

2. Components of Program

The effectiveness of program components stems from a suitable design that meets the reality. From the research of related principles and concepts of program development, many scholars have mentioned program components as following:

Furjanic & Trotman (2000) and Piskurich, Beckschi & Brandon (2000) studied the components of teacher professional development programs and found that the program components consisted of the following: 1) Objectives; 2) Program format; 3) Resources and development participants; 4) Knowledge content and activities; 5) Development implementation methods; 6) Reflection.

Woodcock & Francis (2008) mentioned the components of training programs To enhance effective leadership, consisted of Important components as following: 1) Vision; 2) Principles; 3) Objectives; 4) Activity content; 5) Development process and development methods; 6) Structure; 7) Program measurement and evaluation.

Parinya Meesuk (2009) designed a participatory professional development program for teachers consisting of 9 components as following: Problems, objectives, Time structure, characteristics of program, participants, content used, learning management in the program and program evaluation.

Hughes, Ginnett & Curphy (2012) described several components of the development program: 1) Context: Effective leadership development programs took into account the organizational context in which leaders operate. This included factors such as organizational culture, strategy, and structure. as well as external factors such as the competitive environment and regulatory landscape; 2) Content: Leadership development programs should focus on developing the specific skills and behaviors most important for success in a given context. This may include skills such as communication, decision-making and strategic thinking. as well as the specific leadership style or approach that is appropriate for the organization; 3) The process was an effective leadership development program using a variety of methods and activities. To help participants learn and practice new skills, this may include teaching

in the classroom. experiential learning activities, training, mentoring and self-learning; 4) Participants: Leadership development programs should be tailored to the needs and characteristics of participants. This may include considerations such as experience level, learning style and development goals; 5) Evaluation: Effective leadership development programs should have a process for evaluating the program's impact on both individual participants and the organization as a whole. This may involve measures such as: Assessment participants Changes in behavior or performance and analysis of organizational results.

Jenjira Kongsuk (2011) mentioned the program consisted of principles, meanings, objectives, contents and methods of operation.

Narumon Maneingam (2014) mentioned the components of the program included as following: 1) Program principles; 2) Program objectives; 3) Program characteristics; 4) Program properties; 5) Content used in the program; 6) Documents used in the program; 7) Learning management in the program; 8) Program evaluation.

In summary, from the above researchers' conclusions, the program components consist of 1) Principles; 2) Objectives; 3) Content; 4) Development process ;5) Evaluation program.

3. Steps of Program Development

Researchers have studied the process of program development and has synthesized as following:

Barbazette (2006) and Forsyth (2008) mentioned about the concept and principles of developing a program which consisted of 7 steps as following:

Step 1: Creating an atmosphere for learning

Step 2: Establishing an organizational structure for planning

Step 3: Diagnosing needs for learning

Step 4: Creating a direction for learning goals

Step 5: Implementing the program (recruiting and training management About the learning supporters and process Educational Budget Consultation)

Step 6: Learning Experience Design

Step 7: Evaluation and Re-assessment

Wirote Saranat (2008) mentioned the steps in diagnosing and developing a program to develop educational personnel as following:

Step 1: Study basic information and examine the theoretical concept of the program. Examination of the theoretical concept of the developed program

Step 2: Revise and prepare supporting documents

Step 3: Examine and improve the program

Step 4: Create an evaluation tool

Step 5: Test the program in the field

Arthur Lock Jack Graduate School of Business (2013) was a human resource development institute in the United States. The steps of program development were as following:

Step 1: Analyze the Training Needs

Step 2: Design the Training Program

Step 3: Developing the Training Program

Step 4 :Implement the Training Program

Step 5 :Evaluate the Training Program

Wirot Saranat (2014) mentioned the steps of diagnosis and development of a program for developing educational personnel were as following:

Step 1: Study basic information and examine the theoretical concept of the program.

Step 2: Revise and Document

Step 3 :Validate and Improve the Program

Step 4 :Create the Program Evaluation Tool in the Field

Step 5 :Test the Program in the Field Test the Program in the Field

In summary, The procedures of the program Development to enhance leadership of kindergarten rural principals with the following steps consists of:

Step 1: Investigate to leadership of kindergarten rural principals.

Step 2:Study the current conditions and desired conditions for leadership development.

Step 3:Create program to enhance leadership of kindergarten rural principals.

Step 4: Evaluate the suitability and feasibility of the program to enhance leadership of kindergarten rural principals.

Contexts of rural kindergarten principals in Guangxi

1. Development of Preschool Education in Guangxi

Guangxi preschool education adheres to the principle of public welfare and inclusiveness, has solved the problems of "difficult to enter the garden" and "expensive to enter the garden", and is solving the problem of "entering the good garden", and preschool education has achieved basic popularization.

1.1 Establish and improve the policy system of preschool education development

As early as 2011, the autonomous region government issued Several Opinions on the Current Promotion of the Development of Preschool Education, clarifying the overall thinking and specific measures for the development of preschool education. In 2019, the Party Committee and the government of the Autonomous region issued the Implementation Opinions on the Deepening Reform and Standardized Development of Preschool Education, which put forward clear requirements for better realization of "children have education". The relevant departments of the autonomous region have issued 35 supporting policies in the reform of the preschool education system and mechanism, the establishment of kindergarten teachers, the construction of supporting kindergartens in communities, the guarantee mechanism of inclusive kindergartens, and the reform of preschool education collectivized kindergartens, providing a strong policy guarantee for the reform of preschool education in Guangxi, and at the same time launching research on the legislation of preschool education in Guangxi to strengthen the construction of the legal system of preschool education.

1.2 Preschool education inclusion rate and three-year preschool enrollment rate

Universal Benefit kindergartens refer to kindergartens that charge fees according to the standards stipulated by the government and are not for profit, including public kindergartens and universal benefit kindergartens. Inclusive rate refers to the proportion of the number of children in inclusive kindergartens to the total number of children in all kindergartens. The three-year pre-school enrolment rate refers to the proportion of children aged 3-6 in kindergartens. These two indicators are important indicators to assess the government's pre-school education. In recent years,

Guangxi has invested 14.6 billion yuan in the construction of inclusive kindergartens, built, renovated and expanded 9,799 public kindergartens (including 1,577 new kindergartens), added about 420,000 public degrees, and supported the development of 5,392 inclusive private kindergartens in the autonomous region, effectively guaranteeing children's access to inclusive pre-school education resources. By the end of 2022, the three-year preschool enrollment rate will be 93%, and the inclusive rate will be 91.72%, and preschool education will be basically universal, which is higher than the national standard.

1.3 Number and structure of kindergartens

From 2016 to 2021, the number of kindergartens in the region showed an increasing trend year by year. The turning point comes in 2022, when the number of kindergartens decreases by 355 overall. Overall, from 2016 to 2022, the number of kindergartens increased by 2,686, the number of public kindergartens increased by 2,219, and the number of private kindergartens increased by 467, and the number of public kindergartens increased faster than private kindergartens.

Overall: In 2022, there will be 13,699 kindergartens in the region, including 3,728 public kindergartens and 9,971 private kindergartens (including 6,890 private inclusive kindergartens). In 2022, there will be 2.17 million children in kindergartens, including 1.1464 million in public kindergartens and 1.023,600 in private kindergartens. The number of kindergartens is more public than public, the number of children in kindergartens is more public than people, and the number of children in kindergartens is a scissors difference phenomenon.

Urban and rural structure: In 2022, there will be 13,699 kindergartens in the region, including 3,494 kindergartens in urban areas, 5,306 kindergartens in towns and 4,899 kindergartens in rural areas.

1.4 Development of teaching staff

From 2016 to 2021, the number of kindergarten teaching staff in Guangxi has increased year by year, with an annual increase of more than 10,000. In 2022, there will be 229,213 kindergarten teachers and staff in the district, including 137,611 principals and full-time teachers, with the proportion of college degree or above rising to 84%.

The number and structure of full-time kindergarten teachers. There are 122,723 full-time kindergarten teachers in the region. The urban and rural structure is 46,367 people in urban areas, 50,310 people in towns, and 26,046 people in rural areas. Educational structure: master 47, bachelor 26122, junior college 75,651, high school 19767, high school or below 1136; The title structure is as following: 20,088 people have titles (including 398 senior, 5036 intermediate, 10,856 assistant, 3,798 staff), and 102,635 are unassigned. Teachers with professional titles accounted for 16.37%, and teachers without professional titles accounted for 83.63%.

Position distribution of kindergarten teachers. In 2022, the kindergarten has a total of 229,213 teaching and administrative staff, including 14,888 principals (including 1 doctoral candidate and 43 postgraduate students), 122,723 full-time teachers, 54,074 nursery staff and 37,528 other staff. The proportion of full-time kindergarten teachers increased year by year, accounting for 44.8% in 2016 and 53.54% in 2022, an increase of 59,937.

1.5 Development objectives

In the Action Plan for the Development and Improvement of Preschool Education in the 14th Five-Year Plan of Guangxi Zhuang Autonomous Region (2021-2025), it is clear that the level of universal preschool education has been further improved, and by 2025, the gross enrollment rate of preschool three years in the region will reach more than 93%, the proportion of children in public kindergartens will exceed 50%, and the coverage rate of stable inclusive kindergartens will reach more than 90%. The proportion of teachers with college degree or above reached 80%. More than 40% of the counties (cities and districts) in the region have passed the supervision and evaluation of universal preschool education at the county level.

The public service system for preschool education that covers urban and rural areas, has a reasonable layout, benefits all, and is safe and high-quality has been further improved, the guarantee mechanism for preschool education has been further improved, the cost-sharing mechanism has been further improved, the quality of kindergarten education has been comprehensively improved, the scientific connection mechanism between kindergartens and primary schools has been basically formed, and the status and benefits of kindergarten teachers have been further improved.

2. Kindergarten leadership development of rural principals in Guangxi

2.1 Red-headed file on Kindergarten leadership development of rural principals in Guangxi

Action Plan for the Development and Improvement of Preschool Education in the 14th Five-Year Plan of Guangxi Zhuang Autonomous Region (2021-2025), released by the Guangxi Department of Education in 2022. We will clearly raise the educational and professional level of preschool teachers. We will focus on strengthening the training of kindergarten principals, rural kindergarten teachers, and inclusive private kindergarten teachers, and establish and improve a long-term support mechanism for colleges and universities, teaching and research institutions, and high-quality kindergartens to help kindergartens in border areas, grass-roots areas, rural areas, and less developed areas by sending education to the countryside, sending early childhood education experts to the grassroots, and conducting online training. (6) Deepening the connotation construction and improving the quality of conservation education. We will further improve the quality of education. Thoroughly implement the "Guide for Learning and Development of Children aged 3-6" and the "Guideline for Kindergarten Education (Trial)", with advanced practical experience as the guide, effectively change teachers' concepts and behaviors, and promote children's happy growth. We will strengthen the development of demonstration kindergartens in autonomous regions. Implement the Guidelines for the Quality Assessment of Kindergarten Conservation Education, improve the implementation measures for the quality assessment of kindergartens, include all types of kindergartens in the scope of quality assessment, establish a scientific orientation, strengthen the process assessment, lead the professional growth of teachers, and comprehensively improve the quality of kindergarten education. We will promote scientific integration between kindergartens and primary schools. We will improve the teaching and research guidance mechanism, improve the teaching and research system of preschool education, and establish a teaching and research guidance network covering urban and rural areas.

"The 14th Five-Year Plan for the Construction of Teachers in Guangxi" (2021-2025), released by the Guangxi Department of Education in 2021. The article clearly improves the level of kindergarten teachers' education. A new round of 5-year

training for all kindergarten teachers will be launched. Guided by the "national training Plan" and "District training plan", China has organized and implemented training for new kindergarten teachers, private kindergarten teachers, and rural kindergarten teachers to improve their teaching ability, training 20,000 kindergarten teachers every year, and comprehensively improving the scientific teaching level of kindergarten teachers. It has trained 100 famous principals and 1,000 backbone teachers. Organize 1,000 heads of township public kindergartens and private kindergartens to conduct training on standardized kindergarten management.

Guangxi Primary and secondary School kindergarten Teacher training "14th Five-Year Plan" (2021-2025), released by Guangxi Department of Education in 2021. This paper clearly studies and promulgates guiding opinions on the qualification training of school (kindergarten) heads, standardizing and strengthening the qualification training of school (kindergarten) heads in primary and secondary schools. The training policy is geared toward teachers in key regions, and various training programs at various levels, such as the national Training Plan and the District Training Plan, are coordinated, and teachers in primary and secondary schools and kindergartens in rural areas, border areas and other key areas are trained by different levels, categories, and positions. We will improve the mechanism of planning, reserve, incentive and training of famous principals, and help principals sublimate their educational ideas, produce landmark achievements, enhance their leading ability, and help teachers expand their professional knowledge and shape their teaching style through multi-year and multi-stage continuous training. Rural teachers "one-to-one" precise help project, Focus on the 44 national and autonomous regions of rural revitalization key support counties and the whole district of rural small-scale schools, township boarding schools, to establish a relatively fixed support relationship between developed counties and key support counties, normal colleges, high-quality schools and rural small-scale schools, township boarding schools, according to local conditions, one school, one policy, continue to carry out "one-to-one" precise assistance training.

2.2 Research on Kindergarten leadership development of rural principals in Guangxi

By searching "Guangxi" and "Garden Chief" on CNKI, the number of literatures from 2012 to 2024 is 5, which have appeared successively in the past five years. By searching "Guangxi" and "preschool teachers", the number of literatures from 2012 to 2024 is 93, which shows that the academic circle has done relatively little research on kindergarten principals and teachers in Guangxi.

Zhao Xiqing (2019) stated that This study mainly focused on the investigation and research on the leadership status of kindergarten principals in Nanning, Guangxi, and designs a questionnaire survey and interview outline from the basic components of kindergarten principals' leadership based on relevant theories and existing researches at home and abroad. After data analysis, the survey found that the overall leadership level of kindergarten principals in Nanning is relatively high. The principals are most confident about their leadership in interpersonal leadership, followed by educational leadership, structural leadership and value leadership. In practice, there are some difficulties in the leadership of kindergarten principals in Nanning city: in the aspect of value leadership, the concept of kindergarten is out of line with the development plan of kindergarten; In the aspect of educational leadership, the strategy of conservation and education is divorced from reality, and the effect of teacher training is not ideal; In terms of interpersonal leadership, teachers lack internal and external communication; In terms of structural leadership, internal affairs are complicated and external resources are underutilized. The causes of these difficulties are mainly the personal factors of the principal, the factors of management and operation system, the factors of preschool teachers and social environment. In view of the practical dilemma of the leadership practice of kindergarten principals in Nanning city, this paper puts forward the strategies to improve the leadership of kindergarten principals in Nanning city from the personal level and the social level. At the individual level, in terms of the value leadership of the kindergarten principal, the concept of running the kindergarten should be unified with the development plan to create a characteristic campus culture; In terms of educational leadership, adhere to the "child-oriented" care and education measures to improve teachers' self-learning ability; In terms of interpersonal leadership, enhance the sense of belonging of employees and improve the ability of external communication; In terms of structural leadership, internal management should be streamlined and external resource

cooperation strengthened. At the social level, streamline administration, delegate power, transform government functions, and increase investment in preschool education; Improve the training quality of pre-school normal school students, and try to guide college experts into kindergartens; Create a good atmosphere and enhance the influence of preschool education.

Huang Lotus (2022) stated that this study took the training of kindergarten principals in a county of Guangxi as the research object, and found that 51.1% of the principals majored in preschool education, 30.8% in other normal education, and 18.1% in non-normal education. In the interview, I learned that the principal was not a graduate of pre-school education and could not deeply understand the management mechanism of kindergartens. The educational structure of the principal accounts for 42.7%, and the most is the bachelor degree. This was followed by college degree, accounting for 41.0%. Professional and technical title is an important index to measure the professional level and ability of the principal. It can be seen from the data statistics that the title structure of the principal accounts for the largest proportion: 68.7% of senior kindergarten teachers. It can be seen that the principal of a district and county in Nanning City has a high professional title evaluation consciousness, and the overall quality of the principal team has a certain guarantee. Analysis of training demand survey results: 1) Principals' understanding of their own curriculum leadership, principals' understanding of curriculum leadership: relatively clear (57.9%) Principals have a certain understanding of curriculum leadership, including curriculum planning, etc., but in the specific implementation, there are still some difficulties, such as "long-term planning". Principals did not recognize their own curriculum leadership ability level, the highest is: not too strong, accounting for 51.4%. Through the investigation, it is found that how to promote the understanding of kindergarten curriculum value, the guidance of curriculum planning, the development of curriculum content, the organization and implementation of curriculum, the management of curriculum construction, and the guidance of curriculum evaluation need to be further strengthened. The ability of the principal in the top-level design of kindergarten curriculum construction needs to be improved; In addition, with the further implementation of the "Guidelines for Quality Assessment of Kindergarten Nursing Education" policy, principals need to constantly change their

own education and teaching concepts to promote the innovative development of kindergartens.

Qin Kaimei (2023) stated that rural kindergarten principals home communication competence refer to the behavior and personal characteristics of the kindergarten principals in towns and villages when they are engaged in kindergarten home communication, which was the sum of the elements of communication competence that preschool teachers should have. The improvement of home communication competence of kindergarten principals was conducive to the professional development of kindergarten principals, to promote effective communication between kindergartens and parents, and to promote home co-education to achieve the healthy development of children. In view of the fact that the communication competence of principals' homes needs to be improved urgently, and the research on the communication competence of rural principals' homes in Guangxi was relatively rare, this paper chooses to study the current situation and influencing factors of the communication competence of rural principals' homes in Guangxi.

Firstly, this paper defined the core concept of home communication competence through systematic review and in-depth analysis of literature. Based on the escalator model theory and the five elements of communication theory, the index system of the current situation and influencing factors of rural principals' home communication competence was constructed. On the basis of referring to relevant questionnaires, the questionnaire of rural principals' home communication competence was re-compiled with good reliability and validity. Then 380 questionnaires were sent to rural principals in Guangxi, and 335 valid questionnaires were analyzed using SPSS20.0 software. At the same time, 9 rural principals from different kindergartens, different teaching ages and different organizations were selected for individual interviews. Finally, descriptive statistics, one-way ANOVA, independent sample t test, principal component analysis, linear regression analysis and interview were used to study the current situation and influencing factors of communication competence of rural principals in Guangxi.

The results showed that the communication competence of rural principals' homes in Guangxi was above the average level, among which the communication competence level of skill homes was the highest, that of interpersonal interaction

homes was the second, that of personality traits homes was the third, and that of cognitive homes was the lowest. Educational background, major, age, teaching age, marriage and childbearing status, professional title, and nature of kindergartens had significant differences in the communication competence of rural principals in Guangxi. The comprehensive indicators of parents' communication attitude, communication medium, traditional media communication channels and institutional environment of kindergarten communication positively affect the communication competence of rural principals in Guangxi.

Mo Min Min (2023) viewed that Guangxi is a region where Zhuang people live in compact communities. It has unique Zhuang cultural resources on this land. Children in Guangxi who live in Zhuang area from childhood can often come into contact with Zhuang cultural resources close to daily life, thus providing convenient conditions for them to experience excellent traditional Zhuang culture. The integration of Zhuang culture into the theme activities in kindergartens is of great significance for children to contact and experience Zhuang culture, feel the local customs of Zhuang, cultivate national pride, and promote national unity.

This study takes S kindergarten in rural areas of Guangxi Zhuang Autonomous Region as the research object, and investigates the development of Zhuang culture integration theme activities in S kindergarten. The research investigated the status quo of S Kindergarten's attitude towards the integration of Zhuang culture into the theme activities, the formulation of the goal of the theme activities, the selection of the content of the theme activities, and the organization and implementation of the theme activities to understand the basic situation of the integration of Zhuang culture into the theme activities of the kindergarten. This paper summarizes the beneficial experience and existing problems of integrating Zhuang culture into theme activities in S Garden. Among them, the beneficial experiences of integrating Zhuang culture into the theme activities in S Garden are as following: teachers have a positive attitude towards integrating Zhuang culture into the kindergarten curriculum; Pay attention to the Zhuang culture into the kindergarten theme activities content of life; Pay attention to the diversification of Zhuang culture into the implementation of kindergarten theme activities; Kindergartens give teachers support and autonomy. The problems of integrating Zhuang culture into kindergarten

theme activities are as following: the content mining of theme activities is not comprehensive; The design integration of theme activities is insufficient; In the implementation of theme activities, children's subjectivity is not obvious; The distribution of organizational forms of thematic activities is uneven. Optimize recommendations. Some suggestions are put forward: teachers should consciously strengthen the learning of Zhuang cultural knowledge and improve the ability to implement activities; The kindergarten should strengthen the cultivation of Zhuang culture quality of teachers; Establish the Zhuang culture curriculum resource bank in kindergarten; Strengthen the cooperation between kindergartens, families and society in Zhuang culture themed activities.

In summary, few scholars have studied aspects related to principals of rural kindergartens in Guangxi. Existing scholars have studied principals' leadership or some aspects of leadership, such as curriculum leadership, homeland communication, and integration of Guangxi Zhuang culture into kindergartens, etc. Generally speaking, principals of rural kindergartens in Guangxi can take root in rural work and have medium leadership level. It is weak in planning and development, nurturing culture, conservation education and leading the development of teachers.

Related research

1. Research on the professional quality of rural kindergarten principals in China

Hong Xiumin & Tao Xinmeng (2022) stated that the professional quality of rural kindergarten principals was the key factor to determine the quality of rural preschool education. Based on the core indicators of professional standards for kindergarten principals in China, the United States, Canada and New Zealand, the main structural dimensions of professional literacy of kindergarten rural principals were as following: 1. Value leadership literacy, comprising 1.1 strategic planning, 1.2 leading development, 1.3 cultural construction; 2. Organizational and management literacy, constituting 2.1 Legal and security management, 2.2 financial and material allocation, 2.3 external relations; 3. Educational and teaching literacy, which constitutes 3.1 promoting the development of teachers, 3.2 curriculum and teaching construction.

The self-assessment questionnaire survey on the professional quality of 976 rural kindergarten principals in Beijing and Guizhou Province found :1) The basic qualifications of rural kindergarten principals are not optimistic. In terms of qualifications, more than one-fifth of rural kindergarten principals work without licenses, and more than 40% of rural kindergarten principals do not have professional background in preschool education. 2) In terms of professional literacy, rural kindergarten principals are more confident in their organizational and management literacy, but lack confidence in their educational and teaching literacy and value leadership literacy. 3) Educational background, teaching experience, self-development planning ability and management system are the main factors affecting the professional quality of rural kindergarten principals.

The suggestions of this study were as following : 1) Standardize the professional qualification requirements of rural kindergarten principals and improve the employment management system; Strengthen the self-planning consciousness of rural kindergarten principals and stimulate their internal development power; 2) Focus on the weak points in improving the professional quality of rural kindergarten principals, and improve the pertinence and effectiveness of training; 3) Implement the policy of slanting the salary, welfare and professional title evaluation to the countryside, and enhance the stability of the rural kindergarten head team.

Li Dan Dan (2019) viewed that based on the division of professional responsibilities of principals in the Professional Standards for Kindergarten Principals issued by the Ministry of Education in 2015, the research divided the professional qualities of principals into six areas, which are: 1) planning the development of kindergartens, 2) creating a culture of education, 3) leading conservation education, 4) leading the growth of teachers, 5) optimizing internal management, and 6) adapting to the external environment.

By means of questionnaire and interview, the present situation of professional quality of the principal was investigated. It is reflected in the following aspects: the development of professional quality of the principal is unbalanced, especially in the fields of planning the development of kindergartens, creating a culture of education and adjusting to the external environment. In various fields, the principal's

professional understanding and cognition, professional ability and behavior develop well, and the development level of professional knowledge and methods is poor.

This study suggested the following strategies to improve the professional quality of the principal: 1) exert the principal's subjective consciousness to achieve independent growth of the principal; 2) create a good environment to provide the growth conditions for the principal; 3) strengthen social support to provide the growth guarantee for the principal

Qiu Jing (2017) stated that as an educator, manager and leader, the professional quality of the principal played a vital role in the development of kindergartens, preschool teachers and children. According to the Professional Standards for Kindergarten Principals, the professional quality of kindergarten principals was divided into 6 parts, which were: 1) planning the development of kindergartens, 2) creating a nurturing culture, 3) leading conservation education, 4) leading the growth of teachers, 5) optimizing internal management, and 6) adapting to the external environment.

The results showed that :1. The professional quality of kindergarten principals in Hunan Province had reached a good level in general, but it still needed to be improved. The specific performance was: good at handling internal and external relations, pay attention to the professional growth of teachers, have good professional ethics, pay attention to the combination of education and education, and planning and management of kindergartens and creating a culture of education need to be improved. 2. The scores of kindergarten principals in the field of professional competence in Hunan Province are higher than those in the field of professional knowledge. 3. There are differences in the professional quality development of urban kindergarten principals. 4. There are differences in the professional quality development of kindergarten heads in different natures.

This study put forward countermeasures to improve the professional quality of kindergarten principals :1. Establish a professional organization of kindergarten principals to improve the professional quality of kindergarten principals in various dimensions through multiple channels; 2. Improve the training of kindergarten principals and promote the balanced development of their professional qualities; 3. Improve the current situation of rural preschool education and narrow the professional

quality gap between urban and rural kindergarten principals; 4. Strengthen the principal's independent learning and improve their professional quality.

In summary, Domestic research on the professional quality of kindergarten principals in rural kindergartens is mainly based on the professional standards of kindergarten principals, and the professional quality of kindergarten principals is divided into six parts: 1) planning the development of kindergartens 2) creating a culture of education 3) leading conservation education 4) leading the growth of teachers 5) optimizing internal management 6) adapting to the external environment. This study provides a good reference for defining the leadership of principals from what perspective and dividing its components. Based on the professional standards of kindergarten principals, there is a high similarity between kindergarten principals' qualities and leadership. In addition, the current situation analysis of the professional quality of the principal and the countermeasures and suggestions to promote the analysis of the results of this study are also valuable for reference.

2. Research on the training of rural kindergarten principals in china

Yin Wenjie (2015) state that the educational equity between urban and rural areas had become the focus of our society, especially the education sector, and was also the direction we are committed to improving at present. As the leader of rural preschool education, the effective training of rural kindergarten principals was of great significance to promote the equity of urban and rural preschool education. However, in the current training activities, the problems of the learning tendency, the unique role of the head of the rural kindergarten and the difference of the work of urban and rural kindergartens are often ignored, resulting in the lack of pertinence of the training activities and little effect. The reason lies in the lack of research and analysis on the training needs of rural kindergarten principals.

Based on the theory of educational equity, Maslow's hierarchy of needs and Knowles's "Adult learning tendency", this study conducted a questionnaire survey of 197 rural kindergarten principals and an interview with 11 rural kindergarten principals to explore the training needs of rural kindergarten principals in terms of universality and diversity from both quantitative and qualitative perspectives, complementing and verifying each other. Based on the sorting and analysis of the questionnaire and interview data, the training needs of rural kindergarten principals

are arranged according to the importance and urgency. Considering the training resources and conditions, the problems that must be solved and may be solved by the current training are determined. Finally, the analysis results of the training needs of rural kindergarten principals were as following: Training needs analysis is indispensable; The need for quality, appropriate, timely and compensatory training opportunities; Avoid interfering with the training time needs of the job; Training time needs of different growth stages; Demand for training courses with different growth stages; Regional differences in training course needs; Emphasis on practical training content needs; Emphasize the need for interactive and diverse training forms.

Through the discussion and analysis of the research results, the author puts forward practical suggestions for improving the current rural kindergarten principal training activities :1. Based on the needs of rural kindergarten principals, improve the effectiveness of training; 2. The administrative department of education should do a good job in scheduling and ensure the training opportunities for rural kindergarten principals; 3. "Save and go out" to guarantee the training funds for rural kindergarten principals.

Xing Baohua& Yang Qiaoping (2018)viewed that improving the professional quality of rural kindergarten principals was an important way to improve the quality of rural preschool education. Relying on the two principal training projects of "National Training Plan - Visit of Rural Kindergarten Principals in Yunnan Province" and "Qualification Training of Kindergarten Principals in Yunnan Province", we took 170 principals in Baoshan, Chuxiong, Diqing, Honghe and other cities of Yunnan Province as investigation objects to investigate the current situation and existing problems of the training of rural kindergarten principals. According to the survey, the main problems in the training of rural kindergarten principals were as following :1) there are fewer high-quality training, only 36.4% of the principals have participated in the national director training, and 46.1% have participated in the provincial director training, which indicates that the rural kindergarten principals have insufficient opportunities to obtain high-quality training. 2) All kinds of training focus on theoretical learning and lack of pertinence. Nearly half of the principals believe that the existing training emphasizes the study of theoretical knowledge too much, and the training content does not meet the development needs of rural preschool education,

and the lack of situational expertise is difficult to be applied in practice. In addition, the director lacks the opportunity to communicate directly with the experts during the training process, and there is also a lack of discussion and communication between each other. 3) The training focuses on professional learning, ignoring the improvement of the comprehensive quality of the principal, which limits the knowledge level and thinking vision of the principal.

The hardware and software of rural kindergartens were relatively poor. In the case of insufficient external support conditions, targeted improvement of the shortcomings in the professional knowledge and ability structure of rural kindergarten principals was conducive to the connotation development of rural preschool education. The suggestions were as following: 1) Fully carry out pre-training surveys to grasp the training needs of rural kindergarten principals; 2) Reasonably formulate training programs to improve the appropriateness of training for principals in rural kindergartens; 3) Standardize training management to provide institutional guarantee for the training of rural kindergarten principals.

Yan Yuanhong & Yan Xihui (2024) In order to prepare for and carry out the "Principal Leadership Improvement Project", the working group first conducted a survey on the training needs of the principal participants, understood the cognitive basis of the six leadership issues related to the principal participants, estimated the current ability of the trainees, and finally determined that the rural kindergarten principals who participated in the training had four aspects of improvement needs. First, how to carry out the cultural construction of kindergartens, such as determining the appropriate purpose of running kindergartens, accurate and concise concept of running kindergartens. Second, how to formulate normative development plans and deepen the understanding of relevant guiding theories. Third, how to effectively carry out the construction of kindergarten-based curriculum of conservation education and enhance the leadership of the curriculum. Fourth, how to promote the professional development of preschool teachers, and to effectively link it with curriculum construction, teacher professional development theory and practice. The confirmation of the above requirements provides a basis for the design, organization and implementation of the curriculum of "Principal Leadership Improvement Project".

In order to systematically promote training and improve practical results, trainers built a leadership structure model for kindergarten principals based on the above analysis and research, according to Professional Standards for Kindergarten Principals, and combined with actual work needs. It consisted of six first-level dimensions, divided into twelve sub-dimensions, each of which corresponds to specific competency requirements and important areas for leadership improvement. According to this leadership model of kindergarten principals, the "Principal Leadership Improvement Project" had identified six types of courses, which pointed to the leadership of kindergarten principals in planning the development of kindergarten, creating a culture of education leadership, conservation education leadership, leading teacher growth leadership, optimizing internal management leadership and adapting to the external environment leadership.

In terms of planning the development leadership of the park, the trainees were required to form the development ideas of the kindergarten, formulate the development plan of the kindergarten and monitor its implementation process. The training experts would guide the participants to analyze the development opportunities and challenges faced by the park, and analyze the development direction. In terms of the promotion of educational culture leadership, trainees were required to promote the cultural construction of kindergartens and create an atmosphere for the development of teachers and children. Trainers would guide trainees to understand the key points of material culture construction, institutional culture construction and psychological culture construction of kindergartens. In terms of leadership promotion in conservation education, trainees were required to be able to lead the development of education activities in accordance with national regulations. The trainers mainly led the trainees to study education policies and observe excellent education activities. In terms of leading teacher growth and leadership improvement, trainees were required to support the professional development of teachers and establish and improve relevant mechanisms. Trainers would provide trainees with opportunities to observe teaching and research activities and relevant cases of teacher professional development community. In terms of optimizing internal management leadership, trainees were required to have the awareness and quality of scientific and effective management. Trainers would present the relevant management process and

emergency mechanism establishment of kindergartens in the form of cases. In terms of adapting to the external environment and improving leadership, the trainees were required to have the ability to communicate at home and carry out family education and guidance. The trainers will introduce the key contents and ways of co-parenting at home, and provide guidance on how to effectively use social resources to carry out collaborative parenting.

In summary, Rural kindergarten principals training is an important way to improve the leadership of kindergarten rural principals. The research on the training needs of principals and the course design are carried out around the model of principal leadership, which is built according to the professional standards of kindergarten principals. The research results of the training are of great value to the research of creating a development project to improve the training of principal leadership in rural kindergartens in Guangxi.

3. Research on professional standards of kindergarten principals in china

Wang Xiaoying (2015) stated that the formulation of Professional Standards for Kindergarten principals adhered to the methodological principle of "role before responsibility". This study interpreted the professional standards for kindergarten principals of the Ministry of Education and believed that kindergarten principals were positioned as three roles and six professional responsibilities: 1) Kindergarten principals are the leaders of kindergartens, designers and guides for the development of kindergartens. As a leader, the principal's task was to provide value leadership, including the two professional responsibilities of Planning rural kindergarten development and creating a nurturing culture. 2) The head of the kindergarten was the educator of the kindergarten, and should follow the rules of early childhood education and the rules of physical and mental development of children, leading teachers to scientifically implement education activities. As an educator, the principal's basic task was teaching leadership, including leading conservation education work and leading the growth of teachers. 3) As a manager, the director should assume the task of organizing and leading. The so-called organizational leadership referred to the process in which the head of the kindergarten gathers all the staff into a harmonious and upward collective in order to achieve the interests of the organization and achieve the goals set by the organization, so that everyone works hard towards a common goal.

Organizational leadership includes two professional responsibilities: optimizing internal management and adapting to the external environment.

Zhang Y Q, Wang P&Wang D (2021) found that by comparing the professional standards of kindergarten principals in the United States and Canada, the standards in both countries emphasized the roles of kindergarten principals as managers, educators and leaders, covering comprehensive professional responsibilities and behavioral performance. Pay attention to the kindergarten principal's development planning ability, conservation education leadership ability, team leadership and motivation ability, internal and external communication and cooperation ability, personal professional development ability. In the future, we should clarify the professional role positioning of the kindergarten principal, highlight the professional ability requirements for the kindergarten principal, improve the professional level of the kindergarten principal, and enhance the operability of the professional standards of the kindergarten principal.

Liu Ziyi (2022) stated that with the development of preschool education in our country, people paid more and more attention to the quality of kindergarten, and the good quality of kindergarten education could not be separated from the leadership and management of the principal. The principal's professional development problems mainly included the professional ability of self-development to be improved, the lack of communication in interpersonal communication, the lack of close relationship, and the internal autocracy and external restriction in the exercise of power. It was necessary to analyze the professional development of principals based on the Professional Standards of Kindergarten principals. Relevant departments and principals themselves should do the following to improve the professional ability of principals. Relevant departments should improve the employment access system and welfare system, provide targeted professional training, and adjust external forces to promote the growth of principals. The principal himself should: enrich knowledge, enhance professional quality; Reasonable management of the relationship with faculty and parents; Regularly organize reflection seminars to promote the two-way development of themselves and teachers.

In summary, The professional standard of kindergarten principal is an important basis for the study of kindergarten principal. Through the interpretation of

the professional standards of kindergartens, the researchers agree that the principal is a leader, an educator and a manager. 1) As a leader, the professional responsibilities include planning the development of kindergartens and creating a culture of education. 2) As an educator, professional responsibilities include leading the work of childcare education and leading the growth of teachers. 3) As a manager, professional responsibilities include optimizing internal management and adapting to the external environment. The clear orientation of the role and responsibility of kindergarten principals can promote the research on the leadership composition, indicators and promotion methods of kindergarten principals.

4. Research on the role responsibilities and professional core competence of kindergarten principals abroad

OECD (2008) stated that based on the research of School leaders around the world, the Organization for Economic Cooperation and Development (OECD) published a report on Australia, Austria, Belgium, Chile, Denmark, Finland, France, Hungary, Israel, South Korea, New Zealand and other countries and regions - Improving School Leadership Volume 1: Policy and Practice . Explain why school leadership has become a key policy priority and suggest four policy levers : (re) defining school leadership responsibilities; Assign school leaders; Develop effective school leadership skills; Making school leadership an attractive career, these policy levers all contribute to improving school leadership and school outcomes.

Suo C Q & Yao W (2015) stated that in 2005, the United States promulgated NAEYC Early Childhood Program Standard and Accreditation Performance Criteria, among which, in the "leadership and management" part, The management standards of organization, leader and policy are put forward for the smooth development of the work of kindergartens, and the roles and functions of program managers are also involved, as well as the core competencies that managers need to possess. The roles of managers are varied, such as School Principal or Child Care Director in a school, Early Childhood Coordinator or Program Manager or Site The Manager. Kindergarten principals' Responsibilities range from Complete Responsibility to Shared Responsibilities and include five major parts: 1) Pedagogy, 2) Organizational development and Systems, 3) Human Resources, 4) Collaboration, and 5) Advocacy. The leadership function involves clarifying and establishing organizational values,

setting goals, articulating organizational vision, developing action plans, and managing the school/curriculum, providing teaching and curriculum leadership.

New Zealand Ministry of education (2005) How to Integrate Professional Standards into Kindergarten Performance Management Systems, principals play multiple roles such as kindergarten educators, leaders and managers. It also reflects the professional roles of "educational manager", "educational leader" and "management leader", and stipulates that the professional responsibilities of the principal include four aspects: 1) Professional Leadership, 2) Relationship Management, 3) Operations Management, 4) Strategic Management.

CCHRS (2013) Canada's Occupational Standards for Child Care Administrators, which understand principals as Director, Supervisor, Administrator or Manager, They can double as managers and educators and spend part of their day with children. The principal is required to perform 8 professional duties : 1) Child Development and Care, 2) Collaborate with Others, 3) Human Resources, 4) Financial Management, 5) Operations, 6) Health and Safety, 7) Leadership, and 8) Communication.

In summary, The roles of kindergarten leaders in the United States, New Zealand and Canada are the same as those in China, that is, leaders, educators and managers. The classification of professional responsibilities is not the same, but the responsibility requirements cover all the responsibilities of kindergarten principals, so in essence, the understanding of the role and professional responsibilities of kindergarten principals is the same in different countries. This study has important participation value in analyzing the leadership of rural kindergarten principals in Guangxi.

5. Research on Principal leadership training of early childhood education abroad

Aubrey, Godfrey & Harris (2013) stated that in recent years, DECE, NJPSA and ACNJ have joined forces to improve early childhood education by linking preschool, preschool, and preschool to Grade 3. Designed a professional development program for kindergarten principals and elementary school principals in New Jersey to help them fully understand early learning, named "PreK-3rd Leadership Training Series." This reform project can realize the integration of education for children aged

3 to 8, improve the continuity of early education, and lay an important foundation for children's future learning and development. At present, in addition to New Jersey, Washington State and Nevada are also actively implementing the PreK-3rd reform project to maximize the effectiveness of early education. With the deepening of the reform, people found that training high-level front-line leaders is the key to carrying out reform. Moreover, theoretical studies have also proved that there is a significant correlation between the ability and quality of leaders in the field of early education and the quality of early education programs.

Krieg,Smith&Davis (2014) stated that Australia's PLP Program (Professional Learning Program) aimed at "understanding and valuing one's own leadership". The program encourages participants to actively explore the theory and content of leadership, provides participants with more ways to think about leadership, and helps them distinguish between leadership centered on control and leadership based on value identification.

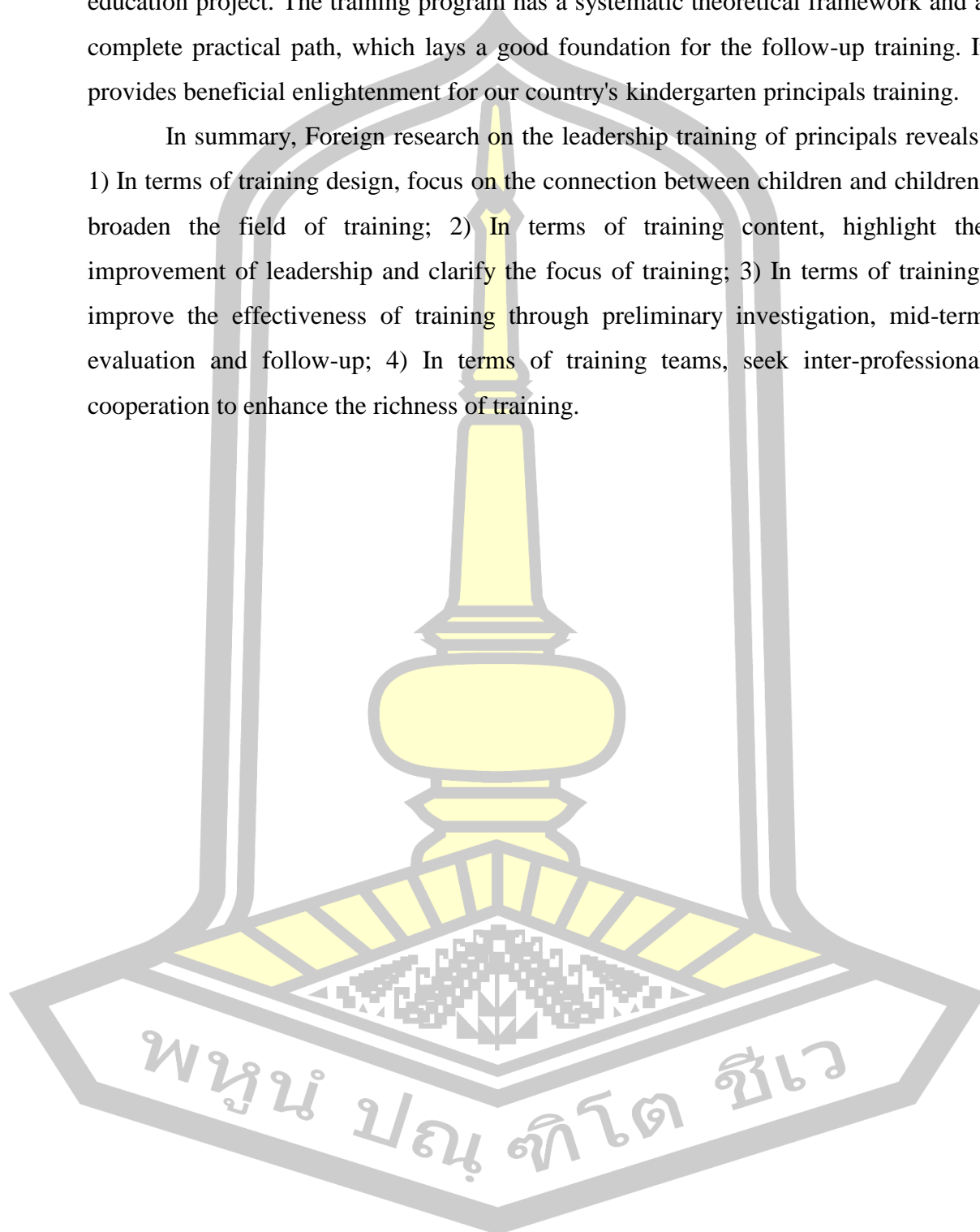
Talan&Teri et al (2014) stated that foreign training in the field of early education paid more attention to the training on the concept of the role of leaders. For example, the Taking Charge of Change (TCC) leader development model in the UK is a 10-month leader training project, which pays great attention to the development of leaders' roles when carrying out the project. The TCC model provides a platform for communication and discussion among leaders from various early education programs, ensuring that leaders can communicate and criticize each other in a safe environment. Leaders can share experiences of successes and setbacks, build knowledge together, and reflect on their role as project leaders, thus forming a professional learning community and forming and developing a good concept of the project leader role.

Wang Xiaoying&Zhu Huihui (2015) To better implement the PreK-3rd program and ensure lasting learning outcomes for children, representatives of the Early Childhood Advancement Association of New Jersey (ACNJ), the Department of Early Learning (DECE), and the New Jersey Elementary School Principals and Superintendents Association (NJPSA) designed a professional development program for preschool principals and elementary school principals, named PreK-3rd Leadership. To help kindergarten principals and primary school principals to fully understand early childhood learning, scientifically evaluate the progress of PreK-3rd

project, and better lead teachers, so as to ensure the smooth progress of PreK-3rd early education project. The training program has a systematic theoretical framework and a complete practical path, which lays a good foundation for the follow-up training. It provides beneficial enlightenment for our country's kindergarten principals training.

In summary, Foreign research on the leadership training of principals reveals:

- 1) In terms of training design, focus on the connection between children and children, broaden the field of training;
- 2) In terms of training content, highlight the improvement of leadership and clarify the focus of training;
- 3) In terms of training, improve the effectiveness of training through preliminary investigation, mid-term evaluation and follow-up;
- 4) In terms of training teams, seek inter-professional cooperation to enhance the richness of training.



CHAPTER III

RESEARCH METHODOLOGY

This research outlined the research design and procedures for "developing program to enhance leadership of kindergarten rural principals in Guangxi Province China". The present study process was divided into three phases. Each phase was very detailed, including the procedural steps and the expected results.

Phase 1 Investigating the components of leadership of kindergarten rural principals

The researcher conducted phase 1 in 2 steps as following:

Step 1: Analyze and synthesize the components of leadership of kindergarten rural principals in Guangxi

The researchers studied the components of leadership of kindergarten rural principals based on the perspective of professional standards of kindergarten principals from the literature of the United Kingdom, Australia and China. The following summarized, analyzed, and synthesized the results of components.

Step 2: Evaluate the suitability components of leadership of kindergarten rural principals in Guangxi.

1. Experts

Criteria for selecting qualified experts areas following:

1.1 Educational: master degree or above, and graduate students in the above Fields.

1.2 Experience: scholars who understands the development trend of preschool education at home and abroad, is familiar with China's preschool education policy, and has been engaged in preschool education research for a long time.

1.3 Job position: experts specially appointed by the government and recognized by kindergarten principals

Experts include:

1. Prof. Li Yuyan Basic Education Department. Guangxi Zhuang Autonomous Region Education Department

2. Prof. Dr. Wen Ping, President, Guangxi College for Preschool Education.

3. Prof. Dr. Lei Xiangzhu, Director of Preschool Education Department, Guangxi University for Nationalities.

4. Prof. Dr. Li Xiangling, Director of Preschool Education Department, Nanning Normal University.

5. Prof. Dr. She Shaohua, Director of Academic Affairs, Guangxi Normal University of Science and Technology

2. Research Instrument

2.1 Instrument characteristics

The instrument used for data collection by interview from has the following parts:

Part 1: General information (such as administrative position, academic position education level. Place of work, work experience) ,The evaluation scale including components of leadership of kindergarten rural principals were sent to advisor check the correctness of the questions and the purpose of the study.

