

Exploration and Practice of the Preschool Teacher Enhancement Program

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Abstract: This paper discusses the implementation and practice of the Preschool Teacher Enhancement Program. The Preschool Teacher Enhancement Program aims to improve the mental health of teachers and improve the efficiency and quality of work. A Kindergarten Group has developed and implemented the Preschool Teacher Enhancement Program through theoretical research and practical exploration, starting from addressing teachers' urgent needs and meeting their comprehensive development requirements. The Preschool Teacher Enhancement Program is based on positive psychology and the two-factor theory model, focusing on hygiene factors, motivational factors, and touching factors. Strategies include health actions, outreach activities, training and growth, cultural guidance, research projects, and gratitude education. These strategies aim to improve teacher satisfaction and achieve the goal of comprehensively promoting the happiness and development of both teachers and children.

Keywords: Preschool Teacher Enhancement Program; Happiness Development; Two-factor Theory; Team Building; Mental Health

1. Introduction

With the deep comprehensive reform of education, teachers have become a profession facing high expectations and high pressure, which to some extent affects their mental health and sense of happiness. More seriously, it can lead to job burnout, causing psychological health issues such as insomnia, anxiety, depression, and fatigue, which in turn affects work efficiency and quality. Therefore, A Kindergarten Group has developed and implemented the Preschool

Teacher Enhancement Program through theoretical research and practical exploration. This program is dedicated to meeting the comprehensive development needs of teachers, providing experiential references for the comprehensive promotion of happiness development for both teachers and children, and achieving a happy life.

2. Theoretical Research: The Theoretical Framework of the Preschool Teacher Enhancement Program

2.1 The Connotation of the Preschool Teacher Enhancement Program

The Preschool Teacher Enhancement Program mentioned in this paper is the construction, implementation, and optimization of Employee Assistance Program (EAP) in the field of early childhood education [7]. It is EAP designed based on the theory of positive psychology, emphasizing stress management, a healthy lifestyle, and interpersonal relationship management, and is committed to improving behaviors that may gradually lead to future health problems during and after work [6,7]. A Kindergarten Group has carefully studied the theoretical foundation of positive psychology and employee improvement plans, combined with A Kindergarten Group's construction of happiness culture and happiness-oriented organization, to develop, implement, and optimize the A Group Preschool Teacher Enhancement Program following the rational thinking model of seven steps: status awareness, target classification, needs assessment, goal setting, program design, program execution, and program evaluation.

2.2 Practical Application of the Teacher Enhancement Program

Education practitioners, based on the concept of positive psychology, focus on teachers'

psychological needs and have carried out a series of activities. Although most of the content has not been particularly emphasized, it is also an important part of the Teacher Enhancement Program. For example, Haidian District, around the fundamental requirement of "cultivate people with morality and establish one's character," integrates psychological quality cultivation, career planning, and development guidance from the perspective of "great mental education" and uses positive psychological health education methods to carry out happiness education practices [1]. The A Group is committed to studying the comprehensive reform of group-run kindergartens under the vision of happy education, where the Preschool Teacher Enhancement Program serves as an important strategy for building a happiness-oriented organization and creating a happiness education ecosystem. Wang Lijun et al. believe that the concept and measures of improving teachers' welfare, career planning, and family life care are also part of the EEP, promoting teachers' psychological development [8].

3. Practical Exploration: Implementation Strategies of the Preschool Teacher Enhancement Program

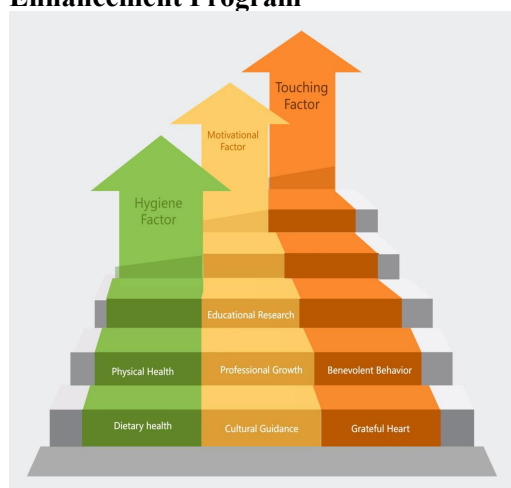


Figure 1. Implementation Strategy Framework of the Preschool Teacher Enhancement Program

A Kindergarten Group, integrating related psychological concepts, proposes a theoretical framework for the Preschool Teacher Enhancement Program based on hygiene factors, motivational factors, and

touching factors. This plan aims to meet the comprehensive development needs of preschool teachers from various dimensions, including both material and psychological aspects [9,10].

