

GUIDELINES FOR IMPROVING KINDERGARTEN PRINCIPAL'S  
PROFESSIONAL LEADERSHIP IN FAMILY AND  
KINDERGARTEN CO-EDUCATION IN  
HANGZHOU, CHINA

WU WENTING

A thesis submitted in partial fulfillment of the requirements for  
the Degree of Doctor of Philosophy Program in Educational Administration  
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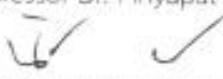
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**Thesis Title**                      Guideline for Improving Kindergarten Principal's Professional Ability in Family and Kindergarten Co-education in Hangzhou City, China

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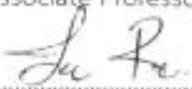
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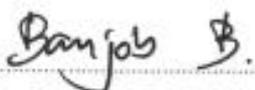
  
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### **ABSTRACT**

The objectives of this research were: 1) to study the components of kindergarten principal's professional leadership in family and kindergarten co-education 2) to analyze the current situation of kindergarten principal's professional leadership in family and kindergarten co-education 3) to develop guidelines for improving kindergarten principal's professional leadership in family and kindergarten co-education 4) to evaluate guidelines for improving kindergarten principal's professional leadership in family and kindergarten co-education. The sample were 285 principals from the population of 1042 kindergarten principals in 8 representative districts of Hangzhou. Research instruments include: 1) content analysis, 2) questionnaire, 3) structured interview, and 4) evaluation form. Data analysis by using percentage, mean, standard deviation and content analysis.

The results were found that the components of kindergarten principal's professional leadership in family and kindergarten co-education includes four variables, idea resonance ability, professional support ability, organization and coordination ability and sustainable development ability. The current situation of kindergarten principal's professional leadership in family and kindergarten co-education was that the highest was idea resonance ability, the second was sustainable development ability, the third was professional development ability and the lowest

was organization and coordination ability. There were 43 guidelines for improving kindergarten principal's professional leadership in family and kindergarten co-education in Hangzhou, China. The suitability and feasibility of guidelines for improving kindergarten principal's professional leadership in family and kindergarten co-education in Hangzhou, China were at the highest level with values between 4.50 and 5.00, which mean the guidelines for improving kindergarten principal's professional leadership in family and kindergarten co-education were suitability and feasibility.

**Keywords:** Kindergarten Principal, Professional Leadership, Family and Kindergarten Co-education

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# Chapter 1

## Introduction

### Rationale

The experience of countries around the world shows that the more developed the economy and the more progressive the society, the more importance is attached to preschool education. Establishing the basic and strategic position of preschool education in the national education system and strengthening the public attribute of preschool education have become one of the important trends in the reform and development of education in the world (Fan Weichen, 2024) Nobel Prize winner James Heckman proposed the famous "Heckman curve", pointing out that the earlier the investment in children's education, the greater the return, showing the importance of early childhood education. The quality of principals directly affects the educational quality and education level of kindergartens (Zhang Zedong, 2021, p.255).

The policy attaches great importance to preschool education, professional leadership of kindergarten principals and kindergarten and family co-education. In 2010, the State Council issued the "Opinions on the Development of Preschool Education at the Current Stage," which clearly stated that a training system for preschool principals should be established. In 2012, the State Council issued the "Opinions on Strengthening the Teacher Workforce," which stated that "the professional standards and qualification standards for preschool principals, primary and middle school principals, and vocational school principals should be formulated to improve the professionalization level of principals (headmasters)." This reflects the increasing importance attached to the principal qualification system at the national level, as well as the deepening of the system, moving from general requirements to specific standards. In 2015, the Ministry of Education issued the "Professional Standards for Preschool Principals," which stipulates that this is the basic requirement

for the professional quality of a qualified preschool principal and the basic code of conduct for guiding the professional development of preschool principals. It is an important basis for formulating the qualification standards, training course standards, and evaluation standards for preschool principals." This laid a foundation for further improving the principal qualification system. In 2016, the Ministry of Education's "Regulations on Preschool Work" required the principal to "have the teacher qualifications stipulated in the "Teacher Qualifications Regulations," a college degree or higher, at least three years of work experience in a preschool, and certain organizational and management ability, and obtain a certificate of passing the preschool principal in-service training." In 2017, the Provisional Measures for the Administration of Leaders of Primary and Secondary Schools issued by the State Council further refined the qualification conditions for leaders, including preschool principals. In 2018, the Central Committee of the Communist Party of China and the State Council issued the "Opinions on Deepening Reform and Standardizing Development of Preschool Education," further specifying the qualification requirements for preschool principals (Zhang Ze-dong, 2021, p.256).

At the beginning of the "Several Opinions on the Deepening Reform and Standardized Development of Preschool education", it is clearly stated: "Preschool education is the beginning of lifelong learning, is an important part of the national education system, and is an important social welfare undertaking. Pre-school education is related to the healthy growth of hundreds of millions of children, social harmony and stability, and the future of the Party and the country." As the manager and leader of the kindergarten implementing the "fundamental" education, the importance and particularity of the principal are self-evident. The positive play of such importance and particularity depends on the professional level of the principal (Yuan Yuan, 2019, p.100).

In June 2019, the Central Committee of the Communist Party of China and the State Council issued the Opinions on Deepening Education and Teaching Reform and Improving the Quality of Compulsory Education, which clearly stated: "Give full play to the leading role of schools and strengthen communication and cooperation

between schools and families." Schools are professional educational institutions, and teachers are professional educators. Based on this, schools should actively take the lead and provide professional guidance and assistance to parents in family education, highlighting the targeted nature of collaborative education and enhancing the professional level of collaborative education (Gao Ruoqing & Tian Daomin, 2023, p.144). Schools at all levels should fully play their guiding role to help parents improve their ability and level of parenting, thereby enhancing the quality and effectiveness of family education (Gao Ruanqing & Tian Daomin, 2023, p.145). On January 1st, 2022, the Family Education Promotion Law of the People's Republic of China (hereinafter referred to as the "Family Education Promotion Law") officially came into effect, clearly stipulating that "family education, school education, and social education should be closely combined and coordinated" and "a mechanism for joint education by families, schools, and society should be established and improved" to promote the construction of the family-school-society collaborative education mechanism through legal means. The Family Education Promotion Law has pointed out the direction for the collaborative education of families, schools, and society, with families taking the main responsibility, schools playing the leading role, and society providing effective support to ensure the healthy growth of children (Gao Ruanqing & Tian Daomin, 2023, p.142). On January 13th, 2023, the Ministry of Education and other 13 departments jointly issued the Opinions on Improving the School Family and Society Cooperative Education Mechanism, which clearly proposed that "by 2035, a clear positioning, sound mechanism, close linkage, scientific and efficient school family and society cooperative education mechanism will be formed." Under the background of legislation, clarifying the significance of home-school-community collaboration, sorting out the problems existing in home-school-community collaboration, perfecting the scientific home-school-community collaborative education mechanism, and promoting the coordinated education of family, school and society in the same direction and with the same efforts are the inevitable choices to achieve the goal of education in the new era (Gao Runqing & Tian Daomin, 2023, p.136). On November 8th, 2024, the 12th session of the Standing

Committee of the 14th National People's Congress passed the Pre-School Education Law of the People's Republic of China, which will come into effect on June 1st, 2025. On November 11th, the Ministry of Education held a press conference to introduce and interpret the relevant contents of the pre-school Education Law. The Pre-school Education Law makes it clear that pre-school education is an integral part of the national education system and an important social welfare undertaking. These laws provide a fundamental guarantee for the healthy and sustainable development of pre-school education (Fan Weichen, 2024-11-12).

In practice, the problems of family and kindergarten co-education are prominent and the professional leadership of kindergarten principals is insufficient. There were insufficient places for off-campus activities, lack of education carriers, less effective activities, and the phenomenon of "disconnect" and "disconnect" between family education, school education and social education has not formed the whole chain of education. (Institute of Party History and Literature of the CPC Central Committee, 2021, p.70.) The "crux" of the current education problem lies in the disconnection and disharmony between family, school and society, each seeking its own track in the interests, wandering away from the physical and mental growth of students, and never forming the greatest concentric circle of educational benefits (Gao Runqing & Tian Daomin, 2023, p.139). Although home-school co-education has become an educational development trend, there are still unclear phenomena such as "school-oriented family education and family-oriented school education" in the educational reality (Gao Runqing & Tian Daomin, 2023, p.144). With the continuous attention paid to family education, parents have an increasingly strong demand for family education guidance services, and the contradiction between supply and demand of family education guidance services is becoming increasingly prominent. Market supply will become an important force. In view of the uneven quality of the current family education service market, the government does not play the role of "screener" and "supervisor", and the construction of the family education service market system is also uneven (Gao Runqing & Tian Daomin, 2023, p.140). "More than 100 years ago, American educator John Dewey said, The biggest tragedy of school

education today is that children can't apply what they learn at home to school, and what they learn at school can't solve problems at home (Chen Ming & Yang Yongmei, 2021). Today, such a situation still exists, not only what the school learns has nothing to do with the concrete reality of life, but also family education is divorced from the concrete life, and even some families also take tutoring classes, online courses as the main content of family life. Many educational resources such as museums have failed to play their due roles, and in some places youth palaces and children's activity centers have become "training machines" to cultivate students' talents in physical and musical beauty (Gao Yunqing & Tian Daomin, 2023, p.141). The high-quality development of preschool education first requires a professional teaching team with high ethics, good quality, reasonable structure and sufficient quantity (Wang Qiao, 2024).

It is necessary to enhance kindergarten principals' professional leadership. The overall quality of the preschool education team directly affects the development quality of preschool education (Ding Ya Chant, 2024, p.11-12). Kindergarten principal is a professional who performs the responsibilities of kindergarten leadership and management, and is the core element to ensure the quality of kindergarten education (Zhang Zedong, 2021, p.255). In the process of realizing the sustainable development of preschool education, kindergarten principals bear the great responsibility of managing and leading kindergartens, and there is a long way to go. Relevant research results and practical verification show that China's current kindergarten principals are "over-managed but under-led", and the leadership of current kindergarten principals still needs to be improved (Pan Bingru, 2017, p.249). Kindergarten directors should enhance their leadership level by building a common vision, creating a characteristic culture and realizing professional guidance, and ultimately improve the quality of kindergarten education (Liu Linfang & Liu Haimin, 2015, p.81). It is necessary to strengthen the professional guidance of kindergartens, guide kindergartens to adhere to the combination of childcare and education, implement games as the basic activity, create a rich educational environment, support children's active exploration and learning, and promote

children's healthy and happy growth in games and life (Wang Li, 2024). Actively communicate with parents, stimulate their enthusiasm to participate in family education guidance activities, and encourage professionals in all fields of society to participate in family education activities to enrich the content of family education. Lead by example in daily life, establish the correct concept of family education, master the strategies and art of home-school communication, publicize the scientific concept of education and children, respect the reasonable needs, correct ideas and valuable experience of parents, and strive to establish a benign cooperative relationship with parents (Zhang Meiyun, 2020, p.78). At the same time, teachers should also assume the responsibility of publicity of family education policies, regulations and scientific parenting concepts, and publicize scientific family education concepts through parent schools, education and training, so as to help parents grasp the correct parenting methods and methods, and help children grow up healthily (Gao Runqing & Tian Daomin, 2023, p.146).

Therefore, the researcher believe that under the overall goal of high-quality development of preschool education, the problems in family and kindergarten co-education and the comprehensive and personalized growing goals of children need to enhance the professional leadership of kindergarten principals. Therefore, it is necessary to develop guidelines for improving kindergarten principals' professional leadership in family and kindergarten co-education.

### **Research Questions**

1. What are the components of kindergarten principal's professional leadership in the family and kindergarten co-education?
2. What is the current situation of kindergarten principal's Professional Leadership in the family and kindergarten co-education?
3. What are the guidelines for improving kindergarten principal's professional leadership in the family and kindergarten co-education?
4. Are the guidelines for improving kindergarten principal's professional leadership in the family and kindergarten co-education suitable and feasible?

## **Objectives**

1. To study the components of kindergarten principal's Professional Leadership in family and kindergarten co-education.
2. To analyze the current situation of kindergarten principal's Professional Leadership in the family and kindergarten co-education.
3. To develop guidelines for improving Kindergarten Principal's Professional Leadership in family and kindergarten co-education.
4. To evaluate the suitability and feasibility of the guidelines for improving Kindergarten Principal's Professional Leadership in family and kindergarten co-education.

## **Scope of the Research**

### **Population and the Sample Group**

#### **Population**

The population of this research was 1042 kindergarten principal from 8 representative districts of Hangzhou city.

#### **The Sample Group**

According to Krejcie and Morgan sampling table, the sample group of this research was 285 kindergarten principals from 8 representative districts of Hangzhou city.

The interviewees in this research were 16 high-level experts. The qualification of interviewees are as follow: 1) Associate professor or dean or above , 2) more than 10 years of work experience in preschool educational field, 3) have extensive experience in family and kindergarten co-education, 4) graduated with master's degree or above.