Part 2: On the issues interviewed. The specific construction of the research tools is as following: on the basis of the literature review and the previous empirical research on leadership of kindergarten rural principals, the components of leadership of kindergarten rural principals were also comprehensively obtained.

2.2 Construction and quality determination of tools.

The researcher has proceeded to create and find the quality of the tools as following:

1) Study the concepts, theories, and related research on leadership of kindergarten rural principals.

2) Create a questionnaire for evaluation suit competence of components of leadership of kindergarten rural principals.

3) Take the questionnaire for evaluation suit competence to advisor check the correctness of the interview form, and idioms, and make improvements as recommended.

3. Data Collection

The researcher collects data, by coordinating with experts. conduct an interview The details are as following.

3.1 Prepare a letter asking for cooperation from the Faculty of Education to experts.

3.2 Submit a letter requesting cooperation thesis outline and a structured interview form to the experts to ask for assistance in giving an interview

3.3 Coordinate with experts.

4. Data Manipulation and Analysis

4.1 Collect data.

4.2 Data were analyzed by Basic statistics: frequency, percentage, mean, standard deviation.

Phase 2 Exploring the existent condition, desired condition and PNI modified of leadership of kindergarten rural principals in Guang xi

The explored existent condition, desired condition of the leadership of kindergarten director, conducted a survey research method with the following methods.

1. population and sample

1.1 The population of kindergarten rural principals in Guang xi were 8,674 rural principals.

1.2 The samples were 384 rural kindergarten principals by the stratified random sampling technique as following the table¹²

Table 12 Population and sample classified by Kindergarten size

Size of school	Population	Samples
Extra large (≥541 Children)	912	40
Large (361-540 Children)	1925	85
Medium (181-360 Children)	4965	220
Small (≤180 Children)	872	39
Total	8674	384

To obtain the sample of this study, the researcher was applied the stratified random sampling technique, the criteria such as high and low Appraisal result and accreditation of kindergarten determines to choose the size population and sample. The sample size was 384 rural Principals. Formula Yamane (1973) was utilized to get sample. The researcher performed the following steps.

Formula

$$n = \frac{N}{1 + Ne^2}$$

The meanings are

n = sample size

N = population

e = confidence level (95%)

2. Research Instrument

2.1 Instrument construction

Constructed research instrument by questionnaire , divided into 2 parts, which are:

Part 1 Checklist list questionnaire asked about, for example, Gender, educational background, professional title, kindergarten size , which were force choice.

Part 2 Ranking scale questionnaire asked about the existent conditions, and desired conditions , by classify the questions as a 5-level estimation scale of the Likert Scale, the score value is 5 level as following:

5 refers to the level as very high.

4 refers to the level as high

3 refers to the level as medium

2 refers to the level as low

2.2 Find out quality of research instrument

2.2.1 Study how to construct an estimation scale questionnaire. In this phase, the five-scale questionnaire and the priority number question form were used as the research instrument.

2.2.2 Create questionnaire to explore the existent, desirable condition and PNmodified of leadership of kindergarten rural principals in Guangxi from the results of the study in Phase 1 served as a framework for constructing the questionnaire.

2.2.3 Take it to the thesis advisor to check its accuracy and make improvements according to his advice.

2.2.4 Checking the quality of questionnaire by checking content validity ,the researcher brought the create questionnaire by the researcher, and has been considered by advisor , sent to the experts' evaluation validity of contents, suitability , and clarity of the questions , carry out research instrument for quality checks, criteria of content validity is 0.60 or higher.

Experts include:

- 1) Prof. Dr. Wen Ping, President, Guangxi College for Preschool Education.
- 2) Prof. Dr. LiYanrong. Vice President, Guangxi College for Preschool Education.
- 3) Prof. Dr. YangY an, Director, Guangxi Zhuang Autonomous Region Preschool Teacher Training Center
- 4) Prof. Dr. Liu Jinlin, Director of Humanities and Social Sciences Department, Guangxi University for Nationalities.
- 5) Prof. Dr. Zhou Hong, President, Guangxi Vocational Teachers College. Guangxi Vocational Normal University

In order to verify and check the validity, found the content validity through Index of Item-Objective Congruence (IOC) in order to improve the relevant of the questionnaire items with the term definitions defined in the chapter I. The accuracy of the content validity of questionnaires were valid if the values of IOC criteria that greater than or equal 0.7. Then, the questionnaire was revised based on the experts' suggestions and recommendations, and was returned to the adviser to adjust it before trying it out. The statistical result was $IOC=1.00$, refers to experts were agree that the question responds to the content. Reliability statistics of the existent and desired status query: Cronbach's Alpha Coefficient=0.95, indicates that the entire evaluation tool has a very high internal consistency, and the consistency and

stability of its evaluation results can be trusted. The statistical result of discrimination power is discrimination power=0.42, indicated that the questionnaires had a high degree of distinction and excellent quality.

Ultimately, researcher acquired the questionnaire within two weeks and result of the level of agreement is +1 for questionnaire, so that the researcher used draft questionnaire fully as real questionnaire.

3. Data collection

3.1 In order to make the process of collecting data more effective, smooth, advantageous, researcher got the approval letter from the Faculty of Education, Mahasarakham University, Thailand.

3.2 the approval letter was attached with the research instruments consisting of official evaluation form, questionnaire form, and was sent to the respondents and experts who participated in the data collection process.

3.3 the researcher collected questionnaires within four weeks. The researcher distributed questionnaire for 384 people. Then it took back 100% from the sample. The researcher verified the validity by rating mean score interpretation and input the data to computer program to get the data output for analyzing.

4. Data Manipulation and Analysis

4.1 Data manipulation and analysis, the researcher proceeds as following.

4.1.1 Validate exhaustive questionnaire

4.1.2 The record data on the computer

4.2 Analysis of questionnaire data

4.2.1 Part 1 The analysis of respondents' demographic was analyzed by descriptive statistics including frequency (f), percentage (%) including Gender, Age, Qualification and experience, Research field.

4.2.2 Part 2 The close-ended questionnaires was used to measure the existent state and desire state of leadership of kindergarten rural principals the researcher interpreted based on the mean score which was proposed by SriSa-ard (2010). Mean Score were interpreted as following:

4.51 - 5.00 refers to current/desirable as very high

3.51 - 4.50 refers to current/desirable as high

2.51 - 3.50 refers to current/desirable as medium

1.51 - 2.50 refers to current/desirable as low

1.00 - 1.50 refers to current/desirable as very low

5. Statistics for data analysis

5.1 The statistics used to determine the quality of the instrument are the Index of validity, discrimination, and reliability of the Questionnaire.

5.2 Basic statistics: frequency, percentage, mean, standard deviation.

5.3 Priority Needs of Index (PNImodified)

Phase 3 Creating and evaluating a program to enhance leadership of kindergarten rural principals in Guangxi

Step 1 Interview: the researcher proceeds with the following steps:

1. Experts

The researcher set criteria for selecting qualified experts for interview as following:

1.1 Educational: master degree or above, and graduate students in the above Fields.

1.2 Experience: scholars who understands the development trend of preschool education at home and abroad, is familiar with China's preschool education policy, and has been engaged in preschool education research for a long time.

1.3 Job position: experts specially appointed by the government and recognized by most local kindergarten principals

Experts include:

1) Prof. Dr. Li Yanrong. Vice President, Guangxi College for Preschool Education.

2) Prof. Dr. Xie QingLi. Dean, Faculty of Teacher Education Yulin Normal University

3) Prof. Dr. Lei Xiangzhu. Director of Preschool Education Department, Guangxi University for Nationalities.

4) Prof. Dr. Li Xiangling. Director of Preschool Education Department, Nanning Normal University.

5) Professor Chen Songqing, Vice President, Guilin University of Electronic Technology

2. Research instrument

2.1 Constructed research instrument by data collection was an interview. has the following components:

Part 1 information of experts: information includes 1) education level 2) job position 3) work experience.

Part 2 Opinions on the issues: The questionnaire survey is mainly for the developing Program to enhance leadership of kindergarten rural principals in Guangxi in issues about principles and methods.

2.2 Find out quality of research instrument

The researcher has proceeded to create and find the quality of the research instrument as following.

1) Study the concepts, theories, and related research: developing Program to enhance leadership of kindergarten rural principals in Guangxi.

2) Create an interview questionnaire.

3) Take the interview form to the advisor to check the correctness of the interview form, and idioms, and make improvements as recommended.

4) Improve the interview form according to the advice to be published in the complete form.

3. Data Collection

The researcher collects data. The details areas following.

3.1 Prepare a letter asking for cooperation from the Faculty of Education to experts.

3.2 Submit a letter requesting a cooperation thesis outline and a structured interview form to the experts to ask for assistance in giving an interview

3.3 Coordinate with experts to request an interview date and time.

3.4 Interview on the appointed date and time.

4. Data Manipulation and Analysis

4.1 Collect interview data. organize information group content

4.2 Data were analyzed by qualitative data analysis techniques and Content Analysis.

Step 2: Program to Enhance leadership of kindergarten rural principals in Guangxi.

Part 1: Introduction to Program to Enhance leadership of kindergarten rural principals in Guangxi From five parts: 1) Principle 2) Purpose 3) Content 4) Development process 5) Evaluation.

Part 2 : Details of the Program to enhance Enhance leadership of kindergarten rural principals in Guangxi. as following:

Module 1 : Planning rural kindergarten development

Module 2 : Creating a culture fostering student development

Module 3 : Leading preschool care and education

Module 4 : Guiding and facilitating teacher development

Module 5 : Optimizing internal management

Module 6 : Adapting the external environment

Each module is described and analyzed in detail from five parts:1) Principle 2) Purpose 3) Content 4) Development process 5) Evaluation .

Step 3: Evaluation results of the suitability and feasibility of the Program to Enhance leadership of kindergarten rural principals in Guangxi.

1. Expert

The researcher set criteria for selecting qualified experts for interview as following:

1.1 Educational: at least doctoral degree

1.2 Experience: scholars who understands the development trend of preschool education at home and abroad, is familiar with China's preschool education policy, and has been engaged in preschool education research for a long time.

1.3 Job position: experts specially appointed by the government and recognized by most local kindergarten principals

Experts include:

1) Prof. Dr. Wen Ping, President, Guangxi College for Preschool Education.

2) Prof. Dr. Li Yanrong, Vice President, Guangxi College for Preschool Education.

3) Prof. Dr. Yang Yan, Director, Guangxi Zhuang Autonomous Region Preschool Teacher Training Center

4) Prof. Dr. Lei Xiangzhu, Director of Preschool Education Department, Guangxi University for Nationalities.

5) Prof. Dr. Li Xiangling, Director of Preschool Education Department, Nanning Normal University.

2. Research instrument

2.1 Constructed research instrument

Constructed research instrument by studying documents. Relevant research of program components Then determine the key points to be assessed from the information obtained from the study. then used to create questions to cover the issue.

2.2 Find out quality of research instrument

2.2.1 Study the details of the components of the program

2.2.2 Determine the key points to be assessed from the data obtained from the study. used to write questions to cover all issues

2.2.3 Advisor the correctness of the idioms

3. Data collection

The researcher coordinated with experts to evaluation them suitability and feasibility of the program. Researcher required the approval letter from the Faculty of Education, Mahasarakham University before starting the data distribution process. In order to make data collection process effectively and objectively, the request letter was attached with the evaluation form and sent to respondents. The data was distributed by hard copy in which given directly to the experts and also sent evaluation form to the experts through their email. The researcher will receive the data through email or collect complete papers by meeting directly to the experts. And then researcher obtained draft back within one week.

4. Data Manipulation and Analysis

In this phase of research, software program was used to analysis of collecting data. The evaluation form with two parts was used to ask experts to

evaluate the system. The content analysis was used to analyze qualitative data from some suggestions of experts about components of program in specific and in general to develop completely the program. This analysis was used descriptive statistic to quote some comments of experts to develop the appropriate program to enhance leadership of kindergarten rural principals which was proposed by Sri-Saad (2010). Mean Score were interpreted as following:

4.51 - 5.00 refers to current/desirable as very high

3.51 - 4.50 refers to current/desirable as high

2.51 - 3.50 refers to current/desirable as medium

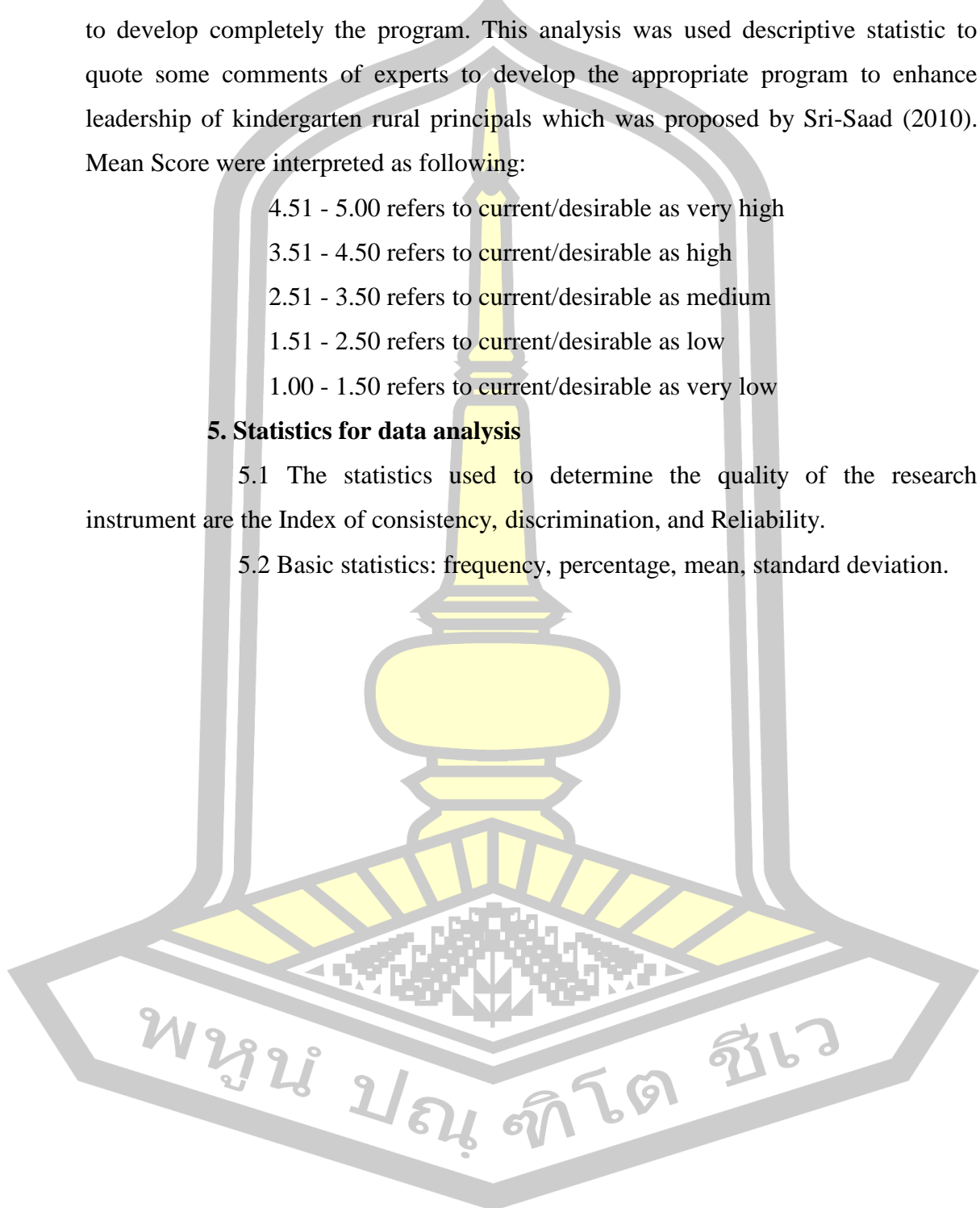
1.51 - 2.50 refers to current/desirable as low

1.00 - 1.50 refers to current/desirable as very low

5. Statistics for data analysis

5.1 The statistics used to determine the quality of the research instrument are the Index of consistency, discrimination, and Reliability.

5.2 Basic statistics: frequency, percentage, mean, standard deviation.



CHAPTER IV

RESULT OF DATA ANALYSIS

Research on developing program to enhance leadership of kindergarten rural principals in Guangxi Province China The researcher analyzed the data in the following order:

1. The Symbol for data analysis representative
2. Data analysis sequence
3. Result of data analysis

The Symbol for data analysis representative

\bar{x}	replaces Mean
S.D.	replaces Standard Deviation
PNI modified	replaces Priority Need Index modified
N	replaces Population
I	replaces Importance or Desired State
D	replaces Degree of success or existent State

Data analysis sequence

Results of the analysis are divided into 3 phases:

Phase 1: Investigating the components of leadership of kindergarten rural principals in Guangxi.

Phase 2: Exploring the existent condition, desired condition and PNI modified of leadership of kindergarten rural principals in Guang xi.

Phase3: Creating and evaluating a program to enhance leadership of kindergarten rural principals in Guangxi.

Result of data analysis

Phase 1 Investigating the components of leadership of kindergarten rural principals in Guangxi, divided into 2 steps:

Step 1 The results of the analysis and synthesis of the components of leadership of kindergarten rural principals in Guangxi consisting of 1) Planning rural kindergarten development 2) Creating a culture fostering student development 3) Leading preschool care and education 4) Guiding and facilitating teacher development 5) Optimizing internal management 6) Adapting the external environment.

Step 2 Evaluation the suitability components of leadership of kindergarten rural principals in Guangxi as table 13.

Table 13 Mean, S.D. and Level of Suitability of Components of leadership of kindergarten rural principals in Guangxi

Items	Components of leadership of kindergarten rural principals in Guangxi	\bar{x}	S.D.	Level of Suitability
1	Planning rural kindergarten development	4.51	0.49	very high
2	Creating a culture fostering student development	4.53	0.42	very high
3	Leading preschool care and education	4.57	0.48	very high
4	Guiding and facilitating teacher development	4.62	0.48	very high
5	Optimizing internal management	4.65	0.45	very high
6	Adapting the external environment	4.64	0.45	very high
	Total	4.60	0.46	very high

From the table 13, it was found that the components of leadership of kindergarten rural principals in Guangxi were level overall at the Very High ($\bar{x} = 4.60$) When considering each aspect, it was found that the suitability levels were ranked from highest to lowest as following 1) Optimizing internal management ($\bar{x} = 4.65$); 2) Adapting the external environment ($\bar{x} = 4.64$); 3) Guiding and facilitating teacher development ($\bar{x} = 4.62$); 4) Leading preschool care and education ($\bar{x} = 4.57$);

5) Creating a culture fostering student development ($\bar{x} = 4.53$); 6) Planning rural kindergarten development ($\bar{x} = 4.51$).

Phase 2 Exploring the existent condition, desired condition and PNI modified of leadership of kindergarten rural principals in Guangxi.

Table 14 Mean, S.D. and Level of existent condition, desired condition and PNI modified of Components of leadership of kindergarten rural principals in Guangxi.

Components	Existent condition (n = 384)			Desired condition (n = 384)			PNI	Rank
	\bar{x}	S.D.	Level	\bar{x}	S.D.	Level		
1. Planning rural kindergarten development	2.95	0.88	medium	4.87	0.38	very high	0.651	1
2. Creating a culture fostering student development	2.96	0.81	medium	4.88	0.34	very high	0.649	2
3. Leading preschool care and education	2.98	0.82	medium	4.87	0.37	very high	0.639	3
4. Guiding and facilitating teacher development	2.99	0.83	medium	4.88	0.37	very high	0.632	4
5. Optimizing internal management	3.20	0.85	high	4.89	0.34	very high	0.528	6
6. Adapting the external environment	3.10	0.80	high	4.86	0.33	very high	0.568	5
Total	3.03	0.83	medium	4.88	0.36	very high	0.611	-

From the table 14, it was found that the existent condition of leadership of kindergarten rural principals in Guang xi was overall at the medium level ($\bar{x} = 3.03$). Considering each aspect, it was found that the existent condition levels were ranked from high to low as following: 1) Optimizing internal management ($\bar{x} = 3.20$); 2) Adapting the external environment ($\bar{x} = 3.10$); 3) Guiding and facilitating teacher development ($\bar{x} = 2.99$); 4) Leading preschool care and education ($\bar{x} = 2.98$); 5)

Creating a culture fostering student development ($\bar{x} = 2.96$); 6) Planning rural kindergarten development ($\bar{x} = 2.95$).

The desire condition of leadership of kindergarten rural principals in Guang xi was overall in very high level ($\bar{x} = 4.88$). Looking at all aspects, we found that the desired level of the condition was ranked from high to low as following: 1) Optimizing internal management ($\bar{x} = 4.89$), 2) Creating a culture fostering student development ($\bar{x} = 4.88$), Guiding and facilitating teacher development ($\bar{x} = 4.88$), 3) Planning rural kindergarten development ($\bar{x} = 4.87$), Leading preschool care and education ($\bar{x} = 4.87$); 4) Adapting the external environment ($\bar{x} = 4.86$).

The order of PNImodified was ranked from high to low as following: 1) Planning rural kindergarten development (PNI = 0.651); 2) Creating a culture fostering student development (PNI = 0.649); 3) Leading preschool care and education (PNI = 0.639); 4) Guiding and facilitating teacher development (PNI = 0.632); 5) Adapting the external environment (PNI = 0.568); 6) Optimizing internal management (PNI = 0.528).

Table 15 Mean and S.D. of the existent condition, desired condition and PNImodified of Component of leadership of kindergarten rural principals in Guang xi. Classified by items of Planning rural kindergarten development

Item	Planning rural kindergarten development	Existent condition		Desired condition		PNI	Rank
		\bar{x}	S.D.	\bar{x}	S.D.		
1	You fully understand that preschool education is of great significance to children's physical and mental health, habit formation and intellectual development.	2.90	0.87	4.88	0.33	0.683	3
2	You attach importance to the formulation and implementation of kindergarten development plans.	3.20	0.83	4.87	0.35	0.522	9
3	You respect the laws of early childhood education, inherit the good tradition, and run a kindergarten according to local conditions.	2.96	0.86	4.86	0.3	0.642	7

Table 15 (Continued)

Item	Planning rural kindergarten development	Existent condition		Desired condition		PNI	Rank
		\bar{x}	S.D.	\bar{x}	S.D.		
4	You are familiar with the national preschool education policy	2.94	0.89	4.87	0.35	0.656	6
5	You learn the successful experience of quality kindergartens.	2.90	0.88	4.85	0.21	0.672	4
6	You master the theories and methods of the formulation, implementation and evaluation of kindergarten development planning	2.89	0.89	4.89	0.28	0.692	1
7	You analyze the problems and challenges facing the development of kindergartens and form the development ideas of kindergartens	2.94	0.88	4.87	0.29	0.656	6
8	You organize experts, staff, parents, etc. to participate in the development plan of the kindergarten.	2.92	0.92	4.88	0.25	0.671	5
9	You guide the staff to formulate and implement the work plan for the academic year and semester according to the development plan	2.98	0.86	4.87	0.31	0.634	8
10	You monitor the implementation process and effectiveness of the kindergarten development plan and adjust it in time	2.89	0.87	4.87	0.29	0.685	2
Total		2.95	0.88	4.87	0.38	0.651	

From the table 15, it was found that the existent condition of Planning rural kindergarten development was overall at the medium level ($\bar{x} = 2.95$). Considering each item, the existent condition levels were ranked from high to low as following: 1) You attach importance to the formulation and implementation of kindergarten development plans ($\bar{x} = 3.20$), 2) You guide the staff to formulate and implement the

work plan for the academic year and semester according to the development plan ($\bar{x} = 2.98$), 3) most you respect the laws of early childhood education, inherit the good tradition ($\bar{x} = 2.96$), 4) you are familiar with the national preschool education policy ($\bar{x} = 2.94$), You analyze the problems and challenges facing the development of kindergartens and form the development ideas of kindergartens ($\bar{x} = 2.94$), 5) you organize experts, staff, parents, etc. to participate in the development plan of the kindergarten ($\bar{x} = 2.92$), 6) You fully understand that preschool education is of great significance to children's physical and mental health, habit formation and intellectual development ($\bar{x} = 2.90$), You learn the successful experience of quality kindergartens ($\bar{x} = 2.90$), 7) You master the theories and methods of the formulation, implementation and evaluation of kindergarten development planning ($\bar{x} = 2.89$), You monitor the implementation process and effectiveness of the kindergarten development plan and adjust it in time ($\bar{x} = 2.89$).

The desired condition of Planning rural kindergarten development was overall at the very high level ($\bar{x} = 4.87$). Considering each item, the desired condition levels were ranked from high to low as following: 1) You master the theories and methods of the formulation, implementation and evaluation of kindergarten development planning ($\bar{x} = 4.89$), 2) You fully understand that preschool education is of great significance to children's physical and mental health, habit formation and intellectual development ($\bar{x} = 4.88$), you organize experts, staff, parents, etc. to participate in the development plan of the kindergarten ($\bar{x} = 4.88$), 3) you attach importance to the formulation and implementation of kindergarten development plan ($\bar{x} = 4.87$), You analyze the problems and challenges facing the development of kindergartens and form the development ideas of kindergartens ($\bar{x} = 4.87$), You are familiar with the national preschool education policy ($\bar{x} = 4.87$), You guide the staff to formulate and implement the work plan for the academic year and semester according to the development plan ($\bar{x} = 4.87$), You monitor the implementation process and effectiveness of the kindergarten development plan and adjust it in time ($\bar{x} = 4.87$), 4) You respect the laws of early childhood education, inherit the good tradition, and run a kindergarten according to local conditions ($\bar{x} = 4.86$), 5) You learn the successful experience of quality kindergartens ($\bar{x} = 4.85$).

The order of PNImodified was ranked from high to low as following: 1) You master the theories and methods of the formulation, implementation and evaluation of kindergarten development planning (PNI modified = 0.692), 2) You monitor the implementation process and effectiveness of the kindergarten development plan and adjust it in time (PNI modified = 0.685), 3) You fully understand that preschool education is of great significance to children's physical and mental health, habit formation and intellectual development (PNI modified = 0.683), 4) you learn the successful experience of quality kindergartens (PNI modified = 0.672), 5) you organize experts, staff, parents, etc. to participate in the development plan of the kindergarten (PNI modified = 0.671), 6) You are familiar with the national preschool education policy(PNI modified = 0.656), You analyze the problems and challenges facing the development of kindergartens and form the development ideas of kindergartens (PNI modified = 0.656), 7) You respect the laws of early childhood education, inherit the good tradition, and run a kindergarten according to local conditions(PNI modified = 0.642), 8) You guide the staff to formulate and implement the work plan for the academic year and semester according to the development plan (PNI modified = 0.634), 9) You attach importance to the formulation and implementation of kindergarten development plans (PNI modified = 0.522), .

Table 16 Mean and S.D. of the existent condition, desired condition and PNImodified of Component of leadership of kindergarten rural principals in Guang xi. Classified by items of Creating a culture fostering student development

Item	Creating a culture fostering student development	Existent condition		Desired condition		PNI	Rank
		\bar{x}	S.D.	\bar{x}	S.D.		
1	You promote the coordinated development of children's physical, intellectual, moral and beauty habit formation and intellectual development.	2.95	0.81	4.89	0.37	0.658	2
2	You attach importance to the integration of excellent traditional Chinese culture into kindergartens	2.94	0.82	4.87	0.34	0.656	3
3	You will respect and care for teachers and children	2.96	0.83	4.90	0.31	0.655	4

Table 16 (Continued)

Item	Creating a culture fostering student development	Existent condition		Desired condition		PNI	Rank
		\bar{x}	S.D.	\bar{x}	S.D.		
4	You have good moral character and artistic accomplishment	2.98	0.8	4.86	0.32	0.631	9
5	You understand the basic theories and methods of kindergarten culture construction.	2.93	0.82	4.88	0.32	0.666	1
6	You understand and appreciate the unique expressions of young children	2.97	0.81	4.87	0.34	0.640	8
7	You create a natural and cultural environment that reflects the concept of running a garden	2.96	0.83	4.86	0.34	0.642	7
8	You create a nurturing atmosphere that cultivates the sentiments of teachers and children	2.95	0.79	4.88	0.33	0.654	5
9	You will love learning, labor, and motherland education into the kindergarten's daily life and game activities	2.97	0.82	4.87	0.35	0.640	8
10	You encourage children to participate in the construction of kindergarten culture.	2.96	0.81	4.89	0.33	0.652	6
Total		2.96	0.81	4.88	0.34	0.649	

From the table16 it was found that the existent condition of Creating a culture fostering student development was overall at the medium level ($\bar{x} = 2.96$). Considering each item, the existent condition levels were ranked from high to low as following: 1) You have good moral character and artistic accomplishment ($\bar{x} = 2.98$), 2) You understand and appreciate the unique expressions of young children ($\bar{x} = 2.97$), You will love learning, labor, and motherland education into the kindergarten's daily life and game activities ($\bar{x} = 2.97$), 3) You will respect and care for teachers and children($\bar{x} = 2.96$), You create a natural and cultural environment that reflects the concept of running a garden and you encourage children to participate in the construction of kindergarten culture ($\bar{x} = 2.96$), You encourage children to participate

in the construction of kindergarten culture ($\bar{x} = 2.96$), 4) You create a nurturing atmosphere that cultivates the sentiments of teachers and children ($\bar{x} = 2.95$), You promote the coordinated development of children's physical, intellectual, moral and beauty habit formation and intellectual development ($\bar{x} = 2.95$), 5) you attach importance to the integration of excellent traditional Chinese culture into kindergartens ($\bar{x} = 2.94$), 6) You understand the basic theories and methods of kindergarten culture construction ($\bar{x} = 2.93$).

The desired condition of Creating a culture fostering student development was overall at the very high level ($\bar{x} = 4.88$). Considering each item, it was found that the desired condition levels were ranked from high to low as following: 1) You will respect and care for teachers and children ($\bar{x} = 4.90$), 2) You promote the coordinated development of children's physical, intellectual, moral and beauty habit formation and intellectual development ($\bar{x} = 4.89$), You encourage children to participate in the construction of kindergarten culture ($\bar{x} = 4.89$), 3) You understand the basic theories and methods of kindergarten culture construction ($\bar{x} = 4.88$), You create a nurturing atmosphere that cultivates the sentiments of teachers and children ($\bar{x} = 4.88$), 4) You understand and appreciate the unique expressions of young children ($\bar{x} = 4.87$), You attach importance to the integration of excellent traditional Chinese culture into kindergartens ($\bar{x} = 4.87$), You will love learning, labor, and motherland education into the kindergarten's daily life and game activities ($\bar{x} = 4.87$), 5) You have good moral character and artistic accomplishment ($\bar{x} = 4.86$), You create a natural and cultural environment that reflects the concept of running a garden ($\bar{x} = 4.86$).

The order of PNImodified was ranked from high to low as following: 1) You understand the basic theories and methods of kindergarten culture construction. (PNImodified = 0.666), 2) You promote the coordinated development of children's physical, intellectual, moral and beauty habit formation and intellectual development (PNImodified=0.658), 3) You attach importance to the integration of excellent traditional Chinese culture into kindergartens (PNImodified = 0.656), 4) You will respect and care for teachers and children (PNImodified = 0.655), 5) You create a nurturing atmosphere that cultivates the sentiments of teachers and children (PNImodified = 0.654), 6) You encourage children to participate in the construction of kindergarten culture (PNImodified = 0.652), 7) You create a natural and cultural

environment that reflects the concept of running a garden (PNImodified = 0.642), 8) You will love learning, labor, and motherland education into the kindergarten's daily life and game activities (PNImodified = 0.640), You understand and appreciate the unique expressions of young children (PNImodified = 0.640), 9) You have good moral character and artistic accomplishment(PNImodified = 0.631).

Table 17 Mean and S.D. of the existent condition, desired condition and PNImodified of Component of leadership of kindergarten rural principals in Guang xi. Classified by items of Leading preschool care and education

Item	Leading preschool care and education	Existent condition		Desired condition		PNI	Rank
		\bar{x}	S.D.	\bar{x}	S.D.		
1	You adhere to the basic principle of combining care and education, and put the safety and health of children in the first place	2.95	0.81	4.83	0.35	0.637	7
2	You respect and protect children's curiosity and learning interest, pay attention to children's good learning quality cultivation.	2.97	0.83	4.88	0.36	0.643	6
3	You respect the experience and wisdom of teachers and actively promote the reform of education	2.96	0.82	4.90	0.35	0.655	2
4	You understand the developmental goals of young children at different ages	2.98	0.82	4.87	0.35	0.634	8
5	You are familiar with kindergarten environment creation, kindergarten day life, game activities and other educational methods	3.03	0.80	4.85	0.38	0.601	9
6	You understand the development and reform experience of preschool education at home and abroad	3.10	0.87	4.90	0.37	0.581	10
7	You implement conservation education activities based on the actual situation of kindergarten	2.95	0.83	4.86	0.36	0.647	5

Table (Continued)

Item	Leading preschool care and education	Existent condition		Desired condition		PNI	Rank
		\bar{x}	S.D.	\bar{x}	S.D.		
8	You have strong curriculum leadership skills to guide teachers in educational activities tailored to the developmental needs of each young child	2.91	0.85	4.90	0.36	0.684	1
9	You establish a system of kindergarten principals guiding conservation education activities	2.95	0.80	4.87	0.39	0.651	4
10	You lead and ensure the development of teaching and research activities to improve the quality of education	2.95	0.79	4.88	0.38	0.654	3
Total		2.98	0.82	4.87	0.37	0.639	

From the table 17 it was found that the existent condition of Leading preschool care and education was overall at the medium level ($\bar{x} = 2.98$). Considering each item, it was found that the existent condition levels were ranked from high to low as following: 1) you understand the development and reform experience of preschool education at home and abroad ($\bar{x} = 3.10$), 2) You are familiar with kindergarten environment creation, kindergarten day life, game activities and other educational methods ($\bar{x} = 3.03$), 3) You understand the developmental goals of young children at different ages ($\bar{x} = 2.98$), 4) You respect and protect children's curiosity and learning interest, pay attention to children's good learning quality cultivation ($\bar{x} = 2.97$), 5) You respect the experience and wisdom of teachers and actively promote the reform of education ($\bar{x} = 2.96$), 6) You adhere to the basic principle of combining care and education, and put the safety and health of children in the first place ($\bar{x} = 2.95$), You implement conservation education activities based on the actual situation of kindergarten ($\bar{x} = 2.95$), You establish a system of kindergarten principals guiding conservation education activities ($\bar{x} = 2.95$), You lead and ensure the development of teaching and research activities to improve the quality of education ($\bar{x} = 2.95$), 7) You have strong curriculum leadership skills to guide teachers in educational activities tailored to the developmental needs of each young child ($\bar{x} = 2.91$).

The desired condition of Leading preschool care and education was overall at the very high level ($\bar{x} = 4.87$). Considering each item, it was found that the desired condition levels were ranked from high to low as following: 1) You respect the experience and wisdom of teachers and actively promote the reform of education ($\bar{x} = 4.90$), You understand the development and reform experience of preschool education at home and abroad ($\bar{x} = 4.90$), You have strong curriculum leadership skills to guide teachers in educational activities tailored to the developmental needs of each young child ($\bar{x} = 4.90$), 2) You respect and protect children's curiosity and learning interest, pay attention to children's good learning quality cultivation ($\bar{x} = 4.88$), You lead and ensure the development of teaching and research activities to improve the quality of education ($\bar{x} = 4.88$), 3) You understand the developmental goals of young children at different ages ($\bar{x}=4.87$), You establish a system of kindergarten principals guiding conservation education activities ($\bar{x} = 4.87$), 4) You implement conservation education activities based on the actual situation of kindergarten ($\bar{x} = 4.86$), 5) You are familiar with kindergarten environment creation, kindergarten day life, game activities and other educational methods ($\bar{x} = 4.85$), 6) You adhere to the basic principle of combining care and education, and put the safety and health of children in the first place ($\bar{x} = 4.83$).

The order of priority need index modified was ranked from high to low as following:1) You have strong curriculum leadership skills to guide teachers in educational activities tailored to the developmental needs of each young child (PNImodified = 0.684), 2) You respect the experience and wisdom of teachers and actively promote the reform of education (PNImodified = 0.655), 3) You lead and ensure the development of teaching and research activities to improve the quality of education (PNImodified = 0.654); 4) You establish a system of kindergarten principals guiding conservation education activities (PNImodified = 0.651), 5) You implement conservation education activities based on the actual situation of kindergarten (PNImodified = 0.647), 6) You respect and protect children's curiosity and learning interest, pay attention to children's good learning quality cultivation. (PNImodified = 0.643), 7) You adhere to the basic principle of combining care and education, and put the safety and health of children in the first place (PNImodified = 0.637), 8) You understand the developmental goals of young children at different ages (PNImodified = 0.634); 9) You are familiar with kindergarten environment creation, kindergarten day life, game

activities and other educational methods (PNI_{modified} = 0.601), 10) you understand the development and reform experience of preschool education at home and abroad (PNI_{modified} = 0.581).

Table 18 Mean and S.D. of the existent condition, desired condition and PNI_{modified} of Component of leadership of kindergarten rural principals in Guang xi. Classified by items of Guiding and facilitating teacher development

Item	Guiding and facilitating teacher development	Existent condition		Desired condition		PNI	Rank
		\bar{x}	S.D.	\bar{x}	S.D.		
1	You respect, trust, unite and appreciate every nursing staff, promote unity and cooperation	2.93	0.84	4.87	0.36	0.662	3
2	You actively create conditions that encourage the professional development of teachers	2.98	0.87	4.90	0.37	0.644	6
3	You have a clear sense of building a teacher professional development community	2.87	0.82	4.88	0.35	0.700	1
4	You grasp the professional requirements of teachers and clarify their rights and obligations	2.89	0.84	4.89	0.35	0.692	2
5	You are familiar with the rules of kindergarten teachers' professional development at all stages	2.99	0.83	4.86	0.4	0.625	7
6	You master strategies to motivate teachers to develop actively	2.98	0.84	4.91	0.35	0.648	5
7	You support teachers to participate in in-service capacity-building training	3.02	0.80	4.90	0.37	0.623	8
8	You establish a sound teacher professional development incentive and evaluation system	3.20	0.87	4.80	0.39	0.500	10
9	You cultivate good ethics, strictly prohibit discrimination, abuse, corporal punishment and other behaviors	3.08	0.80	4.87	0.38	0.581	9

Table 18 (Continued)

Item	Guiding and facilitating teacher development	Existent condition		Desired condition		PNI	Rank
		\bar{x}	S.D.	\bar{x}	S.D.		
10	You protect the legitimate rights and interests of teachers and care for their physical and mental health	2.96	0.81	4.88	0.36	0.649	4
Total		2.99	0.83	4.88	0.37	0.632	

From the table 18, it was found that the existent condition of Guiding and facilitating teacher development was overall at the medium level ($\bar{x} = 2.99$). Considering each item, it was found that the existent condition levels were ranked from high to low as following: 1) You establish a sound teacher professional development incentive and evaluation system ($\bar{x} = 3.20$), 2) You cultivate good ethics, strictly prohibit discrimination, abuse, corporal punishment and other behaviors ($\bar{x} = 3.08$), 3) You support teachers to participate in in-service capacity-building training ($\bar{x} = 3.02$), 4) You are familiar with the rules of kindergarten teachers' professional development at all stages ($\bar{x} = 2.99$), 5) You actively create conditions that encourage the professional development of teachers ($\bar{x} = 2.98$), You master strategies to motivate teachers to develop actively ($\bar{x} = 2.98$), 6) You respect, trust, unite and appreciate every nursing staff, promote unity and cooperation ($\bar{x} = 2.93$), 7) You grasp the professional requirements of teachers and clarify their rights and obligations ($\bar{x} = 2.89$), You support teachers to participate in in-service capacity-building training ($\bar{x} = 2.89$), 8) You have a clear sense of building a teacher professional development community ($\bar{x} = 2.87$).

The desired condition of Guiding and facilitating teacher development was overall at the very high level ($\bar{x} = 4.88$). Considering each item, it was found that the desired condition levels were ranked from high to low as following: 1) You master strategies to motivate teachers to develop actively ($\bar{x} = 4.91$), 2) You actively create conditions that encourage the professional development of teachers ($\bar{x} = 4.90$), You support teachers to participate in in-service capacity-

building training ($\bar{x} = 4.90$), 3) You grasp the professional requirements of teachers and clarify their rights and obligations ($\bar{x} = 4.89$), 4) You have a clear sense of building a teacher professional development community ($\bar{x} = 4.88$), You protect the legitimate rights and interests of teachers and care for their physical and mental health ($\bar{x} = 4.88$), 5) You respect, trust, unite and appreciate every nursing staff, promote unity and cooperation ($\bar{x} = 4.87$), You cultivate good ethics, strictly prohibit discrimination, abuse, corporal punishment and other behaviors ($\bar{x} = 4.87$), 6) You are familiar with the rules of kindergarten teachers' professional development at all stages ($\bar{x} = 4.86$), 7) you establish a sound teacher professional development incentive and evaluation system ($\bar{x} = 4.80$).

The order of PNImodified was ranked from high to low as following: 1) You have a clear sense of building a teacher professional development community (PNImodified = 0.700), 2) You grasp the professional requirements of teachers and clarify their rights and obligations (PNImodified = 0.692), 3) You respect, trust, unite and appreciate every nursing staff, promote unity and cooperation (PNImodified = 0.662), 4) You protect the legitimate rights and interests of teachers and care for their physical and mental health (PNImodified = 0.649), 5) You master strategies to motivate teachers to develop actively (PNImodified = 0.648), 6) You actively create conditions that encourage the professional development of teachers (PNImodified = 0.644), 7) You are familiar with the rules of kindergarten teachers' professional development at all stages (PNImodified = 0.625), 8) You support teachers to participate in in-service capacity-building training (PNImodified = 0.623), 9) You cultivate good ethics, strictly prohibit discrimination, abuse, corporal punishment and other behaviors (PNImodified = 0.581), 10) You establish a sound teacher professional development incentive and evaluation system (PNImodified = 0.500) .

Table 19 Mean and S.D. of the existent condition, desired condition and PNI modified of Component of leadership of kindergarten rural principals in Guang xi. Classified by items of Optimizing internal management

Item	Optimizing internal management	Existent condition		Desired condition		PNI	Rank
		\bar{x}	SD	\bar{x}	SD		
1	You insist on running the garden according to law and consciously accept the supervision of faculty, parents and society	3.22	0.87	4.92	0.32	0.528	7
2	You pay attention to the positive role of example demonstration in management	3.35	0.83	4.88	0.35	0.457	9
3	You implement the scientific and democratic management of kindergarten	3.12	0.85	4.92	0.33	0.577	2
4	You have mastered the national requirements for kindergarten management	3.02	0.85	4.87	0.34	0.613	1
5	You know the advanced experience of kindergarten management at home and abroad	3.17	0.85	4.89	0.35	0.543	4
6	You master kindergarten planning, health care, security, staff management, financial assets and other management methods	3.28	0.83	4.90	0.34	0.494	8
7	You form the cohesion of the kindergarten leadership team	3.37	0.85	4.88	0.32	0.448	10
8	You promote the kindergarten management institutionalization and process	3.18	0.86	4.89	0.33	0.538	6
9	You promote open management and protect the rights of staff to participate in kindergarten management	3.16	0.85	4.88	0.34	0.544	3
10	You establish a kindergarten emergency mechanism to effectively deal with natural disasters, life safety and other emergencies	3.17	0.86	4.89	0.35	0.543	4

Table 19 (Continued)

Item	Optimizing internal management	Existent condition		Desired condition		PNI	Rank
		\bar{x}	SD	\bar{x}	SD		
Total		3.20	0.85	4,89	0.34	0.528	

From the table 19, it was found that the existent condition of Optimizing internal management was overall at the high level($\bar{x} = 3.20$). Considering each item, it was found that the existent condition levels were ranked from high to low as following: 1) You form the cohesion of the kindergarten leadership team ($\bar{x} = 3.37$), 2) you pay attention to the positive role of example demonstration in management ($\bar{x} = 3.35$), 3) You master kindergarten planning, health care, security, staff management, financial assets and other management methods ($\bar{x} = 3.28$), 4) You insist on running the garden according to law and consciously accept the supervision of faculty, parents and society ($\bar{x} = 3.22$), 5) You promote the kindergarten management institutionalization and process ($\bar{x} = 3.18$), 6) You know the advanced experience of kindergarten management at home and abroad ($\bar{x} = 3.17$), You establish a kindergarten emergency mechanism to effectively deal with natural disasters, life safety and other emergencies ($\bar{x} = 3.17$), 7) You promote open management and protect the rights of staff to participate in kindergarten management ($\bar{x} = 3.16$), 8) You implement the scientific and democratic management of kindergarten ($\bar{x} = 3.12$), 9) You have mastered the national requirements for kindergarten management ($\bar{x} = 3.02$).

The desired condition of Optimizing internal management was overall at the very high level($\bar{x} = 4.89$). Considering each item, it was found that the desired condition levels were ranked from high to low as following:1) You insist on running the garden according to law and consciously accept the supervision of faculty, parents and society ($\bar{x} = 4.92$), You implement the scientific and democratic management of kindergarten ($\bar{x} = 4.92$), 2) You master kindergarten planning, health care, security, staff management, financial assets and other management methods ($\bar{x} = 4.90$), 3) You promote the kindergarten management institutionalization and process($\bar{x} = 4.89$), You establish a kindergarten emergency mechanism to effectively deal with natural

disasters, life safety and other emergencies ($\bar{x} = 4.89$), You know the advanced experience of kindergarten management at home and abroad ($\bar{x} = 4.89$), 4) You pay attention to the positive role of example demonstration in management ($\bar{x} = 4.88$), You form the cohesion of the kindergarten leadership team ($\bar{x} = 4.88$), You promote open management and protect the rights of staff to participate in kindergarten management ($\bar{x} = 4.88$), 5) You have mastered the national requirements for kindergarten management ($\bar{x} = 4.87$).

The order of priority need index modified was ranked from high to low as following: 1) You have mastered the national requirements for kindergarten management (PNI_{modified} = 0.613), 2) you implement the scientific and democratic management of kindergarten (PNI_{modified} = 0.577), 3) You promote open management and protect the rights of staff to participate in kindergarten management (PNI_{modified} = 0.544), 4) You know the advanced experience of kindergarten management at home and abroad (PNI_{modified} = 0.543), You establish a kindergarten emergency mechanism to effectively deal with natural disasters, life safety and other emergencies (PNI_{modified} = 0.543), 5) You promote the kindergarten management institutionalization and process (PNI_{modified} = 0.538), 6) You master kindergarten planning, health care, security, staff management, financial assets and other management methods (PNI_{modified} = 0.494), 7) You pay attention to the positive role of example demonstration in management (PNI_{modified} = 0.457), 8) you form the cohesion of the kindergarten leadership team (PNI_{modified} = 0.448).

Table 20 Mean and S.D. of the existent condition, desired condition and PNI_{modified} of Component of leadership of kindergarten rural principals in Guang xi. Classified by items of Adapting the external environment.