3.1 Emphasize Hygiene Factors and Initiate a Journey to Health

Hygiene factors refer to the material environment preschool teachers interact with. When these needs are not met, it may lead to dissatisfaction among teachers. These factors include material needs such as salary and benefits [9,10]. During the research process, A Kindergarten Group discovered that the health concerns of preschool teachers mainly focus on two aspects: first, dietary health. A Kindergarten Group's staff meals have always been provided through external boxed lunches, whose hygiene and nutritional status are worrying and pose a threat to their physical health. Second, physical health. Preschool teachers have heavy workloads and lack exercise, which can easily affect their physical health.

To address these issues, A Kindergarten Group has gradually promoted activities such as happy staff meals and team-building exercises, launching the preschool teacher health action plan to advocate a healthy lifestyle. Taking the team-building activities as an example, through activities involving full participation, clever design, and edutainment, teachers not only exercised their bodies but also cultivated the spirit of "unity," "striving," and "perseverance," allowing them to relax and exercise both body and mind.

3.2 Develop Motivational Factors and Illuminate Inner Light

Motivational factors encompass crucial psychological elements such as achievement, motivation, and ideals [9,10]. Through the role of motivational factors, preschool teachers can generate high internal drive, activate mechanisms for continuous development, achieve high job satisfaction, and enhance their professional efficiency and sense of accomplishment.

A Kindergarten Group constructs an intrinsic motivation system from three dimensions: width, breadth, and depth. In terms of width, the management model, cultural construction,

and educational site are integrated; in breadth, daily educational activities are conducted at A Kindergarten Group, kindergarten, and teacher levels, covering a wide range of educational content from macro to micro and from theoretical refinement to practical enhancement; in depth, in-depth exploration is carried out to solve deep-seated issues, starting from teaching problems, life problems, game problems, and special development problems. A Kindergarten Group supports this motivational system through cultural guidance, professional growth, and educational research.

3.2.1 Cultural guidance: inspiring teachers' spiritual resonance

After in-depth and comprehensive internal research, A Kindergarten Group established a common vision of "educational highland, cultural highland, happiness highland," and formed the core values of "seeking truth, establishing beauty, and achieving goodness." To achieve this goal, A Kindergarten Group has implemented a comprehensive cultural management strategy, covering various aspects such as management culture, educational culture, behavioral culture, and institutional culture. Through the implementation of this strategy, A Kindergarten Group aims to guide preschool teachers to internalize cultural concepts and externalize them in action, embodying the persistent pursuit of truth, goodness, and beauty, and the firm practice of social core values with correct thinking, values, words, and deeds. This not only helps to improve the professional quality of preschool teachers but also helps A Kindergarten Group meet parents' expectations for quality education through practical actions.

3.2.2 Professional growth: smooth teachers' development path

"Training is the greatest welfare" has become a consensus in A Kindergarten Group. Since the launch of the Preschool Teacher Enhancement Program, A Kindergarten Group has integrated expert resources from various fields to provide all preschool teachers with multi-field and diversified training, including traditional Chinese studies, professional classes, and happiness courses. By combining the "invite in" and "go out" modes, A Kindergarten Group supports

teachers to actively participate in teaching and research activities, scientific research projects, and on-site observations, enabling preschool teachers to step out of educational limitations and view and promote education from a broader perspective. This helps them balance the harmonious relationship between life, relationships, achievements, and dreams with a more relaxed, stable, and open-minded attitude.