#### **Research Variable**

According to analyzed of related theories and researches and interviewed the experts, the components of kindergarten principal's professional leadership in family and kindergarten co-education are as follows:

1. Idea resonance ability
2. Professional support ability
3. Organization and coordination ability
4. Sustainable development ability

## Advantages

1. Study the documents and interview experts to form the components of kindergarten principal's Professional Leadership in family and kindergarten co-education and enrich the research connotation of kindergarten principal's Professional Leadership in family and kindergarten co-education.

2. To use the guidelines as a reference to improve the kindergarten principal's professional leadership in family and kindergarten co-education in Hangzhou city Zhejiang province, China, helping the kids grow better and better.

## Definition of Terms

1. **Family** refers to a social unit formed between relatives based on marital, blood, or adoption relationships. Mainly including parents and young children, or parents, grandparents and young children living together.

2. **Kindergarten** refers to an institution that provides care and education for preschool children aged 3 to 6. This study specifically refers to kindergartens in Hangzhou, Zhejiang Province, China.

3. **Family and kindergarten co-educatioin** refers to kindergartens and families work closely together to comprehensively utilize various educational resources and form educational synergy, jointly promoting the comprehensive and harmonious development of young children's physical and mental health.

4. **Kindergarten principal** refers to a professional who fulfills the responsibilities of kindergarten leadership and management. This study specifically refers to kindergarten principals who have the responsibility of family and kindergarten co-education.

5. **Kindergarten principal's professional leadership in family and kindergarten co-education** refers to the main ability of kindergarten principals to guide teachers and parents to obtain scientific parenting concepts and methods by organizing and coordinating different needs of children, parents and teachers through their own professional quality in the process of forming family and kindergarten co-education force to promote the comprehensive and harmonious development of children's body and mind. It mainly includes four aspects: (1) Idea resonance ability; (2) Professional support ability; (3) Organizational and coordination ability; (4) Sustainable development ability.

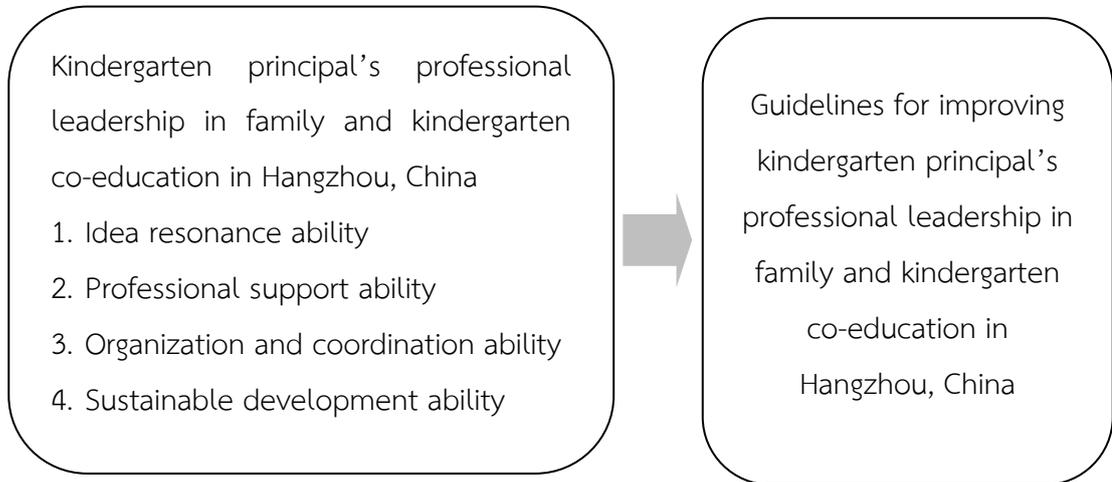
6. **Idea resonance ability** refers to the ability of the kindergarten principals to guide teachers and parents to reach a consensus on family and kindergarten co-education concept, preschool children's education concept and family education concept.

7. **Professional support ability** refers to the ability of kindergarten principals to use their own professional knowledge and methods to help children's health, early childhood education, teachers and parents' growth in the process of family and kindergarten co-parenting.

8. **Organizational and coordination ability** refers to the ability of kindergarten principals to establish the organization and operation system of family and kindergarten co-education.

9. **Sustainable development ability** refers to the ability of kindergarten principals to have the consciousness of lifelong learning and sustainable development, and to continuously pay attention to professional dynamics and optimize knowledge structure.

## Research Framework



**Figure 1.1** Research Framework

## Chapter 2

### Literature Review

The purpose of this research is to investigate the "guidelines for improving kindergarten principal's professional leadership in family and kindergarten co-education in Hangzhou, China". The objectives are as follows: 1) to study the components of kindergarten principal's professional leadership in family and kindergarten co-education 2) to analyze the current situation of kindergarten principal's professional leadership in family and kindergarten co-education 3) to develop guidelines for improving kindergarten principal's professional leadership in family and kindergarten co-education 4) to evaluate guideline for improving kindergarten principal's professional leadership in family and kindergarten co-education. The research in improving kindergarten principal's professional leadership in family and kindergarten co-education in Hangzhou, China, the researcher was analyzed documents, concepts, theories, and researches related to kindergarten principal's professional leadership in family and kindergarten co-education. The details are as follows:

1. Concept of Educational Administration
2. Concept of Family and Kindergarten Co-Education
3. Concept and Theory of Professional Leadership
4. The Concept of Kindergarten Principal's Professional Leadership in Family and Kindergarten Co-Education
5. Related research

#### **Concept of Educational Administration**

Yang Tianping (2002, p.38) proposed that from the evolution of educational administration activities, this activity has existed for a long time. From the evolution of the concept of educational administration, there are two corresponding words in

English, namely educational administration and educational administration. Similar words include school administration and school management, while related or

associated words include government, lead, organization, control, supervision, coordinate, public relationship, and so on.

Yang Tianping (2004, p.95) proposed that the concepts of educational administration vary from ancient to modern times in China and abroad. In ancient society, educational administration was dependent on and subordinate to other activities, so educational administration ideas could only be fragmented and embryonic. The independent form of educational administration and its research activities originated in modern Western society. Under the theoretical banner of positivism and post positivism, it has now developed into a relatively mature and diverse integrated science. Although education management and research in China started not late, it has roughly gone through a century of ups and downs, and has its own uniqueness and uniqueness. However, overall, both its practical level and the research methods and results used are still decades behind those of foreign countries. Therefore, it is necessary to distinguish and analyze these differences and differences in order to maintain a clear academic awareness, which is conducive to the healthy development of scientific research in education management in China.

Du Guangqiang and He Zhiwei (2012, p.113) proposed that the term "educational management" used in Chinese can be expressed in English vocabulary as "educational administration" and "educational management". In North America, people are accustomed to using "educational administration" to describe educational administration, while in Commonwealth countries, people are accustomed to using "educational administration". In most cases, the term "educational administration" in North American literature is equivalent to "educational management" in Commonwealth countries, which corresponds to the term "educational management" in China.

Duan Xiaomin (2015, p.1) proposed that educational administration mainly refers to the application of management in the field of education. It is an activity that combines education and management, and is a specialized activity for managing

education. In China, broad education management mainly refers to the management of all educational activities, including school education management and educational administrative management; Narrowly defined education management specifically refers to educational administrative management, which refers to the functional activities of the state or government education department in intervening, intervening, coordinating, controlling, guiding, and serving the education industry.

Kang Cuiping and Sun Miantao (2002, p.72) proposed that from the perspective of the practical form of educational administration, the management of the initial form of educational activities is an activity that accompanies educational activities. However, when educational activities develop to a certain scale and have a relatively high level of organization, specifically, after the emergence of school education or formal education, The non independent initial form of educational administration activities is no longer suitable for the needs of this type of educational activity. It requires a corresponding and relatively independent, orderly, and standardized educational administration. Both the emergence of initial forms of educational administration and the emergence of slightly advanced forms of educational administration have emerged and developed with the emergence and development of educational activities. Education and management are two inseparable organic components in educational administration. This type of educational administration activity is influenced by both education and management, thus forming an independent characteristic that is not only related to education and management, but also different from education and management.

Wu Zhihong (2008, p.12) defined education management as the use of educational resources by educational managers in educational organizations to achieve educational goals. Schools are the largest educational organizations in society, so school education management is the core of education management. The essence of educational administration is to improve the level of educational specialization, and to develop education through management methods.

YangJing (2022, p.172) believes that educational administration refers to the management of various educational processes in schools in a broad sense. Educa-tion

management is an organizational activity aimed at achieving educational administration goals and strategies, fully mobilizing the school's teaching staff, teaching infrastructure, and other educational resources, including school systems, teaching plans, teacher training, teaching quality evaluation, logistics support, and other main management work. Education management aims to comprehensively enhance the psychological capital of high school students, and proposes strategies and countermeasures to enhance the psychological capital of high school students from multiple perspectives such as school teaching, teachers, and parents, in order to improve the current status of high school education management work.

Shen Luo (2014, p.1) proposed that education management is the process in which managers organize and coordinate the education team, fully leverage the role of education human, financial, material and other information, utilize various favorable conditions within education and efficiently achieve educational administration goals. It is a series of activities organized, coordinated and controlled by the state on the education system, mainly divided into education administrative management and school management.

Yang Tianping & Shen Yanting (2021, p.1) pointed out that the "Dictionary of Education Management" defines education management as "a continuous activity with strong purposeful planning, organization, and control of the education system implemented by the state to implement educational policies and achieve training objectives. It includes two major parts: education administrative management and school management." From this perspective, the meaning of education management can be revealed from two aspects. One is to optimize the allocation of educational resources from the macro level of national or local governments in order to achieve the development goals of national or regional education. The other is a unified and planned management activity that starts from various schools, aiming to achieve training objectives and teaching objectives, and focuses on teaching related affairs within the school. Simply put, educational administration is the efficient allocation of resources for teaching activities organized by educational groups at different levels to achieve educational goals.

Yu Kai (2021, p.36) pointed out that management refers to the activities carried out by managers using relevant principles and a series of effective methods to scientifically guide and organize the managed, in order to achieve organizational goals. Education management, as a type of management, also needs to follow the relevant laws of management science. Therefore, educational administration is to solve various problems that occur in the process of education and teaching, in order to achieve educational goals and serve them. Education management is divided into three levels. The first is education administrative management, which refers to a series of activities organized, coordinated and controlled by the state over the education system, namely the management of the education industry. The second is the management of schools and other educational organizations, mainly to maintain the orderly order of schools and ensure the reasonable allocation of limited educational resources. The third is the self-management of school administrators, such as clarifying the types of school administrators and improving the functional structure of school administrators.

Hua Qiaohong (2014, p.4) proposed that educational administration has extremely rich connotations due to its unique intersection, marginalization, and comprehensiveness. Different scholars use different theoretical perspectives or professional backgrounds to understand educational administration and form different schools of educational administration, so the connotation of educational administration has always been controversial. Chinese scholar Chen Xiaobin believes that educational administration is the process by which educational managers, based on practical conditions, effectively utilize educational resources by exerting various management functions, and thereby achieve educational goals. Yang Yingxiu believes that educational administration is the process in which the educational administration subject exercises management rights and promotes educational development based on national laws and policies. The educational subject includes both the education department and the non education department.

Jiang Heyong and Zhang Xinping (2003, p.19) proposed the concept of modernization of educational administration. From several representative viewpoints,

there are roughly the following: (1) Modernization of educational administration refers to the process in which people use new educational and management technologies to construct new educational administration models that are suitable for the development of education in the new era; (2) Modernization of educational administration refers to the process in which educational administration activities adapt to the needs of social, political, economic, technological, educational and other development and changes, constantly changing, innovating, and improving educational administration ideas, systems, means, and methods; (3) The modernization of educational administration is an important component of the modernization of education, which includes the modernization of educational administration concepts and the first-class teaching staff, as well as the legalization of educational administration methods and the diversification of educational administration models.

Li La (2021, p.9) proposed that integrated educational administration is a form of educational administration and a component of educational administration content. educational administration is the behavior of following the objective laws of education and allocating various educational resources reasonably in a specific social environment to achieve educational policies and goals. More specifically, this behavior is constrained by the political, economic, and cultural environment of a country or region, and guided by the educational values upheld by the education management department, using scientific methods to predict and plan, organize and guide, supervise and coordinate, motivate and control various levels and types of educational organizations under its jurisdiction, so as to develop and allocate limited educational resources in a reasonable manner, in order to achieve the goal of improving educational quality, enhancing educational efficiency, stabilizing teaching order, improving educational conditions, and promoting the development of the education industry. Integrated education management is a management activity aimed at promoting the development of integrated education, improving the quality of integrated education, and promoting and ensuring educational equity in the

context of contemporary education reform, with integrated education as the management object by national and local education administrative departments.