Item	Adapting the external environment	Existent condition		Desired condition		PNI	Rank
		\bar{x}	S.D.	\bar{x}	S.D.		
1	You fully understand that the family is an important partner of the kindergarten	3.03	0.82	4.85	0.31	0.600	1
2	You value the use of natural environment and social educational resources	3.10	0.78	4.87	0.34	0.570	5

Table 20 (Continued)

Item	Adapting the external environment	Existent condition		Desired condition		PNI	Rank
		\bar{x}	S.D.	\bar{x}	S.D.		
3	You focus on guiding children to participate in social life appropriately	3.02	0.81	4.80	0.32	0.589	3
4	You have mastered the methods of effective communication between kindergarten and parents and relevant social organizations	3.20	0.79	4.88	0.35	0.525	10
5	You actively report to and receive support from your supervisor	3.12	0.80	4.88	0.35	0.564	7
6	You instruct teachers in kindergarten and family co-parenting	3.18	0.81	4.89	0.32	0.537	9
7	You form a positive interaction between kindergarten and family and society	3.09	0.81	4.86	0.34	0.572	4
8	You carry out public welfare scientific parenting guidance and publicity for families and society	3.04	0.83	4.86	0.34	0.598	2
9	You make good use of social education resources into kindergarten education	3.13	0.81	4.88	0.34	0.559	8
10	You are willing to listen to reasonable suggestions from the community	3.12	0.78	4.89	0.33	0.567	6
Total		3.10	0.80	4.86	0.34	0.568	

From the table 20, it was found that the existent condition of Adapting the external environment of was overall at the high level ($\bar{x} = 3.10$). Considering each item, it was found that the existent condition levels were ranked from high to low as following: 1) You have mastered the methods of effective communication between kindergarten and parents and relevant social organizations ($\bar{x} = 3.20$), 2) you instruct teachers in kindergarten and family co-parenting ($\bar{x} = 3.18$), 3) You make good use of social education resources into kindergarten education ($\bar{x} = 3.13$), 4) You actively

report to and receive support from your supervisor ($\bar{x} = 3.12$), You are willing to listen to reasonable suggestions from the community ($\bar{x} = 3.12$), 5) You value the use of natural environment and social educational resources ($\bar{x} = 3.10$), 6) you form a positive interaction between kindergarten and family and society ($\bar{x} = 3.09$), 7) You carry out public welfare scientific parenting guidance and publicity for families and society ($\bar{x} = 3.04$), 8) You fully understand that the family is an important partner of the kindergarten ($\bar{x} = 3.03$), 9) You focus on guiding children to participate in social life appropriately ($\bar{x} = 3.02$).

The desired condition of Adapting the external environment was overall at the very high level ($\bar{x} = 4.86$). Considering each item, it was found that the desired condition levels were ranked from high to low as following: 1) You instruct teachers in kindergarten and family co-parenting ($\bar{x} = 4.89$); You are willing to listen to reasonable suggestions from the community ($\bar{x} = 4.89$), 2) You have mastered the methods of effective communication between kindergarten and parents and relevant social organizations ($\bar{x} = 4.88$); You actively report to and receive support from your supervisor ($\bar{x} = 4.88$), You make good use of social education resources into kindergarten education ($\bar{x} = 4.88$), 3) You value the use of natural environment and social educational resources ($\bar{x} = 4.87$), 4) You carry out public welfare scientific parenting guidance and publicity for families and society ($\bar{x} = 4.86$), You form a positive interaction between kindergarten and family and society ($\bar{x} = 4.86$), 5) you fully understand that the family is an important partner of the kindergarten ($\bar{x} = 4.85$), 6) You focus on guiding children to participate in social life appropriately ($\bar{x} = 4.80$).

The order of PNImodified was ranked from high to low as following: 1) you fully understand that the family is an important partner of the kindergarten (PNImodified = 0.600), 2) You carry out public welfare scientific parenting guidance and publicity for families and society (PNImodified = 0.598), 3) You focus on guiding children to participate in social life appropriately (PNImodified = 0.589); 4) you form a positive interaction between kindergarten and family and society (PNImodified = 0.572), 5) You value the use of natural environment and social educational resources (PNImodified = 0.570), 6) You are willing to listen to reasonable suggestions from the community (PNImodified = 0.567), 7) You actively report to and receive support from your supervisor (PNImodified = 0.564), 8) You

make good use of social education resources into kindergarten education (PNImodified = 0.559), 9) You instruct teachers in kindergarten and family co-parenting (PNImodified = 0.537), 10) You have mastered the methods of effective communication between kindergarten and parents and relevant social organizations (PNImodified = 0.525).

Phase 3 Creating and evaluating a program to enhance leadership of kindergarten rural principals in Guangxi

Step 1 Interview

According to the results of the study on the priority value of priority needs index modified (PNImodified), existent condition and desired condition of leadership of kindergarten rural principals in Guangxi, The researchers create an interview with 5 experts and develop the program to enhance leadership of kindergarten rural principals in Guangxi. The results of the data analysis from the interview with 5 experts, as following:

1. Components of program

From the study, documents, textbooks and interviews, the components of Program to enhance leadership of kindergarten rural principals in Guangxi, it consists of 5 components: 1) Principles 2) objectives 3) contents 4) development process 5) evaluation, which are consistent with Opinions of experts, the following statement.

“...After reviewing the author's research materials and combining with personal research experience, I agree to the plan consisting of five parts: 1) Principles 2) objectives 3) contents 4) development process 5) evaluation. It can support to enhance the leadership of rural kindergarten principals in Guangxi...”

(Interviewee 1, August 28, 2024 : interview)

“...According to the law of leadership promotion of kindergarten principals, it is feasible to make a development plan composed of five parts 1) Principles 2) objectives 3) contents 4) development process 5) evaluation:. The connotation of each part should be studied in more depth...”

(Interviewee 2, August 28, 2024 : interview)

“...When thinking about the leadership improvement program of rural kindergarten principals in Guangxi, I found that similar to the case of rural kindergarten principals I have studied, the five-part program is also adopted. Therefore, I agree with the plan composition view proposed in this paper...”

(Interviewee 3, August 29, 2024 : interview)

“...According to the research experience of kindergarten principals, the five parts of the plan constitute a complete whole, and there is a logical relationship between the five parts, which can support the improvement of leadership of rural kindergarten principals in Guangxi...”

(Interviewee 4, August 29, 2024 : interview)

“...The leadership of principals of rural kindergartens in Guangxi has its own unique characteristics and rules. Combined with other research cases, I fully agree with the plan composed of five parts 1) Principles 2) objectives 3) contents 4) development process 5) evaluation:...”

(Interviewee 5 , August 30, 2024 : interview)

2. Principles to enhance leadership of kindergarten rural principals in Guangxi

From interviews with experts on key issues Enhance leadership of kindergarten rural principals in Guangxi, Adjusting using the 70:20:10 Learning Model. According to the research experience, experts believe that the concept of 70:20:10 has relatively quickly worked its way into the firmament of learning and development practice, and have consistent opinions on using the 70:20:10 Learning Model in developing leadership of kindergarten rural principals in Guangxi, the following :

“...Agree to improve the leadership of rural kindergarten principals in Guangxi through the 70-20-10 model. The 70:20:10 can be used for macro analysis at the organizational level to determine whether the focus and balance of activities to enhance the leadership of rural kindergarten principals in Guangxi are appropriate. For example, are all rural kindergarten principals in Guangxi spending time on curriculum learning (10%), or are they focusing their energy on supporting

informal and social learning activities such as practicing in communities and receiving guidance from other principals (20%)? The 70:20:10 approach advocates investing more time and energy into the 70% and 20% activities, rather than what has been done in the past...”

(Interviewee 1 , August 28, 2024 : interview)

“...It is feasible to apply the 70-20-10 model to enhance the leadership of rural kindergarten principals in Guangxi. In the traditional perception of rural kindergarten principals in Guangxi, they believe that their leadership lags behind urban principals due to a lack of good training opportunities and educational resources. In the 70-20-10 model, internal factors account for 70% while external factors account for 20%, with personal leadership improvement relying on practical experience in their positions. Therefore, changing the traditional learning mode will bring unexpected benefits to rural kindergarten principals in Guangxi...”

(Interviewee 2, August 28, 2024 : interview)

“...It is agreed that the 70-20-10 principle will run through the whole process of leadership training for rural kindergarten principals in Guangxi. 70% increase the principal to pay more attention to themselves, learn to learn with problems, learn to effectively solve problems, in the face of urgent, difficult, heavy tasks can be confident to complete. 20% encourage the principal to be good at learning from others, and maintain good communication and learning with university teachers, teaching and research staff, and fellow principals. 10% encourage the principal to cherish the opportunity of course learning and apply the learning harvest to work practice.....”

(Interviewee 3 , August 29, 2024 : interview)

“...agree to promote the leadership of principals of rural kindergartens in Guangxi through the 70-20-10 principle. The 70-20-10 principle is in line with China's kindergarten principal training policy, 70% of which is transmitted to the principal through the performance assessment pressure of the kindergarten, prompting her to continue to develop the kindergarten and improve her own leadership in the post. 20% encourage education authorities and kindergartens to establish mechanisms for learning from the experiences of others. 10% to promote the

implementation of national, provincial, city, county four levels of formal training model for principals...”

(Interviewee 4 ,August 29, 2024 : interview)

“...Agree with the principle of kindergarten principal development using the concept of the principle of kindergarten principal development is indeed essential, and the 70-20-10 framework offers a versatile approach that can be effectively implemented in Chinese universities. The 70:20:10 model, which posits that 70% of learning comes from on-the-job experiences, 20% from interactions with others, and 10% from formal educational vents, provides a balanced and comprehensive strategy for professional growth. This framework’s flexibility allows it to be tailored to the specific needs and contexts of educators in Chinese universities, fostering their development in a practical and impactful manner...”

(Interviewee 5 , August 30, 2024 : interview)

3. Methods to enhance leadership of kindergarten rural principals in Guangxi.

When it comes to their learning and development, kindergarten principals have a broad range of activities to choose from. To help make sense of what 70:20:10 looks like in practice, it is useful to look at each area and consider the activities that can support learning in each component.

From interviews with experts on key issues ,The methods of development consisting of Principles and methods of leadership of kindergarten rural principals in Guangxi by the Learning 70:20:10 Model and methods of developing kindergarten leadership, consisting of 1) Problem-solving 2) Challenging tasks 3) Peer coaching 4) Communities of practice 5) mentoring 6) formal training. The following :

“...Agree with the methods of development to enhance leadership of kindergarten rural principals in Guangxi using this concept because these methods consider the advantages and disadvantages of the current leadership of rural kindergarten principals in Guangxi, and the six methods chosen should be the

most important. It is believed that the leadership of rural kindergarten principals in Guangxi will be greatly improved by adopting these methods...”

(Interviewee 1, August 28, 2024 : interview)

“...Agree with the methods of development to enhance leadership of kindergarten rural principals in Guangxi using this concept because these methods are derived from the research experience and are in line with the current reality of rural kindergarten principals in Guangxi...”

(Interviewee 2, August 28, 2024 : interview)

“...According to my research experience and the content of the paper, I agree that these six methods should be adopted in the project of promoting the head of rural kindergartens in Guangxi, and each method corresponds to the components of the 70-20-10 model. I have seen similar research methods in other studies and achieved good results...”

(Interviewee 3, August 29, 2024 : interview)

“...Agree with the method chosen in the project of improving the leadership of rural kindergarten principals in Guangxi. These methods conform to the characteristics and connotations of the 70-20-10 pattern, 70% use 1) Problem-solving 2)Challenging tasks, 20% use 3)Peer coaching 4) Communities of practice 5) mentoring, and 10% use 6) formal training. Use this approach in each component of kindergarten principal leadership. It is very important to enhance the leadership of rural kindergarten principals in Guangxi...”

(Interviewee 4, August 29, 2024 : interview)

“...Agreed with the selected methods in the project of improving the leadership of rural kindergarten principals in Guangxi. These methods match very well with the 70-20-10 model, and fully consider the reality of rural kindergarten principals in Guangxi, 70% use 1) Problem-solving 2) Challenging tasks, 20% use 3) Peer coaching 4) Communities of practice 5) mentoring, and 10% use 6) formal training. These six methods are also very applicable to the six components of kindergarten principal leadership. It is believed that the research on improving the leadership of rural kindergarten principals in Guangxi will achieve good results...”

(Interviewee 5, August 30, 2024 : interview)

4. Experts give a feasibility evaluation of the relationship between the components, principles, methods and hours of the program

The number of hours of developing program to enhance leadership of kindergarten rural principals in Guangxi from the methods with the 70-20-10 model in the components of Planning rural kindergarten development, Creating a culture fostering student development, Leading preschool care and education ,Guiding and facilitating teacher development, Optimizing internal management, Adapting the external environment should use the appropriate time for each content, how many hours should be used? The researcher produced a preliminary program to enhance leadership of kindergarten rural principals in Guangxi. The total is 240 hours. Specific time allocation principles, learning through experience account for 70%,total 168 hours, consisting of 1)Problem-solving and 2)Challenging tasks; learning through others account for 20%,total 48 hours, consisting of 3)Peer coaching , 4) Communities of practice and 5) mentoring; learning ;Learning through formal training account for 10%,total 24 hours, consisting of 6)formal training like courses, reading and online learning, in table21 The number of hours of development to enhance leadership of kindergarten rural principals in Guangxi from the methods with the 70-20-10 model.

Table 21 The number of hours of development to enhance leadership of kindergarten rural principals in Guangxi from the methods with the 70-20-10 model

70-20-10 model	methods	hours
70% learning through experience	Problem-solving	84
	Challenging tasks	84
20% learning through others	Peer coaching	16
	Communities of practice	16
	mentoring	16
10% Learning through training	formal training	24
Total		240

Base on the priority need index modified (PNImodified) level from high to low: 1) Planning rural kindergarten development 2) Creating a culture fostering student development 3) Leading preschool care and education 4) Guiding and facilitating teacher development 5) Adapting the external environment 6) Optimizing internal management, Specify the number of hours allocated to each component of leadership of kindergarten rural principals in Guangxi, Details are shown in table 22.

Table 22 Structure of component, principles, methods and hours of program to enhance leadership of kindergarten rural principals in Guangxi

Component (PNI Rank)	principles	methods	hours
1.Planning kindergarten development	70% learning through experience	-Problem-solving - Challenging tasks	30
	20% learning through others	-Peer coaching - Communities of practice -mentoring	9
	10% Learning through training	-formal training	4
2.Creating a culture fostering student development	70% learning through experience	-Problem-solving - Challenging tasks	29
	20% learning through others	-Peer coaching - Communities of practice -mentoring	9
	10% Learning through training	-formal training	4
3.Leadng preschool care and education	70% learning through experience	-Problem-solving - Challenging tasks	29
	20% learning through others	-Peer coaching - Communities of practice -mentoring	9
	10% Learning through training	-formal training	4

Table 22 (Continued)

Component (PNI Rank)	principles	methods	hours
4.Guiding and facilitating teacher development	70% learning through experience	-Problem-solving - Challenging tasks	27
	20% learning through others	-Peer coaching - Communities of practice -mentoring	7
	10% Learning through training	-formal training	4
5.Adapting the external environment	70% learning through experience	-Problem-solving - Challenging tasks	27
	20% learning through others	-Peer coaching - Communities of practice -mentoring	7
	10% Learning through training	-formal training	4
6.Optimizing internal management	70% learning through experience	-Problem-solving - Challenging tasks	26
	20% learning through others	-Peer coaching - Communities of practice -mentoring	7
	10% Learning through training	-formal training	4
Total			240

From table 22, The program to enhance leadership of kindergarten rural principals in Guangxi found that the total development time was 240 hours, divided

into components of 1) Planning rural kindergarten development using 43 hours 2) Creating a culture fostering student development using 42 hours 3) Leading preschool care and education using 42 hours 4) Guiding and facilitating teacher development using 38 hours 5) Adapting the external environment using 38 hours 6) Optimizing internal management using 37 hours

Program to enhance leadership of kindergarten rural principals in Guangxi.

Part 1: Introduction to Program to enhance leadership of kindergarten rural principals in Guangxi, as following:

1. Principle

Through in-depth interviews with 5 experts, the researcher concluded that the principles of program to enhance leadership of kindergarten rural principals in Guangxi included the learning development principle and the priority development principle, as following:

1.1 The meaning of the learning development principle was that the 70:20:10 learning model was applied to the entire process of leadership development of kindergarten rural principals in Guangxi, and the development of each component of leadership was based on the 70:20:10 learning model. 70% of the leadership development of kindergarten rural principals in Guangxi was through problem-solving and challenging tasks, 20% was through peer coaching, communities of practice and mentoring. 10% was through formal training.

1.2 The meaning of the priority development principle was to transform the 6 components of leadership of kindergarten rural principals in Guangxi into 6 modules of the leadership development program according to the order of PNI modified from high to low, so as to determine the priority development level and allocate the development time. The priority of the modules was ranked from high to low as following: module 1) Planning rural kindergarten development ; module 2) Creating a culture fostering student development ; module 3) Leading preschool care and education ; module 4) Guiding and facilitating teacher development ; module 5) Adapting the external environment ; module 6) Optimizing internal management.

2. Objective

To construct an innovative program in principle, methods, content, development process, and evaluation, and effectively enhance leadership of kindergarten rural principals in Guangxi.

3. Content

Program to enhance leadership of kindergarten rural principals in Guangxi has content scope divided into 6 modules include:

Module 1 : Planning rural kindergarten development

The contents of Planning rural kindergarten development include fully understand that preschool education is of great significance to children's physical and mental health, habit formation and intellectual development, familiar with the current situation of kindergartens, grasp preschool education policies and regulations, understand the basic trend of preschool education reform and development, organize experts, excellent principals, teachers and staff to formulate kindergarten development plans scientifically, and gather the quality of kindergarten internal forces to implement development plans.

Module 2 : Creating a culture fostering student development

The contents of Creating a culture fostering student development include take cultural education as an important content and way to run the garden; Attach importance to the educational function of kindergarten culture imperceptibly; Integrate the excellent traditional Chinese culture into the cultural construction of kindergarten; Respect for teachers and care for children as the core of kindergarten education culture construction; Master the characteristics of children's physical and mental development, understand and appreciate the unique expression of children; Have a certain knowledge of natural sciences, humanities and social sciences, have good moral character and artistic accomplishment; Master the methods and ways to promote the integration of excellent culture into kindergarten education; Create a natural and cultural environment that reflects the idea of running a garden; Form a positive, tolerant, friendly, loving, healthy and lively garden appearance.

Module 3 : Leading preschool care and education

The contents of Leading preschool care and education include adhere to the basic principle of combining education with care, put the safety and

health of children in the first place, and have reasonable expectations for the development of children; Cherish the unique value of games and life, respect and protect children's curiosity and learning interest, and pay attention to the cultivation of good learning quality of children; Take interpersonal communication and social adaptation as the important content of children's good social development; Respect the experience and wisdom of teachers in conservation education, and actively promote the reform of conservation education; Grasp the national development goals for children at different ages and kindergarten education goals; Familiar with the knowledge and methods of kindergarten environment creation, kindergarten day life, game activities and other educational activities organization and implementation; To understand the development trend and reform experience of kindergarten nursing education at home and abroad, and to understand the general principles and methods of educational information technology application in kindergarten management and nursing education activities; Strong curriculum leadership and management skills; To lead and support the development of research activities in conservation education to enhance the level of conservation education.

Module 4 : Guiding and facilitating teacher development

The contents of Guiding and facilitating teacher development include grasp the professional quality requirements of nursing and teaching personnel, and clarify the rights and obligations of kindergarten teachers; To be familiar with the rules and characteristics of kindergarten teachers' professional development in each stage, and master the methods to guide teachers to carry out the practice and research of conservation education; Master the methods of learning organization construction such as kindergart-based teaching and research, cooperative learning and the strategies of motivating teachers to take the initiative to develop; To understand the needs of teachers' professional development, encourage and support teachers to actively participate in in-service ability improvement training, and create and provide the conditions and environment for teachers' professional development; Establish and improve the incentive and evaluation system of teachers' professional development, and construct the mechanism of teaching, research and training; Cultivate excellent teachers' ethics; Strengthen the awareness of the rule of law of child-care workers, and prohibit discrimination, abuse, corporal punishment and disguised corporal

punishment that harm the physical and mental health of children; We will safeguard and protect the legitimate rights and benefits of faculty and staff, care for their physical and mental health, and establish an incentive system for excellent teaching and excellent remuneration.

Module 5 : Adapting the external environment

The contents of Adapting the external environment include master the strategies and methods of effective communication between kindergarten and parents, relevant social organizations and departments; Establish the external cooperation and exchange mechanism of the kindergarten, open the kindergarten, and form the positive interaction between the kindergarten and the family, society (community) and the kindergarten; To carry out public welfare scientific parenting guidance and publicity for families and society (community), using parent schools, parents' meetings, parents' open days and other forms to help parents understand the situation of kindergarten education. Carry out family education guidance, pay attention to change parents' education concept through various ways, improve parents' scientific parenting ability; Strengthen the connection between the kindergarten and the society (community), make use of the social education resources of the culture, transportation, fire protection and other departments to enrich the educational activities of the kindergarten; Guide parents' committees and relevant people in the community to participate in kindergarten education and management, and absorb reasonable suggestions.

Module 6 : Optimizing internal management

The contents of Optimizing internal management include master the national laws and regulations, policy requirements for kindergarten management and the responsibility orientation of the principal; Familiar with the basic knowledge of kindergarten management, understand the advanced experience of kindergarten management at home and abroad; Master the management methods and practices of kindergarten building planning, health care, security, staff management, financial assets, etc. To form the cohesion of kindergarten leadership; Establish and improve the rules and regulations of kindergarten management; Establish the system of staff assembly or staff representative meeting, promote the openness of garden affairs, respect and protect the democratic rights of staff to participate in kindergarten

management; Establish and improve the emergency mechanism of kindergartens, formulate corresponding plans, and regularly implement safety drills.

4. Development process

Develop a leadership development program for rural kindergarten principals in Guangxi with a cycle of 240 hours. The implementation principle of the program is 70-20-10 principle, and the implementation methods are consisting of 1) Problem-solving 2) Challenging tasks 3) Peer coaching 4) Communities of practice 5) mentoring 6) formal training. Develop 6 components of leadership of kindergarten rural principals in Guangxi through principle and methods, 1) Planning rural kindergarten development using 43 hours; 2) Creating a culture fostering student development using 42 hours; 3) Leading preschool care and education using 42 hours; 4) Guiding and facilitating teacher development using 38 hours ;5) Adapting the external environment using 38 hours;6) Optimizing internal management using 37 hours.

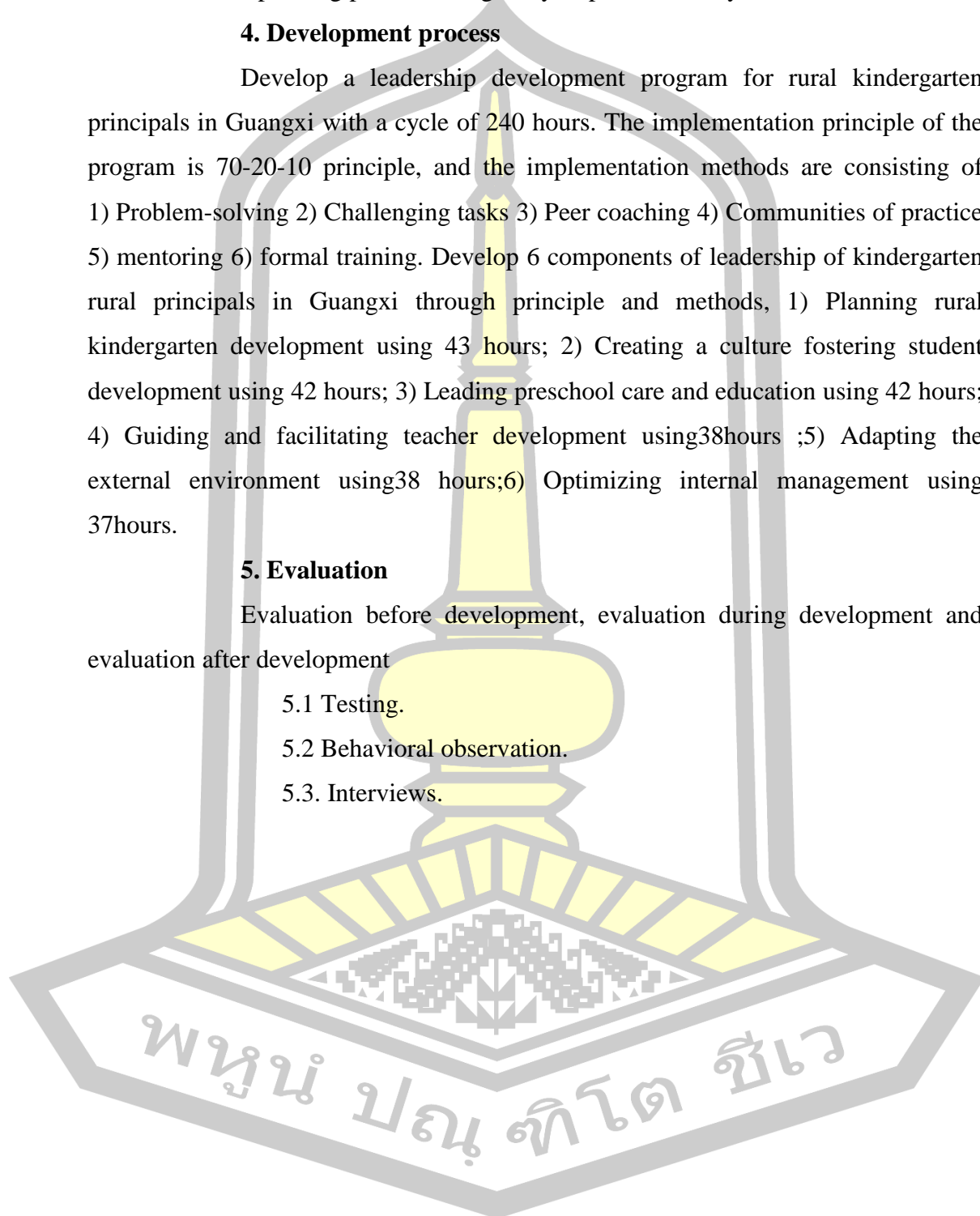
5. Evaluation

Evaluation before development, evaluation during development and evaluation after development

5.1 Testing.

5.2 Behavioral observation.

5.3. Interviews.



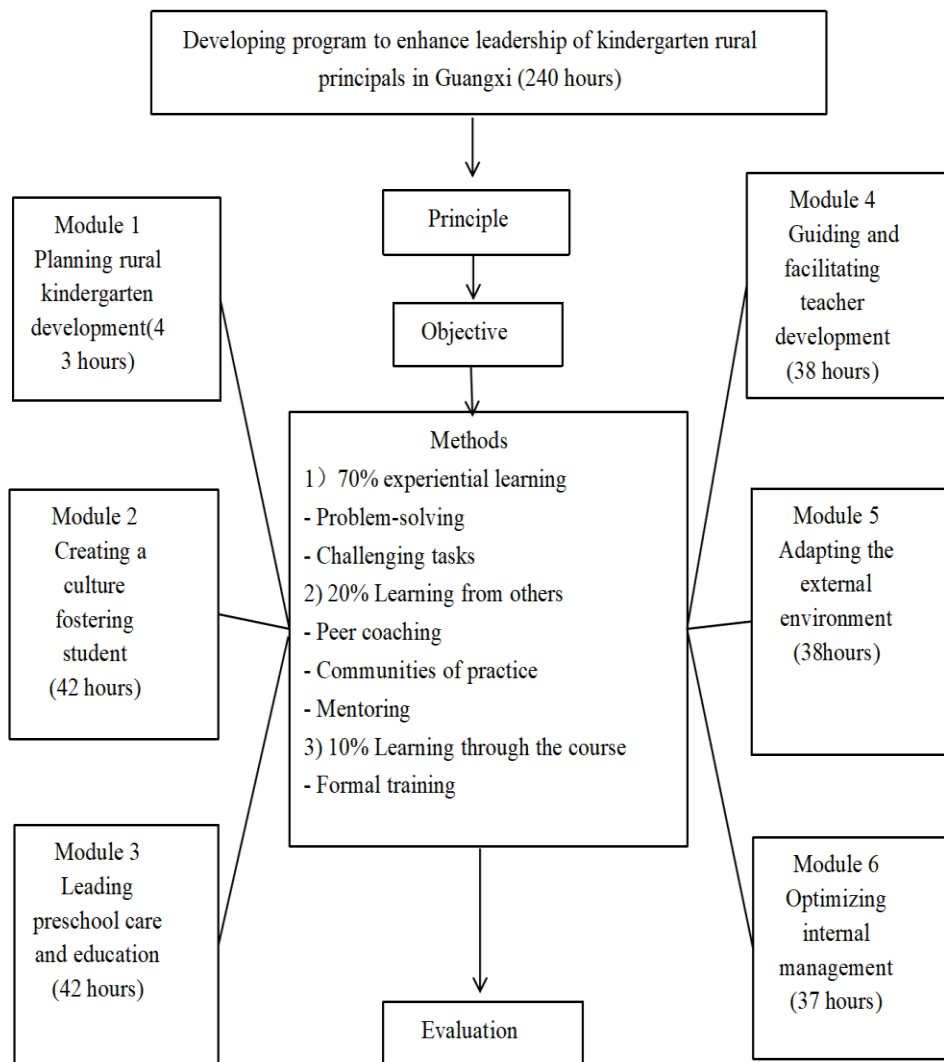


Figure 3 Developing program to enhance leadership of kindergarten rural principals in Guangxi

Part 2 : Details of the Program to enhance leadership of kindergarten rural principals in Guangxi. as following:

1. Module 1 : Planning rural kindergarten development

1.1 Principle

The principle of Planning rural kindergarten development is 70-20-10, which takes 106 hours.

70% of Planning rural kindergarten development comes from “on the job” experience and from doing, using Problem-solving and Challenging tasks methods, which takes 75 hours.

20% of Planning rural kindergarten development comes from others, using Peer coaching, Communities of practice and mentoring; learning methods, which takes 21 hours.

10% of Planning rural kindergarten development comes from formal training like courses, reading and online learning, which takes 10 hours.

1.2 Objective

To construct an innovative program in principle, methods, content and evaluation, and effectively enhance Planning rural kindergarten development of leadership of kindergarten rural principals in Guangxi.

1.3 Content

The content structure of Planning rural kindergarten development is divided into three dimensions: There are three dimensions of Professional understanding and knowledge, Expertise and methodology Professional competence and conduct, with a total of 10 subcontents. The details are as shown in table2

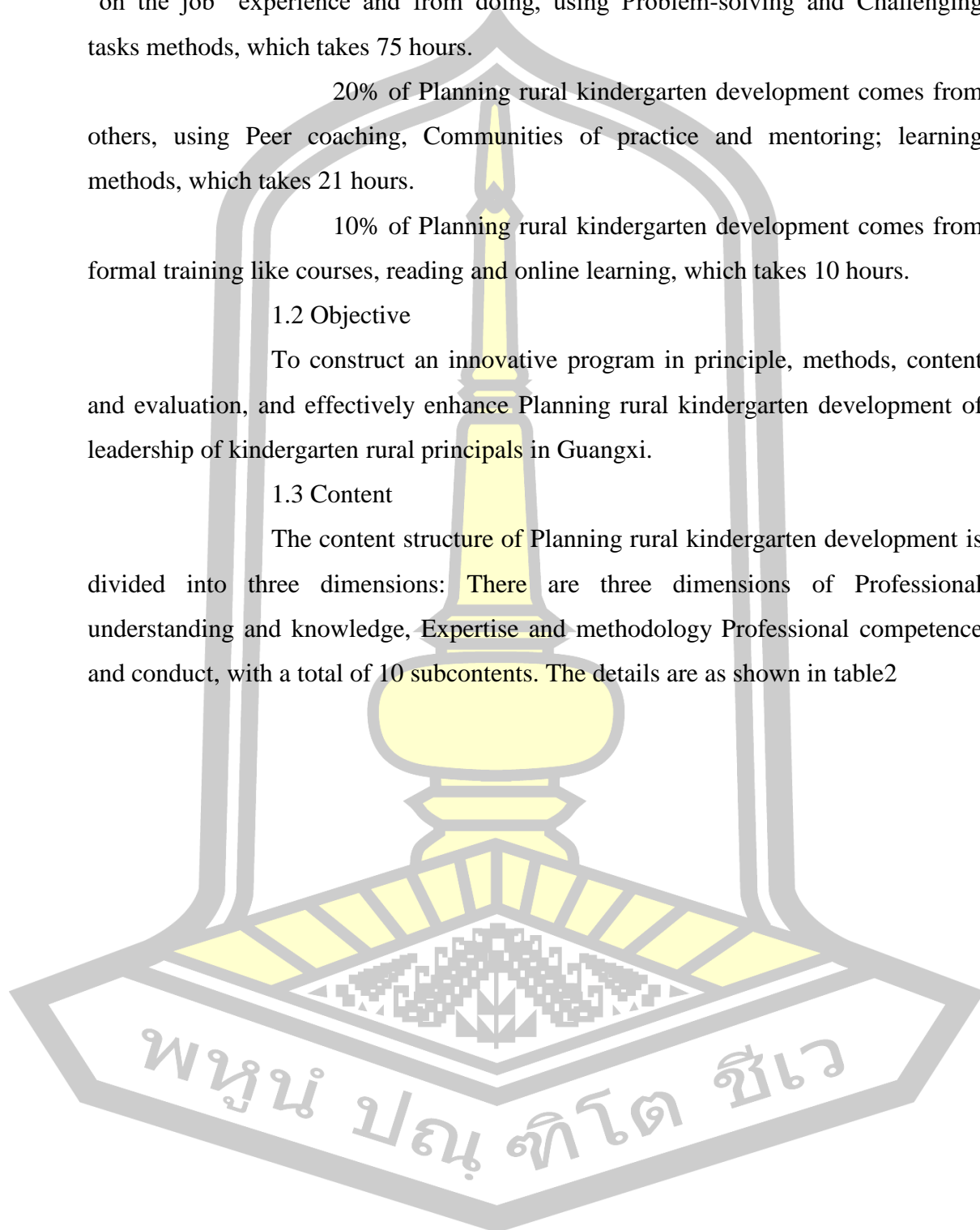


Table 23 The content structure of Planning rural kindergarten development

Module 1	Planning rural kindergarten development	
Planning rural kindergarten development	Professional understanding and knowledge	<ol style="list-style-type: none"> 1. Adhere to the public welfare and inclusive nature of preschool education, and fully understand the significance of preschool education for children's physical and mental health, habit formation and intellectual development. 2. Attach importance to the formulation and implementation of the kindergarten development plan, gather the wisdom of the faculty and staff, establish a common development vision, clarify the development goals, and form a joint force to run the kindergarten. 3. Respect the rules of early childhood education, inherit the tradition of running a good kindergarten, base on the reality of the kindergarten, and run the kindergarten according to local conditions.
	Expertise and methodology	<ol style="list-style-type: none"> 4. Master the national educational policy and relevant laws and regulations, and be familiar with preschool education policies such as the Kindergarten Work Regulations and the Learning and Development Guide for Children aged 3-6. 5. Understand the basic trend of the reform and development of preschool education at home and abroad, and learn the successful experience of high-quality kindergartens. 6. Master the theories, methods and techniques for the formulation, implementation and evaluation of kindergarten development planning.

Table 23 (Continued)

Module 1	Planning rural kindergarten development	
	Professional competence and conduct	<p>7. Grasp the current situation of kindergarten development, analyze the problems and challenges faced by the development of kindergartens, and form the development ideas of kindergartens.</p> <p>8. Organize experts, faculty, parents, community members and other forces to participate in the development plan of the kindergarten.</p> <p>9. Guide the staff to formulate and implement the work plan for the academic year and semester according to the development plan, and provide support in terms of human, financial and material conditions.</p> <p>10. Monitor the implementation process and effectiveness of the kindergarten development plan, and revise the kindergarten development plan.</p>

1.4 Development process

Principles and methods of leadership of kindergarten rural principals by the Learning Model 70:20:10 and methods of Planning rural kindergarten development, consisting of 1) Problem-solving, 2) Challenging tasks., 3) Peer coaching, 4) Communities of practice and 5) mentoring and 6) formal training. The details are as shown in table 24

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Table 24 The development process of Planning rural kindergarten development process

Principles : 70:20:10	Methods	Details of activities
70% learning through experience (30 hours)	Problem-solving (15 hours)	The collection of experts, principals and teachers, one is to analyze and solve the problems existing in the original kindergarten development plan text, the second is to analyze and solve the practical problems that have not reached the kindergarten development plan.
	Challenging tasks (15 hours)	Set 2 or 3 challenging tasks in the kindergarten development plan and complete them
20% learning through others (9 hours)	Peer coaching (3 hours)	Listen to feedback from kindergarten principals in the same area and improve; Learn the experience of an excellent kindergarten
	Communities of practice (3 hours)	Actively participate in various activities of the principal group; workshop
	Mentoring (3 hours)	Provide career guidance and professional advice to other principals in the kindergarten group
10% learning through formal training (4 hours)	Formal training (4 hours)	Actively participate in the education department to organize training for kindergarten principals

1.5 Evaluation

Evaluation before development, evaluation during development and evaluation after development.

1.5.1 Testing.

1.5.2 Behavioral observation.

1.5.3 Interviews.

2. Module 2 : Creating a culture fostering student development

2.1 Principle

The principle of Creating a culture fostering student development is 70-20-10, which takes 58 hours.

70% of Creating a culture fostering student development comes from “on the job” experience and from doing, using Problem-solving and Challenging tasks methods, which takes 40 hours.

20% of Creating a culture fostering student development comes from others, using Peer coaching, Communities of practice and mentoring; learning methods, which takes 12 hours.

10% of Creating a culture fostering student development comes from formal training like courses, reading and online learning, which takes 6 hours.

2.2 Objective

To construct an innovative program in principle, methods, content and evaluation, and effectively enhance Creating a culture fostering student development of leadership of kindergarten rural principals in Guangxi.

2.3 Content

The content structure of Creating a culture fostering student development is divided into three dimensions: There are three dimensions of Professional understanding and knowledge, Expertise and methodology Professional competence and conduct, with a total of 10 subcontents. The details are as shown in table25

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Table 25 The content structure of Creating a culture fostering student development

Module 2	Creating a culture fostering student development	
Creating a culture fostering student development	Professional understanding and knowledge	<p>1. Take cultural education as an important content and way of running kindergartens to promote the coordinated development of children's physical, intellectual, moral and beauty.</p> <p>2. Attach importance to the imperceptible educational function of kindergarten culture, and integrate excellent traditional Chinese culture into the cultural construction of kindergartens.</p> <p>3. Regard respect for teachers and care for children as the core of kindergarten education culture construction, cultivate children's sentiment and inspire children's wisdom.</p>
	Expertise and methodology	<p>4. Have certain knowledge of natural sciences, humanities and social sciences, and have good moral character and artistic accomplishment.</p> <p>5. Understand the basic theories of kindergarten culture construction, and master the methods and ways to promote the integration of excellent culture into kindergarten education.</p> <p>6. Master the characteristics of children's physical and mental development, understand and appreciate their unique ways of expression.</p>
	Professional competence and conduct	<p>7. Create a natural and cultural environment that reflects the concept of running the garden, and form a positive, tolerant, friendly, loving, healthy and lively garden style.</p> <p>8. Create a nurturing atmosphere to cultivate the sentiments of teachers and children, and prevent the negative effects of bad culture.</p>

Table 25 (Continued)

Module 2	Creating a culture fostering student development
	<p>9. According to children's physical and mental development characteristics and acceptance ability, love of learning, love of labor and love of motherland education should be integrated into the daily life and play activities of kindergartens.</p> <p>10. Gather the strength of kindergarten culture construction, encourage children to actively participate, give play to the leading role of teachers, and encourage society (community) and families to participate in kindergarten culture construction.</p>

2.4 Development process

Principles and methods of leadership of kindergarten rural principals by the Learning Model 70:20:10 and methods of Creating a culture fostering student development, consisting of 1) Problem-solving, 2) Challenging tasks, 3) Peer coaching, 4) Communities of practice and 5) mentoring and 6) formal training. The details are as shown in table 26.

Table 26 The development process of Creating a culture fostering student development

Principles : 70:20:10	Methods	Details of activities
70% learning through experience (29 hours)	Problem-solving (15 hours)	Analyze and solve the practical problems that Feedback focused on kindergarten culture issues.
	Challenging tasks (14 hours)	Set 2 or 3 challenging tasks in the kindergarten culture development and complete them

Table 26 (Continued)

Principles : 70:20:10	Methods	Details of activities
20% learning through others (9 hours)	Peer coaching (3 hours)	Listen to feedback from kindergarten principals in the same area and improve; Learn the experience of an excellent kindergarten
	Communities of practice (3 hours)	Actively participate in various activities of the principal group; workshop
	Mentoring (3 hours)	Provide career guidance and professional advice to other principals in the kindergarten group
10% learning through formal training (4 hours)	Formal training (4 hours)	Actively participate in the education department to organize training for kindergarten principals

2.5 Evaluation

Evaluation before development, evaluation during development and
evaluation after development

2.5.1 Testing.

2.5.2 Behavioral observation.

2.5.3. Interviews.

3. Module 3 : Leading preschool care and education

3.1 Principles

The principle of Leading preschool care and education is 70-20-10, which takes 71 hours.

70% of Leading preschool care and education comes from “on the job” experience and from doing, using Problem-solving and Challenging tasks methods, which takes 50 hours.

20% of Leading preschool care and education comes from others, using Peer coaching , Communities of practice and mentoring; learning methods, which takes 14 hours.

10% of Leading preschool care and education comes from formal training like courses, reading and online learning, which takes 7 hours.

3.2 Objective

To construct an innovative program in principle, methods, content and evaluation, and effectively enhance Leading preschool care and education of leadership of kindergarten rural principals in Guangxi.

3.3 Content

The content structure of Leading preschool care and education is divided into three dimensions: There are three dimensions of Professional understanding and knowledge, Expertise and methodology Professional competence and conduct, with a total of 10 subcontents. The details are as shown in table 27.

Table 27 The content structure of Leading preschool care and education

Module 3	Leading preschool care and education	
Leading preschool care and education	Professional understanding and knowledge	<ol style="list-style-type: none"> 1. Adhere to the basic principle of combining education with care, give priority to the safety and health of children, and have reasonable expectations for the development of children. 2. Cherish the unique value of games and life, respect and protect children's curiosity and learning interest, and pay attention to the cultivation of good learning quality of children. Take interpersonal communication and social adaptation as the important content of children's good social development. 3. Respect the experience and wisdom of teachers in childcare education and actively promote the reform of childcare education. children's wisdom.

Table 27 (Continued)

Module 3	Leading preschool care and education	
Leading preschool care and education	Expertise and methodology	<p>4. Grasp the national goals for the development of young children at different ages and for nursery education.</p> <p>5. Be familiar with the knowledge and methods of the organization and implementation of educational activities such as the creation of kindergarten environment, one-day life in kindergarten and game activities.</p> <p>6. To understand the development trend and reform experience of kindergarten nursing education at home and abroad.</p>
	Professional competence and conduct	<p>7. Implement the relevant provisions of the state on conservation education, organize the formulation and scientific implementation of conservation education activity plans based on the actual situation of the park.</p> <p>8. With strong curriculum leadership and management ability, guide kindergarten teachers to formulate personalized education programs and organize flexible and diverse educational activities according to the development needs of each child.</p> <p>9. Establish a system for principals to guide conservation education activities in class, and use daily observation and observation activities to understand and evaluate the status of conservation education in a timely manner.</p> <p>10. To lead and guarantee the development of research activities on conservation education and improve the level of conservation education.</p>

3.4 Development process

Principles and methods of leadership of kindergarten rural principals by the Learning Model 70:20:10 and methods of Leading preschool care and education, consisting of 1) Problem-solving, 2) Challenging tasks, 3) Peer coaching, 4) Communities of practice and 5) mentoring and 6) formal training. The details are as shown in table 28.

Table 28 The development process of Leading preschool care and education

Principles : 70:20:10	Methods	Details of activities
70% learning through experience (27 hours)	Problem-solving (14 hours)	Analyze and solve the practical problems that Feedback focused on teacher development issues.
	Challenging tasks (13 hours)	Set 2 or 3 challenging tasks in the Leading preschool care and education and complete them
20% learning through others (7 hours)	Peer coaching (3 hours)	Listen to feedback from kindergarten principals in the same area and improve; Learn the experience of an excellent kindergarten
	Communities of practice (2 hours)	Actively participate in various activities of the principal group; workshop
	Mentoring (2 hours)	Provide career guidance and professional advice to other principals in the kindergarten group
10% learning through formal training (4 hours)	Formal training (4 hours)	Actively participate in the education department to organize training for kindergarten principals

3.5 Evaluation

Evaluation before development, evaluation during development and evaluation after development

3.5.1 Testing.

3.5.2 Behavioral observation.

3.5.3 Interviews.

4. Module 4 : Guiding and facilitating teacher development

4.1 Principles

The principle of Guiding and facilitating teacher development is 70-20-10, which takes 85 hours.

70% of Guiding and facilitating teacher development comes from “on the job” experience and from doing, using Problem-solving and Challenging tasks methods, which takes 60 hours.

20% of Guiding and facilitating teacher development comes from others, using Peer coaching, Communities of practice and mentoring; learning methods, which takes 17 hours.

10% of Guiding and facilitating teacher development comes from formal training like courses, reading and online learning, which takes 8 hours.

4.2 Objective

To construct an innovative program in principle, methods, content and evaluation, and effectively enhance Guiding and facilitating teacher development of leadership of kindergarten rural principals in Guangxi.

4.3 Content

The content structure of Guiding and facilitating teacher development is divided into three dimensions: There are three dimensions of Professional understanding and knowledge, Expertise and methodology Professional competence and conduct, with a total of 10 subcontents. The details are as shown in table 28

Table 29 The content structure of Guiding and facilitating teacher development

Module 4	Guiding and facilitating teacher development	
Guiding and facilitating teacher development	Professional understanding and knowledge	<ol style="list-style-type: none"> 1. Respect, trust, solidarity and appreciation of every nursing staff, and promote the solidarity and cooperation of nursing staff. 2. Attach importance to the leading role of principals in the process of teachers' professional development, and actively create conditions to encourage teachers' professional development. 3. Have a clear sense of establishing a teacher professional development community.
	Expertise and methodology	<ol style="list-style-type: none"> 4. Grasp the professional quality requirements of nursing and education personnel, and clarify the rights and obligations of kindergarten teachers. 5. Be familiar with the rules and characteristics of kindergarten teachers in various stages of professional development, and master the methods to guide teachers in carrying out practice and research on conservation education. 6. Master the methods of building learning organizations such as kindergarten-based teaching and research and cooperative learning, and the strategies to motivate teachers to actively develop.
	Professional competence and conduct	<ol style="list-style-type: none"> 7. Understand the needs of teachers' professional development, encourage and support teachers to actively participate in in-service ability improvement training, and create and provide conditions and environment for teachers' professional development. 8. Establish and improve the incentive and evaluation system for teachers' professional development, and build a mechanism integrating teaching, research and training. 9. Cultivate good teacher ethics. Strengthen the awareness of the rule of law of child-care workers, and prohibit discrimination, abuse, corporal punishment and disguised corporal punishment that harm the physical and mental health of children. 10. Safeguard and protect the legitimate rights and interests of faculty and staff, and care for the physical and mental health of faculty and staff.