A Kindergarten Group adheres to an open philosophy, emphasizing the integration and promotion of results. After careful consideration and comprehensive summary, teachers integrate and refine the educational strategies and experiences accumulated during educational practice, project research, and educational research, forming experiences with promotional and replicable value. A Kindergarten Group is committed to building display platforms and has held the first annual education conference and happiness forum, providing preschool teachers with opportunities to showcase their talents and exchange learning, thus aiding their growth and development.

3.2.3 Educational research: optimizing teachers' mental models

A Kindergarten Group actively undertakes national, municipal, and district-level scientific research projects, promoting a series of action research initiatives to optimize teachers' mental models. By implementing an integrated growth model of "teaching, research, and training," A Kindergarten Group has built a problem-oriented research method and pragmatic action style, closely combining scientific research and educational practice. This enhances the guiding role of scientific research in educational practice and allows educational practice results to be transformed into scientific research outputs. Under the influence of a strong learning atmosphere and with the support of the learning community, teachers continuously deepen their understanding of the essence of education, thereby optimizing their growth mindset to better adapt to the continuous development of the educational field.

In the in-depth exploration of educational laws and the return to the essence of education, preschool teachers experience a cyclic learning mechanism of action,

reflection, and dialogue, effectively stimulating their intrinsic motivation, awakening their deep love for the educational career, and firm belief in educational faith. This further guides preschool teachers' mentality to gradually shift from simple "employment" to deep "dedication," ultimately elevating to the noble realm of "enjoying work."

3.3 Focus on Touching Factors and Walk the Path of Happiness

Touching factors are proposed based on the two-factor theory and the concept of "providing an education that touches people." It encompasses the dual development of self-education and education of others, embodying the broad-mindedness of helping the world, in line with Confucian thoughts of virtue and benevolence. Therefore, A Kindergarten Group incorporates gratitude culture and gratitude education into the Preschool Teacher Enhancement Program, allowing teachers to deeply understand the importance of morality.

3.3.1 Cultivating oneself with gratitude

Gratitude is the motivation that drives individuals to care for others and to create supportive social connections. Gratitude education in the Preschool Teacher Enhancement Program guides teachers to naturally develop a sense of gratitude through strategies such as writing happiness diaries and conducting gratitude education training. For example, one teacher mentioned that writing a gratitude diary gradually shifted her mindset towards happiness. As she recorded more positive things, she began to notice the beauty in life, and many small, previously overlooked details became sources of happiness for her. Influenced by the gratitude diary, teachers also integrate gratitude education into children's daily lives, such as through pre-meal gratitude rituals, fostering a sense of gratitude among teachers and children. Ultimately, gratitude becomes a bridge for transmitting happiness and a link for harmonious human relationships.

3.3.2 Creating an environment of benevolence

Helping others is an expression of benevolence and love. A Kindergarten Group is committed to creating a positive energy field where "teacher ethics come first,

benevolence and love for people" are the norm. Through practical actions, "benevolence" resonates happiness on a broader scale, and altruism continues to grow. A Kindergarten Group has established five happiness fields: the happiness energy cohesion field, the unity of knowledge and action research field, the self-development motivation field, the multi-dialogue synergy field, and the resonance ecology field. These guide teachers to practice altruism in various educational settings, including daily work, large events, teaching and research studies, project research, and home-school cooperation. For example, at the "Good Teacher In China" award ceremony organized by A Kindergarten Group, a senior teacher warmly embraced a young teacher she had carefully mentored, evoking memories of a similar heartfelt hug during a kindergarten graduation season ten years ago. Despite the passage of time, the mutual admiration and deep support among preschool teachers, the passing of educational wisdom, and the continuous dedication of preschool teachers to advancing early childhood education remain unchanged.

4. Conclusion

The Preschool Teacher Enhancement Program is a series of measures aimed at promoting continuous self-development and self-improvement of preschool teachers, based on the theoretical framework of positive psychology. A Kindergarten Group has developed the Preschool Teacher Enhancement Program from three dimensions: hygiene factors, motivational factors, and touching factors, aiming to support the happiness development of preschool teachers. Looking forward, A Kindergarten Group will further optimize the Preschool Teacher Enhancement Program, integrating theories and practices of artificial intelligence, to provide comprehensive and solid support for the happiness development of preschool teachers.

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