Lin Chenzi (2022, p.16) proposed the key role of education managers in educational organizations, emphasizing the achievement of educational goals by fully utilizing their own educational resources. As the largest educational organization in society, school education management is considered the core of the entire field; In the process of achieving educational goals, educational managers optimize the allocation of educational resources, including but not limited to teachers, facilities, etc., to ensure the efficient operation of school education. This highlights the essence of educational administration, which is to promote the continuous development of educational institutions towards the set goals through effective organization and mobilization of resources.

Zhao Qihong (2022, p.30) pointed out that education management, as a means, does not exist in management itself, but is aimed at achieving higher-level educational goals. She emphasized that management should be seen as a service aimed at creating a favorable operating environment for educational organizations, providing effective resource support, and serving the ultimate goal of education. This perspective positions education management as a means of serving the education industry, making its essence closer to the value orientation of education itself.

In summary, educational administration refers to the process in which managers allocate educational resources reasonably and effectively, including allocating manpower, material resources, financial resources, time, and space, coordinating them with each other, and achieving educational administration goals. From a macro perspective, education management includes not only the administrative management of education by national and local governments, but also the internal management of various levels and types of schools. educational administration includes two aspects: educational administrative management and school administrative management. Educational administrative management refers to the activities of national administrative agencies in organizing, leading, and managing educational work from a systematic perspective in order to achieve the educational

goals of a region. For kindergartens, the school administrative management of the kindergarten principal refers to the management activities in which the principal fully utilizes human, financial, and material resources within the specific scope of a kindergarten, effectively coordinates various relationships, and enables students to achieve specific requirements and goals within a specified time, while implementing national education policies.

### **Concept of Family and Kindergarten Co-Education**

Feng Xiaoxia and Wang Dongmei (2000, p.4) proposed from the perspective of young children that home school co-education makes the learning experience of young children from both kindergarten and family more consistent, continuous, and complementary, and gives them a sense of security.

Li Shenglan (2003, p.9) found that the level of parental involvement in kindergarten education is directly proportional to the level of early childhood development. According to the research conducted by Yiling Min (2009, p.200), home school cooperation activities have improved the social development level of young children. Home school co-education can strengthen communication and cooperation between both families in parenting.

Liu Ting (2010, p.713) proposed that home school co-education can strengthen communication and exchange between teachers and parents, and improve the level of parenting. And help parents communicate and learn from each other, share parenting experiences.

Wu Yunxia (2012, p.11) proposed that home school co-education can enhance understanding and form educational synergy between families and kindergartens, enabling kindergartens to fully utilize parental resources, enabling parents and kindergartens to understand the situation of their children at home, and enhancing mutual trust between both parties. From existing literature, it can be seen that researchers mainly focus on promoting the development of young children in all aspects through home school collaboration, improving the quality of kindergarten

education, and exploring the value of home school collaboration for teachers in various aspects.

Zhao Xiaoying (2018, p.173) proposed that in the current era, kindergartens use internet platforms to effectively disseminate and integrate relevant knowledge of early childhood education into modern family education. This not only deepens parents' understanding of early childhood education knowledge, but also strengthens communication between families and schools, achieving two-way feedback of sharing effective resources and information.

Guo Liping (2011, p.19) proposed that most parents encourage young children to use information technology equipment and resources moderately. Kindergarten principals generally agree with the application of information technology, and young teachers in kindergartens have significantly improved their ability to use online educational resources. The connection between families and kindergartens is also increasingly using information technology.

Cheng Caixia (2017, p.40) proposed that internet platforms play an important role in deepening home school co-education. By using information technology in home school co-education, it is more convenient and efficient to achieve communication and interaction between families and schools. By leveraging the advantages of online platforms, it is more convenient for both families and schools to have timely "dialogue", which is an important channel for improving early childhood education work, It is also a convenient way to mobilize parents to actively participate in their children's education process and maintain a close relationship with their families.

Lu Yingxiao (2017, p.244) proposed that "Internet plus" home education is a new preschool education model in the era of "Internet plus", and it is also an inevitable trend of modern education development.

Li Yulian (2006, p.38) proposed to build an online platform and explore new channels for home school communication based on traditional methods such as parent teacher meetings, parent-child activities, and peer evaluation of tutoring papers.

Zhang Huaming (2015, p.22) proposed that network-based collaborative interaction between home and school has created a new collaborative education environment, enriched the connotation of school-based curriculum, transformed the concept of collaborative education between homes, and better promoted the comprehensive and coordinated development of young children.

He Xiufeng (2014, p.58) studied the entire process of establishing, opening, operating, and maintaining the WeChat public platform in her preschool education institution, emphasizing the important role of the platform in the promotion, home interaction, and management of preschool institutions.

Li Fan (2015, p.235) proposed that WeChat public platform has the characteristics of low threshold, fast promotion, and strong interaction, which can help promote the refined management practice of preschool education institutions.

Wang Lina (2013, p.69) proposed that there are mainly three problems in the cooperation between kindergarten and home school. Firstly, the status of both parties in the cooperation is unequal, and their role cognition is one-sided and narrow; Secondly, there is a lack of effective interaction and low participation frequency between the two parties in the home school cooperation; Thirdly, home school cooperation often becomes superficial and lacks effectiveness. Effective home school collaboration requires updating the concept of home school cooperation and establishing an equal relationship between both parties; Need to enhance awareness of cooperation norms and strengthen communication and exchange between both parties; We need to utilize various measures such as parent teacher meetings, home visits, half day open parent activities, principal reception days, parent committee meetings, and open parent activities to enhance the effectiveness of home school cooperation.

Li Feng (2017, p.75) proposed the form of home school co-education by regularly holding "parent story meetings". Guo Wenying (2006, p.32) proposed the form of home school co-education, which includes "parental voluntary participation" and "early education activities in 0-3 year old kindergartens."

Fan Qinghua (2024, p.22) Home co-parenting mainly means that parents and kindergartens reach an educational consensus, communicate with each other, interact effectively, make reasonable use of home resources, and promote the optimal and maximum development of children.

In summary, the interpretation of "co-education" in Modern Chinese Dictionary is to work together or complete a task together for a common purpose. "Home" is the abbreviation of family and kindergarten. Home-based co-education is not a simple family and kindergarten cooperation. It is a close and stable cooperative relationship formed by a group of parents and teachers who are committed to promoting the comprehensive development of children based on certain norms and full cooperation. It includes the common goals of parents and teachers, continuous dialogue and negotiation, and shared childcare resource pool. At the same time, homestead co-education is not limited by geographical space and does not require the presence of both families and kindergartens. It can be expressed through various forms of practical activities, such as parents' meetings, parents' committees, garden tours, parent-child homework, parent-child reading, and museum visits.

#### **Research on the value of home co-cultivation**

From the existing research, researchers mainly discussed the value of home-based co-education for children's development. Most studies focus on the relationship between family and kindergarten co-education and children's academic achievements, For example, home-based co-education can help children perform better in reading and writing, and reduce the repetition rate. family and kindergarten co-education contributes to children's mental health, it can help young children gain a sense of security. Secondly, the researcher also discussed the value of homestead co-education to schools, teachers, parents and the relationship between teachers and parents.

Li Shenglan (2001, p.14) found that the degree of parents' participation in kindergarten education is basically proportional to the level of children's development, and parents' participation can positively predict children's social ability. In addition, for special children, home-based co-education also plays a positive role,

the cooperation between parents and teachers can improve the effectiveness of intervention for special children, especially for children with autism spectrum disorder (ASD).

Liu Hui (2014, p.1) proposed that the cooperation between parents and schools is helpful for schools to explore and utilize parents' resources, and has important value for school-based curriculum development.

Feng Xiaoxia (2015, p.52) proposed that homestead co-education can provide an opportunity for teachers and parents to exchange and share experience, and help teachers and parents understand each other.

To sum up, home-based co-education is not only closely related to the development of children's academic achievements, psychological development, social ability and other aspects, but also has important value for teachers and parents. Because there have been studies on the value of family and kindergarten co-education to children. Therefore, the future research direction can pay more attention to the parent group.

## **The Concept and Theory of Professional Leadership**

### **The concept of leadership**

Zhang Xiaojuan (2005, p.37) proposed that leadership includes noble personality charm, accurate foresight and judgment ability, strong communication ability, continuous innovation ability, and extension ability.

Li Lin and Tong Xinhong (2005, p.65) proposed that the essence of leadership is influence, and anyone can use leadership. As long as they can successfully influence the behavior of others, they can be considered to have implemented leadership.

Miao Jianming, Huo Guoqing (2006, p.36) proposed that leadership refers to the ability of a leader to attract and influence followers and stakeholders in specific contexts, and continuously achieve group or organizational goals.

Wu Weiku (2006, p.9) proposed that leadership is the ability to influence others.

Ma Jianxin (2007, p.48) proposed that leadership is essentially a special form of interpersonal influence, which refers to a person's ability to influence or change the psychology and behavior of their social partners in the process of interacting with others.

Du Xiaoyi (2018, p.26) proposed that leadership is a combination of organizational empowerment of leaders and a series of abilities possessed by leaders themselves, with the influence of leaders in attracting and influencing relevant personnel in group activities as the core, and the efficiency and effectiveness of achieving common goals among organizational members as the testing standard.

Zheng Yanlin (2016, p.116) proposed that leadership refers to the ability of a leader to drive and inspire subordinates to strive for the achievement of expected goals. She believes that there is a fundamental difference between leadership and administrative affairs management ability. Administrative affairs management ability emphasizes power under the institutional system, while leadership is based on the influence of communication and interaction.

Hu Yuexing (2018, p.53) proposed that the essence of leadership is no different from influence. Leadership is viewed from the outside in, manifested externally as leadership power, and internally as the pursuit of goals, values, attitudes, emotions, and behaviors. And leadership is also divided into three levels: micro level, meso level, and macro level.

In conclusion, leadership refers to the ability of a person to guide others to achieve common goals through guidance, influence or command. It includes wisdom, judgment, decision-making ability, communication skills, team management and many other abilities.

### **The concept of professional leadership**

Wang Ying (2012, p.186) defined teacher professional leadership by reviewing literature on teacher leadership theory and teacher professional development theory both domestically and internationally. Teacher professional leadership refers to the influence that teachers form on students, other teachers, and their professional fields

through their personal charm, professional skills, professional knowledge, and abilities in their education, teaching, and academic research processes.

Wang Ying (2012, p.27) conducted in-depth interviews and, based on the analysis of the characteristics of teacher professional leaders, summarized and constructed a five dimensional model of teacher professional leadership, including personality appeal, teaching leadership, academic foresight, organizational cohesion, and learning and growth ability. It is based on a five dimensional model of teacher professional leadership and constructs an evaluation index system for the professional leadership of foreign language teachers in universities through the Analytic Hierarchy Process.

Zhang Zhenwei (2016, p.1) defined the professional leadership of special grade teachers into six dimensions based on the national regulations on the selection of special grade teachers and the relevant requirements of the management system for special grade teachers in various regions of China, as well as the role played by special grade teachers in educational and teaching practice, namely personality appeal, teaching leadership, teaching and research leadership, team cohesion, professional leadership, and learning and growth ability.

Wu Shaoyong (2021, p.1) constructed a theoretical model of professional leadership for sports researchers based on interviews, which includes five dimensions: personality appeal, teaching and research leadership, teaching guidance, organizational cohesion, and learning and growth ability.

Tang Xin (2020, p.1) proposed that professional leadership of teachers is the comprehensive influence of teachers to leverage their personal advantages and strengths, through teaching practice activities, daily teaching reflection, peer communication and cooperation, and to lead the teaching team to jointly promote the development of schools.

Zhang Yang (2018, p.1) selected the five leadership models studied by the Science and Technology Leadership Research Group of the Chinese Academy of Sciences as the theoretical framework, from five dimensions of personality charisma, teaching leadership, organizational cohesion, educational decisiveness, and academic

foresight, combined with teacher C to conduct a case study and analyze teachers' professional leadership.

Zhang Yang (2018, p.1-53) analyzed the factors that affect the professional leadership performance of vocational special grade teachers from three aspects: national level, school level, and individual level, based on the current situation of their professional leadership. At the national level, it mainly includes policy management mechanisms and funding ratios; At the school level, it mainly includes cultural construction and training opportunities; At the individual level, it mainly includes educational beliefs, leadership styles, personal qualities, and professional qualities.

Yu Bing and Zhang Yang (2018, p.102) proposed that teachers' professional leadership is the comprehensive influence that teachers form on students, teachers, schools, and the entire professional field through their personal professional and non professional elements.

Wang Fangquan (2015, p.40) proposed that teachers exert influence on students, teachers, and educational activities through their professional and non professional advantages.

Yan Dong (2019, p.79) proposed that professional leadership of teachers refers to the comprehensive influence of teachers in teaching practice activities, communication and cooperation with peers, and daily teaching reflection, using their own advantages and strengths to lead the teaching team to promote the development of the school.