4.4 Development process

Principles and methods of leadership of kindergarten rural principals by the Learning Model 70:20:10 and methods of Guiding and facilitating teacher development, consisting of 1) Problem-solving, 2) Challenging tasks, 3) Peer coaching, 4) Communities of practice and 5) mentoring and 6) formal training. The details are as shown in table 30

Table 30 The development process of Guiding and facilitating teacher development

Principles : 70:20:10	Methods	Details of activities
70% learning through experience (27 hours)	Problem-solving (14 hours)	Analyze and solve the practical problems that Feedback focused on teacher development issues.
	Challenging tasks (13 hours)	Set 2 or 3 challenging tasks in the Guiding and facilitating teacher development and complete them
20% learning through others (7 hours)	Peer coaching (3 hours)	Listen to feedback from kindergarten principals in the same area and improve; Learn the experience of an excellent kindergarten
	Communities of practice (2 hours)	Actively participate in various activities of the principal group; workshop
	Mentoring (2 hours)	Provide career guidance and professional advice to other principals in the kindergarten group
10% learning through formal training (4 hours)	Formal training (4 hours)	Actively participate in the education department to organize training for kindergarten principals

4.5 Evaluation

Evaluation before development, evaluation during development and evaluation after development

4.5.1 Testing.

4.5.2 Behavioral observation.

4.5.3 Interviews

5. Module 5 : Adapting the external environment

5.1 Principles

The principle of Adapting the external environment is 70-20-10, which takes 40 hours.

70% of Adapting the external environment comes from “on the job” experience and from doing, using Problem-solving and Challenging tasks methods, which takes 27 hours.

20% of Adapting the external environment comes from others, using Peer coaching, Communities of practice and mentoring; learning methods, which takes 8 hours.

10% of Adapting the external environment comes from formal training like courses, reading and online learning, which takes 5 hours.

5.2 Objective

To construct an innovative program in principle, methods, content and evaluation, and effectively enhance Adapting the external environment of leadership of kindergarten rural principals in Guangxi.

5.3 Content

The content structure of Adapting the external environment is divided into three dimensions: There are three dimensions of Professional understanding and knowledge, Expertise and methodology Professional competence and conduct, with a total of 10 subcontents. The details are as shown in table 31

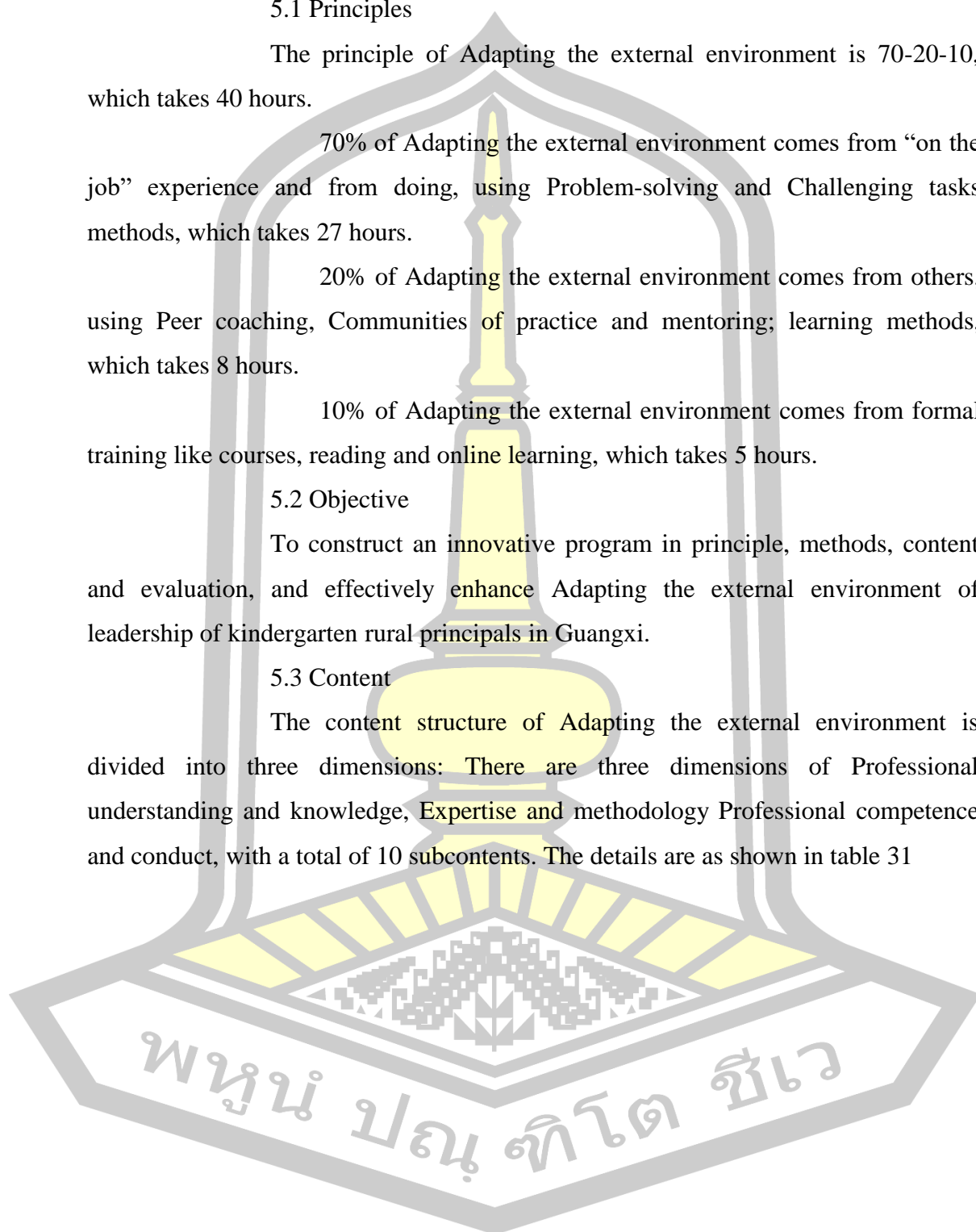


Table 31 The content structure of Adapting the external environment

Module 5	Adapting the external environment	
Adapting the external environment	Professional understanding and knowledge	<ol style="list-style-type: none"> 1. Adhere to the law to run the park, consciously accept the supervision of faculty, parents and society. 2. Advocating the governance of the garden by virtue, focusing on the positive role of the head's example, personality charm and professional guidance in management. 3. Respect the rules of kindergarten management and implement scientific and democratic management.
	Expertise and methodology	<ol style="list-style-type: none"> 4. Master the national laws, regulations, policy requirements for kindergarten management and the responsibility orientation of the principal. 5. Be familiar with the basic knowledge of kindergarten management and understand the advanced experience of kindergarten management at home and abroad. 6. Master the management methods and practices of kindergarten building planning, health care, security, staff management, financial assets, etc.
	Professional competence and conduct	<ol style="list-style-type: none"> 7. Form the cohesion of the kindergarten leadership group and enhance leadership. 8. Improve the rules and regulations of kindergarten management, strictly implement post responsibilities, and standardize the management of kindergartens. 9. Establish a staff assembly, promote the openness of park affairs, respect and protect the democratic rights of staff to participate in kindergarten management. 10. Establish and improve the emergency response mechanism of kindergartens on a regular basis Conduct safety drills.

5.4 Development process

Principles and methods of leadership of kindergarten rural principals by the Learning Model 70:20:10 and methods of Adapting the external environment, consisting of 1) Problem-solving, 2) Challenging tasks, 3) Peer coaching, 4) Communities of practice and 5) mentoring and 6) formal training. The details are as shown in table 32

Table 32 The development process of Adapting the external environment

Principles : 70:20:10	Methods	Details of activities
70% learning through experience (27 hours)	Problem-solving (14 hours)	Analyze and solve the practical problems that Feedback focused on Adapting the external environment issues.
	Challenging tasks (13 hours)	Set 2 or 3 challenging tasks in the Adapting the external environment and complete them
20% learning through others (7 hours)	Peer coaching (3 hours)	Listen to feedback from kindergarten principals in the same area and improve; Learn the experience of an excellent kindergarten
	Communities of practice (2 hours)	Actively participate in various activities of the principal group; workshop
	Mentoring (2 hours)	Provide career guidance and professional advice to other principals in the kindergarten group
10% learning through formal training (4 hours)	Formal training (4 hours)	Actively participate in the education department to organize training for kindergarten principals

5.5 Evaluation

Evaluation before development, evaluation during development and evaluation after development

5.5.1 Testing.

5.5.2 Behavioral observation.

5.5.3. Interviews.

6. Module 6 : Optimizing internal management

6.1 Principles

The principle of Optimizing internal management is 70-20-10, which takes 120 hours.

70% of Optimizing internal management comes from “on the job” experience and from doing, using Problem-solving and Challenging tasks methods, which takes 84 hours.

20% of Optimizing internal management comes from others, using Peer coaching, Communities of practice and mentoring; learning methods, which takes 24 hours.

10% of Optimizing internal management comes from formal training like courses, reading and online learning, which takes 12 hours.

6.2 Objective

To construct an innovative program in principle, methods, content and evaluation, and effectively enhance Optimizing internal management of leadership of kindergarten rural principals in Guangxi.

6.3 Content

The content structure of Optimizing internal management is divided into three dimensions: There are three dimensions of Professional understanding and knowledge, Expertise and methodology Professional competence and conduct, with a total of 10 Subcontents. The details are as shown in table 33

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Table 33 The content structure of Optimizing internal management

Module 6	Optimizing internal management	
Optimizing internal management	Professional understanding and knowledge	1. Adhere to the law to run the park, consciously accept the supervision of faculty, parents and society. 2. Advocating the governance of the garden by virtue, focusing on the positive role of the head's example, personality charm and professional guidance in management. 3. Respect the rules of kindergarten management and implement scientific and democratic management.
	Expertise and methodology	4. Master the national laws, regulations, policy requirements for kindergarten management and the responsibility orientation of the principal. 5. Be familiar with the basic knowledge of kindergarten management and understand the advanced experience of kindergarten management at home and abroad. 6. Master the management methods and practices of kindergarten building planning, health care, security, staff management, financial assets, etc.
	Professional competence and conduct	7. Form the cohesion of the kindergarten leadership group and enhance leadership. 8. Improve the rules and regulations of kindergarten management, strictly implement post responsibilities, and standardize the management of kindergartens. 9. Establish a staff assembly, promote the openness of park affairs, respect and protect the democratic rights of staff to participate in kindergarten management. 10. Establish and improve the emergency response mechanism of kindergartens on a regular basis Conduct safety drills.

6.4 Development process

Principles and methods of leadership of kindergarten rural principals by the Learning Model 70:20:10 and methods of Optimizing internal management, consisting of 1) Problem-solving, 2) Challenging tasks, 3) Peer coaching, 4) Communities of practice and 5) mentoring and 6) formal training. The details are as shown in table 34

Table 34 The development process of Optimizing internal management development

Principles : 70:20:10	Methods	Details of activities
70% learning through experience (26 hours)	Problem-solving (13 hours)	Analyze and solve the practical problems that Feedback focused on internal management development issues.
	Challenging tasks (13 hours)	Set 2 or 3 challenging tasks in the internal management development and complete them
20% learning through others (7 hours)	Peer coaching (3 hours)	Listen to feedback from kindergarten principals in the same area and improve; Learn the experience of an excellent kindergarten
	Communities of practice (2 hours)	Actively participate in various activities of the principal group; workshop
	Mentoring (2 hours)	Provide career guidance and professional advice to other principals in the kindergarten group
10% learning through formal training (4 hours)	Formal training (4 hours)	Actively participate in the education department to organize training for kindergarten principals

6.5 Evaluation

Evaluation before development, evaluation during development and evaluation after development

6.5.1 Testing.

6.5.2 Behavioral observation.

6.5.3 Interviews.

Then, five experts were invited to evaluate the preliminary program. Through interviews, they basically agreed with the program and put forward some suggestions for modification, as following:

“...Basically agree on the relationship between the composition, principles, methods and hours of the course. The allocation scheme corresponds to the needs, existing problems and available resources of kindergarten principals' leadership training, and is consistent with the research objectives of this paper. Evaluating feasibility and potential cost methods, plans, arrangements, and service strategies for meeting needs and achieving goals is very good. Avoid implementing plans that may fail or waste resources. The recommended total number of hours for the program is 210 hours...”

(Interviewee 1, August 28, 2024 : interview)

“...Consent in principle with the relationship between the components, principles, methods and hours of the program. From the logical relationship in the table, the 70-20-10 model implements the six components of kindergarten principal leadership, and the hours distribution between the whole and the part is consistent. The methods in the 70-20-10 model also follow the same rules applied to each component of kindergarten principal leadership. This program is very good to meet the needs of kindergarten principals. It is suggested that the overall hours of the program be reduced by 10%, and the priority scheduling gap of the leadership component be larger...”

(Interviewee 2 , August 28, 2024 : interview)

“...Agree with the relationship between the components, principles, methods and hours of the program. Base on the priority need index modified Base on the priority need index modified (PNImodified), The order and proportion of the components of kindergarten principal leadership were determined. The 70-20-10 principles and methods are applied in all components of the principal's leadership. The recommended average for each component of the program is 35 hours, for a total of 210 hours. In addition, there is a larger gap in the timing of the priority needs of the leadership components...”

(Interviewee 3, August 29, 2024 : interview)

“...Agree with the relationship between the components, principles, methods and hours of the program. Structure of component, principles, methods and hours of program to enhance leadership of kindergarten rural principals in Guangxi is reasonable and feasible, It solves the problem of proportion between components,

methods, and hours very well. The recommended total time for each component of the program is 220 hours. In addition, the priority needs of leadership components have a greater time reduction. The recommended total time for each component of the program is 210 hours. In addition, the time of leadership components is arranged according to priority needs, with the highest priority demand time and the lowest priority demand time exceeding 10 hours...”

(Interviewee 4, August 29, 2024 : interview)

“...Agree with the relationship between the components, principles, methods and hours of the program. The program has fully considered the development needs of each component of the kindergarten principal's leadership, as well as the characteristics and connotation of the 70-20-10 model and method, and has built them into a whole in a very scientific way. Give a very good background evaluation of the program to ensure the realization of research objectives. At the same time, a very good evaluation of the investment, the principles, methods, and time used to meet the needs and achieve the objectives are feasible. The recommended total duration of the program is 210 hours. In addition, the time of leadership components is arranged according to priority needs, and the component with the largest priority needs has at least 10 hours more time than the component with the smallest priority needs...”

(Interviewee 5, August 30, 2024 : interview)

The analysis synthesizes the opinions of five experts as following:

1. The total time of the program is 210 hours.
2. The time of program components has appropriate gaps according to priority needs.

Step 2: Revised program Program to Enhance leadership of kindergarten rural principals in Guangxi based on experts advice.

The researcher revised the program to enhance leadership of kindergarten rural principals in Guangxi. The program time was revised to 210 hours .Specific time allocation principles, learning through experience account for 70%, total 147 hours, consisting of 1) Problem-solving and 2) Challenging tasks; learning through others

account for 20%,total 42 hours, consisting of 3) Peer coaching, 4) Communities of practice and 5) mentoring; Learning through formal training account for 10%,total 21 hours, consisting of 6)formal training like courses, reading and online learning, in table35 The number of hours of development to enhance leadership of kindergarten rural principals in Guangxi from the methods with the 70-20-10 model (Revision).

Table 35 The revised number of hours of development to enhance leadership of kindergarten rural principals in Guangxi from the methods with the 70-20-10 model (Revision)

70-20-10 model	methods	hours
70% learning through experience	Problem-solving	74
	Challenging tasks	73
20% learning through others	Peer coaching	14
	Communities of practice	14
	mentoring	14
10% Learning through training	formal training	21
Total		210

Base on the priority need index modified (PNImodified) level from high to low:1)Planning rural kindergarten development 2) Creating a culture fostering student development 3) Leading preschool care and education 4) Guiding and facilitating teacher development 5) Adapting the external environment 6) Optimizing internal management, Specify the number of hours allocated to each component of leadership of kindergarten rural principals in Guangxi, Details are shown in table 36

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Table 36 Structure of component, principles, methods and hours of program to enhance leadership of kindergarten rural principals in Guangxi (Revision)

Component (PNI Rank)	principles	methods	hours
1.Planning rural kindergarten development	70% learning through experience	-Problem-solving - Challenging tasks	28
	20% learning through others	-Peer coaching - Communities of practice -mentoring	8
	10% Learning through training	-formal training	4
2.Creating culture fostering student development	70% learning through experience	-Problem-solving - Challenging tasks	26
	20% learning through others	-Peer coaching - Communities of practice -mentoring	8
	10% Learning through training	-formal training	4
3.Leadng preschool care and education	70% learning through experience	-Problem-solving - Challenging tasks	25
	20% learning through others	-Peer coaching - Communities of practice -mentoring	7
	10% Learning through training	-formal training	4

Table 36 (Continued)

Component (PNI Rank)	principles	methods	hours
4.Guiding and facilitating teacher development	70% learning through experience	-Problem-solving - Challenging tasks	24
	20% learning through others	-Peer coaching - Communities of practice -mentoring	7
	10% Learning through training	-formal training	3
5.Adapting the external environment	70% learning through experience	-Problem-solving - Challenging tasks	23
	20% learning through others	-Peer coaching - Communities of practice -mentoring	6
	10% Learning through training	-formal training	3
6.Optimizing internal management	70% learning through experience	-Problem-solving - Challenging tasks	22
	20% learning through others	-Peer coaching - Communities of practice -mentoring	5
	10% Learning through training	-formal training	3
Total			210

From table 36, The program to enhance leadership of kindergarten rural principals in Guangxi found that the total development time was 210 hours, divided into components of 1) Planning rural kindergarten development using 40 hours; 2) Creating a culture fostering student development using 38 hours; 3) Leading preschool care and education using 36 hours; 4) Guiding and facilitating teacher development using 34 hours ; 5) Adapting the external environment using 32 hours; 6) Optimizing internal management using 30 hours.

Revised Program to Enhance leadership of kindergarten rural principals in Guangxi.

Part 1: Introduction to Program to Enhance leadership of kindergarten rural principals in Guangxi : as following

1. Principle

Through in-depth interviews with 5 experts, the researcher concluded that the principles of program to enhance leadership of kindergarten rural principals in Guangxi included the learning development principle and the priority development principle, as following:

1.1 The meaning of the learning development principle was that the 70:20:10 learning model was applied to the entire process of leadership development of kindergarten rural principals in Guangxi, and the development of each component of leadership was based on the 70:20:10 learning model. 70% of the leadership development of kindergarten rural principals in Guangxi was through problem-solving and challenging tasks, 20% was through peer coaching, communities of practice and mentoring. 10% was through formal training.

1.2 The meaning of the priority development principle was to transform the 6 components of leadership of kindergarten rural principals in Guangxi into 6 modules of the leadership development program according to the order of PNImodified from high to low, so as to determine the priority development level and allocate the development time. The priority of the modules was ranked from high to low as following: module 1) Planning rural kindergarten development ; module 2) Creating a culture fostering student development ; module 3) Leading preschool care

and education ; module4) Guiding and facilitating teacher development ; module5) Adapting the external environment ; module 6) Optimizing internal management.

2. Objective

To construct an innovative program in principle, methods, content and evaluation, and effectively enhance the leadership of kindergarten rural principals in Guangxi.

3. Content

Program to enhance leadership of kindergarten rural principals in Guangxi has content scope divided in to 6 modules include:

Module 1: Planning rural kindergarten development

The contents of Planning rural kindergarten development include fully understand that preschool education is of great significance to children's physical and mental health, habit formation and intellectual development, familiar with the current situation of kindergartens, grasp preschool education policies and regulations, understand the basic trend of preschool education reform and development, organize experts, excellent principals, teachers and staff to formulate kindergarten development plans scientifically, and gather the quality of kindergarten internal forces to implement development plans.

Module 2: Creating a culture fostering student development

The contents of Creating a culture fostering student development include take cultural education as an important content and way to run the garden; Attach importance to the educational function of kindergarten culture imperceptibly; Integrate the excellent traditional Chinese culture into the cultural construction of kindergarten; Respect for teachers and care for children as the core of kindergarten education culture construction; Master the characteristics of children's physical and mental development, understand and appreciate the unique expression of children; Have a certain knowledge of natural sciences, humanities and social sciences, have good moral character and artistic accomplishment; Master the methods and ways to promote the integration of excellent culture into kindergarten education; Create a natural and cultural environment that reflects the idea of running a garden; Form a positive, tolerant, friendly, loving, healthy and lively garden appearance.

Module 3 : Leading preschool care and education

The contents of Leading preschool care and education include adhere to the basic principle of combining education with care, put the safety and health of children in the first place, and have reasonable expectations for the development of children; Cherish the unique value of games and life, respect and protect children's curiosity and learning interest, and pay attention to the cultivation of good learning quality of children; Take interpersonal communication and social adaptation as the important content of children's good social development; Respect the experience and wisdom of teachers in conservation education, and actively promote the reform of conservation education; Grasp the national development goals for children at different ages and kindergarten education goals; Familiar with the knowledge and methods of kindergarten environment creation, kindergarten day life, game activities and other educational activities organization and implementation; To understand the development trend and reform experience of kindergarten nursing education at home and abroad, and to understand the general principles and methods of educational information technology application in kindergarten management and nursing education activities; Strong curriculum leadership and management skills; To lead and support the development of research activities in conservation education to enhance the level of conservation education.

Module 4: Guiding and facilitating teacher development

The contents of Guiding and facilitating teacher development include grasp the professional quality requirements of nursing and teaching personnel, and clarify the rights and obligations of kindergarten teachers; To be familiar with the rules and characteristics of kindergarten teachers' professional development in each stage, and master the methods to guide teachers to carry out the practice and research of conservation education; Master the methods of learning organization construction such as kindergart-based teaching and research, cooperative learning and the strategies of motivating teachers to take the initiative to develop; To understand the needs of teachers' professional development, encourage and support teachers to actively participate in in-service ability improvement training, and create and provide the conditions and environment for teachers' professional development; Establish and improve the incentive and evaluation system of teachers' professional development,

and construct the mechanism of teaching, research and training; Cultivate excellent teachers' ethics; Strengthen the awareness of the rule of law of child-care workers, and prohibit discrimination, abuse, corporal punishment and disguised corporal punishment that harm the physical and mental health of children; We will safeguard and protect the legitimate rights and benefits of faculty and staff, care for their physical and mental health, and establish an incentive system for excellent teaching and excellent remuneration.

Module 5: Adapting the external environment

The contents of Adapting the external environment include master the strategies and methods of effective communication between kindergarten and parents, relevant social organizations and departments; Establish the external cooperation and exchange mechanism of the kindergarten, open the kindergarten, and form the positive interaction between the kindergarten and the family, society (community) and the kindergarten; To carry out public welfare scientific parenting guidance and publicity for families and society (community), using parent schools, parents' meetings, parents' open days and other forms to help parents understand the situation of kindergarten education. Carry out family education guidance, pay attention to change parents' education concept through various ways, improve parents' scientific parenting ability; Strengthen the connection between the kindergarten and the society (community), make use of the social education resources of the culture, transportation, fire protection and other departments to enrich the educational activities of the kindergarten; Guide parents' committees and relevant people in the community to participate in kindergarten education and management, and absorb reasonable suggestions.

Module 6: Optimizing internal management

The contents of Optimizing internal management include master the national laws and regulations, policy requirements for kindergarten management and the responsibility orientation of the principal; Familiar with the basic knowledge of kindergarten management, understand the advanced experience of kindergarten management at home and abroad; Master the management methods and practices of kindergarten building planning, health care, security, staff management, financial assets, etc. To form the cohesion of kindergarten leadership; Establish and improve

the rules and regulations of kindergarten management; Establish the system of staff assembly or staff representative meeting, promote the openness of garden affairs, respect and protect the democratic rights of staff to participate in kindergarten management; Establish and improve the emergency mechanism of kindergartens, formulate corresponding plans, and regularly implement safety drills.

4. Development process

Develop a leadership development program for rural kindergarten principals in Guangxi with a cycle of 210 hours. The implementation principle of the program is 70-20-10 principle, and the implementation methods are consisting of 1) Problem-solving 2) Challenging tasks 3) Peer coaching 4) Communities of practice 5) mentoring 6) formal training. Develop 6 components of leadership of kindergarten rural principals in Guangxi through principle and methods, 1) Planning rural kindergarten development using 40 hours;2) Creating a culture fostering student development using 38 hours; 3) Leading preschool care and education using 36 hours; 4) Guiding and facilitating teacher development using 34 hours ;5) Adapting the external environment using 32 hours;6) Optimizing internal management using 30hours.

5. Evaluation

Evaluation before development, evaluation during development and evaluation after development

5.1 Assessment of knowledge and understanding leadership of kindergarten rural principals using tests form.

5.2 Assessment of behavior about 1) Planning rural kindergarten development 2) Creating a culture fostering student development 3) Leading preschool care and education 4) Guiding and facilitating teacher development 5) Optimizing internal management 6) Adapting the external environment using behavioral observation form and interview form

Criteria:

1. Trainees must have a training period of not less than 80 percent of the total time.

2. The assessment of learning from the knowledge and understanding test on professional competency has an average score after development of not less than 80 percent.

3. The assessment of the level of behavioral change were at a higher level.

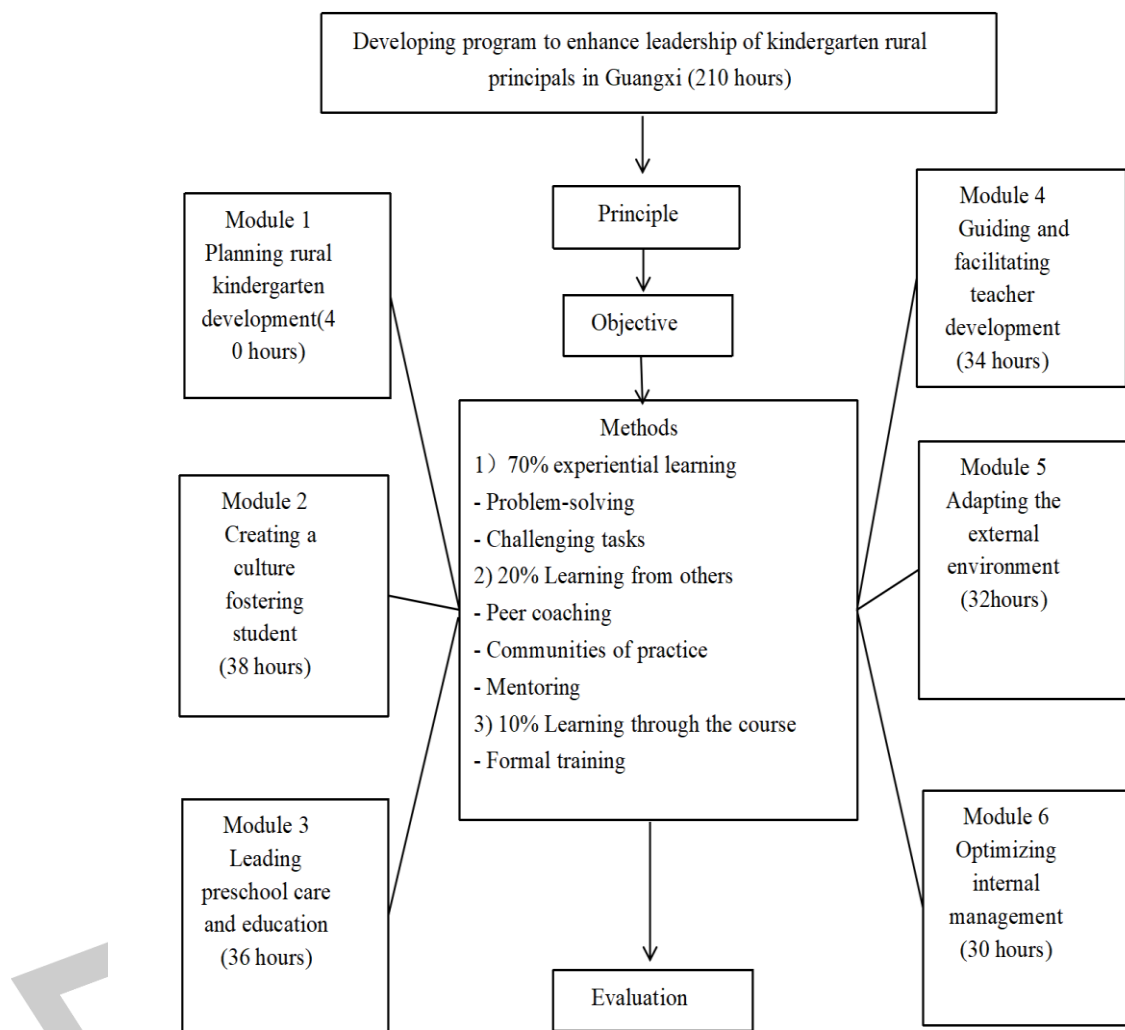


Figure 4 Developing program to enhance leadership of kindergarten rural principals in Guangxi (Revision)

Part 2: Details of the Program to enhance leadership of kindergarten rural principals in Guangxi as following:

1. Module 1: Planning rural kindergarten development

1.1 Principle

The principle of Planning rural kindergarten development is 70-20-10, which takes 40 hours.

70% of Planning rural kindergarten development comes from “on the job” experience and from doing, using Problem-solving and Challenging tasks methods, which takes 28 hours.

20% of Planning rural kindergarten development comes from others, using Peer coaching, Communities of practice and mentoring; learning methods, which takes 8 hours.

10% of Planning rural kindergarten development comes from formal training like courses, reading and online learning, which takes 4 hours.

1.2 Objective

To construct an innovative program in principle, methods, content and evaluation, and effectively enhance Planning rural kindergarten development of leadership of kindergarten rural principals in Guangxi.

1.3 Content

The content structure of Planning rural kindergarten development is divided into three dimensions: There are three dimensions of Professional understanding and knowledge, Expertise and methodology Professional competence and conduct, with a total of 10 sub contents. The details are as shown in table 37

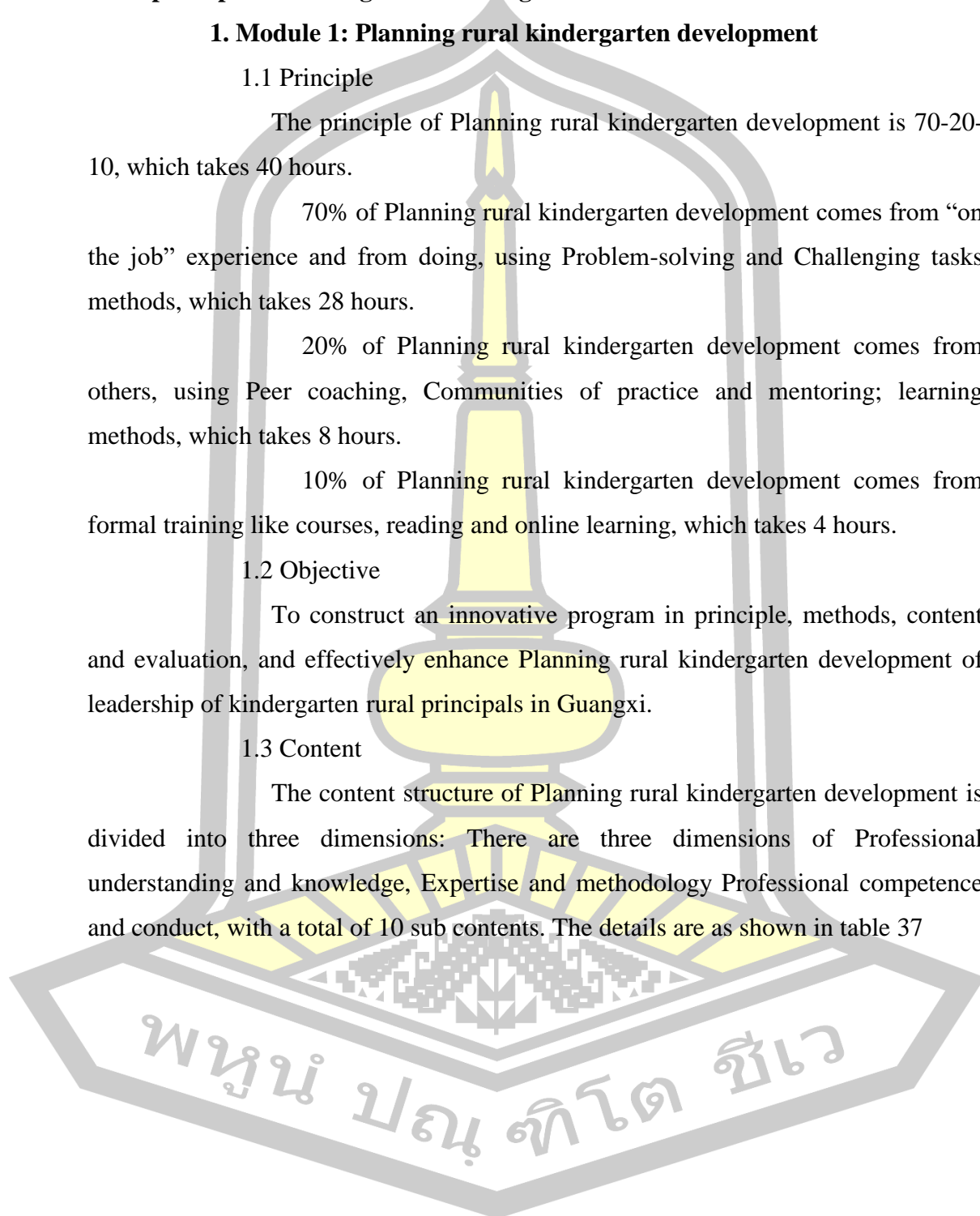


Table 37 The content structure of Planning rural kindergarten development
(Revision)

Module 1	Planning rural kindergarten development	
Planning rural kindergarten development	Professional understanding and knowledge	<ol style="list-style-type: none"> 1. Adhere to the public welfare and inclusive nature of preschool education, and fully understand the significance of preschool education for children's physical and mental health, habit formation and intellectual development. 2. Attach importance to the formulation and implementation of the kindergarten development plan, gather the wisdom of the faculty and staff, establish a common development vision, clarify the development goals, and form a joint force to run the kindergarten. 3. Respect the rules of early childhood education, inherit the tradition of running a good kindergarten, base on the reality of the kindergarten, and run the kindergarten according to local conditions.
	Expertise and methodology	<ol style="list-style-type: none"> 4. Master the national educational policy and relevant laws and regulations, and be familiar with preschool education policies such as the Kindergarten Work Regulations and the Learning and Development Guide for Children aged 3-6. 5. Understand the basic trend of the reform and development of preschool education at home and abroad, and learn the successful experience of high-quality kindergartens. 6. Master the theories, methods and techniques for the formulation, implementation and evaluation of kindergarten development planning.

Table 37 (Continued)

Module 1	Planning rural kindergarten development	
	Professional competence and conduct	<p>7. Grasp the current situation of kindergarten development, analyze the problems and challenges faced by the development of kindergartens, and form the development ideas of kindergartens.</p> <p>8. Organize experts, faculty, parents, community members and other forces to participate in the development plan of the kindergarten.</p> <p>9. Guide the staff to formulate and implement the work plan for the academic year and semester according to the development plan, and provide support in terms of human, financial and material conditions.</p> <p>10. Monitor the implementation process and effectiveness of the kindergarten development plan, and revise the kindergarten development plan.</p>

1.4 Development process

Principles and methods of leadership of kindergarten rural principals by the Learning Model 70:20:10 and methods of Planning rural kindergarten development, consisting of 1) Problem-solving, 2) Challenging tasks., 3) Peer coaching, 4) Communities of practice and 5) mentoring and 6) formal training. The details are as shown in table 38

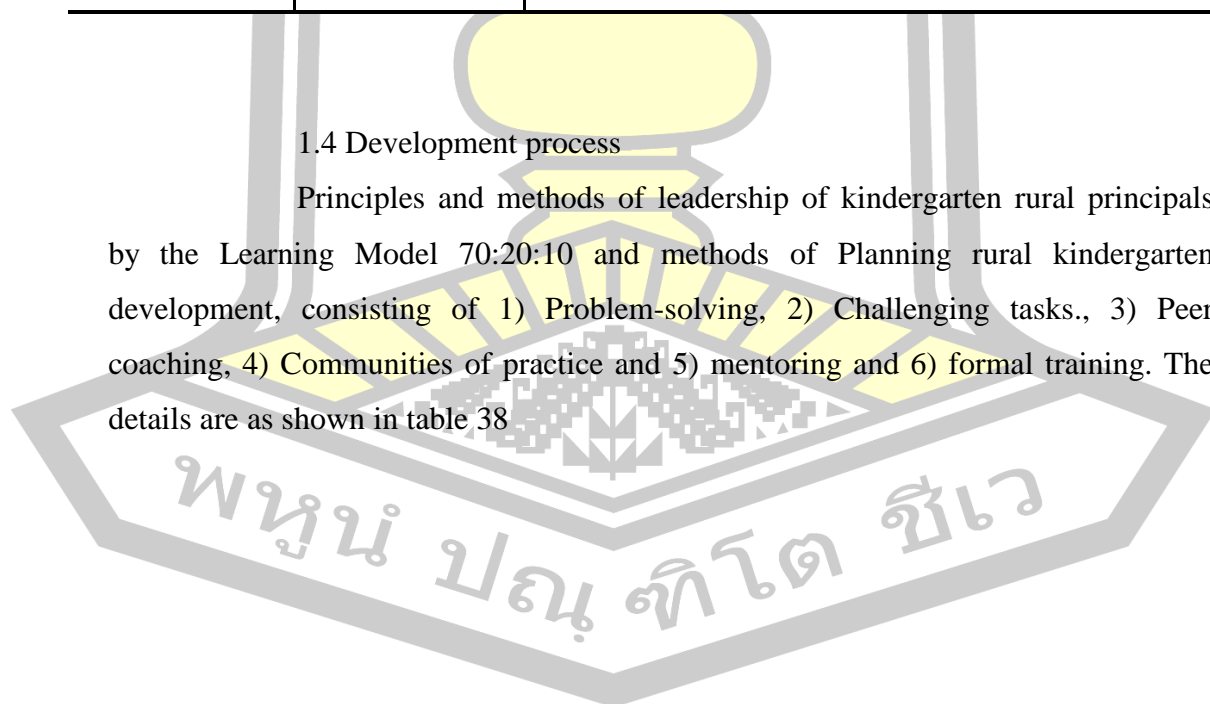


Table 38 The development process of Planning rural kindergarten development process (Revision)

Principles : 70:20:10	Methods	Details of activities
70% learning through experience (28 hours)	Problem-solving (14 hours)	The collection of experts, principals and teachers, one is to analyze and solve the problems existing in the original kindergarten development plan text, the second is to analyze and solve the practical problems that have not reached the kindergarten development plan.
	Challenging tasks (14 hours)	Set 2 or 3 challenging tasks in the kindergarten development plan and complete them
20% learning through others (8 hours)	Peer coaching (3 hours)	Listen to feedback from kindergarten principals in the same area and improve; Learn the experience of an excellent kindergarten
	Communities of practice (3 hours)	Actively participate in various activities of the principal group; workshop
	Mentoring (2 hours)	Provide career guidance and professional advice to other principals in the kindergarten group
10% learning through formal training (4 hours)	Formal training (4 hours)	Actively participate in the education department to organize training for kindergarten principals

1.5 Evaluation

Evaluation before development, evaluation during development and evaluation after development.

1.5.1 Testing.

1.5.2 Behavioral observation.

1.5.3 Interviews.

2. Module 2 : Creating a culture fostering student development

2.1 Principle

The principle of Creating a culture fostering student development is 70-20-10, which takes 38 hours.

70% of Creating a culture fostering student development comes from “on the job” experience and from doing, using Problem-solving and Challenging tasks methods, which takes 26 hours.

20% of Creating a culture fostering student development comes from others, using Peer coaching , Communities of practice and mentoring; learning methods, which takes 8 hours.

10% of Creating a culture fostering student development comes from formal training like courses, reading and online learning, which takes 4 hours.

2.2 Objective

To construct an innovative program in principle, methods, content and evaluation, and effectively enhance Creating a culture fostering student development of leadership of kindergarten rural principals in Guangxi.

2.3 Content

The content structure of Creating a culture fostering student development is divided into three dimensions: There are three dimensions of Professional understanding and knowledge, Expertise and methodology Professional competence and conduct, with a total of 10 subcontents. The details are as shown in table 39

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Table 39 The content structure of Creating a culture fostering student development (Revision)

Module 2	Creating a culture fostering student development	
Creating a culture fostering student development	Professional understanding and knowledge	<ol style="list-style-type: none"> 1. Take cultural education as an important content and way of running kindergartens to promote the coordinated development of children's physical, intellectual, moral and beauty. 2. Attach importance to the imperceptible educational function of kindergarten culture, and integrate excellent traditional Chinese culture into the cultural construction of kindergartens. 3. Regard respect for teachers and care for children as the core of kindergarten education culture construction, cultivate children's sentiment and inspire children's wisdom.
	Expertise and methodology	<ol style="list-style-type: none"> 4. Have certain knowledge of natural sciences, humanities and social sciences, and have good moral character and artistic accomplishment. 5. Understand the basic theories of kindergarten culture construction, and master the methods and ways to promote the integration of excellent culture into kindergarten education. 6. Master the characteristics of children's physical and mental development, understand and appreciate their unique ways of expression.

Table 39 (Continued)

Module 2	Creating a culture fostering student development	
	Professional competence and conduct	<p>7. Create a natural and cultural environment that reflects the concept of running the garden, and form a positive, tolerant, friendly, loving, healthy and lively garden style.</p> <p>8. Create a nurturing atmosphere to cultivate the sentiments of teachers and children, and prevent the negative effects of bad culture.</p> <p>9. According to children's physical and mental development characteristics and acceptance ability, love of learning, love of labor and love of motherland education should be integrated into the daily life and play activities of kindergartens.</p> <p>10. Gather the strength of kindergarten culture construction, encourage children to actively participate, give play to the leading role of teachers, and encourage society (community) and families to participate in kindergarten culture construction.</p>

2.4 Development process

Principles and methods of leadership of kindergarten rural principals by the Learning Model 70:20:10 and methods of Creating a culture fostering student development, consisting of 1) Problem-solving, 2) Challenging tasks., 3) Peer coaching, 4) Communities of practice and 5) mentoring and 6) formal training. The details are as shown in table 40

Table 40 The development process of Creating a culture fostering student development (Revision)

Principles : 70:20:10	Methods	Details of activities
70% learning through experience (26 hours)	Problem-solving (13 hours)	Analyze and solve the practical problems that Feedback focused on kindergarten culture issues.
	Challenging tasks (13 hours)	Set 2 or 3 challenging tasks in the kindergarten culture development and complete them
20% learning through others (8 hours)	Peer coaching (3 hours)	Listen to feedback from kindergarten principals in the same area and improve; Learn the experience of an excellent kindergarten
	Communities of practice (3 hours)	Actively participate in various activities of the principal group; workshop
	Mentoring (2 hours)	Provide career guidance and professional advice to other principals in the kindergarten group
10% learning through formal training (4 hours)	Formal training (4 hours)	Actively participate in the education department to organize training for kindergarten principals

2.5 Evaluation

Evaluation before development, evaluation during development and evaluation after development

2.5.1 Testing.

2.5.2 Behavioral observation.

2.5.3 Interviews.

3. Module 3 : Leading preschool care and education

3.1 Principles

The principle of Leading preschool care and education is 70-20-10, which takes 36 hours.

70% of Leading preschool care and education comes from “on the job” experience and from doing, using Problem-solving and Challenging tasks methods, which takes 25 hours.

20% of Leading preschool care and education comes from others, using Peer coaching, Communities of practice and mentoring; learning methods, which takes 7 hours.

10% of Leading preschool care and education comes from formal training like courses, reading and online learning, which takes 4 hours.

3.2 Objective

To construct an innovative program in principle, methods, content and evaluation, and effectively enhance Leading preschool care and education of leadership of kindergarten rural principals in Guangxi.