Song Huan and Tian Shixu (2019, p.21) redefined the professional leadership of teaching and research personnel based on the needs of basic education reform and development in the new era. It is believed that to become a professional leader, teaching and research personnel need to possess five abilities: professional guidance, educational evaluation, curriculum development, learning guidance, and academic research.

Ma Xiuzhen (2018, p.67) proposed that professional leadership of teaching and research personnel mainly refers to the comprehensive influence of teaching

and research personnel on the development of curriculum, teaching, and subject teachers through the interaction of professional attitudes, professional rights, professional knowledge, and abilities in supporting and leading regional curriculum and teaching.

Lu Naigui and Chen Zheng (2006, p.17) proposed that teacher leadership is to enhance teachers' professionalism, redistribute power, and strengthen peer interaction.

Chen Ming and Dong Inheritance (2007, p.8) proposed that teacher leadership is the collective growth and comprehensive development of teachers, students, colleagues, and schools. Teacher leadership includes teachers' performance both inside and outside the classroom, as well as communication with students, colleagues, and principals.

Jin Jiansheng (2007, p.1) proposed teacher leadership refers to the influence and process exerted by teachers with certain abilities in a specific context to achieve organizational goals on people and things in the school during teacher group breaks.

Wu Jinyu and Dai Xuan (2008, p.6) proposed that teacher leadership is the ability of teachers to influence the development of students, colleagues, themselves, and even the school through their moral character, educational ideas, and behavior, as well as through interactions between teachers and students and colleagues. The essence of teacher leadership is the ability to change old things and develop new ones. They believe that teacher leadership does not refer to leadership in appointment positions, but rather a form of professional leadership. It is the demonstration, leadership, and professional discourse power that teachers gain through the improvement of their own professional abilities and authority in teaching, education, reform, research, and other professional fields, thereby influencing and leading the development of students and peers.

Zhang Yang (2018, p.1) proposed that teacher professional leadership refers to the ability of teachers to communicate effectively both inside and outside the classroom. The influence of one's own professional elements (professional knowledge, professional skills, professional guidance, etc.) and non professional

elements (personality charm, organizational cohesion, etc.) on students, peer teachers, and schools. Professional leadership of vocational school special grade teachers refers to the influence that vocational school special grade teachers have on vocational school students, peer teachers, and school students through their professional elements (professional knowledge, professional skills, professional guidance, etc.) and non professional elements (personality charm, organizational cohesion, etc.) both inside and outside the classroom. The researchers constructed the professional leadership model of special grade teachers in secondary vocational schools based on the five leadership models studied by the Scientific and Technological Leadership Research Group of the Chinese Academy of Sciences, including five aspects of personality charisma, teaching leadership, organizational cohesion, educational decision-making and academic foresight.

In conclusion, professional leadership refers to the ability of a leader to lead a team or organization to achieve excellence in a specific professional field through his or her own professional knowledge, skills and experience, as well as effective management abilities. It requires leaders not only to have deep professional literacy, but also to be able to translate professional knowledge into practical action, lead the team to constantly innovate, progress, and effectively respond to various challenges and changes.

### **Theoretical Research on Kindergarten Principal's Leadership**

#### **Critical Period Theory**

Konrad Lorenz (1937), Austrian comparative psychologist and zoologist (1903-1989), proposed the concept of critical period in his 1937 "Companions of the Bird World," he reported for the first time his discovery of "imprinting" in ducklings, that is, the appearance of some animals in response to environmental stimuli during their early birth and young stages. The original and fast way to learn. Lorenz pointed out that different animals have different validity periods of imprints, which he called the "critical period" (CP for short). The findings also have implications for research on children. During his observation of the natural habits of birds, he found that newly hatched young birds, such as chicks and geese, will learn to chase their own kind or

non-kind within a short period of time after birth. Time can no longer learn such behaviors or imprint one's own mother, and this period of time is very short, so it is called the critical period of human beings, also known as the best period, sensitive period, critical period, and transition period. Later, psychologists borrowed this type of research into the research of early childhood development, and raised the issue of the critical period of children's psychological development. For example, 2 to 3 years old is a critical period for children's oral language development, and 4 to 5 years old is a critical period for children to learn written language.

Chen Shi (2022, p.1) proposed that 3-6 years old is the key stage of children's development, and this stage includes multiple critical periods that affect children's internal and external links. This paper takes the critical period of language persistence, order and self-awareness as the main body to explore the words and actions of 3-6 years old children and grasp their emotional characteristics in the critical period. Chen Shi analyzed the emotional characteristics of children aged 3-6 by using relevant theories such as conversational implicature, politeness principle, language adaptation theory and speech act in combination with interdisciplinary approaches such as pedagogy and psychology, so as to construct educators' pragmatic strategies for modeling construction, and finally help educators grasp the rules of children's development and regulate teaching well. Provide reference for raising model.

Liu Yitong (2024, p.5) proposed that the early origin of the concept of "critical period" was in the field of embryology. Scientists have found in their own experimental studies the existence of a "critical period" phenomenon, but the specific meaning of this definition is not the same. Stockert's research suggests that this is the stage at which organisms are "more sensitive" to damage. Spellman's research emphasizes that this is the stage triggered by some corresponding stimuli during the normal development of the organism, and it embodies important characteristics: first, the embryo grows rapidly, and the critical period is fleeting; Secondly, the external interference is particularly significant at this stage. Finally, the effect is unbreakable, deep and long term.

Liu Yitong (2024, p.6) proposed that in the field of animal behavior, Austrian ecologist Konrad Lorenz's research on birds in 1935 was the first to identify the "critical period" in certain behavior patterns through the study of animal social behavior. For example, John Paul Scott (1962), based on Lorenz's research, proposed a key period in the social development of cats and dogs. He found that certain breeds of cats and dogs will not acquire the ability to interact with humans if they do not develop behavioral patterns for interacting with humans at a specific time in their early life. In 1965, Harry Harlow also reported on a series of studies on the development of social skills in monkeys, showing that social deprivation in the first three months of life in young monkeys can have disastrous consequences for their long-term development, and similar social deprivation after six months of age can lead to relatively mild developmental disabilities.

Liu Yitong (2024, p.8) proposed that the critical period was believed to be universal in the animal kingdom, and began to try to introduce this concept into the development of human behavior and psychology. With the widespread attention of the concept of critical period in the field of education, many relevant empirical studies in brain science have provided support for the critical period hypothesis of child development. When describing the developmental stages of children, we tend to adopt the term "sensitive period".

Liu Yitong (2024, p.9) proposed that the concept of "critical period" has gradually expanded from biological research to the field of human psychological development, and we advocate the concept of "sensitive period" in developmental psychology. Maria Montessori, an outstanding Italian children's educator, emphasized the key role of sensitive period in children's psychological development and regarded it as one of the prominent characteristics of children's psychological development in her educational philosophy. Inspired by the Dutch biologist de Veri's experiments on insects, Montessori drew on the influence of specific stimuli in the growth process of animals on ability development, and innovatively proposed the concept of "sensitive period" of children's psychological development, and became the first educator to integrate the concept of sensitive period into the field of

preschool education. In the 1990s, the theory of critical period, sensitive period and window of opportunity was popularized, which influenced the formulation of early education policy.

In conclusion, the theory of critical period has injected profound and practical connotation into modern education. The essence of the critical period theory is that according to the difference of learning content and the characteristics of individual learners, the teaching method which fits the cognitive law of learners is formulated. In the wave of teaching reform, it is particularly important to put students in the center of teaching, which plays a pivotal role in improving teaching efficiency and optimizing the allocation of educational resources.

#### **Zone of Proximal Development Theory**

Ma Yankun and Ye Haosheng (2004, p.90) proposed that according to Vygotsky's interpretation, the zone of proximal development refers to the gap between a child's actual and potential level of development. The actual level of development of the child is determined by the ability of the child to solve problems independently. A child's potential level of development is the ability to solve problems shown by the child under the guidance of an adult or in cooperation with a more capable peer.

Li Yuxin (2013, p.3) proposed that the theory of the area of proximal development provides us with a way to understand children's development, and guides adults to correctly view children's ability and explore children's potential development level from the perspective of development. In kindergarten classroom teaching, children's play, children's interaction with teachers and parents, and the assessment of children, there are areas of recent development. Children develop more effectively if they are exposed to new learning in the most recent development area. At the same time, the theory of the zone of proximal development also contains another important idea, that is, in the zone of proximal development of children, if they can get help from adults, it is easier for them to understand knowledge that they cannot master on their own. This means that

children are able to reach a higher level of development beyond their proximal zone through social interaction with adults or more experienced peers.

Ma Yankun and Ye Haosheng (2004, p.91) proposed that Vygotsky's idea of the area of proximal development regarded teachers as facilitators of student development, students as active participants, and interpersonal interaction as an important mechanism of knowledge generation.

Ma Yankun and Ye Haosheng (2004, p.92) proposed that many scholars have pointed out that in order to enhance the practical effectiveness of the recent development zone, it is necessary to expand Vygotsky's concept of the recent development zone, that is, from the cooperation of a single child with adults or peers to a collective, interconnected area. Based on the concept of "community of practice" put forward by Rogoff (1995), Brown and his collaborators put forward the concept of "community of learners". In common activities, the members of the community establish a common purpose and think together about ways to accomplish tasks. There are a variety of overlapping zones of proximal development in the community, where each learner can "move along different lines at different rates." The nearest development area in this sense is the "nearest development area of the class" as a whole. In addition to children's games and learning activities, the application field of the theory of proximal development area can also be used in moral education, teacher education, family education and other fields, that is, the application and development of the theory of proximal development area is diverse.

In conclusion, in Vygotsky's view, the "zone of proximal development" has a more immediate significance for the progression of intellectual development and success than it currently does. He emphasized that teaching should not depend on the child's yesterday, but on his tomorrow. Only teaching that is ahead of development is good teaching. Because it makes the child's potential development level continue to increase. Today, with the transition from exam-oriented education to quality education, it is necessary to carry out teaching according to the "Zone of Proximal Development". Only in this way can students be truly developed, although the level of some students cannot meet the requirements of our educators. As long

as teachers do more research on the "zone of proximal development" of students, adopting teaching methods in line with the actual situation of students in classroom teaching will definitely allow students to develop independently, so that they can adapt to the requirements of the new curriculum reform. The current teaching reform in my country with the background of quality education advocates a modern developmental teaching concept that faces all students and enables students to develop in an all-round way. This view holds that the essence of teaching is to stimulate students' learning enthusiasm and help students develop in an all-round way. The teaching view advocated by Vygotsky's theory of zone of proximal development coincides exactly with it. Vygotsky's zone of proximal development theory argues that learning and development are social and cooperative activities that can never be "taught" to someone. It is suitable for students to construct their own understanding in their own heads. It is in this process that teachers play the role of "promoter" and "helper", guiding, motivating and helping students develop in an all-round way.

### **Learning Community Theory**

Boyer (1995) proposed the concept of "learning community" in his report. He believes that in order to establish a real learning community in learning, all its members must have a clear goal, and the members must have sufficient communication in a fair and equal atmosphere.

Satogaku (2004) linked the concept of learning community with teacher education in his book, arguing that the teacher learning community has a common vision, values and common goals, and by respecting each teacher's strengths, practical experience, etc. Learning, communication and collaboration in teaching in a relaxed atmosphere, so as to achieve the common growth of teachers.

He Wei (2015, p.19) proposed that learning community is a special organizational form in which learners, under the guidance of common goals and on the basis of peer support and knowledge sharing, aim to achieve meaningful learning, promote individual development and pursue common cause through practical activities such as dialogue, sharing, negotiation and reflection. The school class

learning community is a grass-roots learning collective composed of learners (students) and assistants (teachers), which aims to complete common learning tasks and promote the overall growth of members. It emphasizes the guidance of interactive learning concepts in the learning process, and influences and promotes each other through interpersonal communication, exchange and sharing of various learning resources.

Xue Huanyu (2007, p.42) put forward that in the future, lifelong education will no longer be just an educational thought and concept, but will form a system. The education of the future society will run through people's life in time and the education of the whole society in space. The main focus of the learning community theory is the school, teachers, students, parents and citizens all participate in the school's teaching activities, and grow together in the process of participation. At the same time, the school should become the cultural and educational center of the community. The future education theory focuses on the joint education of schools, families and society. It is better to combine school education with family education and community education, so that children can receive good education not only in school, but also in the family and society.

Jiao Caizen (2014, p.68) proposed "learning community", which refers to a group composed of learners and their assistants (including teachers, experts, mentors, etc.). In the learning community, Members learn together, communicate with each other, share wisdom, exchange emotions, experience and observation, and complete certain learning tasks together, forming interpersonal connections among members that influence, depend on and promote each other. The learning community has some basic characteristics: there are shared inquiry topics and learning tasks among learners; The learners establish a stimulating learning relationship with each other and have a collision of ideas and viewpoints; The learner can relate the learning content to the learner's other subject knowledge and life experience; Forming an inclusive learning environment among learners; Learners are able to raise and solve problems encountered in the learning process during the discussion. It emphasizes the mutual communication and exchange among members

of the "learning community" to form an atmosphere of mutual learning and create an environment of mutual promotion.