3.3 Content

The content structure of Leading preschool care and education is divided into three dimensions: There are three dimensions of Professional understanding and knowledge, Expertise and methodology Professional competence and conduct, with a total of 10 sub contents. The details are as shown in table 42

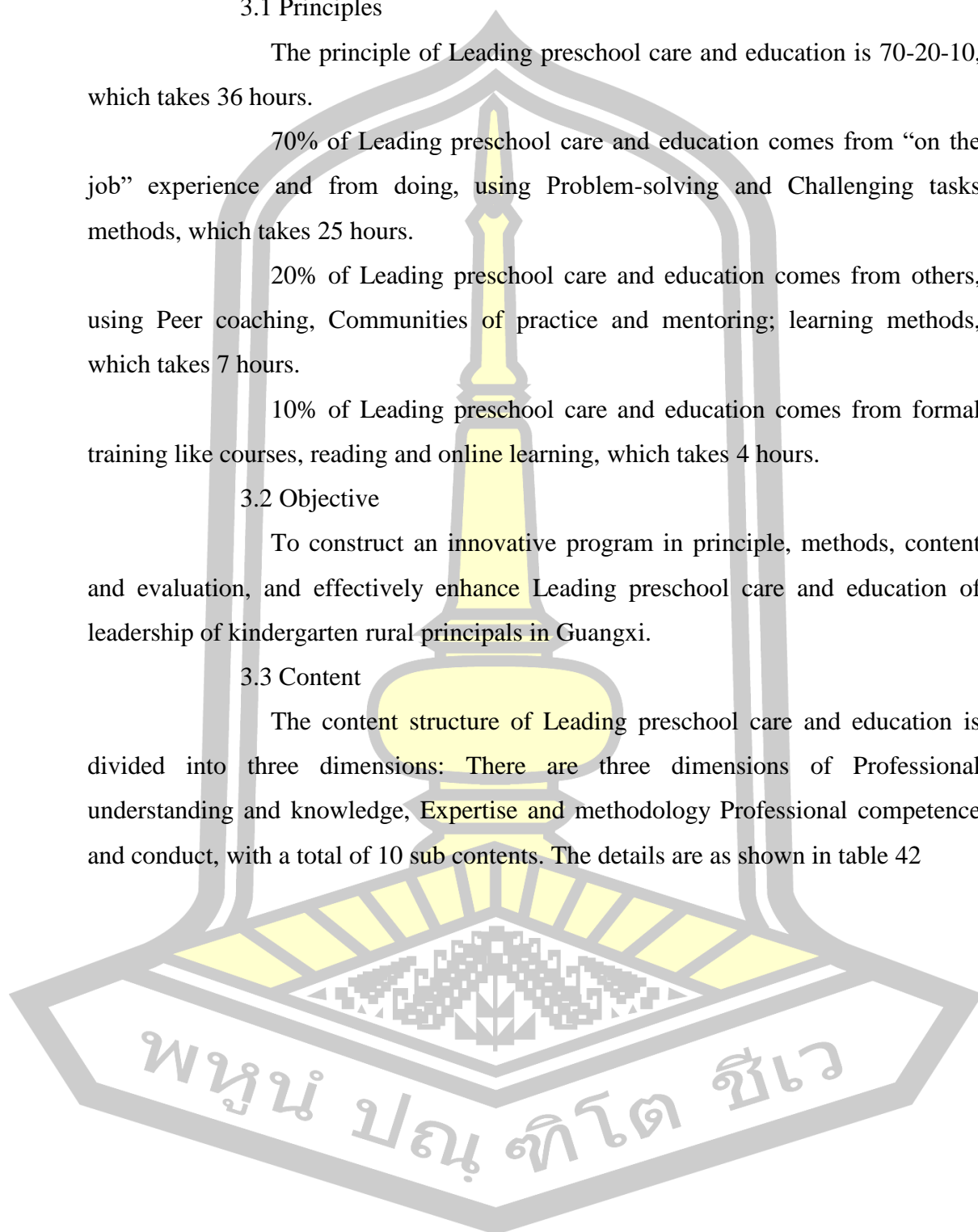


Table 41 The content structure of Leading preschool care and education (Revision)

Module 3	Leading preschool care and education	
Leading preschool care and education	Professional understanding and knowledge	<p>1. Adhere to the basic principle of combining education with care, give priority to the safety and health of children, and have reasonable expectations for the development of children.</p> <p>2. Cherish the unique value of games and life, respect and protect children's curiosity and learning interest, and pay attention to the cultivation of good learning quality of children. Take interpersonal communication and social adaptation as the important content of children's good social development.</p> <p>3. Respect the experience and wisdom of teachers in childcare education and actively promote the reform of childcare education. children's wisdom.</p>
	Expertise and methodology	<p>4. Grasp the national goals for the development of young children at different ages and for nursery education.</p> <p>5. Be familiar with the knowledge and methods of the organization and implementation of educational activities such as the creation of kindergarten environment, one-day life in kindergarten and game activities.</p> <p>6. To understand the development trend and reform experience of kindergarten nursing education at home and abroad.</p>
	Professional competence and conduct	<p>7. Implement the relevant provisions of the state on conservation education, organize the formulation and scientific implementation of conservation education activity plans based on the actual situation of the park.</p> <p>8. With strong curriculum leadership and management ability, guide kindergarten teachers to formulate personalized education programs and organize flexible and diverse educational activities according to the development needs of each child.</p>

Table 41 (Continued)

Module 3	Leading preschool care and education	
		<p>9. Establish a system for principals to guide conservation education activities in class, and use daily observation and observation activities to understand and evaluate the status of conservation education in a timely manner.</p> <p>10. To lead and guarantee the development of research activities on conservation education and improve the level of conservation education.</p>

3.4 Development process

Principles and methods of leadership of kindergarten rural principals by the Learning Model 70:20:10 and methods of Leading preschool care and education, consisting of 1) Problem-solving, 2) Challenging tasks, 3) Peer coaching, 4) Communities of practice and 5) mentoring and 6) formal training. The details are as shown in table 42

Table 42 The development process of Leading preschool care and education (Revision)

Principles : 70:20:10	Methods	Details of activities
70% learning through experience (25 hours)	Problem-solving (13 hours)	Analyze and solve the practical problems that Feedback focused on teacher development issues.
	Challenging tasks (12 hours)	Set 2 or 3 challenging tasks in the Leading preschool care and education and complete them

Table 42 (Continued)

Principles : 70:20:10	Methods	Details of activities
20% learning through others (7 hours)	Peer coaching (3 hours)	Listen to feedback from kindergarten principals in the same area and improve; Learn the experience of an excellent kindergarten
	Communities of practice (2 hours)	Actively participate in various activities of the principal group; workshop
	Mentoring (2 hours)	Provide career guidance and professional advice to other principals in the kindergarten group
10% learning through formal training (4 hours)	Formal training (4 hours)	Actively participate in the education department to organize training for kindergarten principals

3.5 Evaluation

Evaluation before development, evaluation during development and evaluation after development

3.5.1 Testing.

3.5.2 Behavioral observation.

3.5.3 Interviews.

4. Module 4: Guiding and facilitating teacher development

4.1 Principles

The principle of Guiding and facilitating teacher development is 70-20-10, which takes 34 hours.

70% of Guiding and facilitating teacher development comes from “on the job” experience and from doing, using Problem-solving and Challenging tasks methods, which takes 24 hours.

20% of Guiding and facilitating teacher development comes from others, using Peer coaching, Communities of practice and mentoring; learning methods, which takes 7 hours.

10% of Guiding and facilitating teacher development comes from formal training like courses, reading and online learning, which takes 3 hours.

4.2 Objective

To construct an innovative program in principle, methods, content and evaluation, and effectively enhance Guiding and facilitating teacher development of leadership of kindergarten rural principals in Guangxi.

4.3 Content

The content structure of Guiding and facilitating teacher development is divided into three dimensions: There are three dimensions of Professional understanding and knowledge, Expertise and methodology Professional competence and conduct, with a total of 10 sub contents. The details are as shown in table 43

Table 43 The content structure of Guiding and facilitating teacher development (Revision)

Module 4	Guiding and facilitating teacher development	
Guiding and facilitating teacher development	Professional understanding and knowledge	<ol style="list-style-type: none"> 1. Respect, trust, solidarity and appreciation of every nursing staff, and promote the solidarity and cooperation of nursing staff. 2. Attach importance to the leading role of principals in the process of teachers' professional development, and actively create conditions to encourage teachers' professional development. 3. Have a clear sense of establishing a teacher professional development community.

Table 43 (Continue)

Module 4	Guiding and facilitating teacher development	
	Expertise and methodology	<p>4. Grasp the professional quality requirements of nursing and education personnel, and clarify the rights and obligations of kindergarten teachers.</p> <p>5. Be familiar with the rules and characteristics of kindergarten teachers in various stages of professional development, and master the methods to guide teachers in carrying out practice and research on conservation education.</p> <p>6. Master the methods of building learning organizations such as kindergarten-based teaching and research and cooperative learning, and the strategies to motivate teachers to actively develop.</p>
	Professional competence and conduct	<p>7. Understand the needs of teachers' professional development, encourage and support teachers to actively participate in in-service ability improvement training, and create and provide conditions and environment for teachers' professional development.</p> <p>8. Establish and improve the incentive and evaluation system for teachers' professional development, and build a mechanism integrating teaching, research and training.</p> <p>9. Cultivate good teacher ethics. Strengthen the awareness of the rule of law of child-care workers, and prohibit discrimination, abuse, corporal punishment and disguised corporal punishment that harm the physical and mental health of children.</p> <p>10. Safeguard and protect the legitimate rights and interests of faculty and staff, and care for the physical and mental health of faculty and staff.</p>

4.4 Development process

Principles and methods of leadership of kindergarten rural principals by the Learning Model 70:20:10 and methods of Guiding and facilitating teacher development, consisting of 1) Problem-solving, 2) Challenging tasks, 3) Peer coaching, 4) Communities of practice and 5) mentoring and 6) formal training. The details are as shown in table 44

Table 44 The development process of Guiding and facilitating teacher development (Revision)

Principles : 70:20:10	Methods	Details of activities
70% learning through experience (24 hours)	Problem-solving (12 hours)	Analyze and solve the practical problems that Feedback focused on teacher development issues.
	Challenging tasks (12 hours)	Set 2 or 3 challenging tasks in the Guiding and facilitating teacher development and complete them
20% learning through others (7 hours)	Peer coaching (3 hours)	Listen to feedback from kindergarten principals in the same area and improve; Learn the experience of an excellent kindergarten
	Communities of practice (2 hours)	Actively participate in various activities of the principal group; workshop
	Mentoring (2 hours)	Provide career guidance and professional advice to other principals in the kindergarten group
10% learning through formal training (3 hours)	Formal training (3 hours)	Actively participate in the education department to organize training for kindergarten principals

4.5 Evaluation

Evaluation before development, evaluation during development and evaluation after development

4.5.1 Testing.

4.5.2 Behavioral observation.

4.5.3 Interviews

5. Module 5 : Adapting the external environment

5.1 Principles

The principle of Adapting the external environment is 70-20-10, which takes 32 hours.

70% of Adapting the external environment comes from “on the job” experience and from doing, using Problem-solving and Challenging tasks methods, which takes 23 hours.

20% of Adapting the external environment comes from others, using Peer coaching, Communities of practice and mentoring; learning methods, which takes 6 hours.

10% of Adapting the external environment comes from formal training like courses, reading and online learning, which takes 3 hours.

5.2 Objective

To construct an innovative program in principle, methods, content and evaluation, and effectively enhance Adapting the external environment of leadership of kindergarten rural principals in Guangxi.

5.3 Content

The content structure of Adapting the external environment is divided into three dimensions: There are three dimensions of Professional understanding and knowledge, Expertise and methodology Professional competence and conduct, with a total of 10 sub contents. The details are as shown in table 45

Table 45 The content structure of Adapting the external environment (Revision)

Module 5	Adapting the external environment	
Adapting the external environment	Professional understanding and knowledge	<p>1. Adhere to the law to run the park, consciously accept the supervision of faculty, parents and society.</p> <p>2. Advocating the governance of the garden by virtue, focusing on the positive role of the head's example, personality charm and professional guidance in management.</p> <p>3. Respect the rules of kindergarten management and implement scientific and democratic management.</p>
	Expertise and methodology	<p>4. Master the national laws, regulations, policy requirements for kindergarten management and the responsibility orientation of the principal.</p> <p>5. Be familiar with the basic knowledge of kindergarten management and understand the advanced experience of kindergarten management at home and abroad.</p> <p>6. Master the management methods and practices of kindergarten building planning, health care, security, staff management, financial assets, etc.</p>
	Professional competence and conduct	<p>7. Form the cohesion of the kindergarten leadership group and enhance leadership.</p> <p>8. Improve the rules and regulations of kindergarten management, strictly implement post responsibilities, and standardize the management of kindergartens.</p> <p>9. Establish a staff assembly, promote the openness of park affairs, respect and protect the democratic rights of staff to participate in kindergarten management.</p> <p>10. Establish and improve the emergency response mechanism of kindergartens on a regular basis</p> <p>Conduct safety drills.</p>

5.4 Development process

Principles and methods of leadership of kindergarten rural principals by the Learning Model 70:20:10 and methods of Adapting the external environment, consisting of 1) Problem-solving, 2) Challenging tasks, 3) Peer coaching, 4) Communities of practice and 5) mentoring and 6) formal training. The details are as shown in table 46

Table 46 The development process of Adapting the external environment (Revision)

Principles : 70:20:10	Methods	Details of activities
70% learning through experience (23 hours)	Problem-solving (12 hours)	Analyze and solve the practical problems that Feedback focused on Adapting the external environment issues.
	Challenging tasks (11 hours)	Set 2 or 3 challenging tasks in the Adapting the external environment and complete them
20% learning through others (6 hours)	Peer coaching (2 hours)	Listen to feedback from kindergarten principals in the same area and improve; Learn the experience of an excellent kindergarten
	Communities of practice (2 hours)	Actively participate in various activities of the principal group; workshop
	Mentoring (2 hours)	Provide career guidance and professional advice to other principals in the kindergarten group
10% learning through formal training (3 hours)	Formal training (3 hours)	Actively participate in the education department to organize training for kindergarten principals

5.5 Evaluation

Evaluation before development, evaluation during development and evaluation after development

5.5.1 Testing.

5.5.2 Behavioral observation.

5.5.3 Interviews.

6. Module 6 : Optimizing internal management

6.1 Principles

The principle of Optimizing internal management is 70-20-10, which takes 30 hours.

70% of Optimizing internal management comes from “on the job” experience and from doing, using Problem-solving and Challenging tasks methods, which takes 22 hours.

20% of Optimizing internal management comes from others, using Peer coaching, Communities of practice and mentoring; learning methods, which takes 5 hours.

10% of Optimizing internal management comes from formal training like courses, reading and online learning, which takes 3 hours.

6.2 Objective

To construct an innovative program in principle, methods, content and evaluation, and effectively enhance Optimizing internal management of leadership of kindergarten rural principals in Guangxi.

6.3 Content

The content structure of Optimizing internal management is divided into three dimensions: There are three dimensions of Professional understanding and knowledge, Expertise and methodology Professional competence and conduct, with a total of 10 Sub contents. The details are as shown in table 47

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Table 47 The content structure of Optimizing internal management(Revision)

Module 6	Optimizing internal management	
Optimizing internal management	Professional understanding and knowledge	<ol style="list-style-type: none"> 1. Adhere to the law to run the park, consciously accept the supervision of faculty, parents and society. 2. Advocating the governance of the garden by virtue, focusing on the positive role of the head's example, personality charm and professional guidance in management. 3. Respect the rules of kindergarten management and implement scientific and democratic management.
	Expertise and methodology	<ol style="list-style-type: none"> 4. Master the national laws, regulations, policy requirements for kindergarten management and the responsibility orientation of the principal. 5. Be familiar with the basic knowledge of kindergarten management and understand the advanced experience of kindergarten management at home and abroad. 6. Master the management methods and practices of kindergarten building planning, health care, security, staff management, financial assets, etc.
	Professional competence and conduct	<ol style="list-style-type: none"> 7. Form the cohesion of the kindergarten leadership group and enhance leadership. 8. Improve the rules and regulations of kindergarten management, strictly implement post responsibilities, and standardize the management of kindergartens. 9. Establish a staff assembly, promote the openness of park affairs, respect and protect the democratic rights of staff to participate in kindergarten management. 10. Establish and improve the emergency response mechanism of kindergartens on a regular basis Conduct safety drills.

6.4 Development process

Principles and methods of leadership of kindergarten rural principals by the Learning Model 70:20:10 and methods of Optimizing internal management, consisting of 1) Problem-solving, 2) Challenging tasks, 3) Peer coaching, 4) Communities of practice and 5) mentoring and 6) formal training. The details are as shown in table 48

Table 48 The development process of Optimizing internal management development (Revision)

Principles : 70:20:10	Methods	Details of activities
70% learning through experience (21 hours)	Problem-solving (11 hours)	Analyze and solve the practical problems that Feedback focused on internal management development issues.
	Challenging tasks (10 hours)	Set 2 or 3 challenging tasks in the internal management development and complete them
20% learning through others (6 hours)	Peer coaching (2 hours)	Listen to feedback from kindergarten principals in the same area and improve; Learn the experience of an excellent kindergarten
	Communities of practice (2 hours)	Actively participate in various activities of the principal group; workshop
	Mentoring (2 hours)	Provide career guidance and professional advice to other principals in the kindergarten group
10% learning through formal training (3 hours)	Formal training (3 hours)	Actively participate in the education department to organize training for kindergarten principals

6.5 Evaluation

Evaluation before development, evaluation during development and evaluation after development

6.5.1 Testing.

6.5.2 Behavioral observation.

6.5.3 Interviews.

Step 3: Results of evaluating the suitability and feasibility of the program to enhance leadership of kindergarten rural principals in Guangxi. As shown in table 49

Table 49 Mean standard deviation and levels of suitability and feasibility of the Program to Enhance leadership of kindergarten rural principals in Guangxi

program	Suitability			Feasibility		
	\bar{x}	S.D.	Level	\bar{x}	S.D.	Level
1. Principles	4.75	0.30	very high	4.74	0.30	very high
2. Objectives	4.69	0.34	very high	4.68	0.34	very high
3. Contents						
3.1 Planning rural kindergarten development	4.72	0.32	very high	4.73	0.32	very high
3.2 Creating a culture fostering student development	4.72	0.31	very high	4.73	0.31	very high
3.3 Leading preschool care and education	4.71	0.30	very high	4.72	0.30	very high
3.4 Guiding and facilitating teacher development	4.73	0.34	very high	4.72	0.34	very high
3.5 Adapting the external environment	4.71	0.33	very high	4.70	0.33	very high
3.6 Optimizing internal management	4.72	0.33	very high	4.71	0.33	very high
Total (content)	4.73	0.32	very high	4.72	0.33	very high

Table 49 (Continued)

program	Suitability			Feasibility		
	\bar{x}	S.D.	Level	\bar{x}	S.D.	Level
4. Development Processes						
4.1 Problem-solving	4.71	0.32	very high	4.73	0.32	very high
4.2 Challenging tasks	4.72	0.33	very high	4.70	0.33	very high
4.3 Peer coaching	4.73	0.34	very high	4.72	0.34	very high
4.4 Communities of practice mentoring	4.69	0.36	very high	4.70	0.36	very high
4.5 Training/Workshop	4.75	0.33	very high	4.73	0.33	very high
4.6 Formal training	4.72	0.33	very high	4.71	0.33	very high
Total (Development Processes)	4.72	0.33	very high	4.71	0.33	very high
5. Evaluation	4.65	0.33	very high	4.67	0.35	very high

From the table 49 it was found that the suitability of the program to enhance leadership of kindergarten rural principals in Guangxi were overall at the very high level ($\bar{x} = 4.71$) When considering each aspect, it was found that the suitability levels were ranked from highest to lowest as following Principle ($\bar{x} = 4.75$), contents ($\bar{x} = 4.72$), development processes ($\bar{x} = 4.72$), objectives ($\bar{x} = 4.69$), and evaluation ($\bar{x} = 4.65$).

The feasibility of the Program to Enhance leadership of kindergarten rural principals in Guangxi were overall at the very high level ($\bar{x} = 4.70$) When considering each aspect, it was found that the suitability levels were ranked from highest to lowest as following Principle ($\bar{x} = 4.74$), content ($\bar{x} = 4.72$), development processes ($\bar{x} = 4.71$), objectives ($\bar{x} = 4.68$), and evaluation ($\bar{x} = 4.67$).

CHAPTER V

CONCLUSION

Research on developing a program to enhance leadership of kindergarten rural principals in Guangxi, the researcher summarized the results of research, as following:

1. Research objectives
2. Research results
3. Discussion
4. Suggestions and Recommendations

Research Objectives

This research has three objectives, as following:

1. To investigate components of leadership of kindergarten rural principals in Guangxi Province China.
2. To explore the existent condition, desired condition, and priority needs of leadership of kindergarten rural principals in Guangxi Province, China.
3. To create and evaluate a program to enhance leadership of kindergarten rural principals in Guangxi Province, China

Research Results

The full results of this research were reported according to the order of the research questions as following:

1. The components of leadership of kindergarten rural principals in Guangxi consisted of 1) Planning rural kindergarten development 2) Creating a culture fostering student development 3) Leading preschool care and education 4) Guiding and facilitating teacher development 5) Optimizing internal management 6) Adapting the external environment and those of which were overall at the very high level of suitability.

2. The existent condition of leadership of kindergarten rural principals in Guang xi was overall at the medium level, the desired condition was overall at the very high level, and PNI modified was ranked from high to low including: 1) Planning rural kindergarten development 2) Creating a culture fostering student development 3) Leading preschool care and education 4) Guiding and facilitating teacher development 5) Adapting the external environment 6) Optimizing internal management.

3. The program to enhance leadership of kindergarten rural principals in Guangxi consisted of 1) Principles 2) Objectives 3) Contents and Methods: 70% Learning through experience including Problem-solving and Challenging tasks, 20% Learning through others including Peer coaching, Communities of practice and Mentoring, 10% Learning through formal training 4) Development process, and 5) Evaluation. The suitability and feasibility of the program to enhance kindergarten leadership of rural principals in Guangxi were overall at the very high level.

Discussion

The overall of this research result was discussed based on the research objectives as following:

1. To discuss the components of leadership of kindergarten rural principals in Guangxi consisting of 1) Planning rural kindergarten development 2) Creating a culture fostering student development 3) Leading preschool care and education 4) Guiding and facilitating teacher development 5) Optimizing internal management 6) Adapting the external environment, and the very high level of the suitability of the components leadership of kindergarten rural principals in Guangxi . Because the research on the leadership of kindergarten principals takes the professional standards of kindergarten principals as an important reference to conduct evidence-based education research, which is a development trend of leadership research, as discussed by researchers from Britain, Australia and China cited in this study. From the perspective of professional standards, the leadership of kindergarten principals should be constructed in combination with the six aspects of professional responsibilities defined by professional standards. First, planning the development of kindergartens: mainly combining laws and regulations, integrating the law of education reform and

development, and mobilizing various forces to comprehensively formulate and improve the development plan. Second, to create a culture of education, the main is to raise the height of cultural education, enrich the cultural environment and means of education, and create a subtle natural and humanistic education ecology. Third, lead conservation education, adhere to the principle of combining conservation and education, rationally design education programs by grade level, and conduct in-depth class research and feedback. Fourth, to lead the growth of teachers, familiar with the characteristics of kindergarten teachers' professional growth stage, coordinate the kindergarten teachers to make the best use of their talents, improve the incentive and evaluation system, and help improve the professional level of teachers on the premise of teacher ethics. Fifth, optimize the internal management, strengthen the operation of the kindergarten according to law, rule the park with virtue, strengthen democratic supervision and scientific management, respect the management law of the kindergarten, gather the leadership team, improve and optimize the daily management and stress level. Sixth, adjust the external environment, strengthen the cooperation and exchange between the kindergarten and the family, community and social resources and environment, enrich the educational resources and education strategies of the kindergarten, optimize the management of the school-running process, and improve the school-running level. Many scholars at home and abroad agree with this view. Jones and Pound (2008) recognized the leadership of strategic planning, teaching leadership, team management and cultural construction, parent-community cooperation, and children's well-being and safety assurance in the professional standards of British kindergarten principals. Clarke (2017) recognizes the strategic planning in the Australian Professional Standards for Kindergarten Principals to establish a common vision, achieve teaching leadership by supporting teacher professional development and practice innovation, motivate staff to participate in educational improvement, foster a culture of cooperation and support, and create a safe and inclusive learning environment in different cultural and needs contexts, Equal opportunities for children, assessment and improvement, and leadership in diversity and inclusion. Domestic scholars: Wang Heli (2022), Wang Henan (2023), Zhang Q (2024), Liu Ziyi (2022), Zhang Lixin & Ma Xiaoting et al (2024), agree that based on the professional standards of kindergarten principals, The components of

kindergarten leadership principal consisting of 1) Planning rural kindergarten development 2) Creating a culture fostering student development 3) Leading preschool care and education 4) Guiding and facilitating teacher development 5) Optimizing internal management 6) Adapting the external environment.

2.To discuss the medium level of existent condition of leadership of kindergarten rural principals in Guang xi.From the analysis of the results of existent condition of each component of leadership, it can be seen that the existent conditions of four components of the six components of leadership were at the medium level, four components included: 1)Planning Kindergarten development 2)Creating a culture fostering student development 3)Leading preschool care and education 4)Guiding and facilitating teacher development. The further reasons were as following: First,The basic quality of rural kindergarten principals was not high. Second, Four components of the medium level were not precisely cultivated in the programs about kindergarten principals. Third, Rural kindergarten principals had the confidence to take advantage of rural advantages to enhance leadership of kindergarten.These were consistent with the research results of Hong Xiumin&Tao Xinmeng, 2022; Qu Zhengwei, 2022; Yue Xiaolan, 2023; Li Dazhi &Liu Jun, 2024. Therefore, in order to improve the leadership level of kindergarten rural principals in Guangxi from medium to very high, we must start from these three reasons to formulate improvement measures.

3. To discuss program to enhance leadership of kindergarten rural principals in Guangxi

3.1 To discuss Components of program to enhance leadership of kindergarten rural principals in Guangxi consisting of 1) Principles 2) Objectives 3) Content 4) Development process 5) Evaluation. The leadership of kindergarten rural principals in Guangxi consisting of 1) Planning rural kindergarten development 2) Creating a culture fostering student development 3) Leading preschool care and education 4) Guiding and facilitating teacher development 5) Optimizing internal management 6) Adapting the external environment. The principle and methods of development to enhance leadership of kindergarten rural principals in Guangxi consisting of principle by the Learning Model 70:20:10 and methods of developing leadership of kindergarten rural principals, consisting of 1) Problem-solving 2)

Challenging tasks 3) Peer coaching 4) Communities of practice 5) mentoring, 6) Formal training. The suitability and feasibility of the Program to enhance leadership of kindergarten rural principals in Guangxi were level overall at the highest. Because the program to enhance leadership of kindergarten rural principals in Guangxi was based on the theories and methods of adult education, 70:20:10 Model and Program, and fully considers the reality of Guangxi, with expert evaluation guidance and leadership experience of rural kindergarten principals. Consistent with the principle concept of Adult Education Theory, as follow: Knowles (1975) puts forward the concrete steps of adult learning, including six modules: setting learning situation, diagnosing learning needs, clarifying learning objectives, designing learning plans, carrying out learning activities and evaluating learning results. Self-orientation is the core of Knowles' adult learning theory, which reflects Knowles' basic propositions on human nature learning, makes adult learning pay more attention to adult subjects, and extends more strategies to help adults learn independently. Cheng Hao (2018) The research points out that Paul Freire and Malcolm Knowles, as the world famous thinkers of adult education in the 20th century, their adult education ideas have global influence and have a profound impact on the development of adult education in many countries. Based on this, this paper makes an in-depth analysis of the works of Freire and Knowles through literature analysis, so as to reveal and analyze the similarities and differences in theory and practice between the two. According to China's national conditions, culture and characteristics of adult education, researchers believe that Knowles' adult education theory is more valuable to the development of Chinese adult education. Consistent with the principle concept of 70: 20 :10 Learning Model, Experience (70%) enables leadership of kindergarten rural principals in Guangxi: To discover and enhance their job-related skills; To make informed decisions; and To face challenges at workplace. leadership of kindergarten rural principals in Guangxi learn from others (20%) through a variety of activities, include the following: Peer coaching, Communities of practice, Mentoring. This 10% learning takes place through the following: Formal traditional courses; Structured courses; Online courses; Training workshops; Training programmes for workers, as follow: Allen Tough (1999) argued that most of the adult learning (about 70 per cent) takes place outside the framework of formal systems, about 20 per cent takes place on account of a

learner's interactions with others such as their co-workers, managers, and about 10 per cent learning is facilitated by teachers, trainers and professional experts. This was based on his findings during the course of his studies at the University of Ontario. Lawson (2008) states that 70-20-10 best practice is a theoretical and practical approach to learning in and out of the classroom. With leadership at the center of development, by giving leaders real learning and real action. Based on sound theories and principles and not limiting the time and duration of learning. Consistent with the research of Joshi (2018) It is believed that hands-on experience (70%) enables employees: To discover and enhance their job-related skills; To make informed decisions; and To face challenges at workplace. This experiential learning provides for Practicing skills; Stretch assignments; Secondments and job swaps; Assignments offering new experiences; and Challenges at work. Employees learn from others (20%) through a variety of activities. These activities include Social learning; Collaborative learning; Coaching and mentoring; Access to experts; Debriefs and assessments. This 10% learning takes place through the following: Formal traditional courses; Structured courses; Online courses; Training workshops; Training programmes for workers; Training programmes for managers and supervisors. Yan Zhiyong (2019) believes that the "70 20 10" learning model reveals the process of human competence formation, emphasizes the important role of "practice" in the process of competence formation, which has been repeatedly demonstrated and practiced by scholars and enterprises at home and abroad, and provides a methodology for employee training. This law has been repeatedly demonstrated and practiced by scholars and enterprises at home and abroad, and provides a methodology for employee training, i.e. not only through training courses, but also through diversified and experiential practices to promote the "transformation" of knowledge into competence. Jenjira Kongsuk (2011) mentioned the program consisting of principles, meanings, objectives, contents and methods of operation, evaluation. Xujin (2016) Agreed in the study that components of program to enhance kindergarten principal leadership consisting of 1) Principles 2) Objectives 3) Content 4) Development process 5) Evaluation. The kindergarten leadership consisting of 1) Planning rural kindergarten development 2) Creating a culture fostering student development 3) Leading preschool care and education 4) Guiding and facilitating

teacher development 5) Optimizing internal management 6) Adapting the external environment. Yan Yuanhong, Yan Xihui (2024) Building a new training model to Improve the leadership of principals: A case study of the Leadership Improvement Program for outstanding principals in rural kindergartens in Shanxi Province. The research basic identity that components of program to enhance kindergarten principal leadership consisting of 1) Principles 2) Objectives 3) Content 4) Development process 5) Evaluation. The kindergarten leadership consisting of 1) Planning rural kindergarten development 2) Creating a culture fostering student development 3) Leading preschool care and education 4) Guiding and facilitating teacher development 5) Optimizing internal management 6) Adapting the external environment.

3.2 To discuss the suitability and feasibility of the program to enhance leadership of kindergarten rural principals in Guangxi. The overall suitability and feasibility were at the highest level. This may be because the researcher created the program to leadership of kindergarten rural principals in Guangxi. According to the research method, follow the steps of the program development model, adopt a systematic research process, The concepts and theories of leadership and principal leadership, Theories of Adult Education, kindergarten leadership of rural areas Related principles, concepts and theories such as the concept, indicators and components of principals, principles and methods of leadership development for kindergarten principals, concepts and theories of program and program development are studied. It includes the background research of the development of preschool education in Guangxi and the status quo of leadership of kindergarten rural principals in Guangxi. Interviews with experts to comprehensively understand the important issues that need to be addressed before the program to enhance leadership of kindergarten rural principals in Guangxi, the Program to enhance leadership of kindergarten rural principals in Guangxi shall be inspected and evaluated.

Suggestions

1. Suggestions for using the results of the study

In order to interest leadership of kindergarten rural principals in Guangxi, the researcher recommends the results of this study as following:

1.1 The government should strengthen the cultivation of leadership of kindergarten rural principals, especially in the aspects of Planning rural kindergarten development, Creating a culture fostering student development, and Leading preschool care and education, narrow the gap between urban and rural areas, and realize the overall high-quality and balanced development of preschool education.

1.2 Education administrative departments should give rural kindergarten principals more self-development rights, build platforms by teaching and research communities, famous kindergarten workshops, university kindergarten cooperation, and resource sharing to learn excellent experience and improve the quality and coverage of formal training.

1.3 Rural kindergarten principals should enhance our confidence in development, focus on self-development, learn from others as a supplement, seize formal training opportunities, apply what we have learned to kindergarten practice, and grow in practice.

1.4 Researchers should share the research results of leadership with the principals of rural kindergartens and establish a mechanism for using the results.

2. Suggestions for future research:

2.1 Focusing on the shortcomings of leadership of kindergarten rural principals, Future research should deeply study the leadership of kindergarten rural principals in three aspects: Planning rural kindergarten development, Creating a culture fostering student development, and Leading preschool care and education.

2.2 Focus on program to improve the leadership of rural kindergarten principals, Future research should increase program research, and provide decision-making support for the government, education management departments, and rural kindergartens. It provides useful experience for other researchers

2.3 Focus on the quality development trend centered on the development of children, Future research should study the needs of children's development ability, and explore how to enhance the leadership of kindergarten rural principals to promote the development of children.

2.4 Focus on information technology development, Future research should examine how to use information technology innovation the leadership of rural kindergarten principals to adapt to the development of the digital age.

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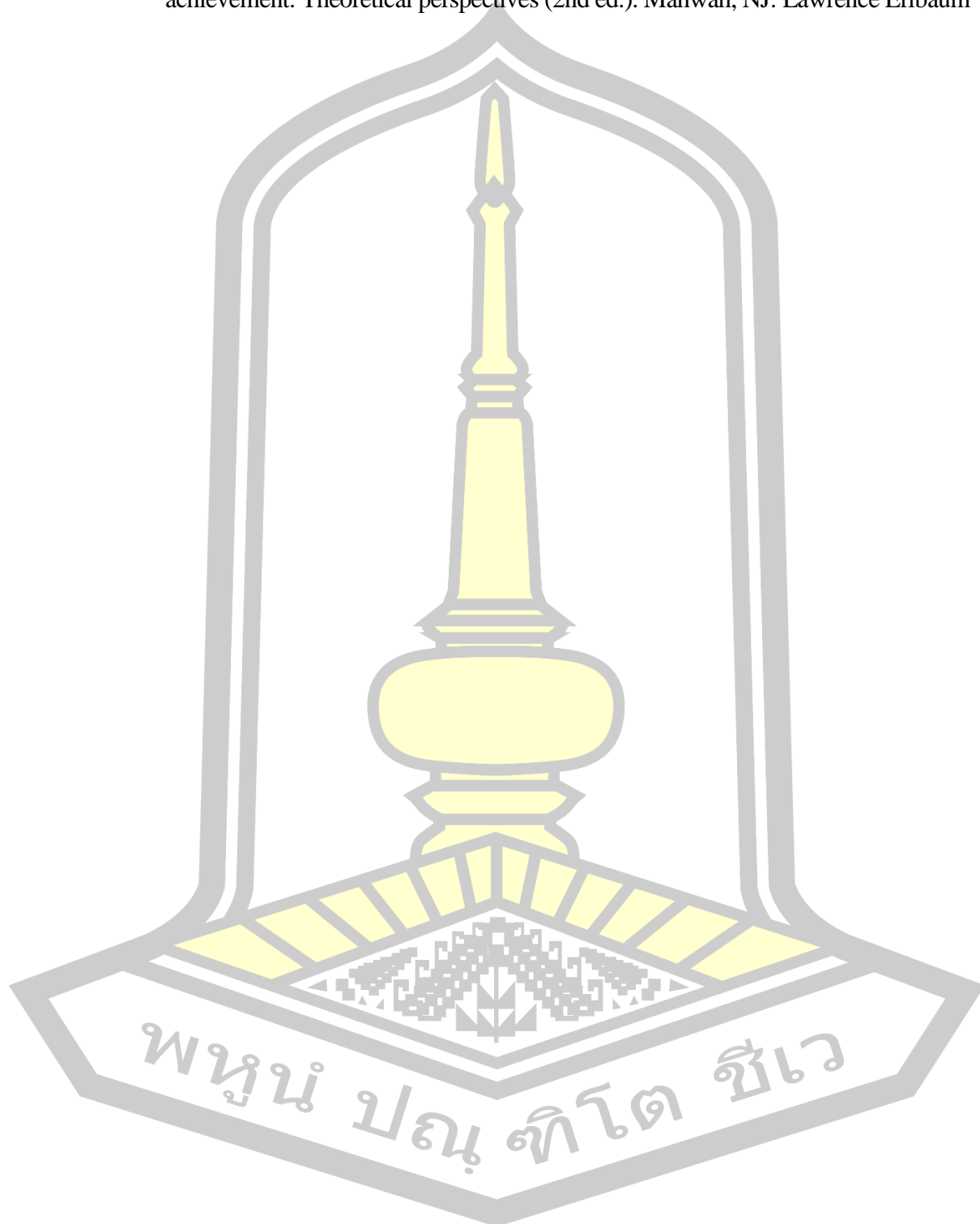
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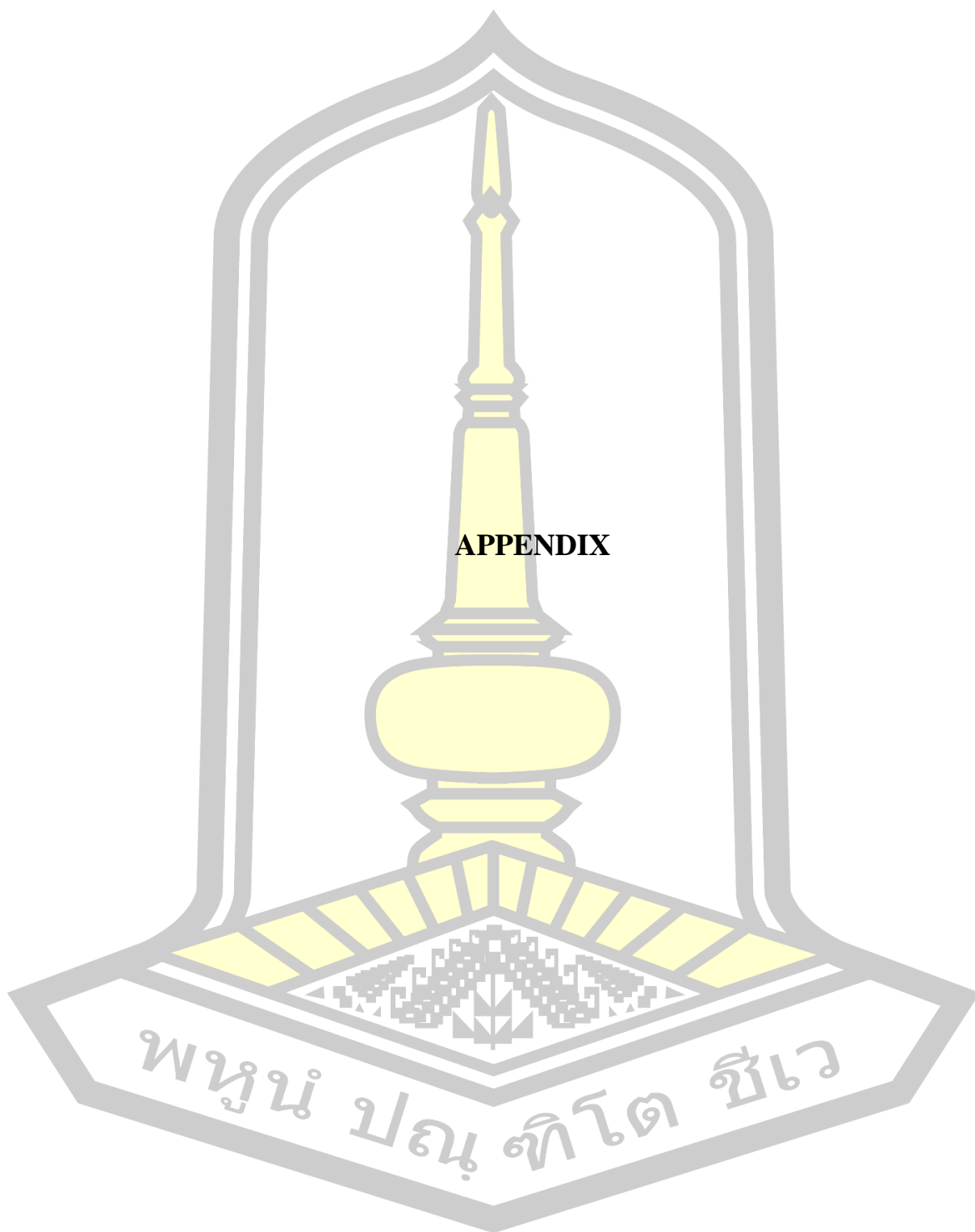
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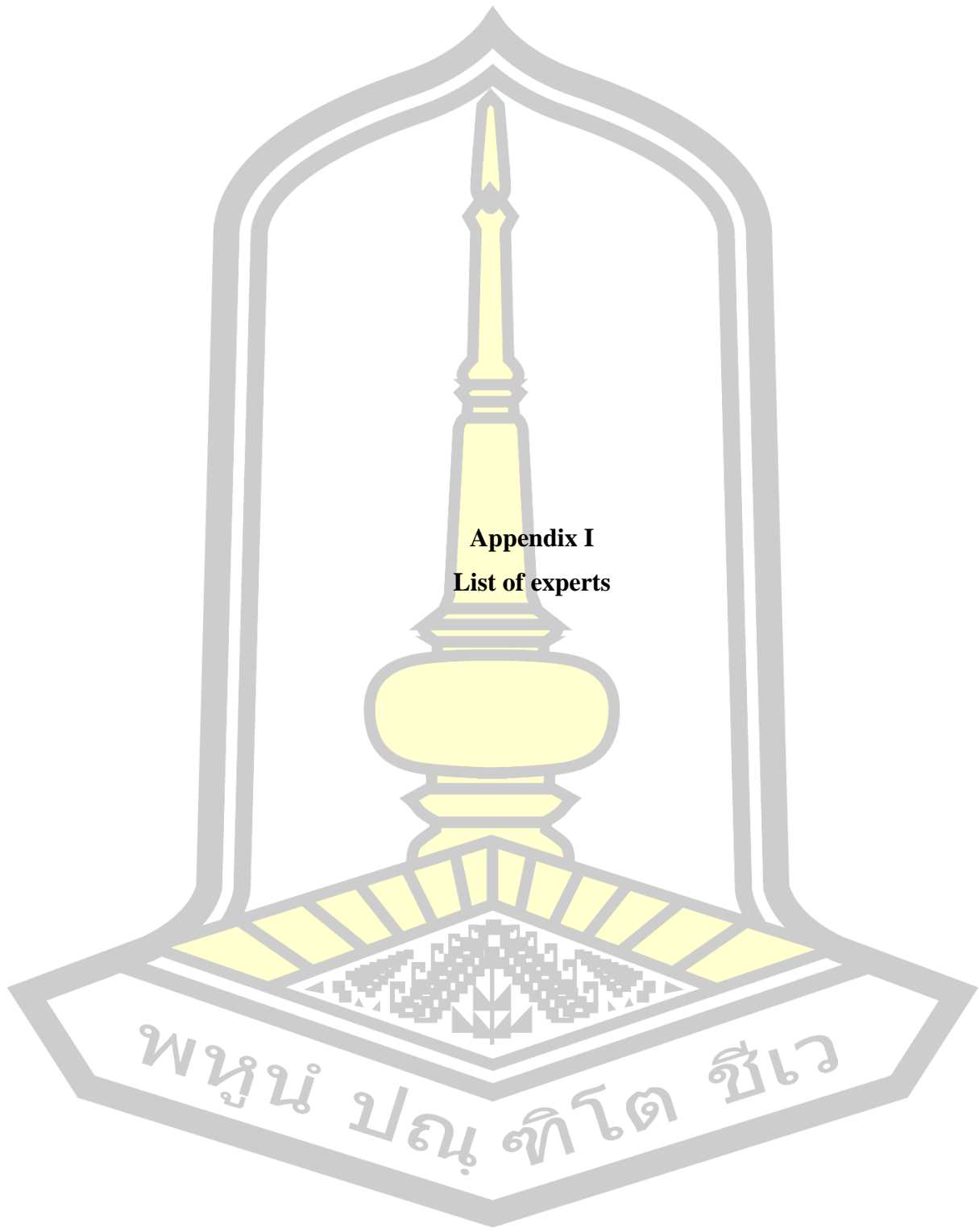
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APPENDIX

พหุบัณฑิตยาลัย จุฬาลงกรณ์มหาวิทยาลัย



Appendix I
List of experts

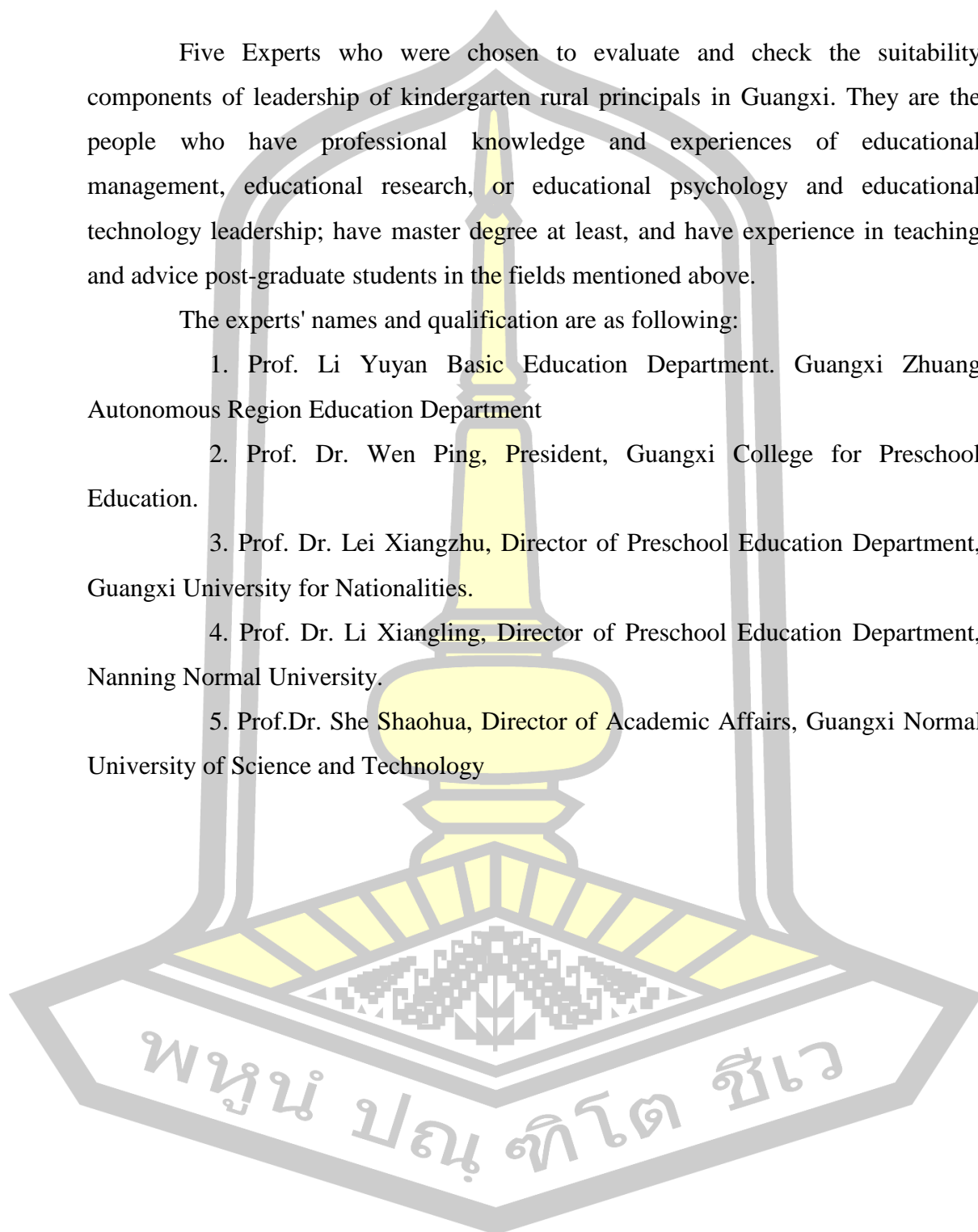
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List of component check experts

Five Experts who were chosen to evaluate and check the suitability components of leadership of kindergarten rural principals in Guangxi. They are the people who have professional knowledge and experiences of educational management, educational research, or educational psychology and educational technology leadership; have master degree at least, and have experience in teaching and advice post-graduate students in the fields mentioned above.

The experts' names and qualification are as following:

1. Prof. Li Yuyan Basic Education Department. Guangxi Zhuang Autonomous Region Education Department
2. Prof. Dr. Wen Ping, President, Guangxi College for Preschool Education.
3. Prof. Dr. Lei Xiangzhu, Director of Preschool Education Department, Guangxi University for Nationalities.
4. Prof. Dr. Li Xiangling, Director of Preschool Education Department, Nanning Normal University.
5. Prof. Dr. She Shaohua, Director of Academic Affairs, Guangxi Normal University of Science and Technology

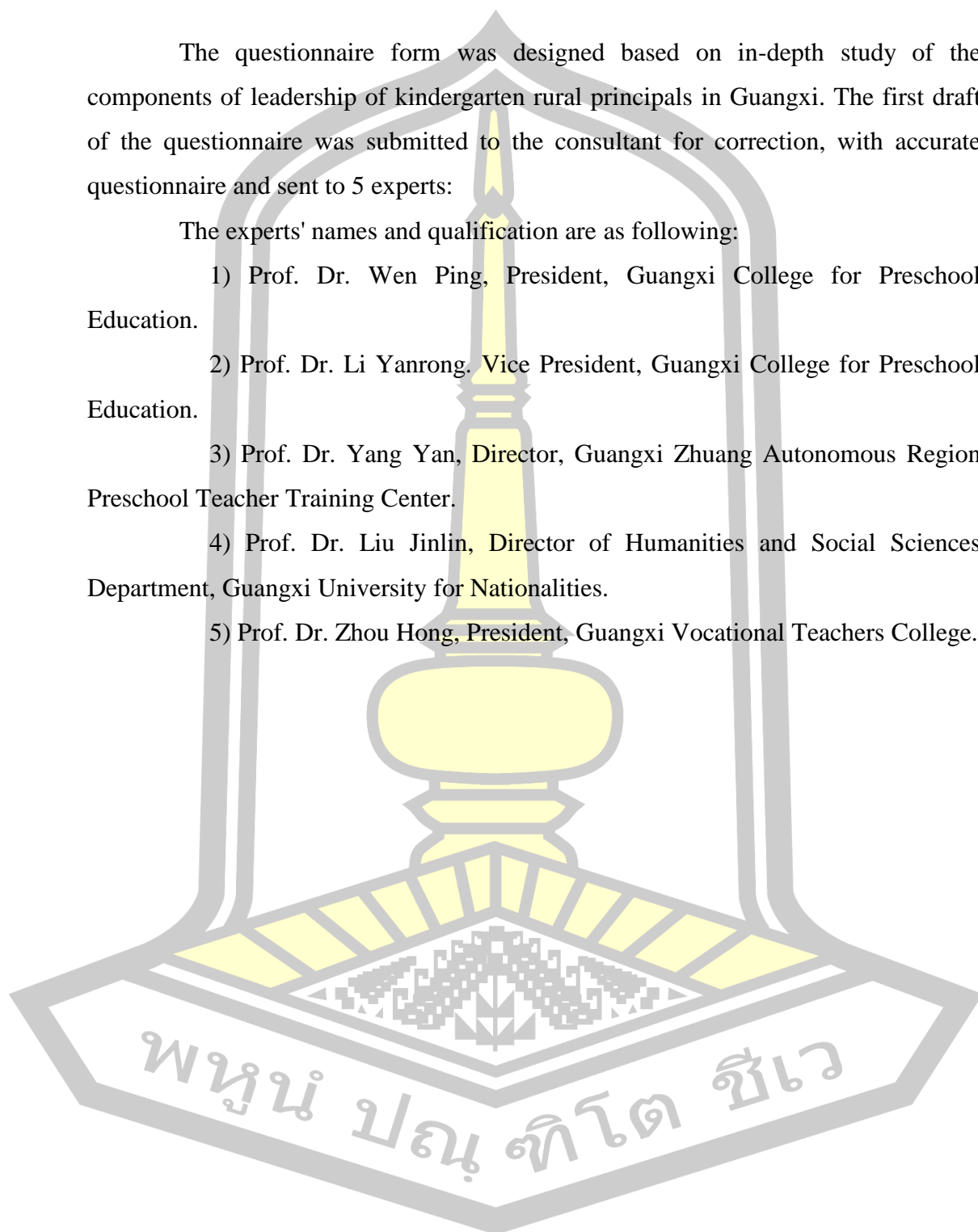


List of experts in the evaluation of research tools

The questionnaire form was designed based on in-depth study of the components of leadership of kindergarten rural principals in Guangxi. The first draft of the questionnaire was submitted to the consultant for correction, with accurate questionnaire and sent to 5 experts:

The experts' names and qualification are as following:

- 1) Prof. Dr. Wen Ping, President, Guangxi College for Preschool Education.
- 2) Prof. Dr. Li Yanrong, Vice President, Guangxi College for Preschool Education.
- 3) Prof. Dr. Yang Yan, Director, Guangxi Zhuang Autonomous Region Preschool Teacher Training Center.
- 4) Prof. Dr. Liu Jinlin, Director of Humanities and Social Sciences Department, Guangxi University for Nationalities.
- 5) Prof. Dr. Zhou Hong, President, Guangxi Vocational Teachers College.

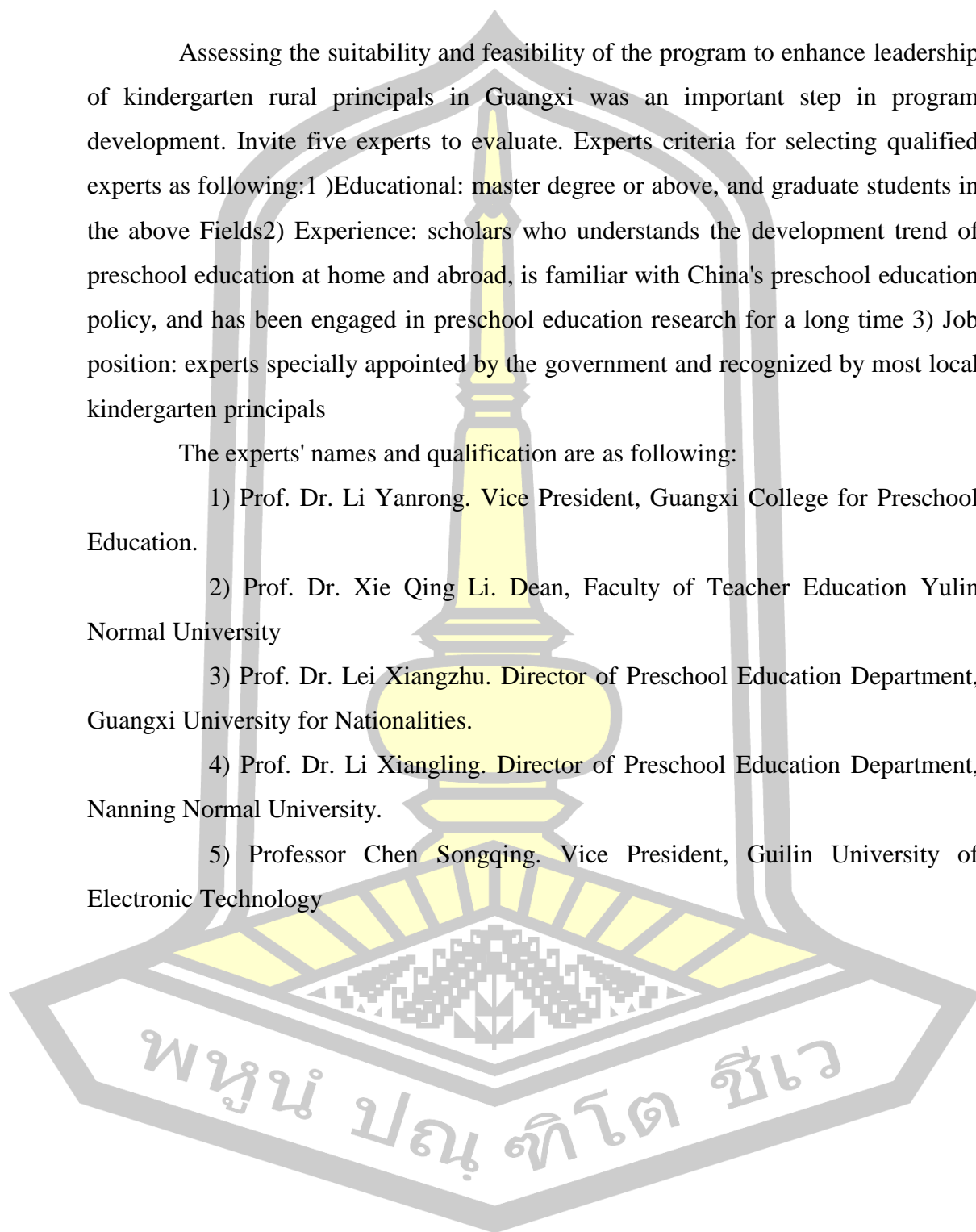


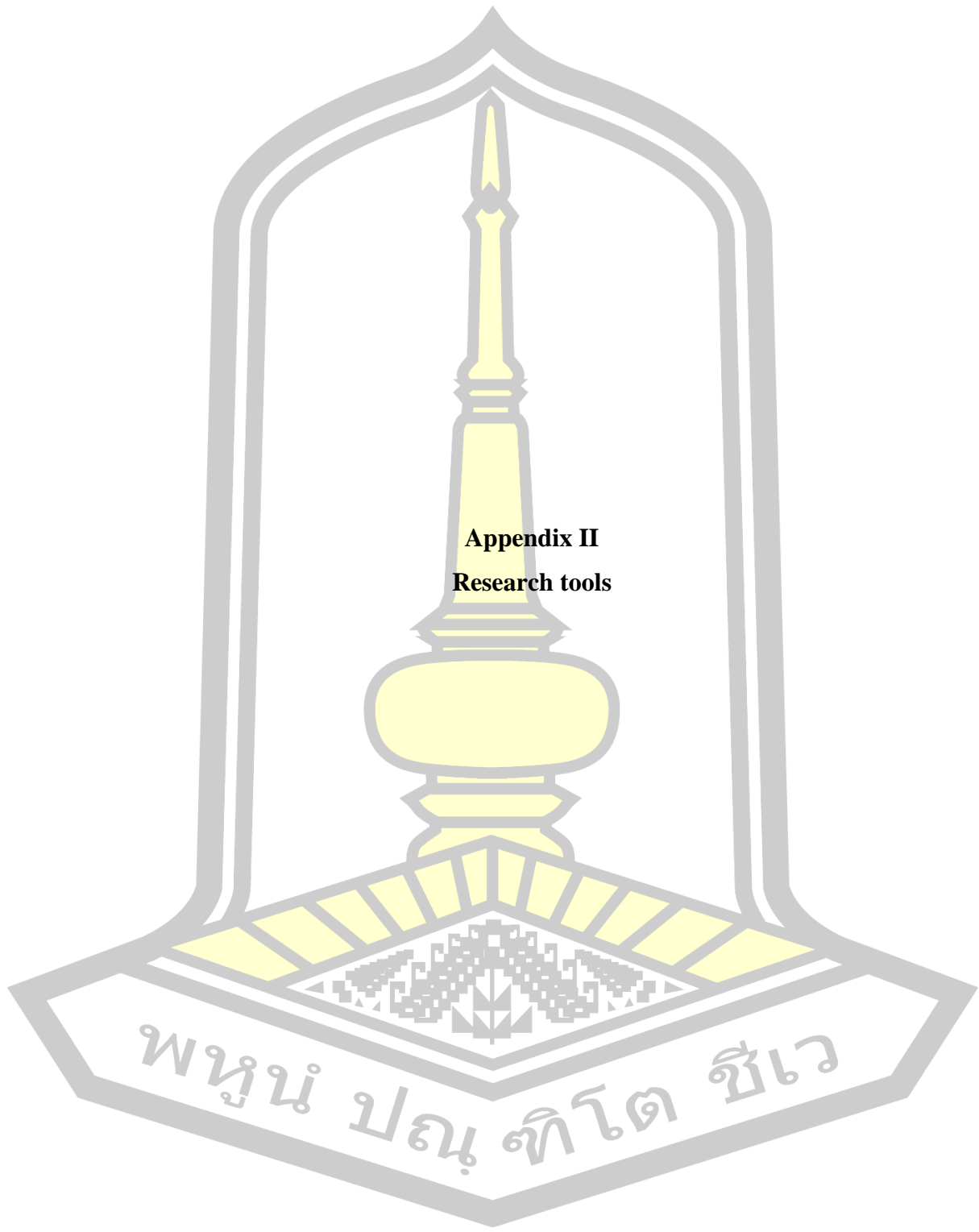
List of experts to evaluate the suitability and feasibility of the program

Assessing the suitability and feasibility of the program to enhance leadership of kindergarten rural principals in Guangxi was an important step in program development. Invite five experts to evaluate. Experts criteria for selecting qualified experts as following: 1) Educational: master degree or above, and graduate students in the above Fields 2) Experience: scholars who understands the development trend of preschool education at home and abroad, is familiar with China's preschool education policy, and has been engaged in preschool education research for a long time 3) Job position: experts specially appointed by the government and recognized by most local kindergarten principals

The experts' names and qualification are as following:

- 1) Prof. Dr. Li Yanrong. Vice President, Guangxi College for Preschool Education.
- 2) Prof. Dr. Xie Qing Li. Dean, Faculty of Teacher Education Yulin Normal University
- 3) Prof. Dr. Lei Xiangzhu. Director of Preschool Education Department, Guangxi University for Nationalities.
- 4) Prof. Dr. Li Xiangling. Director of Preschool Education Department, Nanning Normal University.
- 5) Professor Chen Songqing. Vice President, Guilin University of Electronic Technology





Appendix II
Research tools

พหุณฺ์ ปณฺุ ทิโต ชีเว



MAHASARAKHAM UNIVERSITY ETHICS COMMITTEE FOR
RESEARCH INVOLVING HUMAN SUBJECTS

Certificate of Approval

Approval number: 533-369/2024

Title : Developing Training Program to Enhance Kindergarten leadership of Rural Principals in Guangxi Province China.

Principal Investigator : Zhiyong Meng

Responsible Department : Faculty of Education

Research site : Nanning City, Guangxi Province, China

Review Method : Expedited Review

Date of Manufacture : 29 August 2024 **expire :** 28 August 2025

This research application has been reviewed and approved by the Ethics Committee for Research Involving Human Subjects, Mahasarakham University, Thailand. Approval is dependent on local ethical approval having been received. Any subsequent changes to the consent form must be re-submitted to the Committee.

Ratree S

(Assistant Professor Ratree Sawangjit)

Chairman

Approval is granted subject to the following conditions: (see back of this Certificate)

Kindergarten principal leadership self-assessment questionnaire

Hello, principal! Thank you for participating in this survey. The purpose of this survey is to investigate the leadership characteristics of leadership of kindergarten rural principals in Guangxi. The following is a specific description of the leadership behavior characteristics of kindergarten principals. Please read each question carefully, judge the extent to which these contents are consistent with your actual situation, and tick "√" accordingly. The survey is for scientific research only and will not involve your personal information, so please feel free to fill it out.

Part 1: Basic information

1. Your gender

- Male
 Female

2. Your age

- <30 years old
 Between 30 – 39 years old
 From 40-49 years old
 ≥ 50 Years old

3. Your education

- Secondary school or below
 Junior college
 Bachelor's degree
 Master's degree or above

4. Your education

- Secondary school or below
 Junior college
 Bachelor's degree
 Master's degree or above

5. Your title

- Junior
 Intermediate
 Senior

6. Your working kindergarten location

- Urban
- Township
- Countryside

7. Your length of tenure as principal

- ≤ 5 years
- 6-10 years
- 11-15 years
- 16-20 years
- >20 years

8. The size of your kindergarten

- Small (≤ 180 Children's)
- Medium (181-360 Children's)
- Large (361-540 Children's)
- Extra large (≥ 541 Children's)

Part 2: Questionnaire subject

Existence condition and desired condition of developing program to enhance leadership of kindergarten rural principals in Guangxi

Instructions: please check a mark. \checkmark enter in the existent condition and desired condition fields. You have taken actions that existent condition and desired condition according to the following criteria:

5 means existent condition and desired condition at the highest level

4 means existent condition and desired condition at the high level

3 means existent condition and desired condition at the medium level

2 means existent condition and desired condition at the low level

1 means existent condition and desired condition at the lowest level

พหุ ม ปณ ทิ โด ชี น

Item	Planning rural kindergarten development	Existent condition					Desired condition				
		5	4	3	2	1	5	4	3	2	1
	development planning										
7	You analyze the problems and challenges facing the development of kindergartens and form the development ideas of kindergartens										
8	You organize experts, staff, parents, etc. to participate in the development plan of the kindergarten.										
9	You guide the staff to formulate and implement the work plan for the academic year and semester according to the development plan										
10	You monitor the implementation process and effectiveness of the kindergarten development plan and adjust it in time										

พหุ ประถมศึกษา ชีวะ

**Interview Outline on leadership of kindergarten rural principals in Guangxi
(Kindergarten principals)**

Dear teacher:

Thank you very much for taking the time to interview with us. This survey aims to understand the basic situation of the leadership of kindergarten principals in rural areas of Guangxi. Please fill in according to your actual situation. This survey data is for academic research purposes only and does not involve your personal or school assessment. We will keep it strictly confidential and sincerely hope to get your support and help! Thank you for your cooperation!

Interview content consists of three parts: the first part of the director in the basic information, the second part behavioral event interview, the third part of structured interviews.

Part 1: Basic Information

1. Interviewee.....
2. Interview time.....
3. Interview location.....
4. Interviewer.....

Part 2: Behavioral event interview

(1) A brief introduction of myself and my research. First, let the subjects relax and establish a mutual trust interview relationship; Please review the interview agreement, emphasize that the interview is for research purposes only, dispel concerns about recording, sign the agreement or give verbal authorization.

(2) To understand the basic information of the interviewee, please fill in the personal basic information form, or ask the interviewee to fill in the form of questions.

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(3) Prepare the recording tools, paper and pen, and start the formal interview and recording.

(4) Please think back for a few minutes, think about the last one to two years, your work occurred in a few important leadership work cases. Regardless of the size of the event, as long as you think it is important to carry out your current work.

The more detailed you are about these events, the better, including:

a What is this thing? What is the background and context? The basic course of events.

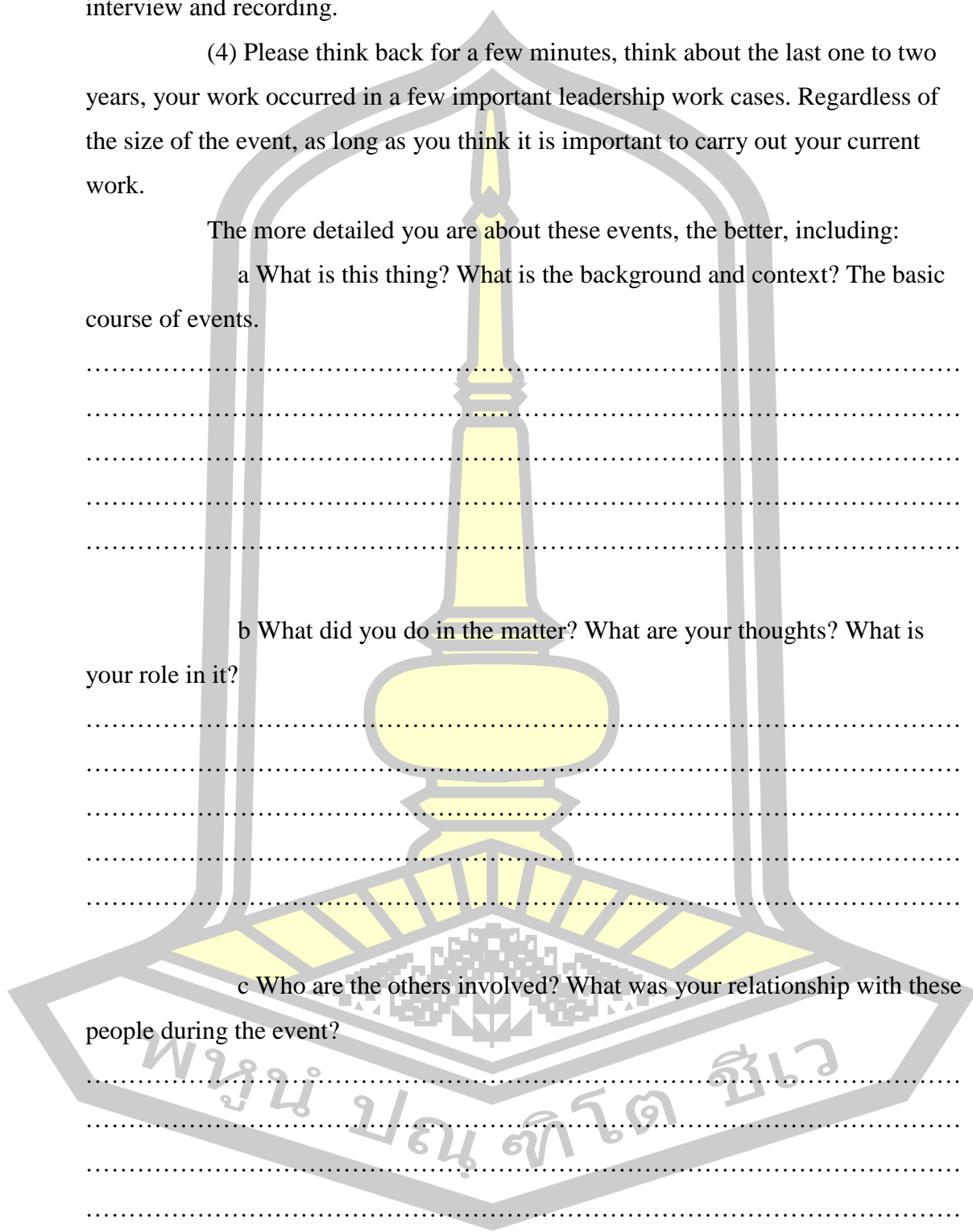
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b What did you do in the matter? What are your thoughts? What is your role in it?

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c Who are the others involved? What was your relationship with these people during the event?

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d Are there any difficulties? How were the difficulties overcome?

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e The outcome of the event, how you feel about the outcome of the event, etc.

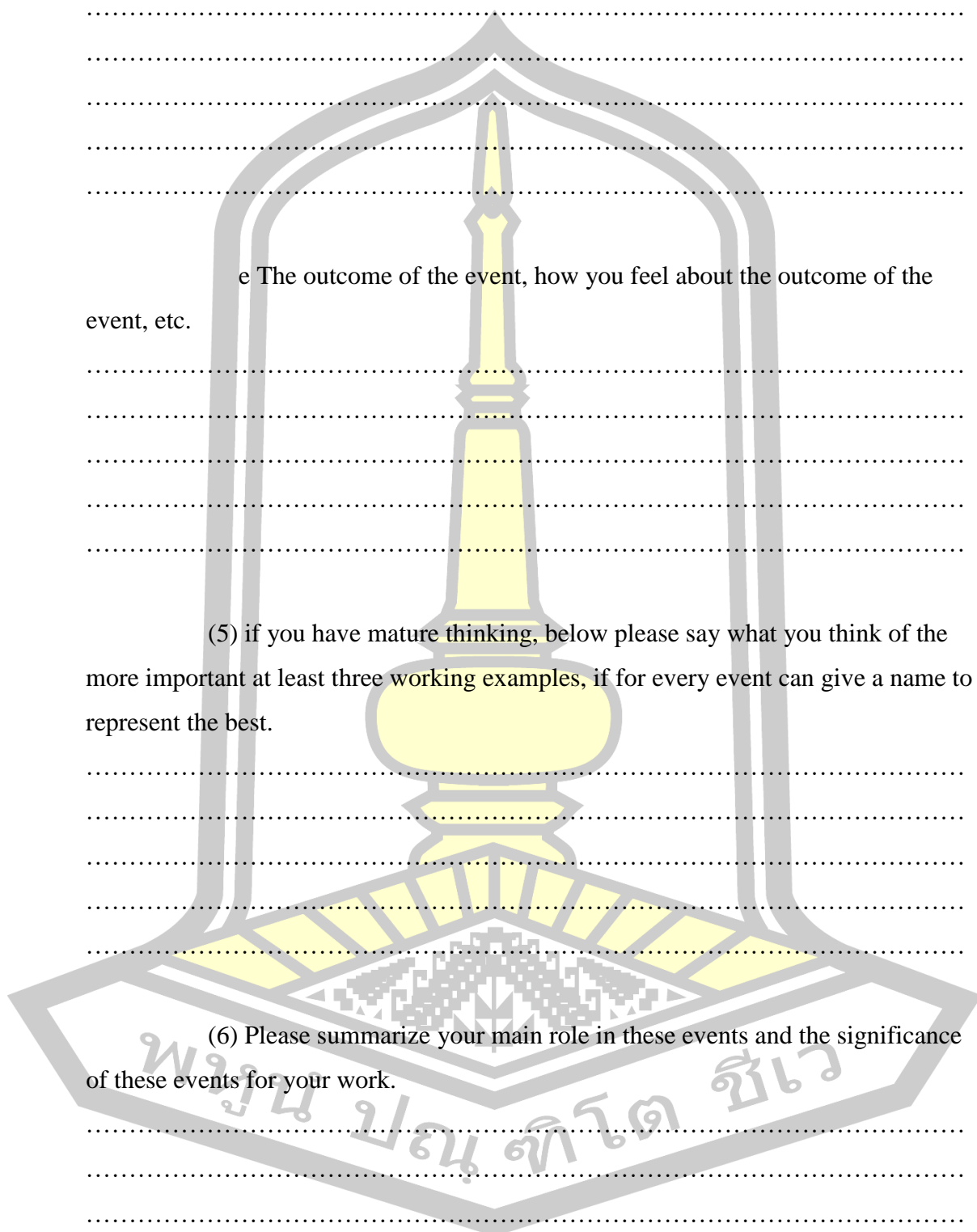
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(5) if you have mature thinking, below please say what you think of the more important at least three working examples, if for every event can give a name to represent the best.

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.....

(6) Please summarize your main role in these events and the significance of these events for your work.

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(7) In what way do you usually improve your leadership at work? Can you describe how you did it, what kind of process you went through, and what kind of experience and harvest you had?

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(8) In your work, what external factors have you been influenced or supported by to help you improve your leadership? One or two examples of the most important can be given.

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(9) What personal characteristics do you think have played a very important role in promoting your work?

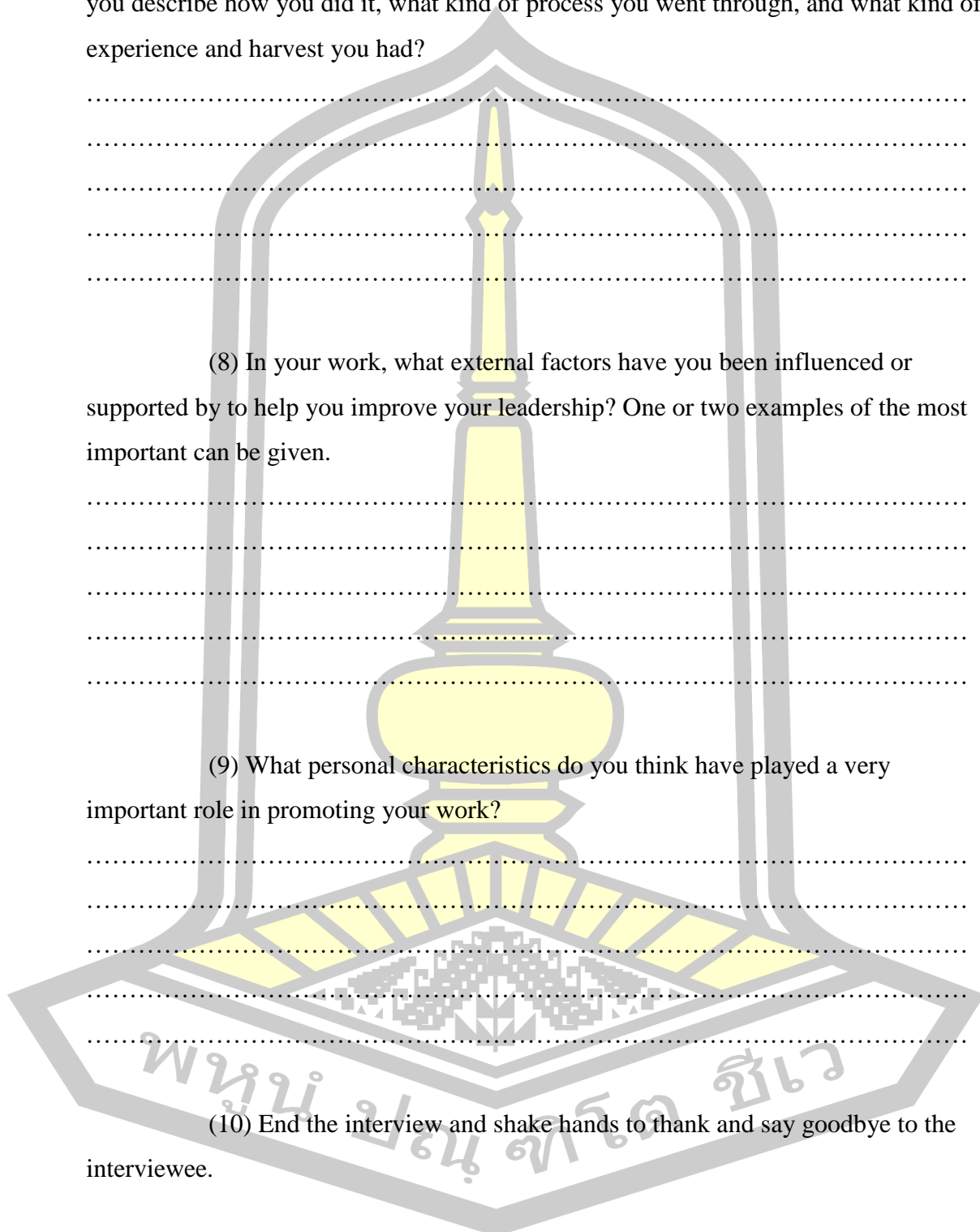
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(10) End the interview and shake hands to thank and say goodbye to the interviewee.



Part 3: structured interviews

1. Induction training: What measures are taken to help new teachers adapt to the new job (induction training)? Are frequent revisions required? Why? What experience can you share in the orientation of new teachers? Were there any challenges? How did you improve to achieve the desired state?

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2. Teacher professional development: What professional support is provided for the professional development of teachers after their entry into the profession? What experiences can you share in supporting teacher professional development? What challenges have been encountered in the process of promoting teacher professional development? How did you improve to achieve the desired state?

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3. Meet the needs of the faculty: In the previous survey, many teachers reported that they were less able to prepare for teaching or rest during working hours. What do you think of this problem? What do you think can be done to enhance teachers' career happiness (space)?

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4. Kindergarten planning: What problems do you encounter when making kindergarten planning?

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5. Kindergarten evaluation: What evaluation has been implemented in the kindergarten? What are the difficulties in implementing internal evaluation at present? What needs to be improved? What do you think is the ideal kindergarten evaluation system?

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6. Home cooperation: Can you share your experience in the management of home cooperation (communication, participation)? What challenges do you think parents face in participating in kindergarten activities (education, teaching and management)? How can it be improved?

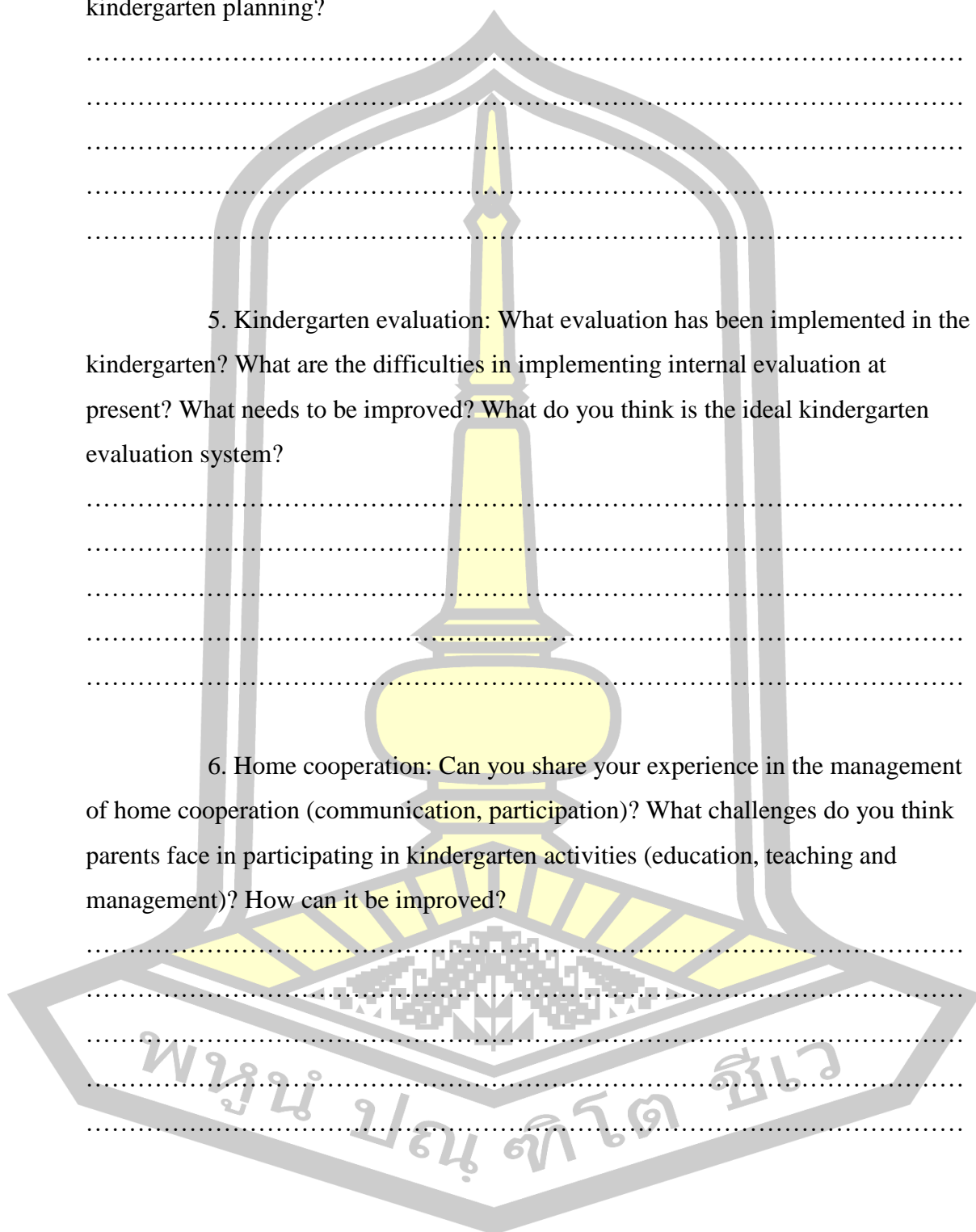
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7. Community cooperation: What are your experiences in working with the community?

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8. Information technology: Do you think it is necessary to add written regulations on the use of information technology by employees, including the use and confidentiality of kindergarten resources? What aspects do you think should be regulated? What problems might exist in implementation?

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9. What challenges have you encountered in your management practice? What kind of management training would you like most?

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10. How do you feel and improve yourself in the training you have participated in?

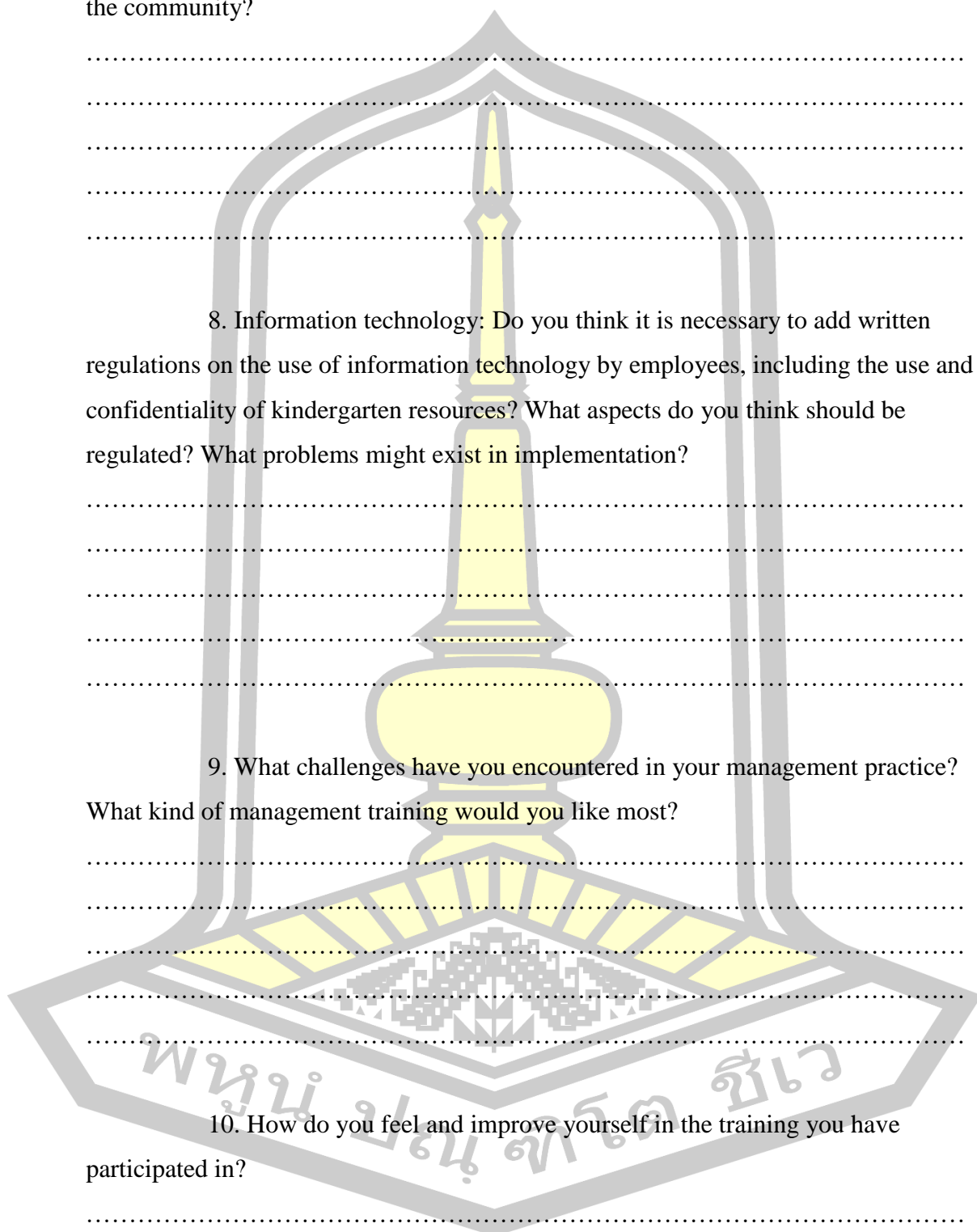
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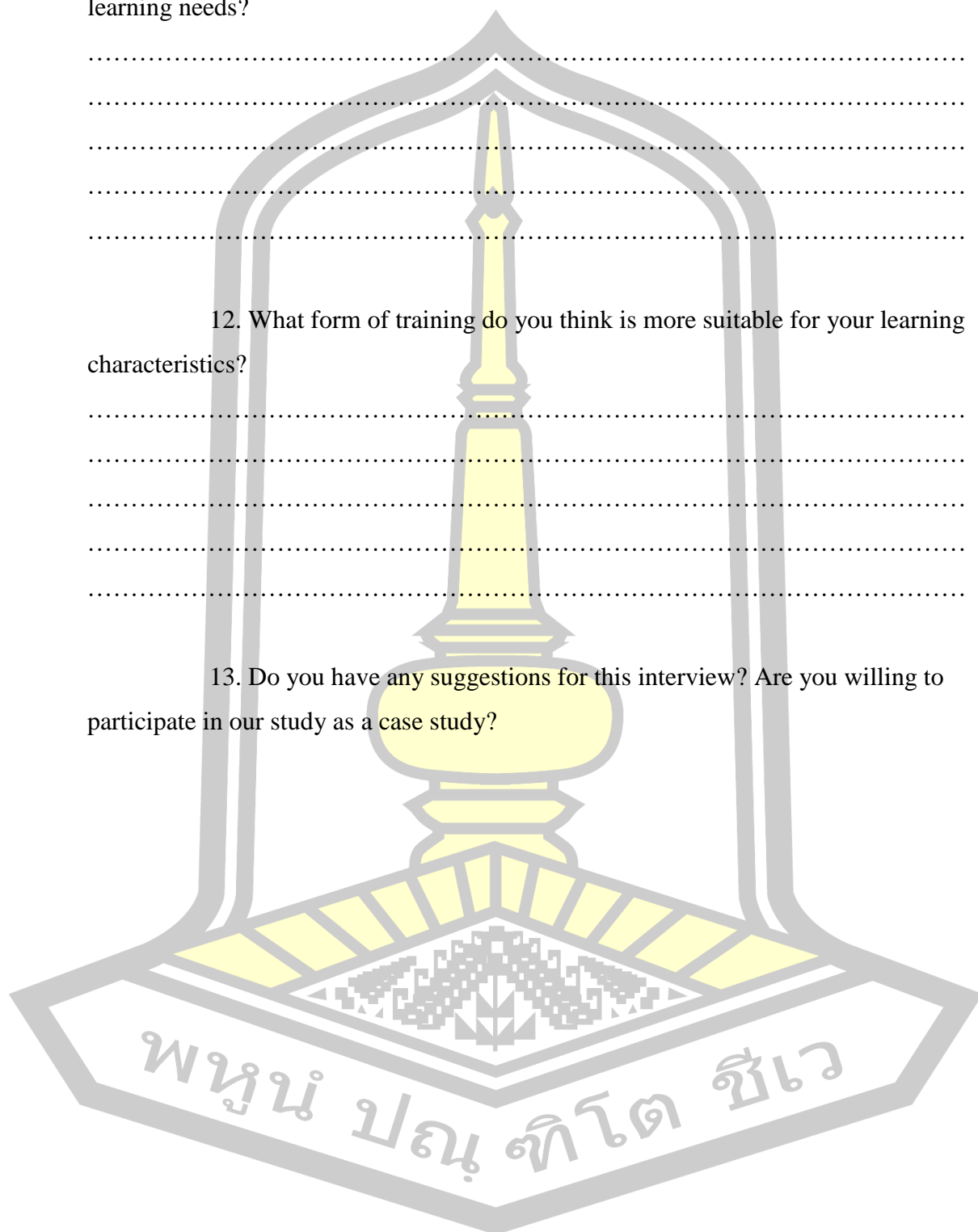
11. How do you think the training courses are set up to better meet your learning needs?

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12. What form of training do you think is more suitable for your learning characteristics?

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13. Do you have any suggestions for this interview? Are you willing to participate in our study as a case study?



Developing program to enhance leadership of kindergarten rural principals

Expert Evaluation Form

The evaluation form was designed in order to collect the primary data. The evaluation form was divided into two parts as following: expert basic information and expert opinion 5-level scale:

Part 1: Expert Basic Information

Name.....

Job title.....

Workplace.....

Part Two Expert Opinion 5-level Scale

Please read the following questions about the developing program to enhance leadership of kindergarten rural principals in Guangxi , choose the most appropriate one, and use the following symbol ✓

Score	Meaning
5	The program is appropriate/possibility. At the highest level
4	At a high level
3	Be moderate
2	Be moderate
1	At the least level.

Evaluation item	Opinion				
	5	4	3	2	1
Program Objectives					
1. Introduction of kindergarten principal leadership					
2. Overview kindergarten principal leadership					
3. Component of kindergarten principal leadership					
Content of Program					
1. Planning rural kindergarten development					
2. Creating a culture fostering student development					

Evaluation item	Opinion				
	5	4	3	2	1
3. Leading preschool care and education					
4. Guiding and facilitating teacher development					
5. Optimizing internal management					
6. Adapting the external environment					
Method and Hours					
Program Support Resources					
1. Kindergarten resources					
2. University resources					
3. Guangxi preschool teacher Training Center					
4. Education administration support					
Evaluation					
1. Evaluate the suitability components of leadership of kindergarten rural principals					
2. Evaluate Kindergarten principal leadership (Before implementation)					
3. Open-ended evaluation and fast feedback regarding content of program such as objective, length of time, practice, method and resource on each activity.					
4. Evaluate Kindergarten principal leadership (During implementation)					
5. Evaluate Kindergarten principal leadership (After implementation)					
6. Evaluate the program through filling the questionnaire.					

Module 1: Planning rural kindergarten development	Opinion				
	5	4	3	2	1
1. Principles and objectives					
2. Content					
3. Development process					
4. Measurement and evaluation					
Module 2: Creating a culture fostering student development	Opinion				
	5	4	3	2	1
1. Principles and objectives					
2. Content					
3. Development process					
4. Measurement and evaluation					
Module 3 :Leading preschool care and education	Opinion				
	5	4	3	2	1
1. Principles and objectives					
2. Content					
3. Development process					
4. Measurement and evaluation					
Module 4: Guiding and facilitating teacher development	Opinion				
	5	4	3	2	1
1. Principles and objectives					
2. Content					
3. Development process					
4. Measurement and evaluation					

Module 5 :Optimizing internal management	Opinion				
	5	4	3	2	1
1. Principles and objectives					
2. Content					
3. Development process					
4. Measurement and evaluation					

Module 6 :Adapting the external environment	Opinion				
	5	4	3	2	1
1. Principles and objectives					
2. Content					
3. Development process					
4. Measurement and evaluation					

Principles

1. 70% learning mode is a learning mode in which the development of a person's ability is improved mainly by constantly solving practical problems in his or her own job. This model enables students to gain knowledge quickly, so effective perception also leads to effective learning. Because of the events or stories that the learners experienced themselves, they learned to remember and exhibit this behavior. In philosophy, truth guides practice, practice tests the standard of truth, and it is easier to master correct principles and theories through practice. It forms cognitive experience or accumulated work experience, which leads to learning, imitation, and action based on behaviors already done from the beginning, and therefore innovation receives new experiences. Leads to the creation and birth of a person's new behavior or new ability, which affects the assigned work. Abilities or potentials, or some textbooks may use the term "characteristics" or "necessary dimensions" as what an individual should have at work (job dimensions). The people development development tools used with this learning approach will focus on the following tools.