Wu Nanzhong and Peng Feixia (2011, p.100) proposed that a learning community is a community that promotes learning purposefully and maximizes learning effects. They often learn and share various learning resources together in a certain supportive environment, carry out dialogue and communication, share emotions, experiences and ideas, and complete certain learning tasks together. Through common activities to form mutual influence, mutual promotion of interpersonal relations. The concept of learning community was first put forward by Ernest L. Boyer in his report entitled "Basic Schools: Learning Communities" published in 1995. However, the cognition of the learning community theory in the field of education is earlier, which can be traced back to the American educator John Dewey. Under the educational concepts of "school is society" and "education is life", Dewey emphasized that people with different experiences and perspectives expand their personal understanding by sharing their views, and schools should build a learning community. As members of the community, teachers and students should realize the generation and transformation of experience in the equal and free communication with each other.

Xue Huanyu (2007, p.1) proposed that a Learning Community is a group composed of learners and their assistants (including teachers, experts, mentors, etc.). They often communicate and exchange with each other in the learning process, share a variety of learning resources, and complete certain learning tasks together. As a result, the interpersonal relationship between the members has been formed which influences and promotes each other.

In conclusion, Dewey School, founded by American educator John Dewey, is the school prototype of "learning community". American Sagiovanni introduced "learning community" into the field of education for the first time, proposing that schools should be built into cooperative "learning community". As an advocate and practitioner of learning community, Japanese scholar Sato Gakusaku has written many monographs. After the 1990s, with the advent of the information age and the

development of learning theories, the ideological content of the learning community has been continuously enriched, and many experimental studies have appeared, and the scope of research has expanded. Many scholars have begun to pay attention to how learners construct a learning community to promote learning and development.

#### **Research on Kindergarten Principal's Professional Leadership**

Hong Xiumin, etc. (2018, p.82) investigated the problems and influencing factors of the current professional competence of kindergarten principals based on the core dimensions of the "Professional Standards for Kindergarten Principals" in four major countries. The results showed that the qualifications for kindergarten principals are generally low, with over half of them working without a certificate, and nearly one-third of them have non preschool professional backgrounds; Although the principal can effectively manage the organization and management of the kindergarten, he lacks value leadership skills and is least confident in his educational and teaching abilities; Rural principals generally have lower self-evaluation of professional competence than urban principals. The professional planning, job qualifications, post employment training, salary and benefits, and perception of social status of kindergarten principals will significantly affect the development of their professional competence. We should focus on the key issues and influencing factors that exist as a breakthrough point, and strive to explore effective paths for the construction of a high-quality professional kindergarten principal team.

Zhang Hong (2020, p.48.), defines the concept of university leaders' informatization ability from the perspective of organizational change and on the basis of relevant theories of organizational change, and proposes that university leaders' informatization ability includes information literacy, informatization leading ability, informatization transformation ability, informatization evaluation ability and informatization culture construction ability. From the perspective of "ubiquitous interconnection".

Weifei and Zhuzhiting (2022, p.13) proposed that facing the digital transformation of education, teachers need to fully embody digital thinking and digital abilities in practical scenarios such as learning space construction, learning

activity design, learning guidance intervention, and learning evaluation decision-making. Therefore, it is urgent to focus on the professional digital competence of teachers to carry out capacity building, and key breakthroughs can be achieved through data-driven decision-making, teaching content expression, human-machine collaborative education of human resources, and data empowerment of creativity.

Wang Jide (2018, p.55) discussed the connotation and theoretical model of the kindergarten head's informatization ability, and defined the head's informatization ability as: the ability of the head to influence employees and stakeholders to realize the vision of the kindergarten's informatization under the informatization environment. The director's informatization ability model established by the two scholars is similar to Dai Minghuan (also known as PDCA cycle), including three links of informatization system planning, construction implementation and experience summary, which constitute a complete ability process. Among them, the external information environment is the premise, and the personal information literacy of the director is the core. The latter affects the above three links.

Yan Jingjing (2015, p.41) subdivided the kindergarten principal's informatization ability into two parts: ability power composition and personal influence (principals' personal information literacy), and then investigated the current situation of kindergarten principal's informatization ability, and found that the overall level of kindergarten principal's informatization ability is poor, especially in the dimension of ability power composition, which needs to be improved; Kindergarten grade, hardware construction and kindergarten principal's participation in education informatization training significantly affect the kindergarten principal's informatization ability; There is a strong positive correlation between the dimensions of the director's informatization ability. Therefore, a series of strategies should be adopted to improve the power and influence of the principals, strengthen the reflective practice of the principals, establish the educational intervention system of the principals' informatization ability, and give play to the demonstration effect of the demonstration parks at all levels to improve the level of the principals' informatization ability as a whole. Subsequently, Wang Jide used the case method to

explore the motivation of the kindergarten head's informatization ability, the motivation of sustainable growth and the obstacles to development. The hidden knowledge or problems in the management based on the personal experience of the kindergarten head are the opportunities for the generation of the informatization ability of the kindergarten head. The kindergarten head's independent learning mentality, "Internet thinking" and the positive emotion and experience obtained in the informatization construction process promote the improvement of the informatization ability of the kindergarten head. However, the cognition of the informatization ability of the kindergarten head is limited, the training effect is poor, the high-quality digital resources are scarce, and the informatization investment of the kindergarten is insufficient. The development of information ability of kindergarten principal is restricted by factors such as the lack of information atmosphere in regional preschool education.

Su Ping and Sun Yujie (2020, p.16) proposed that the leadership of kindergarten principals refers to the use of their scientific knowledge, practical experience, intelligence, and courage to do a good job in leadership work, and to adopt certain means and approaches to promote the development of the entire kindergarten. The existing research mainly has the following shortcomings: firstly, the study of principal leadership is mainly static, and leadership is often studied as a state rather than a process; Secondly, the research methods mainly rely on questionnaire surveys and interviews, and there is relatively little use of qualitative research methods to reveal the uniqueness and complexity of leadership in individual cases.

Liu Linfang, Liu Haimin (2015, p.81) proposed that principal leadership can be divided into four dimensions: value leadership, interpersonal leadership, educational leadership, and organizational leadership. Value leadership refers to the ability of a principal to use core values to guide faculty and staff, create a healthy organizational culture, and achieve a shared vision; Interpersonal leadership refers to the ability of a principal to effectively manage interpersonal resources and build harmonious relationships; Educational leadership refers to the ability of principals to use their

professional knowledge to improve the quality of kindergarten education and lead the professional development of teachers; Organizational leadership mainly refers to the ability of the principal to manage the internal organization and coordinate external resources. The strategy for enhancing principal leadership is to build a shared vision and culture. The second is interpersonal relationships and team building. The third is professional competence and educational leadership. The fourth is the coordination of organizational structure and resources.

Wang Jingshu (2021, p.131), believed that leadership refers to the ability to fully utilize human resources and objective conditions within the scope of jurisdiction, accomplish necessary tasks with minimal cost, and improve the efficiency of the entire group. This includes the individual qualities, thinking patterns, practical experience, and leadership methods of the leader, which affect the specific psychological characteristics and behaviors that affect the effectiveness of leadership activities. The leadership of private kindergarten principals consists of three parts, namely the ability to know and appoint people well, the ability to coordinate relationships, and the ability to organize and plan.

Dong Li (2021, p.42) conducted a questionnaire survey on the six responsibilities of planning kindergarten development, creating educational culture, leading childcare education, leading teacher growth, optimizing internal management, and adjusting external environment according to the "Professional Standards for Kindergarten Principals". It was found that there were significant differences among different types of principals in leadership curriculum teaching, adjusting external environment, and overall leadership, while the differences in the other four aspects were not significant.

Pan Bingru (2017, p.249) believes that among the top ten factors affecting kindergarten principal leadership, self-efficacy, non power influencing factors, and research ability among internal factors can have a positive impact on principal leadership; The level of self-management authority and social recognition in external factors will have a positive impact on the leadership of the principal. Based on this, it is necessary to encourage kindergarten principals to adopt non authoritarian

leadership methods, relax their autonomy in management, and enhance their research abilities, in order to provide theoretical basis and empirical support for improving their leadership.

Zhao Yixuan and Ai Taotao (2022, p.50) believe that the content and characteristics of moral leadership of private kindergarten principals are based on personal qualities, adhering to educational sentiment, and mastering management art. The forms of moral leadership include moral inspiration, moral demonstration, and interpersonal influence. The impact of moral leadership is manifested on multiple levels, not only directly affecting faculty and organizational conditions, but also indirectly affecting the quality of education, preschool children, their families, and communities. Private kindergarten principals can improve their moral leadership through the following ways: cultivating themselves with morality and enhancing their leadership skills; Building a moral community through moral education and ethics; Teach with morality and create a reputation for educating students in the kindergarten.

Zhang Hongyu and Wang Xiaoying (2017, p.206) believe that cultural leadership of kindergarten principals is one of the essential leadership qualities for building distinctive and outstanding kindergarten principals, with characteristics such as flexibility, humanization, moral shaping, and long-lasting inheritance. Its basic content framework mainly includes cultural discernment, vision guidance, cultural integration, ideological infiltration, and personality affinity. Discrimination is the premise, vision guidance is the guarantee, integration is the key, ideological infiltration is the foundation, and personality is the basis. Cultivating and enhancing the cultural leadership of principals should start from these five aspects.

Yao Wei and Wu Qiurong (2019, p.79) proposed that leading childcare education is an important responsibility of kindergarten principals, and childcare education leadership is an important leadership that kindergarten principals should possess. The overall leadership level of principal's childcare education is at a moderate to high level, and there are differences between different dimensions of principal's childcare education leadership. The level of leadership in childcare

education for principals is influenced by factors such as their age, educational background, participation in training, and external communication. Based on this, it is necessary to strengthen the weak links of the principal's own leadership, establish a leadership community, establish a dialogue and communication mechanism with experts and peers, improve the content and form of principal training, and enhance the principal's leadership in childcare education.

Su Yinzhi (2017, p.315) proposed that principals are the decisive factor in whether kindergartens can be revitalized and dynamic. Therefore, the professional level of the principal determines the development direction of the kindergarten. The professional leadership of a principal is both curriculum leadership and teacher leadership. In the early stages of park construction, the tasks that the principal should complete are to form a team, formulate strategies, and lead the team. After a certain period of accumulation, the integration of kindergarten based curriculum construction and teacher development is completed. In the process of forming a team, it is essential to select individuals who possess both moral integrity and talent, and whose individual strengths complement each other. Secondly, it depends on the actual level of the kindergarten and the environment and cultural background of the children's growth, and is operable. Leading a team has always been the eternal theme of the principal's work.

Hong Xiumin and Tao Xinmeng (2022, p.46) proposed that the professional competence of rural kindergarten principals is a key factor in determining the quality of rural preschool education. In terms of professional competence, rural kindergarten principals are relatively confident in their organizational and management skills, but lack confidence in their educational and teaching skills as well as value leadership skills. Educational background, teaching experience, self-development planning ability, management system, etc. are the main factors affecting the professional competence of rural kindergarten principals. Suggestions for this: Standardize the professional qualification requirements for rural kindergarten principals and improve the appointment management system; Enhance the self planning awareness of rural kindergarten principals and stimulate their internal development motivation; Focus

on the weak areas in improving the professional competence of rural kindergarten principals, and enhance the pertinence and effectiveness of training; Implement policies that tilt salaries, benefits, and professional title evaluations towards rural areas, and enhance the stability of the rural kindergarten principal team.

Yi Lingyun (2014, p.30) proposed that kindergarten principals are professionals who perform leadership and management work in kindergartens. The construction of the "Professional Standards for Kindergarten Principals" is a standardization of the basic professional qualities of qualified kindergarten principals, a basic requirement for principals to implement management behaviors in the kindergarten, a basic guideline for guiding principals' professional development, and an important basis for principals' training, admission, training, assessment, and other work. Following the basic principles of professional guidance, emphasis on abilities, and wide applicability, and drawing on the research approach of "professional role job content professional competence", based on the professional role of kindergarten principals as educators, leaders, and managers, the professional standard system for kindergarten principals can be composed of dimensions such as professional spirit, professional knowledge, and professional abilities.

Qin Xufang, Zhang Xue (2024, p.10) proposed that preschool education is undergoing a major transformation of scale contraction. The quality of kindergarten education has become increasingly crucial for the survival of the institution. Teachers are an important and active factor in kindergartens, and establishing a high-quality team of preschool teachers is the key to achieving excellent early childhood education. As a professional leader in kindergarten management, the professional level and management ability of the principal effectively affect the quality of kindergarten education and the quality of the teacher team. The principal should enhance their professional competence, fully leverage their key leadership role, and implement the professionalization of the teaching staff.

In conclusion, professional leadership of kindergarten principals refers to the ability of kindergarten principals to use their own knowledge and experience to lead the team to achieve the development goals of the kindergarten at minimum cost. As

the leader of the team, the principal shoulders the mission of promoting the development of the kindergarten and needs to have multiple abilities, including personality charm, career development ability, management and organization ability and leading ability. These abilities together constitute the core of the professional leadership of the principal, enabling him to fully mobilize the enthusiasm of the staff in the kindergarten, grasp the direction of the kindergarten, and realize the common vision. Therefore, the professional leadership of the principal is the key to the sustainable development and innovation of the kindergarten, and is of great significance to the long-term development of the kindergarten.

### **The Concept of Kindergarten Principal's Professional Leadership in Family and Kindergarten Co-Education**

The policy documents related to the kindergarten principal's professional leadership in family and kindergarten co-education in China were as follows.

Ministry of Education, Ministry of Public Security, Ministry of Civil Affairs, etc (2023) promulgated the policy of Opinions of the Ministry of Education and Thirteen Other Departments on Improving the Mechanism of School Family Social Collaborative Education, which including idea resonance ability, organization and coordination ability, cultural and moral ability, sustainable development ability, professional support ability, technical ability. Adhere to the concept of scientific education, strengthen the consensus of collaborative education, and cultivate the all-round development of children's moral, intellectual, physical, American and labor. Adhere to the principle of educating people, follow the law of student growth and education, and vigorously develop quality education. Adhere to the cooperative education, schools actively lead, families take the initiative to do their duty, and enhance the education of people. The concept of scientific education and correct family education methods should be widely disseminated. Open online public welfare courses for family education for the majority of parents, and promote the co-construction, sharing and promotion of high-quality family education resources. The good family education guidance service is included in the school work plan, and the

teacher's family education guidance level and performance are included in the teacher evaluation system. Establish and improve the school family education Steering committee, parent school and parent committee, and implement the system of parents' meeting, school Open Day and parent reception day. The daily communication channels between the kindergarten and the family should be innovated, and the close contact between the school and the family should be maintained through the family contact book, telephone, wechat, Internet, etc., to help parents understand the daily performance of students in school in a timely manner. Actively promote the construction of family education guidance experts. Actively carry out the construction of family education guidance curriculum system.

Ministry of Education (2021) promulgated the policy of Opinions of the Ministry of Education on Carrying out Comprehensive Supervision and Evaluation of the End of Term of Office of School (Kindergarten) Leaders in Primary and Secondary Schools which including idea resonance ability, organization and coordination ability, sustainable development ability, professional support ability, technical ability. Follow the rules of children's physical and mental development. Scientific education mainly includes the implementation of the "Guidelines for Kindergarten Education" and "Guidelines for the Learning and Development of Children aged 3-6", the establishment of scientific education concepts, and the adherence to games as basic activities. Safety and health mainly includes the implementation of safety responsibilities, improving safety and health systems, equipping safety equipment and facilities, safety risk management and control, dietary nutrition, health inspection, sanitation and disinfection, disease prevention and control, food and drinking water safety, safety education, psychological and behavioral health care and other aspects. Home co-parenting mainly includes the establishment of a normal mechanism, promoting the close combination of family education and kindergarten education, as well as parents' participation, scientific parenting guidance and other aspects.

Ministry of Education (2022) promulgated the policy of Guidelines for Quality Assessment of Kindergarten Care Education, which including idea resonance ability,

organization and coordination ability, sustainable development ability, professional support ability, technical ability. The principal should have more than five years of kindergarten teacher or kindergarten management work experience, with strong professional leadership. Respect the age characteristics and growth laws of children, pay attention to the integrity and continuity of children's development, adhere to the combination of education and education, and take games as the basic activities to effectively promote the healthy physical and mental development of children. The kindergarten and parents establish an equal and mutual trust relationship, teachers timely share the growth and progress of children with parents, understand the performance of children in the family, and carefully listen to the opinions and suggestions of parents. Parents have the opportunity to experience the life of the kindergarten, participate in the management of the kindergarten, guide parents to understand the value of teachers' work on the growth of children, respect the professionalism of teachers, actively participate in and support the work of the kindergarten, and become a partner of the kindergarten. The kindergarten promotes scientific parenting concepts and knowledge to parents through parents' meetings, parents' open days and other channels, provides opportunities for parents to share and exchange parenting experience, and helps parents solve parenting puzzles. The principal can deeply understand the daily activities and the teacher-child interaction process of the class, and jointly study the practical problems of conservation education, forming a good atmosphere of collaborative learning and mutual support.

Ministry of Education (2001) idea resonance ability, organization and coordination ability, sustainable development ability, professional support ability, technical ability. Establish a correct concept of health, pay attention to children's physical health at the same time, we should attach great importance to children's mental health. Kindergartens should cooperate closely with families and communities, connect with primary schools, make comprehensive use of various educational resources, and jointly create good conditions for the development of children. Cooperate with parents to establish a scientific routine according to the needs of children. Cultivate children's good eating, sleeping, washing, excretion and

other living habits and self-care ability. It is necessary not only to attach great importance to and meet the needs of children to be protected and cared for, but also to respect and meet their growing demands for independence, avoid over-protection and outsourcing, and encourage and guide children's attempts to take care of themselves and independence. The key to language development is to create an environment in which they want to speak, dare to speak, enjoy speaking, have the opportunity to speak and receive a positive response. Children's science education is a scientific enlightenment education, which focuses on stimulating children's interest in knowledge and desire to explore. Listen patiently, try to understand children's thoughts and feelings, support and encourage them to explore and express boldly. Be good at finding the educational value implied in the things, games and happenings that children are interested in, seize the opportunity and actively guide them. Pay attention to the special needs of young children, including various developmental potentials and different developmental obstacles, and work closely with families to promote the healthy growth of young children.

Ministry of Education (2012) promulgated the policy of Professional Standards for Kindergarten Teachers (Trial), which including idea resonance ability, organization and coordination ability, teaching ability and sustainable development ability. Love preschool education, with career ideals. Fulfill the professional ethics of teachers and teach according to law. Caring for children, respecting children's personality, loving, responsible, patient and careful. Be a model, teach and educate. Take children as the main body, fully mobilize and exert the initiative of children. Follow the characteristics of children's physical and mental development and the rules of education activities, provide suitable education, and ensure the happy and healthy growth of children. Combine preschool education theory with nursing practice to highlight the practical ability of nursing. Study children, follow the law of children's growth, and improve the professional level of education work. Adhere to practice, reflection, re-practice, re-reflection, and constantly improve professional ability. Learn advanced preschool education theories and understand the experience and practice of domestic and foreign preschool education reform and development.

Optimize knowledge structure and improve cultural accomplishment. Have the awareness and ability of lifelong learning and sustainable development, and be a model of lifelong learning.

Ministry of Education (2015) promulgated the policy of Professional standards for kindergarten principals, which including idea resonance ability, organization and coordination ability, sustainable development ability, teaching ability, professional support ability. Kindergarten principals adhere to the child-oriented, to promote the happy and healthy growth of children. Respect individual differences, provide appropriate education, and promote the all-round development of children with individuality. Establish a common development vision, clarify the development goals, and form a joint force to run the park. 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. It is not allowed to teach elementary school content in any form in advance to prevent and overcome the tendency of "elementary school" in kindergarten education. Fully understand that the family is an important partner of the kindergarten, and actively strive for the understanding, support and active participation of parents to promote home co-parenting. Emphasis is placed on the use of natural environment and social (community) educational resources to expand the space for children to live and learn. Pay attention to guide children to participate in social life properly, enrich life experience, and develop sociality. Master the national educational policy and relevant laws and regulations. Be familiar with the relevant policies of preschool education, such as the Working Regulations of Kindergartens, the Guidelines for Kindergarten Education (Trial), and the Learning and Development Guide for Children aged 3-6. 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. Integrate the

excellent traditional Chinese culture into the process of cultural education to promote the comprehensive and coordinated development of children. Encourage families to participate in the cultural construction of kindergartens. Have a certain knowledge of natural sciences, humanities and social sciences, and have good moral character and artistic accomplishment. Grasp the characteristics of children's physical and mental development, understand and appreciate the unique expression of children. According to children's physical and mental development characteristics and acceptance ability, love of learning, love of labor, love of the motherland education into the kindergarten's daily life and game activities. Grasp the national development goals for children at different ages and kindergarten education goals. 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. Master the management methods and practices of kindergarten building planning, health care, security, staff management, financial assets, etc. Establish and improve the emergency mechanism of the kindergarten, formulate corresponding plans, regularly implement safety drills, and guide the staff to correctly respond to and properly deal with all kinds of natural disasters, public health, accidental injuries and other emergencies. Master the strategies and methods of effective communication between kindergartens and parents, relevant social organizations and departments. Be familiar with the functions and characteristics of social (community) educational resources. Guide teachers to understand the basic situation of children's family education and master the knowledge and methods of home co-parenting. Pay attention to the construction of learning organization, so that the kindergarten becomes the home where the principal, teachers, parents and children grow together. Organize experts, staff, parents, community members and other forces to participate in the development of the kindergarten plan. 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. Establish the external

cooperation and exchange mechanism of the kindergarten, open the kindergarten, and form a 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. To carry out family education guidance, pay attention to changing parents' education concept through various ways, and improve parents' scientific parenting ability. Guide parents' committees and relevant people in the community to participate in kindergarten education and management, and absorb reasonable suggestions. Firmly establish the concept of lifelong learning and take learning as an important way for the professional development and improvement of the principal's work. Persist in the process of continuous practice and reflection, improve their professional ability. Keep abreast of the reform and development trends of preschool education at home and abroad.

The Standing Committee of the National People's Congress (2021) promulgated the policy of Law of the People's Republic of China on the Promotion of Family Education, which including idea resonance ability, organization and coordination ability, sustainable development ability, professional support ability. According to the needs of the parents, invite the relevant personnel to teach the family education concept, knowledge and method, organize the family education guidance service and practice activities, promote the family and school common education. To establish parents' school and other ways, organize public welfare family education guidance and practice activities regularly, and timely contact and supervise the parents of minors or other guardians. To provide support for the education guidance service activities for the family education guidance service station.

Ministry of Education (2020) promulgated the policy of Draft Law of the People's Republic of China on Preschool Education (Draft for Comments), which including idea resonance ability, organization and coordination ability, sustainable development ability, professional support ability. Take the initiative to communicate

with parents or other guardians about children's physical and mental development, and guide scientific parenting. A parent committee shall be established, which shall participate in the decision-making, daily management and supervision of major matters of the kindergarten.

The Standing Committee of the 12th Zhejiang Provincial People's Congress (2017) promulgated the policy of Regulations on Preschool Education in Zhejiang Province, which including idea resonance ability, organization and coordination ability, sustainable development ability, teaching ability. Kindergartens shall establish a system of contact between kindergartens and parents, take the initiative to communicate and cooperate with the families of preschool children, carry out publicity and guidance of preschool education through parent schools and other forms, help parents create a good family education environment, and jointly do a good job of education for preschool children.

Zhao Liping, Wu Xiaoying & Zheng Qinhong (2024, p.9) proposed that principal leadership is a macro concept, including moral leadership, teaching leadership, informatization leadership, digital leadership, etc.

Wu Xiaoying (2024, p.71) proposed that principal leadership is a systematic concept, including different dimensions of teaching leadership, curriculum, informatization, culture, ethics and crisis leadership, which will display different value aspects according to the development needs of the school. Moreover, the professional degree of principal leadership has become an important indicator to measure the development of the school.

**Table 2.1** The results of the synthesis of professional leadership of the principal according to the policy documents

Author Components	Idea resonance ability	organization and coordination ability	cultural and moral ability	sustainable development ability	professional support ability	technical ability
Zhao Liping, Wu Xiaoying & Zheng Qinhong (2024)			√		√	√
Wu Xiaoying (2024)			√		√	√
Ministry of Civil Affairs, etc. (2023)	√	√	√	√	√	√
Ministry of Education (2022)	√	√		√	√	
Ministry of Education (2021)	√	√		√	√	√
Standing Committee of the National People's Congress (2021)	√	√		√	√	
Ministry of Education (2020)	√	√		√	√	
The 12th Standing Committee of Zhejiang Provincial People's Congress (2017)	√	√		√		
Ministry of Education (2015)	√	√		√	√	
Ministry of Education (2012)	√	√		√		
Ministry of Education (2001)	√	√		√	√	√
Frequency	9	9	3	9	7	5

According to table 2.1, the researchers analyzed and synthesized documents, concepts, theories, and researches related to kindergarten principal's professional leadership in family and kindergarten co-education, which consisted of Ministry of

Public Security, Ministry of Civil Affairs, etc (2023), Ministry of Education (2021), Ministry of Education (2022), Ministry of Education (2001), Ministry of Education (2012), Ministry of Education (2015), Standing Committee of the 13th National People's Congress (2021), Ministry of Education (2020), Standing Committee of the 12th Zhejiang Provincial People's Congress (2017), Zhao Liping, Wu Xiaoying & Zheng Qinhong (2024), Wu Xiaoying (2024). The researcher used the criteria to consider the corresponding characteristics. To use as a framework for research in this study. By selecting characteristics with a frequency of 6 or more. Which can be synthesized in 4 characteristics as follows: 1) idea resonance ability, 2) professional support ability, 3) organization and coordination ability, and 4) sustainable development ability.