70% Learning Mode personnel development tools

Development tools	Details of development tools
Job Shadowing/ Observation	Follow a template that is an accepted person, or a role model, who needs to be followed or observed in the behavior of this template.
Executive Job Shadowing	Template tracking focuses on senior management observing the function and expressive behavior of templates, where the selected template must be accepted in the tracked event.
Job Aids/Manuals	Learning from the code of conduct or work requirements that have been established to serve as a framework or direction for operations to be at the same standard.
Knowledge Sharing Sessions	A gathering of personnel within the organization to exchange knowledge, principles, and concepts that are relevant and can be useful in work.
Outsource/Supplier Sharing	Exchange of opinions, information and experiences received with partner companies that are partners or do business
Lesson Learn Sharing	Exchanging experiences from work Whether an error occurred or impressive experiences can be exchanged with the team to use as guidelines or lessons learned for the next work.
Self - Reflection Note	Recording information and using recorded information to review and inspect one's own work To be used as information to improve and develop the assigned work.
Secondment	Requesting to temporarily borrow personnel from one agency where they work regularly to work with another agency
Job Rotation	Learning additional work by switching jobs from one department to another
Special Projects	Taking on a special project that is not a job or a regular project specified in the Job Description
Cross Functional	Assignment to work with other departments in a cross

Development tools	Details of development tools
Assignment	functional manner Not a person from the same agency
Stretch Assignment	challenging assignments It is work that has never been done before, different from previous work that has been done before.
Work with Consultants or Internal Experts	working with consultants who work within the organization, including having the opportunity to work with experts who are individuals within the organization
Community Activities and Volunteering	Assigning or volunteering to participate in organized group or club activities. The members participating in the activity will be responsible for carrying out activities with the goal of improving and developing the work.
Interaction with Senior Management	Liaising with executives with expertise and seniority with report presentation/presentation or attending a meeting with the management team
Site Visits	Field trips to learn about practices The organization's work process is Best Practice in the matter that needs to be viewed.
Customer Visits	Visiting customers to study customer behavior Including information on customer expectations towards the use of products and services.
Action Research	Implementation of research by determining the subject to be researched by considering the problems in the work that arise. collecting information and applying the research results obtained to solve problems that arise on the daily work site.
Apply Best Practice	Implementing guidelines, procedures, or best practice principles until they are accepted. to apply in practice
On the Job Learning	Learning from real practice in the field, encountering real situations and real customers.

2. 20% learning mode is a mode of learning from others, whether it is your immediate supervisor. Colleagues, subordinates, customers and partners from different departments are learning through dialogue. This requires restoring the foundation of a good relationship between two or more interlocutors by booking a conversation. Exchange views at a mutually convenient time. The human resource development tools used will focus on non-classroom training tools or non-classroom training human resource development tools, as shown below.

20% Learning Model personnel development tools

Development tools	Details of development tools
Coaching from Manager/Others	Instructional instruction to spark learning by a direct supervisor or other person who is accepted by the person being taught and is ready to learn along with the instructor.
Peer Coaching	Teaching by colleagues in the same department or different departments assigned as a teacher inspires the learners to have good ideas and perspectives in their work.
Group Coaching	Guided instruction with more than 3 people who are being taught, with an emphasis on teaching to inspire the trainees to have a way of operating for the common goals of the group.
Informal Coaching	Unstructured coaching that can happen at any time Most emphasize teaching in the Life Coach style, where the instructor serves to inspire those being taught to have perspectives and ideas for living their daily lives.
Mentoring	A conversation between the mentor and the person the mentor is supervising. Focus on the mind emotion and adjustment when working with others in the organization

Development tools	Details of development tools
Teaching	telling the learner to recognize and listen Emphasis is placed on steps, methods, formats and work systems that can be put into practice by those being taught.
Counseling	Giving advice when problems arise from working in the organization The consultant will analyze the cause of the problem. and find alternative methods and approaches to solving problems.
Mirror	Bringing what a person said or did during that time to talk about how good or bad the words and behaviors that were expressed.
Informal Feedback and Work Debriefs	Providing information about work by collecting past work results over a certain period of time to summarize whether there are good works that need to be maintained and there are areas that need to be improved.
Seeking Advice, Asking Opinions	request for advice or asking knowledgeable people about matters that they do not yet have knowledge about and lack of experience To apply the advice and opinions received to work and personal life.
360 Degree Feedback	Providing information received from people around you, whether it be your direct supervisor indirect supervisor subordinates self, colleague
Assessments Outcomes and Feedback	Evaluating the results of the work and providing feedback from the evaluation results received. The goal is to allow people to listen to feedback to improve and develop their own work.
Assessment Center	Clarification of the results of individual assessments that are conclusive by using a variety of methods. Whether it is an evaluation from a case study role play Taking tests, giving presentations

Development tools	Details of development tools
Learning and Development Center	Participating in the test from the Learning and Development Center by taking a knowledge test or a personality test and listening to the test results from the center to bring information to improve and develop ourselves
Learning through Team/Networks	Joining a group to become a member or network with an emphasis on groups within the organization. To provide information on principles and concepts in a particular area of interest to the group.
External Networks/Contacts	Joining groups with external networks to listen to information and requesting information for use in work
Professional Association Involvement or Active Membership	Being a member of an academic group to listen to information Useful news for work and bring the information Acquired to improve and develop work to be more efficient.
Facilitated Group Discussion by Action Learning	Being assigned to act as a director and organizing group members from people within the organization or different organizations to talk, ask questions, and exchange opinions from their experiences. By emphasizing together to find a solution from the problem.
Peer - Assisted Learning and Work Buddy	Discussing with partners assigned by superiors to help each other in work And have friends who are always there to give advice and advice on work that you do or problems that arise.

3. 10% learning model is a learning model that combines classroom training as the focus and Non classroom training as the focus of learning tools. Whether it's learning through eLearning media or learning through a variety of documents, it's research through a project or course that's already prepared. This is another important form of development, and organizations must not be able to eliminate this form of learning in order to create integrated learning and lead to learner learning. Common development tools are as following:

10% Learning Model Personnel Development Tools

Development tools	Details of development tools
In-House Training	Learners from the same organization learn together in training courses organized by the organization. It is a training organized both internally and/or externally.
Public Training	Students from different organizations are interested in the same course. Organized by external training institutes
Seminar	Participating in group meetings where members have the same interest or expertise in the same subject to listen, get to know, and exchange views.
Workshop	Participating in group meetings where members have the same interest or expertise in the same subject, participate in practice or jointly act on a specified matter. The conclusions obtained from the seminar will be continued or not.
E-Learning	Learning via electronic media such as the internet, satellite signals, etc., including learning via On-Line according to the conditions set by the organization/institution that provides the learning media.
Certification Program	Participate in a program in a long-term course with a certificate certifying that learners are knowledgeable with an international standardized knowledge test that the institution organizes a specified learning program.

Development tools	Details of development tools
Formal Education	Continuing education at a university or college It is learning that takes time to study according to the organized program. Students can choose the program and subjects that they are interested in and have enough time to learn according to the specified program.
Reading	Reading on topics of interest to increase one's own perspective, ideas, and knowledge on the subject of interest.

Methods and Activity

Module 1 : Planning rural kindergarten development

Principles : 70:20:10	Methods	Details of activities
70% learning through experience (28 hours)	Problem-solving (14 hours)	The collection of experts, principals and teachers, one is to analyze and solve the problems existing in the original kindergarten development plan text, the second is to analyze and solve the practical problems that have not reached the kindergarten development plan.
	Challenging tasks (14 hours)	Set 2 or 3 challenging tasks in the kindergarten development plan and complete them
20% learning through others (8 hours)	Peer coaching (3 hours)	Listen to feedback from kindergarten principals in the same area and improve; Learn the experience of an excellent kindergarten
	Communities of practice (3 hours)	Actively participate in various activities of the principal group;workshop

 Module 1 : Planning rural kindergarten development

	Mentoring (2 hours)	Provide career guidance and professional advice to other principals in the kindergarten group
10% learning through formal training (4 hours)	Formal training (4 hours)	Actively participate in the education department to organize training for kindergarten principals

 Module 2 : Creating a culture fostering student development

Principles : 70:20:10	Methods	Details of activities
70% learning through experience (26 hours)	Problem-solving (13 hours)	Analyze and solve the practical problems that Feedback focused on kindergarten culture issues
	Challenging tasks (13 hours)	Set 2 or 3 challenging tasks in the kindergarten culture development and complete them
20% learning through others (8 hours)	Peer coaching (3 hours)	Listen to feedback from kindergarten principals in the same area and improve; Learn the experience of an excellent kindergarten
	Communities of practice (3 hours)	Actively participate in various activities of the principal group; workshop
	Mentoring (2 hours)	Provide career guidance and professional advice to other principals in the kindergarten group
10% learning through formal training (4 hours)	Formal training (4 hours)	Actively participate in the education department to organize training for kindergarten principals

 Module 3 : Leading preschool care and education

Principles : 70:20:10	Methods	Details of activities
70% learning through experience (25 hours)	Problem-solving (13 hours)	Analyze and solve the practical problems that Feedback focused on teacher development issues.
	Challenging tasks (12 hours)	Set 2 or 3 challenging tasks in the Leading preschool care and education and complete them
20% learning through others (7 hours)	Peer coaching (3 hours)	Listen to feedback from kindergarten principals in the same area and improve; Learn the experience of an excellent kindergarten
	Communities of practice (2 hours)	Actively participate in various activities of the principal group; workshop
	Mentoring (2 hours)	Provide career guidance and professional advice to other principals in the kindergarten group
10% learning through formal training (4 hours)	Formal training (4 hours)	Actively participate in the education department to organize training for kindergarten principals

 Module 4 : Guiding and facilitating teacher development

Principles : 70:20:10	Methods	Details of activities
70% learning through experience (24 hours)	Problem-solving (12 hours)	Analyze and solve the practical problems that Feedback focused on teacher development issues.
	Challenging tasks	Set 2 or 3 challenging tasks in the Guiding

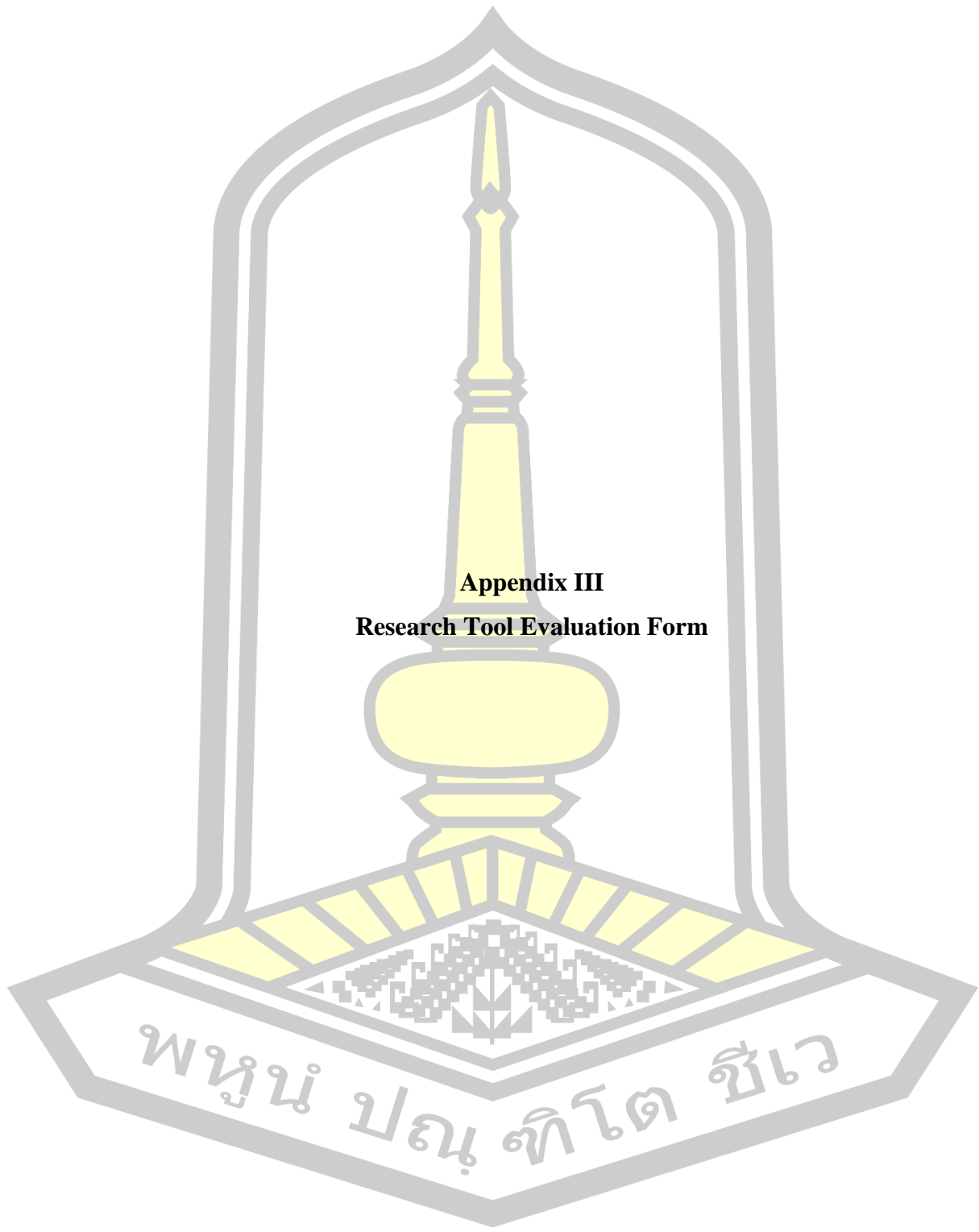
 Module 4 : Guiding and facilitating teacher development

	(12 hours)	and facilitating teacher development and complete them
20% learning through others (7 hours)	Peer coaching (3 hours)	Listen to feedback from kindergarten principals in the same area and improve; Learn the experience of an excellent kindergarten
	Communities of practice (2 hours)	Actively participate in various activities of the principal group; workshop
	Mentoring (2 hours)	Provide career guidance and professional advice to other principals in the kindergarten group
10% learning through formal training (3 hours)	Formal training (3 hours)	Actively participate in the education department to organize training for kindergarten principals

 Module 5 : Adapting the external environment

Principles : 70:20:10	Methods	Details of activities
70% learning through experience (23 hours)	Problem-solving (12 hours)	Analyze and solve the practical problems that Feedback focused on Adapting the external environment issues.
	Challenging tasks (11 hours)	Set 2 or 3 challenging tasks in the Adapting the external environment and complete them
20% learning through others (6 hours)	Peer coaching (2 hours)	Listen to feedback from kindergarten principals in the same area and improve; Learn the experience of an excellent kindergarten
	Communities of	Actively participate in various activities of the

Module 5 : Adapting the external environment		
	practice (2 hours)	principal group; workshop
	Mentoring (2 hours)	Provide career guidance and professional advice to other principals in the kindergarten group
10% learning through formal training (3 hours)	Formal training (3 hours)	Actively participate in the education department to organize training for kindergarten principals
Module 6 : Optimizing internal management		
Principles : 70:20:10	Methods	Details of activities
70% learning through experience (22 hours)	Problem-solving (11 hours)	Analyze and solve the practical problems that Feedback focused on internal management development issues.
	Challenging tasks (11 hours)	Set 2 or 3 challenging tasks in the internal management development and complete them
20% learning through others (5 hours)	Peer coaching (2 hours)	Listen to feedback from kindergarten principals in the same area and improve; Learn the experience of an excellent kindergarten
	Communities of practice (2 hours)	Actively participate in various activities of the principal group; workshop
	Mentoring (1 hours)	Provide career guidance and professional advice to other principals in the kindergarten group
10% learning through formal training (3 hours)	Formal training (3 hours)	Actively participate in the education department to organize training for kindergarten principals



Appendix III
Research Tool Evaluation Form

พหุบัณฑิตวิทย์

Expert Index of Concordance Assessment Form (IOC)

Illustration:

1. This evaluation form is designed to test the validity of the research questionnaire on leadership of kindergarten rural principals in Guangxi;

2. Please tick "√" in the corresponding box according to the degree of consistency between the question and the term definition. The numerical values represent the following meanings:

+1 means that the question meets the definition of the term

0 means not sure whether the question meets the definition of the term

-1 means it is determined that the question does not meet the definition of the term

Item	Question	Opinion			Suggestion
		+1	0	-1	
1	You fully understand that preschool education is of great significance to children's physical and mental health, habit formation and intellectual development.				
2	You attach importance to the formulation and implementation of kindergarten development plans.				
3	You respect the laws of early childhood education, inherit the good tradition , and run a kindergarten according to local conditions				
4	You are familiar with the national preschool education policy				

Item	Question	Opinion			Suggestion
		+1	0	-1	
5	You learn the successful experience of quality kindergartens				
6	You master the theories and methods of the formulation, implementation and evaluation of kindergarten development planning				
7	You analyze the problems and challenges facing the development of kindergartens and form the development ideas of kindergartens				
8	You organize experts, staff, parents, etc. to participate in the development plan of the kindergarten.				
9	You guide the staff to formulate and implement the work plan for the academic year and semester according to the development plan				
10	You monitor the implementation process and effectiveness of the kindergarten development plan and adjust it in time				
11	You promote the coordinated development of children's physical, intellectual, moral and beauty habit formation and intellectual development.				
12	You attach importance to the integration of excellent traditional Chinese culture into kindergartens				
13	You will respect and care for teachers				

Item	Question	Opinion			Suggestion
		+1	0	-1	
	and children				
14	You have good moral character and artistic accomplishment				
15	You understand the basic theories and methods of kindergarten culture construction				
16	You understand and appreciate the unique expressions of young children				
17	You create a natural and cultural environment that reflects the concept of running a garden				
18	You create a nurturing atmosphere that cultivates the sentiments of teachers and children				
19	You will love learning, labor, and motherland education into the kindergarten's daily life and game activities				
20	You encourage children to participate in the construction of kindergarten culture.				
21	You adhere to the basic principle of combining care and education, and put the safety and health of children in the first place				
22	You respect and protect children's curiosity and learning interest, pay attention to children's good learning quality cultivation.				

Item	Question	Opinion			Suggestion
		+1	0	-1	
23	You respect the experience and wisdom of teachers and actively promote the reform of education				
24	You understand the developmental goals of young children at different ages				
25	You are familiar with kindergarten environment creation, kindergarten day life, game activities and other educational methods				
26	You understand the development and reform experience of preschool education at home and abroad				
27	You implement conservation education activities based on the actual situation of kindergarten				
28	You have strong curriculum leadership skills to guide teachers in educational activities tailored to the developmental needs of each young child				
29	You establish a system of kindergarten principals guiding conservation education activities				
30	You lead and ensure the development of teaching and research activities to improve the quality of education				
31	You respect, trust, unite and appreciate every nursing staff, promote unity and cooperation				

Item	Question	Opinion			Suggestion
		+1	0	-1	
32	You actively create conditions that encourage the professional development of teachers				
33	You have a clear sense of building a teacher professional development community				
34	You grasp the professional requirements of teachers and clarify their rights and obligations				
35	You are familiar with the rules of kindergarten teachers' professional development at all stages				
36	You master strategies to motivate teachers to develop actively				
37	You support teachers to participate in in-service capacity-building training				
38	You establish a sound teacher professional development incentive and evaluation system				
39	You cultivate good ethics, strictly prohibit discrimination, abuse, corporal punishment and other behaviors.				
40	You protect the legitimate rights and interests of teachers and care for their physical and mental health				
41	You insist on running the garden according to law and consciously accept the supervision of faculty, parents and society				

Item	Question	Opinion			Suggestion
		+1	0	-1	
42	You pay attention to the positive role of example demonstration in management				
43	You implement the scientific and democratic management of kindergarten				
44	You have mastered the national requirements for kindergarten management				
45	You know the advanced experience of kindergarten management at home and abroad				
46	You master kindergarten planning, health care, security, staff management, financial assets and other management methods				
47	You form the cohesion of the kindergarten leadership team				
48	You promote the kindergarten management institutionalization and process				
49	You promote open management and protect the rights of staff to participate in kindergarten management				
50	You establish a kindergarten emergency mechanism to effectively deal with natural disasters, life safety and other emergencies				
51	You fully understand that the family is an important partner of the kindergarten				

Item	Question	Opinion			Suggestion
		+1	0	-1	
52	You value the use of natural environment and social educational resources				
53	You focus on guiding children to participate in social life appropriately				
54	You have mastered the methods of effective communication between kindergarten and parents and relevant social organizations				
55	You actively report to and receive support from your supervisor				
56	You instruct teachers in kindergarten and family co-parenting				
57	You form a positive interaction between kindergarten and family and society.				
58	You carry out public welfare scientific parenting guidance and publicity for families and society				
59	You make good use of social education resources into kindergarten education				
60	You are willing to listen to reasonable suggestions from the community				

พหุบัณฑิต ชีวะ

Table 50 Conformity index (IOC), the content of the questionnaire

Article	Experts					Together	IOC	Results of consideration
	1st person	2nd person	3rd person	4th person	5th person			
1	+1	+1	+1	+1	+1	5	1.00	consistent
2	+1	+1	+1	+1	+1	5	1.00	consistent
3	+1	+1	+1	+1	+1	5	1.00	consistent
4	+1	+1	+1	+1	+1	5	1.00	consistent
5	+1	+1	+1	+1	+1	5	1.00	consistent
6	+1	+1	+1	+1	+1	5	1.00	consistent
7	+1	+1	+1	+1	+1	5	1.00	consistent
8	+1	+1	+1	+1	+1	5	1.00	consistent
9	+1	+1	+1	+1	+1	5	1.00	consistent
10	+1	+1	+1	+1	+1	5	1.00	consistent
11	+1	+1	+1	+1	+1	5	1.00	consistent
12	+1	+1	+1	+1	+1	5	1.00	consistent
13	+1	+1	+1	+1	+1	5	1.00	consistent
14	+1	+1	+1	+1	+1	5	1.00	consistent
15	+1	+1	+1	+1	+1	5	1.00	consistent
16	+1	+1	+1	+1	+1	5	1.00	consistent
17	+1	+1	+1	+1	+1	5	1.00	consistent
18	+1	+1	+1	+1	+1	5	1.00	consistent
19	+1	+1	+1	+1	+1	5	1.00	consistent
20	+1	+1	+1	+1	+1	5	1.00	consistent
21	+1	+1	+1	+1	+1	5	1.00	consistent
22	+1	+1	+1	+1	+1	5	1.00	consistent
23	+1	+1	+1	+1	+1	5	1.00	consistent
24	+1	+1	+1	+1	+1	5	1.00	consistent
25	+1	+1	+1	+1	+1	5	1.00	consistent

Article	Experts					Together	IOC	Results of consideration
	1st person	2nd person	3rd person	4th person	5th person			
26	+1	+1	+1	+1	+1	5	1.00	consistent
27	+1	+1	+1	+1	+1	5	1.00	consistent
28	+1	+1	+1	+1	+1	5	1.00	consistent
29	+1	+1	+1	+1	+1	5	1.00	consistent
30	+1	+1	+1	+1	+1	5	1.00	consistent
31	+1	+1	+1	+1	+1	5	1.00	consistent
32	+1	+1	+1	+1	+1	5	1.00	consistent
33	+1	+1	+1	+1	+1	5	1.00	consistent
34	+1	+1	+1	+1	+1	5	1.00	consistent
35	+1	+1	+1	+1	+1	5	1.00	consistent
36	+1	+1	+1	+1	+1	5	1.00	consistent
37	+1	+1	+1	+1	+1	5	1.00	consistent
38	+1	+1	+1	+1	+1	5	1.00	consistent
39	+1	+1	+1	+1	+1	5	1.00	consistent
40	+1	+1	+1	+1	+1	5	1.00	consistent
41	+1	+1	+1	+1	+1	5	1.00	consistent
42	+1	+1	+1	+1	+1	5	1.00	consistent
43	+1	+1	+1	+1	+1	5	1.00	consistent
44	+1	+1	+1	+1	+1	5	1.00	consistent
45	+1	+1	+1	+1	+1	5	1.00	consistent
46	+1	+1	+1	+1	+1	5	1.00	consistent
47	+1	+1	+1	+1	+1	5	1.00	consistent
48	+1	+1	+1	+1	+1	5	1.00	consistent
49	+1	+1	+1	+1	+1	5	1.00	consistent
50	+1	+1	+1	+1	+1	5	1.00	consistent
51	+1	+1	+1	+1	+1	5	1.00	consistent
52	+1	+1	+1	+1	+1	5	1.00	consistent

Article	Experts					Together	IOC	Results of consideration
	1st person	2nd person	3rd person	4th person	5th person			
53	+1	+1	+1	+1	+1	5	1.00	consistent
54	+1	+1	+1	+1	+1	5	1.00	consistent
55	+1	+1	+1	+1	+1	5	1.00	consistent
56	+1	+1	+1	+1	+1	5	1.00	consistent
57	+1	+1	+1	+1	+1	5	1.00	consistent
58	+1	+1	+1	+1	+1	5	1.00	consistent
59	+1	+1	+1	+1	+1	5	1.00	consistent
60	+1	+1	+1	+1	+1	5	1.00	consistent

Table 51 Confidence level of the existent and desired status query

Table 51 Confidence level of the existent query

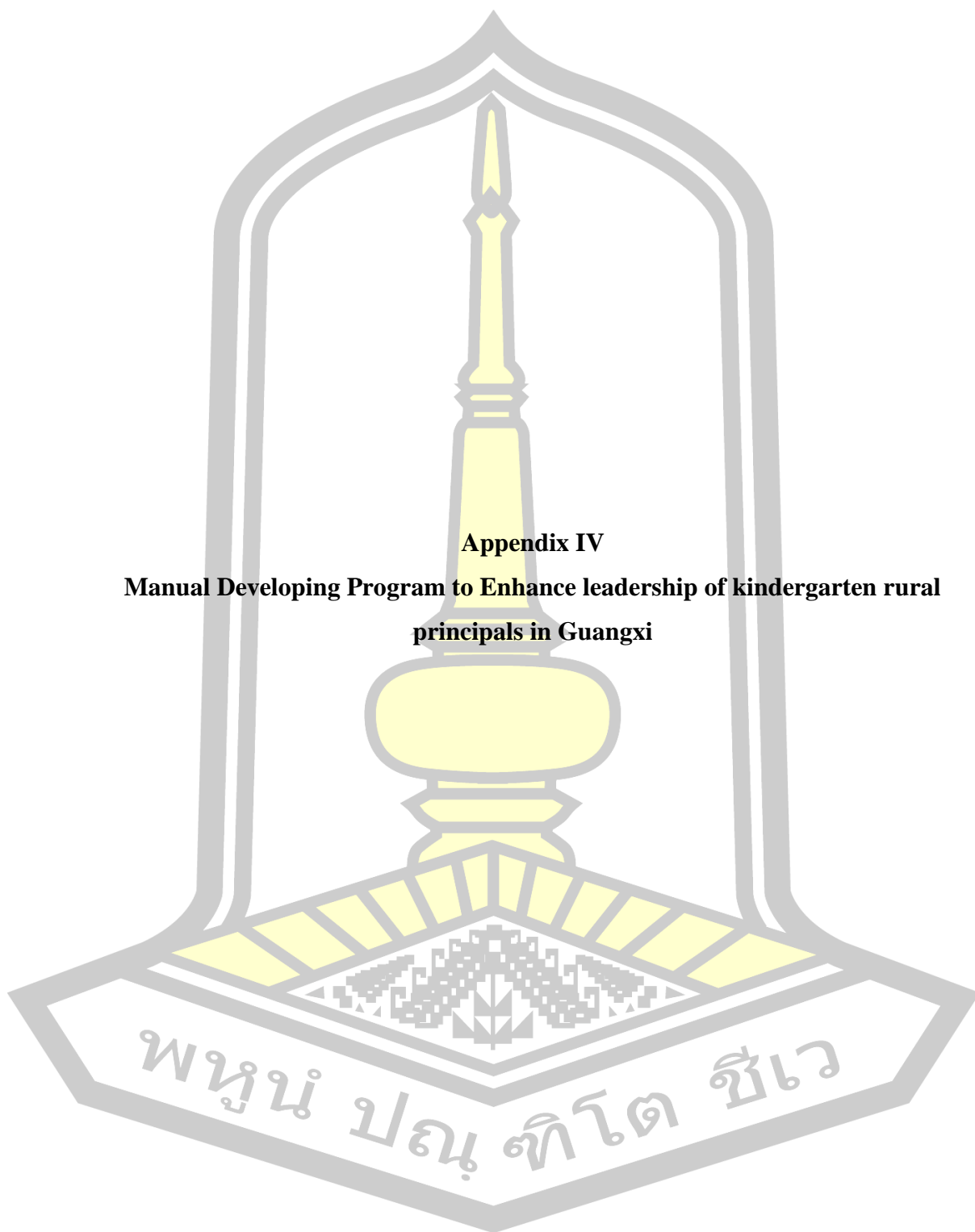
Reliability statistics	
Cronbach's Alpha Coefficient	Number of items
0.95	60

It can be seen from table 51, the confidence value of the existent questionnaire to be equal to 0.95.

Table 52 Confidence level of the desired state query

Reliability statistics	
Cronbach's Alpha Coefficient	Number of items
0.94	60

It can be seen from table 52, the confidence value of the desired condition questionnaire to be equal to 0.94.



Appendix IV

Manual Developing Program to Enhance leadership of kindergarten rural principals in Guangxi

พหุบัณฑิตยาลัย

Manual

Developing Program to Enhance leadership of kindergarten rural principals in Guangxi



Mr.Zhiyong Meng

Introduction

The manual of program to enhance leadership of kindergarten rural principals in Guangxi was developed as a document for organizing activities for teacher which is part of the thesis according to the Doctor of Philosophy Program in Educational Administration and Development, Faculty of Education, Mahasarakham University, focusing on kindergarten principals leadership consisting of 1) Planning rural kindergarten development 2) Creating a culture fostering student development 3) Leading preschool care and education 4) Guiding and facilitating teacher development 5) Optimizing internal management 6) Adapting the external environment, The user of the program should study the goals, methods, and procedures for using the program to understand each step in order to make the operation efficient and effective. In addition, the researchers sincerely hope that this procedure will help rural kindergarten principals and related educators to apply it to create benefits in the future.

Meng Zhiyong

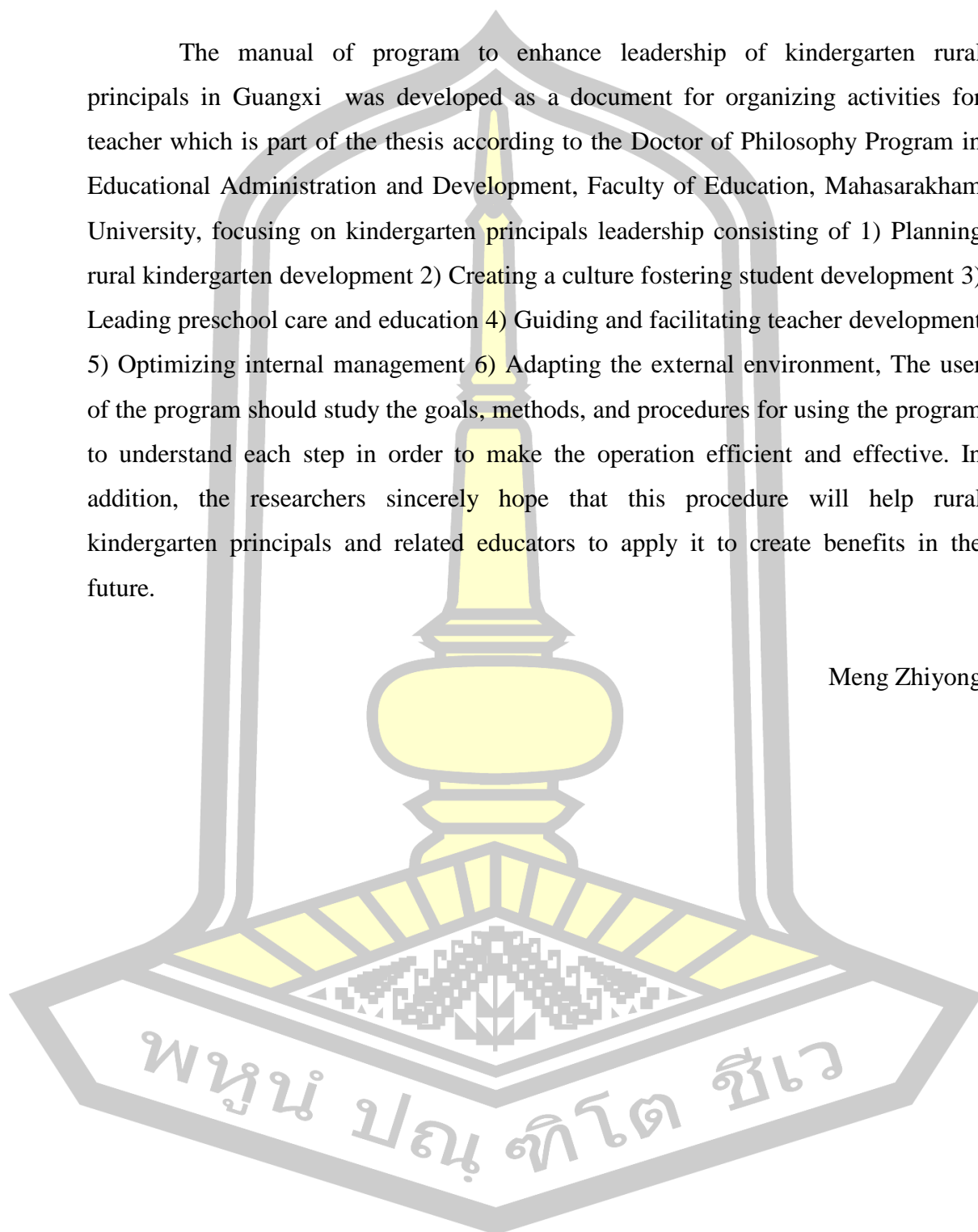
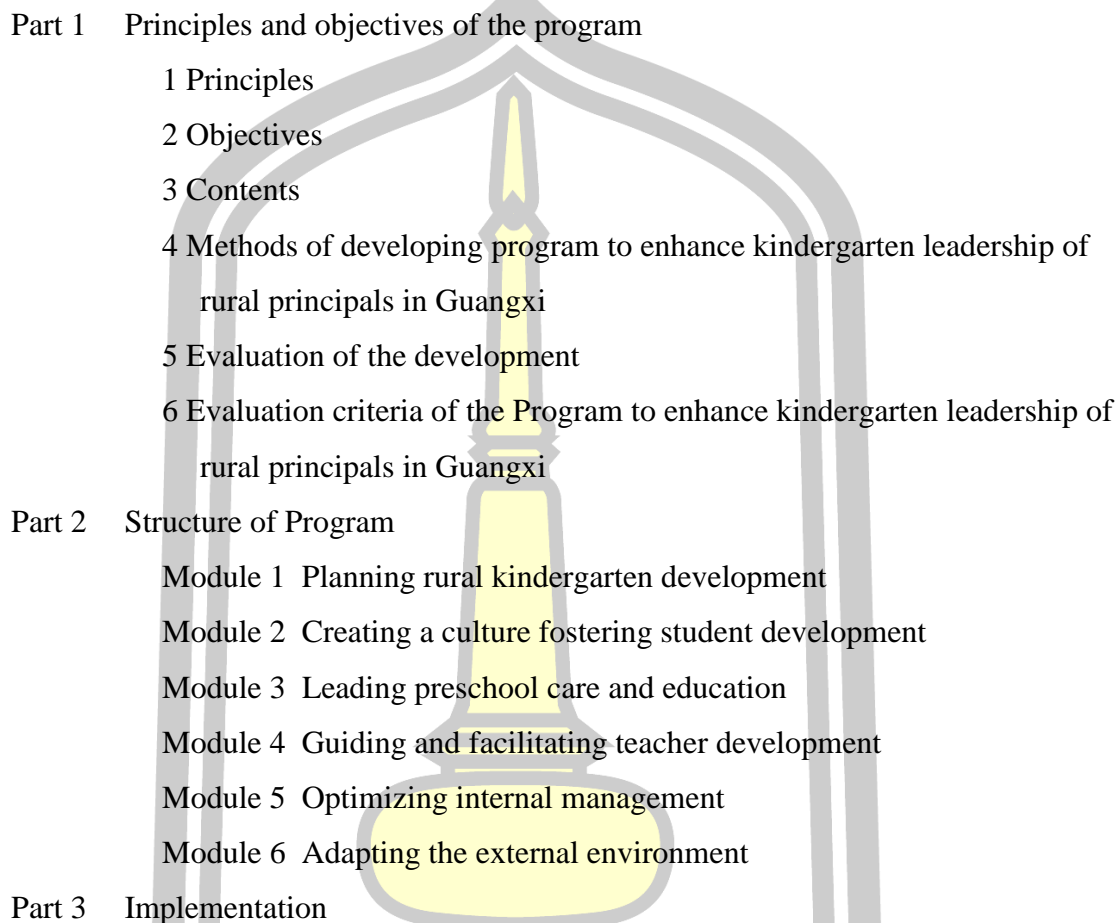


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Statement

1. Manual for using the program to enhance leadership of kindergarten rural principals in Guangxi, divided into 3 parts:

Part 1 Principles and objectives of the program

Part 2 Program content structure

Part 3 Program implementation

2. Manual for using the program to enhance leadership of kindergarten rural principals in Guangxi. This is a document for developing the leadership of kindergarten rural principals in Guangxi, which specifies the details of the content, consisting of 4 modules:

Module 1 Planning rural kindergarten development

Module 2 Creating a culture fostering student development

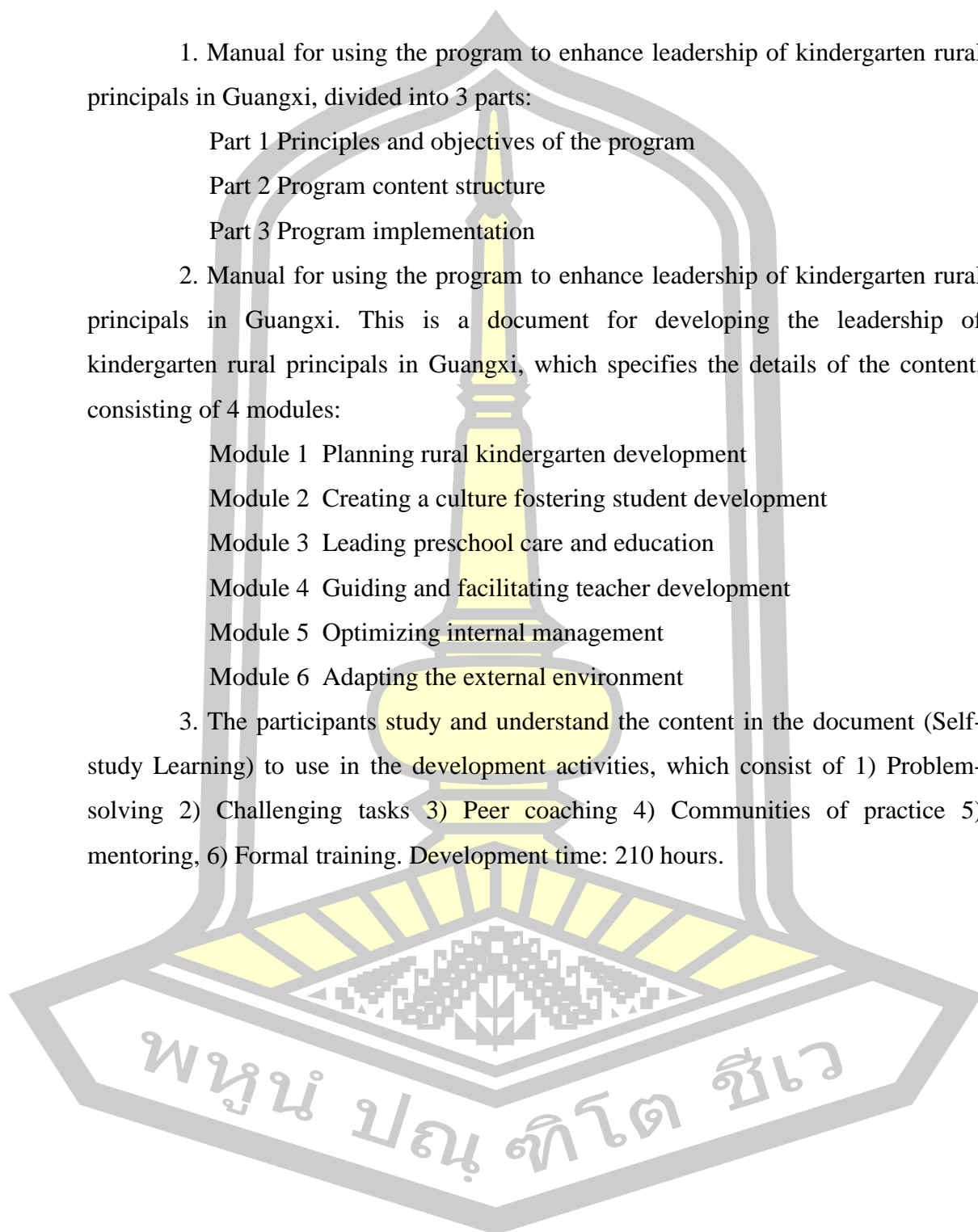
Module 3 Leading preschool care and education

Module 4 Guiding and facilitating teacher development

Module 5 Optimizing internal management

Module 6 Adapting the external environment

3. The participants study and understand the content in the document (Self-study Learning) to use in the development activities, which consist of 1) Problem-solving 2) Challenging tasks 3) Peer coaching 4) Communities of practice 5) mentoring, 6) Formal training. Development time: 210 hours.



Principles and objectives of the program

Program to enhance leadership of kindergarten rural principals in

Guangxi

1. Principles

Leadership of kindergarten rural principals refers to kindergarten principals follow the professional standards to promote their own professional development and dedication to rural sentiment, form comprehensive leadership charm, realize common vision, create positive and interactive team cohesion, and pay attention to the common development process of kindergarten, principal, teachers and students, consisting of 1) Planning rural kindergarten development 2) Creating a culture fostering student development 3) Leading preschool care and education 4) Guiding and facilitating teacher development 5) Optimizing internal management 6) Adapting the external environment. Experimental studies conducted on the 70:20:10 model show that career development comes primarily from practice, not just from formal education and training. Professionals learn the most when they actually perform various tasks at work. Therefore, teachers can guide all learners to meet the standards of professional rotation, professional knowledge and professional skills set in education, according to the principle concept of 70:20:10 development framework, which is an innovative formula. This formula states that individuals can develop themselves from three basic activities, as following: 70% of kindergarten principal leadership learning comes from “on the job” experience and from doing. 20% of kindergarten principal leadership learning comes from others in the way of observing, coaching and mentoring. 10% of kindergarten principal leadership learning comes from formal training like courses, reading and online learning. The methods of 70% are consisting of 1) Problem-solving and 2) Challenging tasks. The methods of 20% are consisting 3) Peer coaching, 4) Communities of practice and 5) Mentoring. The methods of 10% is 6) Formal training.

2. Objective

To construct an innovative program in principle, methods, content and evaluation, and effectively enhance the leadership of kindergarten rural principals in Guangxi.

3. Content

Program to enhance leadership of kindergarten rural principals in Guangxi has content scope divided in to 6 modules include:

Module 1 : Planning rural kindergarten development

The contents of Planning rural kindergarten development include fully understand that preschool education is of great significance to children's physical and mental health, habit formation and intellectual development, familiar with the current situation of kindergartens, grasp preschool education policies and regulations, understand the basic trend of preschool education reform and development, organize experts, excellent principals, teachers and staff to formulate kindergarten development plans scientifically, and gather the quality of kindergarten internal forces to implement development plans.

Module 2 : Creating a culture fostering student development

The contents of Creating a culture fostering student development include take cultural education as an important content and way to run the garden; Attach importance to the educational function of kindergarten culture imperceptibly; Integrate the excellent traditional Chinese culture into the cultural construction of kindergarten; Respect for teachers and care for children as the core of kindergarten education culture construction; Master the characteristics of children's physical and mental development, understand and appreciate the unique expression of children; Have a certain knowledge of natural sciences, humanities and social sciences, have good moral character and artistic accomplishment; Master the methods and ways to promote the integration of excellent culture into kindergarten education; Create a natural and cultural environment that reflects the idea of running a garden; Form a positive, tolerant, friendly, loving, healthy and lively garden appearance.

Module 3 : Leading preschool care and education

The contents of Leading preschool care and education include adhere to the basic principle of combining education with care, put the safety and health of children in the first place, and have reasonable expectations for the development of children; Cherish the unique value of games and life, respect and protect children's curiosity and learning interest, and pay attention to the cultivation of good learning quality of children; Take interpersonal communication and social adaptation as the important content of children's good social development; Respect the experience and

wisdom of teachers in conservation education, and actively promote the reform of conservation education; Grasp the national development goals for children at different ages and kindergarten education goals; Familiar with the knowledge and methods of kindergarten environment creation, kindergarten day life, game activities and other educational activities organization and implementation; To understand the development trend and reform experience of kindergarten nursing education at home and abroad, and to understand the general principles and methods of educational information technology application in kindergarten management and nursing education activities; Strong curriculum leadership and management skills; To lead and support the development of research activities in conservation education to enhance the level of conservation education.

Module 4 : Guiding and facilitating teacher development

The contents of Guiding and facilitating teacher development include grasp the professional quality requirements of nursing and teaching personnel, and clarify the rights and obligations of kindergarten teachers; To be familiar with the rules and characteristics of kindergarten teachers' professional development in each stage, and master the methods to guide teachers to carry out the practice and research of conservation education; Master the methods of learning organization construction such as kindergart-based teaching and research, cooperative learning and the strategies of motivating teachers to take the initiative to develop; To understand the needs of teachers' professional development, encourage and support teachers to actively participate in in-service ability improvement training, and create and provide the conditions and environment for teachers' professional development; Establish and improve the incentive and evaluation system of teachers' professional development, and construct the mechanism of teaching, research and training; Cultivate excellent teachers' ethics; Strengthen the awareness of the rule of law of child-care workers, and prohibit discrimination, abuse, corporal punishment and disguised corporal punishment that harm the physical and mental health of children; We will safeguard and protect the legitimate rights and benefits of faculty and staff, care for their physical and mental health, and establish an incentive system for excellent teaching and excellent remuneration.

Module 5 : Adapting the external environment

The contents of Adapting the external environment include master the strategies and methods of effective communication between kindergarten and parents, relevant social organizations and departments; Establish the external cooperation and exchange mechanism of the kindergarten, open the kindergarten, and form the positive interaction between the kindergarten and the family, society (community) and the kindergarten; To carry out public welfare scientific parenting guidance and publicity for families and society (community), using parent schools, parents' meetings, parents' open days and other forms to help parents understand the situation of kindergarten education. Carry out family education guidance, pay attention to change parents' education concept through various ways, improve parents' scientific parenting ability; Strengthen the connection between the kindergarten and the society (community), make use of the social education resources of the culture, transportation, fire protection and other departments to enrich the educational activities of the kindergarten; Guide parents' committees and relevant people in the community to participate in kindergarten education and management, and absorb reasonable suggestions.