#### **Idea resonance ability**

Ministry of Education (2020) promulgated the policy of draft law of the people's republic of China on preschool education (draft for comments) and proposed that the principal guides teachers and parents to prioritize children, respect individual differences, and protect children's curiosity and interest in learning.

Ministry of Education (2001) promulgated the policy of guidelines for Kindergarten Education (Trial) and proposed that the principal encourages teachers and parents to strongly promote quality education, fostering the comprehensive development of each child in morality, intelligence, physical fitness, aesthetics, and practical skills, with a focus on individuality.

Ministry of Education (2022) promulgated the policy of Guidelines for Quality Assessment of Kindergarten Care Education and proposed that the principal emphasizes that teachers and parents should prioritize the safety and health of children, giving equal importance to both physical and mental health.

Ministry of Education (2021) promulgated the policy of Opinions of the Ministry of Education on Carrying out Comprehensive Supervision and Evaluation of the End of Term of Office of School (Kindergarten) Leaders in Primary and Secondary Schools and proposed that the principal guides teachers and parents to integrate care and education, using children's daily life as the foundation and play as the primary activity.

The Standing Committee of the National People's Congress (2021) promulgated the policy of Law of the People's Republic of China on the Promotion of Family Education and proposed that the principal helps parents recognize the responsibility of the family as the first classroom and parents as the child's first teachers.

Ministry of Education, Ministry of Public Security, Ministry of Civil Affairs, etc (2023) promulgated the policy of Opinions of the Ministry of Education and Thirteen Other Departments on Improving the Mechanism of School Family Social Collaborative Education and proposed that The principal encourages parents to focus on family building, creating an upward, kind, and harmonious family relationship, and leading by example to cultivate good morals and habits in children.

The Standing Committee of the 12th Zhejiang Provincial People's Congress (2017) promulgated the policy of Regulations on Preschool Education in Zhejiang Province and proposed that the principal guides parents to create a good living and activity environment, allowing children to participate appropriately in social life, enriching their life experiences, and developing their social skills.

Ministry of Education (2015) promulgated the policy of Professional standards for kindergarten principals and proposed that the principal adheres to the vision of collaborative development in education, clarifying development goals and enhancing the synergy of education, the principal adopts a problem-oriented approach, fostering close cooperation between the kindergarten and parents, and facilitating timely communication about the child's thoughts, emotions, physical and mental condition, and daily behavior, and the principal guides teachers and parents to comprehensively utilize various educational resources, expanding the space for children's living and learning, and creating favorable conditions for their development.

Wang Juan (2019, p.87) proposed that early childhood health education has a unique value for the all-round development of children, and points out that family health education has a weak foundation, which is manifested by parents' one-sided attention to children's health and neglect of the cultivation of social adaptation and

living habits. This shows that kindergarten directors play a key role in guiding parents to pay comprehensive attention to children's health, and it is necessary to promote parents' cognitive upgrading and realize home co-parenting.

Zhang Hongmei (2011, p.79) proposed that the concept of "health first" emphasizes the importance of outdoor activities in safeguarding children's physical and mental health. This supports the role of principals in promoting the physical and mental health of young children, that is, through the design and implementation of outdoor activities, principals can provide children with more comprehensive opportunities for healthy development.

Dai Liyi. (2018, p.22) proposed that whether a person can be well grounded in society and achieve sustainable development depends not only on good school education, but also on social education to a greater extent. The family is the child's first classroom, parents are the child's first teacher.

Yan Deting (2023, p.24) elaborated on the great influence of the Guide on Learning and Development for Children aged 3-6 on scientific activities and on children and teachers, reflecting that teachers pay attention to the integrity of children's learning and development, respect for children's individual differences, understand children's learning styles and characteristics, and attach importance to children's learning quality.

Gu Lilan, Li Gang, Zhang Sheng, Xin Tao & Kang Liying (2022, p.10) propose that the overlapping influence of school education, family education and social education can achieve the overall education effect and jointly promote the all-round development of students.

Chu Zhaohui (2021, p.33) proposed that the practice of family, school and community cooperation in child-rearing has achieved certain results but has not reached the ideal goal, and the implementation strategy adopted after the value proposition is determined becomes the primary factor determining its effectiveness. Coordination in solving problems of common concern is the starting point of the overall strategy, and reaching consensus through equal consultation of all parties is

the preferred strategy. When it is difficult to reach consensus on a large scale, hierarchical and targeted coordination can be chosen.

Bao Chuanyou, Mao Yaqing (2019, p.80) proposed that in the process of training principals, we should: innovate the training concept, promote the effective docking of training supply and demand; Improve the systematic design of training courses and promote the integration of three-dimensional objectives of "belief, ability and practice"; Expand the training path and realize the integration and utilization of various learning resources; Establish a three-dimensional collaborative training mechanism to create a supportive environment for the growth of excellent principals.

Wang Mo & Hong Xiumin (2024, p.109) proposed that in 2015, the Ministry of Education of the People's Republic of China issued the Professional Standards for Kindergarten Principals, which put forward new requirements for the professional quality of kindergarten principals. All departments should strengthen the qualification training for kindergarten principals according to the standards. But at present, the effectiveness of the training of principals in the mainland is not optimistic, there are some problems, such as the content of the training is not very targeted, lack of clarity, innovation, difference and practicability; Lay emphasis on theory, not close enough with practice, single form; The management system is not perfect enough, and the evaluation feedback effect is poor. Therefore, it is an urgent problem to establish a scientific and reasonable training system for principals and improve the quality of principal training. Therefore, to formulate clear professional quality requirements of the principal and set up the corresponding training content has become the top priority of the current reform of the mainland principal training system.

Zhang Zhongbin, Shi Yan & Fu Runkai (2022, p.33) still have many problems in training practice, such as the lack of "individualized" and "hierarchical" demand diagnosis, the "scattered elements" and "closed structure" of the training system. And satisfaction assessment "track deviation" and other problems, these problems hinder the professional development and quality improvement of kindergarten principals.

Wang Mo & Hong Xiumin (2024, p.110) proposed that the current principal training has a single training form, which mainly consists of special lectures and practical activities, and still focuses on passive listening under major themes, lacking the interaction between principal and trainer and multiple situations. Therefore, the single training form should be changed in the training, and new training forms and training contents should be added based on the needs of the principal, so as to improve the principal's interest in training while truly improving their own ability and improving the effectiveness of training.

Wang Yang (2019, p.143) proposed that in recent years, China's emphasis on preschool education has become increasingly prominent, which has been transformed into the supervision of government departments at all levels. The kindergarten principal's routine work comes with a variety of frequent inspection items, which makes the kindergarten principal physically and mentally tired. The most critical problem is that most inspections are repetitive, such as fire safety issues, where fire stations, police stations, and communities all have supervisory functions. So excessive repetitive inspection work will inevitably occupy more business time of the principal.

In summary, idea resonance ability refers to the ability of the kindergarten principals to guide teachers and parents to reach a consensus on family and kindergarten co-education concept, preschool children's education concept and family education concept.

#### **Professional support ability**

Ministry of Education, Ministry of Public Security, Ministry of Civil Affairs, etc (2023) promulgated the policy of Opinions of the Ministry of Education and Thirteen Other Departments on Improving the Mechanism of School Family Social Collaborative Education and proposed that the principal guides health care teachers and teachers to provide parents with emotional support and communication methods for their children through the kindergarten's WeChat account, the principal establishes a collaborative learning community for home-kindergarten co-education, organizing teaching and research activities to address practical problems and

promote teachers' professional growth, and before launching a theme, the principal instructs teachers to use the home-kindergarten communication board to introduce the theme's topic, main lines, activities, and skill development to parents, enabling them to understand the significance of the theme for their child's growth from a professional perspective.

Ministry of Education (2020) promulgated the policy of Draft Law of the People's Republic of China on Preschool Education (Draft for Comments) and proposed that the principal instructs teachers to introduce methods for cultivating children's habits to parents through class groups.

Ministry of Education (2001) promulgated the policy of Guidelines for Kindergarten Education (Trial) and proposed that the principal guides parents to adjust the family's dinner menu before Saturday each week, balancing the children's diet based on the kindergarten's upcoming weekly menu, and the principal guides teachers to observe children, collect information on their excellent behaviors, interests, potential for development, and areas for improvement.

Ministry of Education (2021) promulgated the policy of Opinions of the Ministry of Education on Carrying out Comprehensive Supervision and Evaluation of the End of Term of Office of School (Kindergarten) Leaders in Primary and Secondary Schools and proposed that before children enter kindergarten, the principal introduces parents to the developmental goals of childcare and education for the next three years, based on the Guidelines for Learning and Development for Children Aged 3-6, clarifying the co-education objectives for each stage.

Ministry of Education (2022) promulgated the policy of Guidelines for Quality Assessment of Kindergarten Care Education and proposed that at the end or beginning of the semester (typically during the parent-teacher meeting at the start of the semester), the principal instructs teachers to introduce the new semester's childcare and education themes to parents, clarifying co-education content so that parents can help children prepare relevant life experiences during winter or summer breaks, and the principal guides teachers to collect parents' parenting experiences and concerns, organize discussions, and help resolve these issues.

Ministry of Education (2015) promulgated the policy of Professional standards for kindergarten principals and proposed that the principal encourages teachers to inform parents about their child's daily play activities at kindergarten, allowing parents to better experience play-based companionship.

Zhang Haiyan, Song Shikui & Duan Mengjie (2019, p.84) believe that the challenges family education faces in the new media era include backward educational concepts and the lack of social support system. This emphasizes the importance of principals in guiding parents to renew their educational concepts and improve the quality of education, as well as their role in building a social support system, so as to promote the effective connection between family education and kindergarten education.

Hou Li (2020, p.89) proposed that the construction of a new type of cooperative relationship between homes must first place early childhood education in a relationship network, consider the family as an important interest subject and educational practice subject, and reasonably treat the educational demands of parents. Secondly, we should make full use of the family's educational resources.

Chen Xiaoyan (2024, p.1) proposed that early childhood education should strengthen the cooperation between kindergartens and parents, establish a correct concept of early childhood education, fully integrate parents' resources with kindergarten education, innovate the mechanism and model of home co-education, and maintain the sustainable development of home co-education.

Zhang Zixuan and Li Haiyan (2021, p.43) proposed that kindergarten safety management is a complex and huge system, which needs to be managed from multiple aspects and perspectives. We should integrate the elements related to safety management and construct a "safety risk prevention management system" which is consistent with the actual situation and educational purpose of kindergartens in our country.

Zhang Yiyun (2024, p.304) proposed that the construction of heterogeneous learning communities, immersive practice platforms, and co-construction and sharing

of food and education resources could help kindergarten teachers improve their food and education literacy.

Song Fangfang (2023, p.24) emphasizes the wholeness of cognition, body and environment, providing a new theoretical perspective for early childhood education. The paper puts forward four ways to promote food breeding in kindergartens: to mobilize body and mind, to establish scientific food breeding concept; Based on interaction, explore the generative feeding content; Create scenarios and promote the experiential implementation process; Focus on methods and explore the guiding strategies of embodiment.

Zhang Ying & Li Cen (2024, p.28) proposed that food breeding should fully consider the important role of family in the formation of children's eating habits, and family education should be taken into account. Parents should not only be invited to the kindergarten, but also be jointly carried out food breeding through home cooperation. Through sharing, teachers can pay attention to the feeding methods of young children's families in time, and effectively play the full role of parents in education, and to a certain extent, the concept of food and breeding in the home is consistent.

Wang Yang (2019, p.144) proposed that the focus of improving the management of early childhood education is to obtain the support of parents. If a high degree of unity cannot be formed in the educational concept, the leadership of kindergarten principals will inevitably be severely restricted. In view of this phenomenon, it is necessary to communicate the education concept with a higher degree of compatibility. Parents' seminars in the park can be actively carried out, and the principal of the park will organize staff to explain the latest education concept and development significance to parents of young children, expand the collection of feedback from parents of young children, and summarize the feedback information to clarify the essential demands of most parents for early childhood education and further understand the adaptability of the direction of education reform. After organizing activities in the kindergarten and effectively collecting feedback information from parents, I will find out the direction of education optimization and

reform, and formulate annual development plans. The principal will organize and coordinate the communication between staff and parents, evolve the way of leadership presentation, and achieve positive effects of improving the leadership of the kindergarten principal.