Module 6 : Optimizing internal management

The contents of Optimizing internal management include master the national laws and regulations, policy requirements for kindergarten management and the responsibility orientation of the principal; Familiar with the basic knowledge of kindergarten management, understand the advanced experience of kindergarten management at home and abroad; Master the management methods and practices of kindergarten building planning, health care, security, staff management, financial assets, etc. To form the cohesion of kindergarten leadership; Establish and improve the rules and regulations of kindergarten management; Establish the system of staff assembly or staff representative meeting, promote the openness of garden affairs, respect and protect the democratic rights of staff to participate in kindergarten management; Establish and improve the emergency mechanism of kindergartens, formulate corresponding plans, and regularly implement safety drills.

4. Development process

Develop a leadership development program for rural kindergarten principals in Guangxi with a cycle of 210 hours. The implementation principle of the program is 70-20-10 principle, and the implementation methods are consisting of 1) Problem-solving 2) Challenging tasks 3) Peer coaching 4) Communities of practice 5) mentoring 6) formal training. Develop 6 components of leadership of kindergarten rural principals in Guangxi through principle and methods, 1) Planning rural kindergarten development using 40 hours; 2) Creating a culture fostering student development using 38 hours; 3) Leading preschool care and education using 36 hours; 4) Guiding and facilitating teacher development using 34 hours ;5) Adapting the external environment using 32 hours;6) Optimizing internal management using 30hours.

5. Evaluation

Evaluation before development, evaluation during development and evaluation after development

5.1 Assessment of knowledge and understanding leadership of kindergarten rural principals using tests form.

5.2 Assessment of behavior about 1) Planning rural kindergarten development 2) Creating a culture fostering student development 3) Leading preschool care and education 4) Guiding and facilitating teacher development 5) Optimizing internal management 6) Adapting the external environment using behavioral observation form and interview form

Criteria

1. Trainees must have a training period of not less than 80 percent of the total time.
2. The assessment of learning from the knowledge and understanding test on professional competency has an average score after development of not less than 80 percent.
3. The assessment of the level of behavioral change were at a higher level.

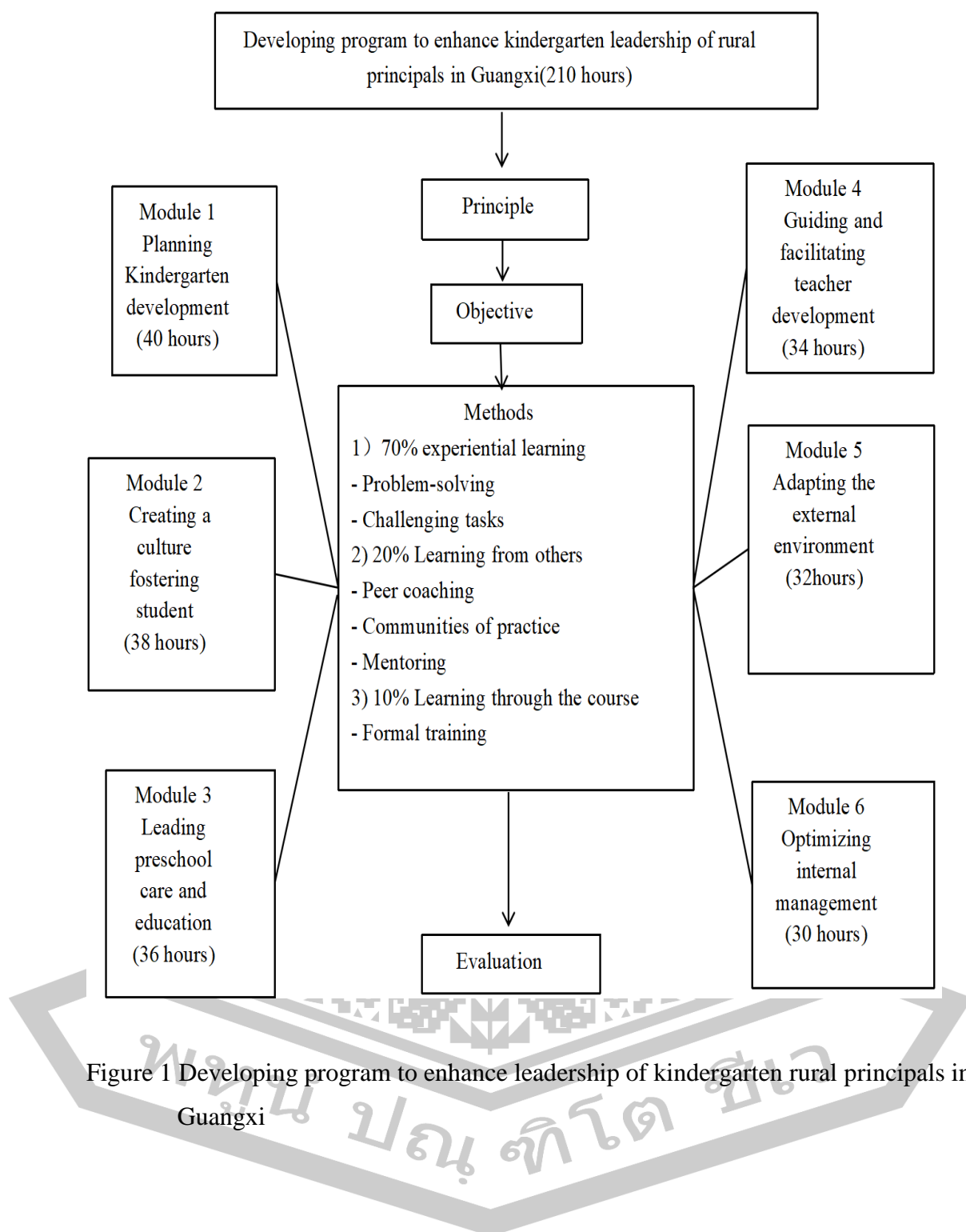


Figure 1 Developing program to enhance leadership of kindergarten rural principals in Guangxi

Part 2

Program content structure

The program content to enhance leadership of kindergarten rural principals in Guangxi is divided into 6 Modules:

1. Module 1 : Planning rural kindergarten development

1.1 Principle

The principle of Planning rural kindergarten development is 70-20-10, which takes 40 hours.

70% of Planning rural kindergarten development comes from “on the job” experience and from doing, using Problem-solving and Challenging tasks methods, which takes 28 hours.

20% of Planning rural kindergarten development comes from others, using Peer coaching, Communities of practice and mentoring; learning methods, which takes 8 hours.

10% of Planning rural kindergarten development comes from formal training like courses, reading and online learning, which takes 4 hours.

1.2 Objective

To construct an innovative program in principle, methods, content and evaluation, and effectively enhance Planning rural kindergarten development of leadership of kindergarten rural principals in Guangxi.

1.3 Content

The content structure of Planning rural kindergarten development is divided into three dimensions: There are three dimensions of Professional understanding and knowledge, Expertise and methodology Professional competence and conduct, with a total of 10 subcontents. The details are as shown in table 1

Table 1: The content structure of Planning rural kindergarten development

Module 1	Planning rural kindergarten development	
Planning rural kindergarten development	Professional understanding and knowledge	<ol style="list-style-type: none"> 1. Adhere to the public welfare and inclusive nature of preschool education, and fully understand the significance of preschool education for children's physical and mental health, habit formation and intellectual development. 2. Attach importance to the formulation and implementation of the kindergarten development plan, gather the wisdom of the faculty and staff, establish a common development vision, clarify the development goals, and form a joint force to run the kindergarten. 3. Respect the rules of early childhood education, inherit the tradition of running a good kindergarten, base on the reality of the kindergarten, and run the kindergarten according to local conditions.
	Expertise and methodology	<ol style="list-style-type: none"> 4. Master the national educational policy and relevant laws and regulations, and be familiar with preschool education policies such as the Kindergarten Work Regulations and the Learning and Development Guide for Children aged 3-6. 5. Understand the basic trend of the reform and development of preschool education at home and abroad, and learn the successful experience of high-quality kindergartens. 6. Master the theories, methods and techniques for the formulation, implementation and evaluation of kindergarten development planning.

Module 1	Planning rural kindergarten development	
	Professional competence and conduct	<p>7. Grasp the current situation of kindergarten development, analyze the problems and challenges faced by the development of kindergartens, and form the development ideas of kindergartens.</p> <p>8. Organize experts, faculty, parents, community members and other forces to participate in the development plan of the kindergarten.</p> <p>9. Guide the staff to formulate and implement the work plan for the academic year and semester according to the development plan, and provide support in terms of human, financial and material conditions.</p> <p>10. Monitor the implementation process and effectiveness of the kindergarten development plan, and revise the kindergarten development plan.</p>

1.4 Development process

Principles and methods of leadership of kindergarten rural principals by the Learning Model 70:20:10 and methods of Planning rural kindergarten development, consisting of 1) Problem-solving, 2) Challenging tasks., 3) Peer coaching, 4) Communities of practice and 5) mentoring and 6) formal training. The details are as shown in table2.

Table2: The development process of Planning rural kindergarten development process

Principles : 70:20:10	Methods	Details of activities
70% learning through experience	Problem-solving (14 hours)	The collection of experts, principals and teachers, one is to analyze and solve the problems existing in the original kindergarten development plan text, the second is to

Principles : 70:20:10	Methods	Details of activities
(28 hours)		analyze and solve the practical problems that have not reached the kindergarten development plan.
	Challenging tasks (14 hours)	Set 2 or 3 challenging tasks in the kindergarten development plan and complete them
20% learning through others (8 hours)	Peer coaching (3 hours)	Listen to feedback from kindergarten principals in the same area and improve; Learn the experience of an excellent kindergarten
	Communities of practice (3 hours)	Actively participate in various activities of the principal group; workshop
	Mentoring (2 hours)	Provide career guidance and professional advice to other principals in the kindergarten group
10% learning through formal training (4 hours)	Formal training (4 hours)	Actively participate in the education department to organize training for kindergarten principals

1.5 Evaluation

Evaluation before development, evaluation during development and evaluation after development.

1.5.1 Testing.

1.5.2 Behavioral observation.

1.5.3 Interviews.

2. Module 2 : Creating a culture fostering student development

2.1 Principle

The principle of Creating a culture fostering student development is 70-20-10, which takes 38 hours.

70% of Creating a culture fostering student development comes from “on the job” experience and from doing, using Problem-solving and Challenging tasks methods, which takes 26 hours.

20% of Creating a culture fostering student development comes from others, using Peer coaching , Communities of practice and mentoring; learning methods, which takes 8 hours.

10% of Creating a culture fostering student development comes from formal training like courses, reading and online learning, which takes 4 hours.

2.2 Objective

To construct an innovative program in principle, methods, content and evaluation, and effectively enhance Creating a culture fostering student development of leadership of kindergarten rural principals in Guangxi.

2.3 Content

The content structure of Creating a culture fostering student development is divided into three dimensions: There are three dimensions of Professional understanding and knowledge, Expertise and methodology Professional competence and conduct, with a total of 10 subcontents. The details are as shown in table3

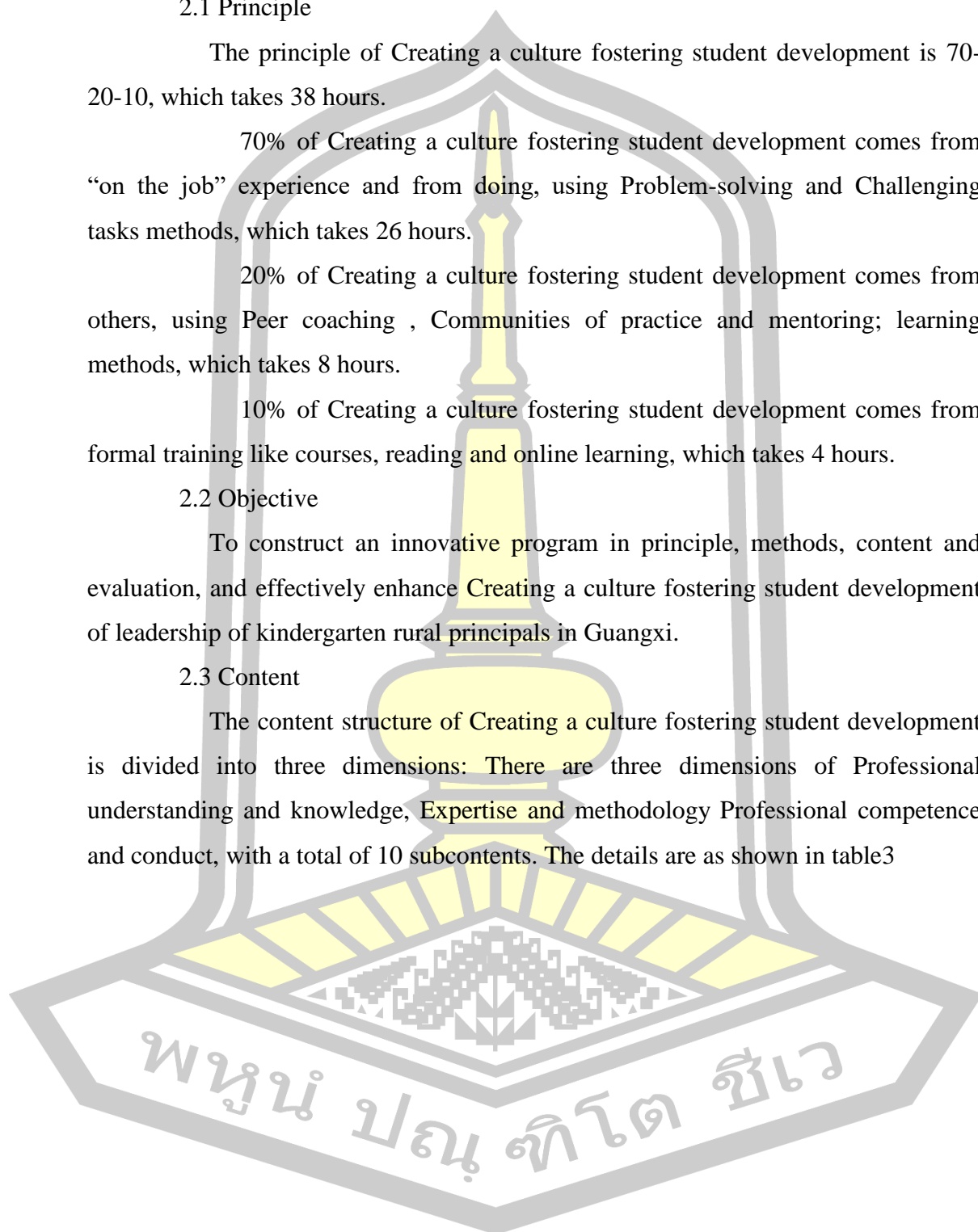


Table3 :The content structure of Creating a culture fostering student development

Module 2	Creating a culture fostering student development	
Creating a culture fostering student development	Professional understanding and knowledge	<ol style="list-style-type: none"> 1. Take cultural education as an important content and way of running kindergartens to promote the coordinated development of children's physical, intellectual, moral and beauty. 2. Attach importance to the imperceptible educational function of kindergarten culture, and integrate excellent traditional Chinese culture into the cultural construction of kindergartens. 3. Regard respect for teachers and care for children as the core of kindergarten education culture construction, cultivate children's sentiment and inspire children's wisdom.
	Expertise and methodology	<ol style="list-style-type: none"> 4. Have certain knowledge of natural sciences, humanities and social sciences, and have good moral character and artistic accomplishment. 5. Understand the basic theories of kindergarten culture construction, and master the methods and ways to promote the integration of excellent culture into kindergarten education. 6. Master the characteristics of children's physical and mental development, understand and appreciate their unique ways of expression.

Module 2	Creating a culture fostering student development	
	Professional competence and conduct	<p>7. Create a natural and cultural environment that reflects the concept of running the garden, and form a positive, tolerant, friendly, loving, healthy and lively garden style.</p> <p>8. Create a nurturing atmosphere to cultivate the sentiments of teachers and children, and prevent the negative effects of bad culture.</p> <p>9. According to children's physical and mental development characteristics and acceptance ability, love of learning, love of labor and love of motherland education should be integrated into the daily life and play activities of kindergartens.</p> <p>10. Gather the strength of kindergarten culture construction, encourage children to actively participate, give play to the leading role of teachers, and encourage society (community) and families to participate in kindergarten culture construction.</p>

2.4 Development process

Principles and methods of leadership of kindergarten rural principals by the Learning Model 70:20:10 and methods of Creating a culture fostering student development, consisting of 1) Problem-solving, 2) Challenging tasks., 3) Peer coaching, 4) Communities of practice and 5) mentoring and 6) formal training. The details are as shown in table4.

Table4:The development process of Creating a culture fostering student development

Principles : 70:20:10	Methods	Details of activities
70% learning through experience (26 hours)	Problem-solving (13 hours)	Analyze and solve the practical problems that Feedback focused on kindergarten culture issues.
	Challenging tasks (13 hours)	Set 2 or 3 challenging tasks in the kindergarten culture development and complete them
20% learning through others (8 hours)	Peer coaching (3 hours)	Listen to feedback from kindergarten principals in the same area and improve; Learn the experience of an excellent kindergarten
	Communities of practice (3 hours)	Actively participate in various activities of the principal group; workshop
	Mentoring (2 hours)	Provide career guidance and professional advice to other principals in the kindergarten group
10% learning through formal training (4 hours)	Formal training (4 hours)	Actively participate in the education department to organize training for kindergarten principals

2.5 Evaluation

Evaluation before development, evaluation during development and evaluation after development

2.5.1 Testing.

2.5.2 Behavioral observation.

2.5.3 Interviews.

3. Module 3 : Leading preschool care and education

3.1 Principles

The principle of Leading preschool care and education is 70-20-10, which takes 36 hours.

70% of Leading preschool care and education comes from “on the job” experience and from doing, using Problem-solving and Challenging tasks methods, which takes 25 hours.

20% of Leading preschool care and education comes from others, using Peer coaching, Communities of practice and mentoring; learning methods, which takes 7 hours.

10% of Leading preschool care and education comes from formal training like courses, reading and online learning, which takes 4 hours.

3.2 Objective

To construct an innovative program in principle, methods, content and evaluation, and effectively enhance Leading preschool care and education of leadership of kindergarten rural principals in Guangxi.

3.3 Content

The content structure of Leading preschool care and education is divided into three dimensions: There are three dimensions of Professional understanding and knowledge, Expertise and methodology Professional competence and conduct, with a total of 10 subcontents. The details are as shown in table5

Table5 :The content structure of Leading preschool care and education

Module 3		Leading preschool care and education
Leading preschool care and education	Professional understanding and knowledge	<ol style="list-style-type: none"> 1. Adhere to the basic principle of combining education with care, give priority to the safety and health of children, and have reasonable expectations for the development of children. 2. Cherish the unique value of games and life, respect and protect children's curiosity and learning interest, and pay attention to the cultivation of good learning quality of

Module 3	Leading preschool care and education	
		<p>children. Take interpersonal communication and social adaptation as the important content of children's good social development.</p> <p>3. Respect the experience and wisdom of teachers in childcare education and actively promote the reform of childcare education. children's wisdom.</p>
	Expertise and methodology	<p>4. Grasp the national goals for the development of young children at different ages and for nursery education.</p> <p>5. Be familiar with the knowledge and methods of the organization and implementation of educational activities such as the creation of kindergarten environment, one-day life in kindergarten and game activities.</p> <p>6. To understand the development trend and reform experience of kindergarten nursing education at home and abroad.</p>
	Professional competence and conduct	<p>7. Implement the relevant provisions of the state on conservation education, organize the formulation and scientific implementation of conservation education activity plans based on the actual situation of the park.</p> <p>8. With strong curriculum leadership and management ability, guide kindergarten teachers to formulate personalized education programs and organize flexible and diverse educational activities according to the development needs of each child.</p> <p>9. Establish a system for principals to guide conservation education activities in class, and use daily observation and observation activities to understand and evaluate the status of conservation education in a timely manner.</p> <p>10. To lead and guarantee the development of research activities on conservation education and improve the level of conservation education.</p>

3.4 Development process

Principles and methods of leadership of kindergarten rural principals by the Learning Model 70:20:10 and methods of Leading preschool care and education, consisting of 1) Problem-solving, 2) Challenging tasks, 3) Peer coaching, 4) Communities of practice and 5) mentoring and 6) formal training. The details are as shown in table6

Table6: The development process of Leading preschool care and education

Principles : 70:20:10	Methods	Details of activities
70% learning through experience (25 hours)	Problem-solving (13 hours)	Analyze and solve the practical problems that Feedback focused on teacher development issues.
	Challenging tasks (12 hours)	Set 2 or 3 challenging tasks in the Leading preschool care and education and complete them
20% learning through others (7 hours)	Peer coaching (3 hours)	Listen to feedback from kindergarten principals in the same area and improve; Learn the experience of an excellent kindergarten
	Communities of practice (2 hours)	Actively participate in various activities of the principal group; workshop
	Mentoring (2 hours)	Provide career guidance and professional advice to other principals in the kindergarten group
10% learning through formal training (4 hours)	Formal training (4 hours)	Actively participate in the education department to organize training for kindergarten principals

3.5 Evaluation

Evaluation before development, evaluation during development and evaluation after development

3.5.1 Testing.

3.5.2 Behavioral observation.

3.5.3 Interviews.

4. Module 4 : Guiding and facilitating teacher development

4.1 Principles

The principle of Guiding and facilitating teacher development is 70-20-10, which takes 34 hours.

70% of Guiding and facilitating teacher development comes from “on the job” experience and from doing, using Problem-solving and Challenging tasks methods, which takes 24 hours.

20% of Guiding and facilitating teacher development comes from others, using Peer coaching, Communities of practice and mentoring; learning methods, which takes 7 hours.

10% of Guiding and facilitating teacher development comes from formal training like courses, reading and online learning, which takes 3 hours.

4.2 Objective

To construct an innovative program in principle, methods, content and evaluation, and effectively enhance Guiding and facilitating teacher development of leadership of kindergarten rural principals in Guangxi.

4.3 Content

The content structure of Guiding and facilitating teacher development is divided into three dimensions: There are three dimensions of Professional understanding and knowledge, Expertise and methodology Professional competence and conduct, with a total of 10 subcontents. The details are as shown in table7

Table7 :The content structure of Guiding and facilitating teacher development

Module 4		Guiding and facilitating teacher development
Guiding and facilitating teacher development	Professional understanding and knowledge	<ol style="list-style-type: none"> 1. Respect, trust, solidarity and appreciation of every nursing staff, and promote the solidarity and cooperation of nursing staff. 2. Attach importance to the leading role of principals in the process of teachers' professional development, and actively create conditions to encourage teachers'

Module 4	Guiding and facilitating teacher development	
		<p>professional development.</p> <p>3. Have a clear sense of establishing a teacher professional development community.</p>
	Expertise and methodology	<p>4. Grasp the professional quality requirements of nursing and education personnel, and clarify the rights and obligations of kindergarten teachers.</p> <p>5. Be familiar with the rules and characteristics of kindergarten teachers in various stages of professional development, and master the methods to guide teachers in carrying out practice and research on conservation education.</p> <p>6. Master the methods of building learning organizations such as kindergarten-based teaching and research and cooperative learning, and the strategies to motivate teachers to actively develop.</p>
	Professional competence and conduct	<p>7. Understand the needs of teachers' professional development, encourage and support teachers to actively participate in in-service ability improvement training, and create and provide conditions and environment for teachers' professional development.</p> <p>8. Establish and improve the incentive and evaluation system for teachers' professional development, and build a mechanism integrating teaching, research and training.</p> <p>9. Cultivate good teacher ethics. Strengthen the awareness of the rule of law of child-care workers, and prohibit discrimination, abuse, corporal punishment and disguised corporal punishment that harm the physical and mental health of children.</p> <p>10. Safeguard and protect the legitimate rights and</p>

Module 4	Guiding and facilitating teacher development
	interests of faculty and staff, and care for the physical and mental health of faculty and staff.

4.4 Development process

Principles and methods of leadership of kindergarten rural principals by the Learning Model 70:20:10 and methods of Guiding and facilitating teacher development, consisting of 1) Problem-solving, 2) Challenging tasks, 3) Peer coaching, 4) Communities of practice and 5) mentoring and 6) formal training. The details are as shown in table 8

Table 8: The development process of Guiding and facilitating teacher development

Principles : 70:20:10	Methods	Details of activities
70% learning through experience (24 hours)	Problem-solving (12 hours)	Analyze and solve the practical problems that Feedback focused on teacher development issues.
	Challenging tasks (12 hours)	Set 2 or 3 challenging tasks in the Guiding and facilitating teacher development and complete them
20% learning through others (7 hours)	Peer coaching (3 hours)	Listen to feedback from kindergarten principals in the same area and improve; Learn the experience of an excellent kindergarten
	Communities of practice (2 hours)	Actively participate in various activities of the principal group; workshop
	Mentoring (2 hours)	Provide career guidance and professional advice to other principals in the kindergarten group
10% learning through formal training (3 hours)	Formal training (3 hours)	Actively participate in the education department to organize training for kindergarten principals

4.5 Evaluation

Evaluation before development, evaluation during development and evaluation after development

4.5.1 Testing.

4.5.2 Behavioral observation.

4.5.3 Interviews

5. Module 5 : Adapting the external environment

5.1 Principles

The principle of Adapting the external environment is 70-20-10, which takes 32 hours.

70% of Adapting the external environment comes from “on the job” experience and from doing, using Problem-solving and Challenging tasks methods, which takes 23 hours.

20% of Adapting the external environment comes from others, using Peer coaching, Communities of practice and mentoring; learning methods, which takes 6 hours.

10% of Adapting the external environment comes from formal training like courses, reading and online learning, which takes 3 hours.

5.2 Objective

To construct an innovative program in principle, methods, content and evaluation, and effectively enhance Adapting the external environment of leadership of kindergarten rural principals in Guangxi.

5.3 Content

The content structure of Adapting the external environment is divided into three dimensions: There are three dimensions of Professional understanding and knowledge, Expertise and methodology Professional competence and conduct, with a total of 10 subcontents. The details are as shown in table 9

Table 9 :The content structure of Adapting the external environment

Module 5	Adapting the external environment	
Adapting the external environment	Professional understanding and knowledge	<ol style="list-style-type: none"> 1. Adhere to the law to run the park, consciously accept the supervision of faculty, parents and society. 2. Advocating the governance of the garden by virtue, focusing on the positive role of the head's example, personality charm and professional guidance in management. 3. Respect the rules of kindergarten management and implement scientific and democratic management.
	Expertise and methodology	<ol style="list-style-type: none"> 4. Master the national laws, regulations, policy requirements for kindergarten management and the responsibility orientation of the principal. 5. Be familiar with the basic knowledge of kindergarten management and understand the advanced experience of kindergarten management at home and abroad. 6. Master the management methods and practices of kindergarten building planning, health care, security, staff management, financial assets, etc.
	Professional competence and conduct	<ol style="list-style-type: none"> 7. Form the cohesion of the kindergarten leadership group and enhance leadership. 8. Improve the rules and regulations of kindergarten management, strictly implement post responsibilities, and standardize the management of kindergartens. 9. Establish a staff assembly, promote the openness of park affairs, respect and protect the democratic rights of staff to participate in kindergarten management. 10. Establish and improve the emergency response mechanism of kindergartens on a regular basis Conduct safety drills.

5.4 Development process

Principles and methods of leadership of kindergarten rural principals by the Learning Model 70:20:10 and methods of Adapting the external environment, consisting of 1) Problem-solving, 2) Challenging tasks, 3) Peer coaching, 4) Communities of practice and 5) mentoring and 6) formal training. The details are as shown in table 10

Table 10: The development process of Adapting the external environment

Principles : 70:20:10	Methods	Details of activities
70% learning through experience (23 hours)	Problem-solving (12 hours)	Analyze and solve the practical problems that Feedback focused on Adapting the external environment issues.
	Challenging tasks (11 hours)	Set 2 or 3 challenging tasks in the Adapting the external environment and complete them
20% learning through others (6 hours)	Peer coaching (2 hours)	Listen to feedback from kindergarten principals in the same area and improve; Learn the experience of an excellent kindergarten
	Communities of practice (2 hours)	Actively participate in various activities of the principal group; workshop
	Mentoring (2 hours)	Provide career guidance and professional advice to other principals in the kindergarten group
10% learning through formal training (3 hours)	Formal training (3 hours)	Actively participate in the education department to organize training for kindergarten principals

5.5 Evaluation

Evaluation before development, evaluation during development and evaluation after development

5.5.1 Testing.

5.5.2 Behavioral observation.

5.5.3 Interviews.

6. Module 6 : Optimizing internal management

6.1 Principles

The principle of Optimizing internal management is 70-20-10, which takes 30 hours.

70% of Optimizing internal management comes from “on the job” experience and from doing, using Problem-solving and Challenging tasks methods, which takes 22 hours.

20% of Optimizing internal management comes from others, using Peer coaching, Communities of practice and mentoring; learning methods, which takes 5 hours.

10% of Optimizing internal management comes from formal training like courses, reading and online learning, which takes 3 hours.

6.2 Objective

To construct an innovative program in principle, methods, content and evaluation, and effectively enhance Optimizing internal management of leadership of kindergarten rural principals in Guangxi.

6.3 Content

The content structure of Optimizing internal management is divided into three dimensions: There are three dimensions of Professional understanding and knowledge, Expertise and methodology Professional competence and conduct, with a total of 10 Subcontents. The details are as shown in table 11

Table 11 :The content structure of Optimizing internal management

Module 6		Optimizing internal management
Optimizing internal management	Professional understanding and knowledge	<ol style="list-style-type: none"> 1. Adhere to the law to run the park, consciously accept the supervision of faculty, parents and society. 2. Advocating the governance of the garden by virtue, focusing on the positive role of the head's example, personality charm and professional guidance in management.

Module 6	Optimizing internal management	
		3. Respect the rules of kindergarten management and implement scientific and democratic management.
	Expertise and methodology	4. Master the national laws, regulations, policy requirements for kindergarten management and the responsibility orientation of the principal. 5. Be familiar with the basic knowledge of kindergarten management and understand the advanced experience of kindergarten management at home and abroad. 6. Master the management methods and practices of kindergarten building planning, health care, security, staff management, financial assets, etc.
	Professional competence and conduct	7. Form the cohesion of the kindergarten leadership group and enhance leadership. 8. Improve the rules and regulations of kindergarten management, strictly implement post responsibilities, and standardize the management of kindergartens. 9. Establish a staff assembly, promote the openness of park affairs, respect and protect the democratic rights of staff to participate in kindergarten management. 10. Establish and improve the emergency response mechanism of kindergartens on a regular basis Conduct safety drills.

6.4 Development process

Principles and methods of leadership of kindergarten rural principals by the Learning Model 70:20:10 and methods of Optimizing internal management, consisting of 1) Problem-solving, 2) Challenging tasks, 3) Peer coaching, 4) Communities of practice and 5) mentoring and 6) formal training. The details are as shown in table 12

Table 12: The development process of Optimizing internal management development

Principles : 70:20:10	Methods	Details of activities
70% learning through experience (21 hours)	Problem-solving (11 hours)	Analyze and solve the practical problems that Feedback focused on internal management development issues.
	Challenging tasks (10 hours)	Set 2 or 3 challenging tasks in the internal management development and complete them
20% learning through others (6 hours)	Peer coaching (2 hours)	Listen to feedback from kindergarten principals in the same area and improve; Learn the experience of an excellent kindergarten
	Communities of practice (2 hours)	Actively participate in various activities of the principal group; workshop
	Mentoring (2 hours)	Provide career guidance and professional advice to other principals in the kindergarten group
10% learning through formal training (3 hours)	Formal training (3 hours)	Actively participate in the education department to organize training for kindergarten principals

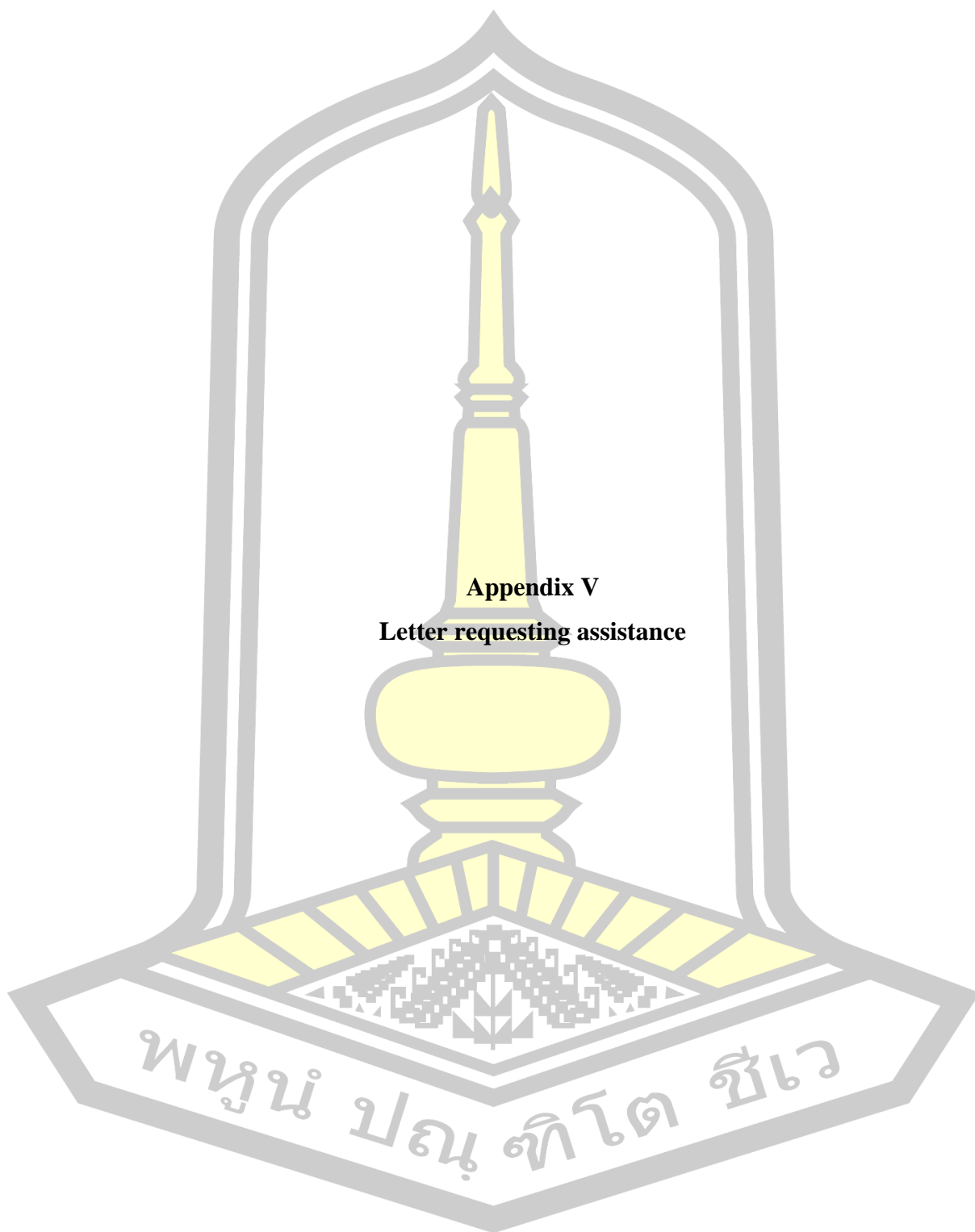
6.5 Evaluation

Evaluation before development, evaluation during development and evaluation after development

6.5.1 Testing.

6.5.2 Behavioral observation.

6.5.3 Interviews.



Appendix V
Letter requesting assistance

พหุจน์ ปณฺ ทิโต สีเว



FACULTY OF EDUCATION
MAHASARAKHAM UNIVERSITY

79/2 Muang, MahaSarakham,
44000, THAILAND
Tel/fax +66 43 713 174
Email: cia.edu@msu.ac.th

Student Permission Letter

This permission letter serves to

Student name: **Mr. Zhiyong Meng**

Student ID: **64010561027**

Program: **Ed.D. Educational Administration and Development Program**

The mentioned student has been registered as a of the Faculty of Education, Maharakham University, Thailand. To fulfill the program requirements, the student is required to make significant progress on their thesis. This letter serves to formally offer the student the opportunity to undertake their thesis research abroad, contingent upon the research being directly aligned with their approved research topics.

The details of the data collection of **Mr. Zhiyong Meng** are as follows:

Thesis title: Developing Training Program to Enhance Kindergarten Leadership of Rural Principals in Guangxi Province China

Location of data collection: China

Period of data collection: March 2024 to April 2024.

The student's thesis project, under the supervision of Assoc. Prof. Suwat Junsuwan requires data collection abroad due to the specific population and sample group that is essential for their research. We acknowledge that the student has made the necessary preparations, including obtaining approval for the thesis title from our institution.

Should you require further clarification or information regarding the student's academic record, please do not hesitate to contact our office at your convenience.

Issued on February 27, 2024

Assoc. Prof. Chowwalit Chookhampaeng

Dean, Faculty of Education,
Maharakham University



Data Collection Permission Request

To: Whom It May Concern
Guangxi College for Preschool Education,
Nanning City, Guangxi Province, China

Subject: Data Collection Permission Request

Our student, **Mr. Zhiyong Meng**, student ID **64010561027** majoring in the **Ed.D. Educational Administration and Development Program** is currently undertaking a research project titled "Developing Training Program to Enhance Kindergarten Leadership of Rural Principals in Guangxi Province China" under the guidance of Assoc. Prof. Suwat Junsuwan.

To ensure the success and quality of this project, we are seeking your permission to allow our students to process data collection within your institution.

The details of the data collection are as follows:

Thesis title: Developing Training Program to Enhance Kindergarten Leadership of Rural Principals in Guangxi Province China

Period of data collection: March 2024 to April 2024.

Thesis advisor: Assoc. Prof. Suwat Junsuwan, Lecturer of the Faculty of Education, MSU

We believe that your institution provides a valuable environment and resources that are essential for the successful execution of this research. The data collection process will be carried out diligently and with the utmost respect for your institution's policies and procedures. We acknowledge that the student has made the necessary preparations, including obtaining the Thesis title approval from our institution.

Should you require any further information or clarification regarding this permission, please feel free to contact us by email.

Yours sincerely,

Assoc. Prof. Chowwalit Chookhampaeng
Dean, Faculty of Education,
Maharakham University

To: **Assoc. Prof. Pacharawit Chansirisira**
Faculty of Education, Maharakham University
Asst. Prof. Thatchai Chittranun
Faculty of Education, Maharakham University
Dr. Surachet Noirid
Faculty of Education, Maharakham University
Assoc. Prof. Tharinthorn Namwan
Faculty of Education, Maharakham University
Assoc. Prof. Songsak Phusee-On
Faculty of Education, Maharakham University

Subject: Expert Invitation

Our student, **Mr. Zhiyong Meng**, student ID **64010561027**, majoring in the Ed.D. Educational Administration and Development Program is currently undertaking a research project titled "**Developing Training Program to Enhance Kindergarten Leadership of Rural Principals in Guangxi Province China**" under the supervision of Assoc. Prof. Suwat Junsuwan.

To ensure the successful execution and the highest quality of this research project, we are seeking your valuable expertise and experience. Therefore, I am sending a formal invitation to you to serve as the expert reviewer for the research instrument designed for this thesis project.

Your participation in this academic endeavor is highly valued and appreciated. Should you require any further information or have questions regarding this invitation, please do not hesitate to contact us by email.

Yours sincerely,



(Assoc. Prof. Chowwalit Chookhampaeng)
Dean, Faculty of Education,
Maharakham University



FACULTY OF EDUCATION
MAHASARAKHAM UNIVERSITY

79/2 Muang, Maha Sarakham,
44000, THAILAND
Tel/fax +66 43 713 174
Email: cia.edu@msu.ac.th

MHESRI No. 0605.5 (2) / CL761

Date: March 29, 2024

To: Wen Pin
President of Guangxi College for Preschool Education
Professor Liu Yijian
Vice President,
Guangxi College for Preschool Education
Professor Li Yanrong
Vice President,
Guangxi College for Preschool Education
Professor Yang Yan
Director
Guangxi Zhuang Autonomous Region Preschool Teacher Training Center
Professor Li Xiangling
Faculty of Educational Sciences,
Nanning Normal University

Subject: Expert Invitation

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Yours sincerely,

(Assoc. Prof. Chowwalit Chookhampaeng)
Dean, Faculty of Education,
Maharakham University



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44000, THAILAND
Tel/fax +66 43 713 174
Email: cia.edu@msu.ac.th

MHESRI No. 0605.5 (2) / CL762

Date: March 29, 2024

To: Professor Li Yuyan
Basic Education Department.
Guangxi Zhuang Autonomous Region Education Department
Professor Lei Xiangzhu
Guangxi Minzu University
Professor Liang Zhaohua
Guangxi Yulin Normal University
Professor She Shaohua
Director of Academic Affairs.
Guangxi Normal University of Science and Technology
Professor Liu Jinlin
Director of Research Department.
Guangxi University for Nationalities

Subject: Expert Invitation

Our student, **Mr. Zhiyong Meng, student ID 64010561027**, majoring in the Ed.D. Educational Administration and Development Program is currently undertaking a research project titled "**Developing Training Program to Enhance Kindergarten Leadership of Rural Principals in Guangxi Province China**" under the supervision of Assoc. Prof. Suwat Junsuwan.

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Your participation in this academic endeavor is highly valued and appreciated. Should you require any further information or have questions regarding this invitation, please do not hesitate to contact us by email.

Yours sincerely,

(Assoc. Prof. Chowwalit Chookhampaeng)
Dean, Faculty of Education,
Mahasarakham University

Education is GROWTH



FACULTY OF EDUCATION
MAHASARAKHAM UNIVERSITY

79/2 Muang, Maha Sarakham,
44000, THAILAND
Tel/fax +66 43 713 174
Email: cia.edu@msu.ac.th

MHESRI No. 0605.5 (2) / CL763

Date: March 29, 2024

To: Zhou Hong
President,
Guangxi Vocational Normal University
Professor Chen Songqing
Vice President,
Guilin University of Electronic Technology
Professor Xie QingLi
Dean, Faculty of Teacher Education
Yulin Normal University

Subject: Expert Invitation

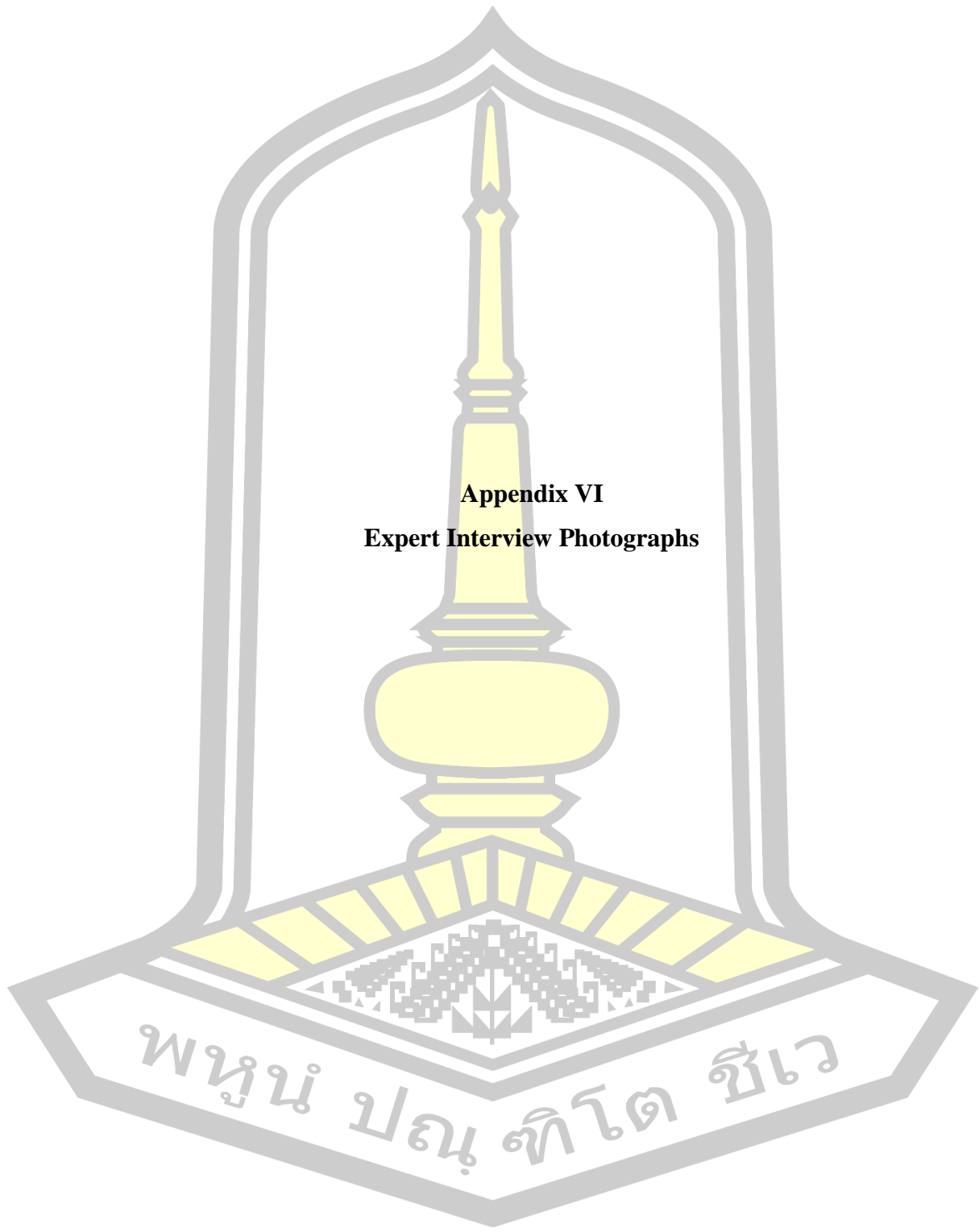
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Yours sincerely,

(Assoc. Prof. Chowwalit Chookhampaeng)
Dean, Faculty of Education,
Maharakham University



Appendix VI
Expert Interview Photographs

พหุณฺ์ ปณฺุ ทึโต สึเว



Interviews with experts to investigate research questions and research tools





Interview with experts to evaluate the program

พหุ ประเด็น ชีว



To investigate the leadership of kindergarten rural principals in rura



BIOGRAPHY

NAME	Zhiyong Meng
DATE OF BIRTH	April 9, 1978
PLACE OF BIRTH	Yizhou City, Guangxi Province, China
ADDRESS	No.77, Minzu Avenue, Qingxiu District, Nanning, Guangxi
POSITION	Director of Finance
PLACE OF WORK	Guangxi College of Preschool Education
EDUCATION	2001 Graduated from Guangxi Normal University, Majoring in Ideological and Political Education, China 2012 Graduated from Guangxi Normal University, Majoring in Ideological and Political Education, China 2025 (Ph.D.) Pursuing Doctor Degree of Educational Administration at Mahasarakham University, Thailand