Chen Kun (2023, p.95) proposed that three meals a day is the most basic link in children's life, and it is also an important way for children to develop eating habits. Kindergartens and families should formulate a scientific, reasonable and balanced meal plan according to the nutritional needs of children and in combination with the 24 solar terms, and provide meals for children regularly and quantitatively. Chen Kun (2023, p.96) proposed that the early childhood stage is the key period to develop good eating behaviors and exercise habits, which requires the joint participation and mutual cooperation between families and kindergartens.

Li Zhifang (2020, p.78) has less communication at home. More than half of parents have face-to-face communication with teachers less than 3 times a month. The way of communication is relatively simple, and most parents are used to using network communication tools such as wechat or QQ to communicate with teachers. The reasons for problems in home co-education activities are as follows: Firstly, the lack of teachers' leadership leads to the poor communication of home, which leads to the difference and deviation of home concept and relationship; Secondly, the home interaction mode is unfavorable, which makes the home relationship appear weak, resulting in inefficient and ineffective behavior in home co-breeding activities. Third, the home communication problem orientation, so that parents and teachers lack trust, there is a disconnect between kindergarten and family education.

In summary, professional support ability refers to the ability of kindergarten principals to use their own professional knowledge and methods to help children's health, early childhood education, teachers and parents' growth in the process of family and kindergarten co-parenting.

#### **Organization and coordination ability**

Ministry of Education, Ministry of Public Security, Ministry of Civil Affairs, etc (2023) promulgated the policy of Opinions of the Ministry of Education and Thirteen

Other Departments on Improving the Mechanism of School Family Social Collaborative Education and proposed that the principal integrates social resources to establish a School Family Education Guidance Committee and actively promotes the development of an expert team. The principal establishes a regular communication mechanism, leading teachers to stay informed about children's situations and parents' needs in a timely manner. The principal includes family education guidance services in the school's (kindergarten's three-year development plan and annual work plan), incorporating teachers' family education guidance proficiency into the teacher evaluation system. The principal implements the home visit system, taking the lead in conducting home visits. The principal implements the home visit system, and the class teacher visits each student at least once per semester. And according to the actual situation of the kindergarten, the principal will organize corresponding activities in conjunction with the International Family Day on May 15 and the National Family Education Publicity Week.

Ministry of Education (2015) promulgated the policy of Professional standards for kindergarten principals and proposed that The principal consolidates parent resources to establish a Parent Committee, which participates in major decisions, daily management, and supervision of the kindergarten.

Ministry of Education (2020) promulgated the policy of Draft Law of the People's Republic of China on Preschool Education (Draft for Comments) and proposed that Based on the needs of children and parents, the principal establishes a Parent School and actively develops a home-kindergarten co-education curriculum system.

Ministry of Education (2022) promulgated the policy of Guidelines for Quality Assessment of Kindergarten Care Education and proposed that The principal establishes a regular communication mechanism, classifying home-kindergarten co-education cooperation and communication, promptly solving problems and sharing experiences. The principal includes family education guidance services in the school's (kindergarten's three-year development plan and annual work plan), incorporating teachers' family education guidance proficiency into the teacher evaluation system.

Zhang Haiyan, Song Shikui & Duan Mengjie (2019, p.84) believe that the challenges family education faces in the new media era include backward educational concepts and the lack of social support system. This emphasizes the importance of principals in guiding parents to renew their educational concepts and improve the quality of education, as well as their role in building a social support system, so as to promote the effective connection between family education and kindergarten education.

Hou Li (2020, p.89) proposed that the construction of a new type of cooperative relationship between homes must first place early childhood education in a relationship network, consider the family as an important interest subject and educational practice subject, and reasonably treat the educational demands of parents. Secondly, we should make full use of the family's educational resources.

Chen Xiaoyan (2024, p.1) proposed that early childhood education should strengthen the cooperation between kindergartens and parents, establish a correct concept of early childhood education, fully integrate parents' resources with kindergarten education, innovate the mechanism and model of home co-education, and maintain the sustainable development of home co-education.

Han Jinghua (2023, p.4) proposed that home-school collaborative education under "Internet +" could provide more diversified and innovative teaching contents and methods for home-school collaborative education. Based on this, the role of home-school collaborative education under "Internet +" is analyzed, and a rich and scientific collaborative education path is drawn, including the use of information exchange platform to establish home-school co-education places, the integration of education resources to build home-school education websites, and the use of information technology to promote home-school co-education activities, aiming to provide certain help for preschool teachers to carry out home-school collaborative education.

Zhang Yafei (2023, p.54) explored a new way to carry out food safety education for adolescents. Aiming at the problems of low level of family participation and less coordination between family and school, based on the

coordination theory, a food safety education system with shared responsibility, consensus of ideas and the same frequency of actions is constructed.

Wang Zhifang & Zhang Yanping (2023, p.24), through questionnaire survey and semi-structured interview, understood the current situation of parents' and teachers' cognition of home-school collaborative parenting and the practice of home-school collaborative parenting, and based on this, proposed that teachers' family education guidance should clarify role positioning, clear concept connotation, Content non-utilitarian, systematic training, and guarantee normalization.

Chen Xiaoyan. (2024, p.3). proposed that in home co-breeding, children, kindergartens and homes should be clearly defined responsibility, to establish a normal way of information communication. Such as the use of advanced scientific and technological means, including APP, wechat and other modern Internet social software, as well as education resources related to children and other data, to establish a multi-level and multi-dimensional home co-education education system. Establish an information exchange platform and maintain regular or even immediate contact with parents. Through the development of parents' meetings, parents' salons and other forms of home communication, we continue to expand home contact channels. Face to face with parents and timely understanding of parents' needs and expectations is an important way to establish a trusting relationship between kindergartens and parents.

Zhao Zheng (2024, p.705) proposed that kindergartens and families should have clear common goals, including children's all-round development and social emotional cultivation. The goal of co-parenting should be clear, specific and in line with the expectations of the family. The effect of co-breeding can be evaluated by formulating specific evaluation indexes. These indicators can include academic performance, social ability, emotional expression, etc., and should be refined according to the development needs of children.

Zhao Zheng (2024, p.706) proposed that through regular assessment and feedback of family and kindergarten co-education, problems and deficiencies can be found in time, and parents' participation in early childhood education can be

promoted to improve the quality and effect. First, develop clear assessment indicators to assess the quality of home co-breeding. For example, indicators such as parental engagement, parental understanding of and support for educational objectives, and the home learning environment may be included. Secondly, select the appropriate evaluation tool according to the evaluation index. Methods such as questionnaire survey and observation record can be used for evaluation. Assessment tools are then distributed to parents in kindergartens or surveys are conducted through online platforms. Based on parents' feedback and observations, the extent and status of their participation in early childhood education activities were understood. Furthermore, evaluation data is collected, collated and analyzed to produce qualitative and quantitative results. Compare the differences in parental engagement, home learning environment and other indicators, and identify problem areas. Provide the evaluation results and analysis conclusions to parents. Parents can be given feedback on their participation in early childhood education activities through parent meetings, parent learning training or individual communication, and suggestions and measures for improvement can be provided. Finally, according to the parents' feedback and evaluation results, timely adjust and improve the implementation plan, strategy and activities of home co-parenting. Continuously optimize and improve the quality of home co-parenting to meet the needs of parents and young children.

In summary, organizational and coordination ability refers to the ability of kindergarten principals to establish the organization and operation system of family and kindergarten co-education.

#### **Sustainable development ability**

Ministry of Education (2021) promulgated the policy of Professional Standards for Kindergarten Teachers (Trial) and proposed that the principal is aware of lifelong learning and continuous development, consistently engaging in practice and reflection. The principal understands the latest developments and reform experiences in kindergarten care and education globally.

Ministry of Education (2021) promulgated the policy of Opinions of the Ministry of Education on Carrying out Comprehensive Supervision and Evaluation of the End of Term of Office of School (Kindergarten) Leaders in Primary and Secondary Schools and proposed that the principal learned from and grows together with members of the home-kindergarten co-education learning community, including children, teachers, parents, and experts. The principal mastered the methods and ways to promote the integration of excellent culture into the home.

Ministry of Education (2015) promulgated the policy of Professional standards for kindergarten principals and proposed that The principal keeps up-to-date with laws, regulations, and policies related to early childhood education. The principal is knowledgeable about the application of educational information technology in home-kindergarten co-education. The principal understands the physical and mental development characteristics of children, the developmental goals for different age groups, and the objectives of kindergarten care and education. The principal adheres to child-centered, play-based education, applying scientific educational principles. The principal is proficient in the knowledge and methods of home-kindergarten co-education.

Ministry of Education, Ministry of Public Security, Ministry of Civil Affairs, etc (2023) promulgated the policy of Opinions of the Ministry of Education and Thirteen Other Departments on Improving the Mechanism of School Family Social Collaborative Education and proposed that The principal is skilled in communication strategies and methods for effectively engaging with teachers, parents, and social organizations. The principal is familiar with social education resources. The principal possesses knowledge in natural sciences and humanities, as well as strong moral character and artistic appreciation.

Li Zhaohui (2011, p.24) proposed that it was a new trend for school leaders to move towards cultural leadership. In reality, the implementation of the principal's cultural leadership mission is influenced by the conservative nature of the school culture itself, its role orientation and the constraints of cultural traditions, which makes the path of the principal becoming a cultural leader full of difficulties. To

become a cultural leader, the headmaster needs to rebuild the organizational culture of the school, define the role orientation and strengthen his own quality.

Bao Chuanyou, Mao Yaqing (2019, p.80) proposed that Since the idea of "educationalist running a school" was put forward, how to train more excellent principals has become a hot topic in the field of practice, and principal training as an important way to train excellent principals has attracted much attention. However, due to the lack of systematic research on the quality and growth law of excellent principals, the training of principals still stays at the experience level, which is lack of systematic, not strong pertinence, low level repetition phenomenon is prominent, and the efficiency of training resources is not high.

Liu Linfang, Liu Haimin (2015, p.85) proposed that the principal leads all the work of the kindergarten in an all-round way, and the teaching work is always the core task of the kindergarten and the key point of the principal's leading and guiding work. Only with a high level of professional quality can the principals rationally plan the development of kindergartens, improve the quality of curriculum and teaching, provide more professional guidance and support for teachers, and realize the improvement of the quality of kindergarten education. The high professional level of the principal is also conducive to establishing the professional prestige and enhancing the influence on the kindergarten teaching staff. Because of this, the head of the kindergarten should constantly expand the knowledge and storage, improve the ability and water level, and strive to become an expert in kindergarten conservation and education.

Feng Xiaxia (2012, p.3) proposed that the professional knowledge of kindergarten teachers is an important part of their professional quality, which reflects the uniqueness and irreplaceability of kindergarten teachers as a specialized profession. Kindergarten teachers can promote the development of their own professional knowledge through independent lifelong learning, cooperation and communication with peers, reflective practice and other ways.

Liu Linfang, Liu Haimin. (2015, p.85) proposed that the most important way for principals to improve their professional qualities is through continuous learning,

and learning is an important way for principals to achieve professional growth. In the change of education, a learning leader is more likely to obtain the recognition and support of the members of the organization, and is conducive to the establishment of the learning culture of the entire organization, and the learning and research atmosphere in the camp.

Zhang Lei (2022, p.66) proposed that home visiting is still an important way that not only has the value of excellent traditional Chinese culture but also is endowed with the mission of The Times. It is not only the necessary action to improve the effect of educating people, but also the educational responsibility to inherit the "family culture", so it is the practical force of family education guidance.

Sun Wenyun, Li Cuiwen & Ye Tongtong (2022, p.33) proposed that in May 2021, the Ministry of Education and the Ministry of Finance issued the "Notice on the Implementation of the National Training Plan for Primary and Secondary School Kindergarten Teachers (2021-2025)", clearly proposing the goals and tasks during the "14th Five-Year Plan" period. It is to promote the reform of the "national training Plan" guided by teachers' independent learning, systematic improvement and sustainable development, implement hierarchical and classified precise training, establish a mechanism for teachers' independent development, and explore teachers' independent learning selection model. The Kindergarten Principal Training Center of the Ministry of Education, on the basis of summarizing the work experience of kindergarten principal and teacher training, combined with new requirements, put forward the exploration of the training work of building a learning platform, a communication platform, a display platform and a growth platform, aiming to improve the quality and efficiency of kindergarten principal training and help the professional development of the kindergarten principal team.

Yang Dan & Dan Fei (2018, p.17) proposed that lifelong learning is the concept requirement written into the professional standards of principals. Since "lifelong learning" was proposed by UNESCO in the mid-1960s, it has received much attention from the educational theoretical research circles in China for a long period of time. Even from the folk proverb "Never too old to learn", it can be seen that the concept

of lifelong learning has existed in China in ancient times. However, it has not been generally and seriously treated in the real social life. With the continuous improvement of the breadth, depth and perfection of the implementation of the "national training" of the principal, people continue to pay attention to the behavior of the principal as a "leader" in the early childhood education team to practice "lifelong learning", coupled with the needs of social development situation, the atmosphere of the whole society to practice the concept of lifelong learning is gradually strong. This is of positive significance to the overall improvement of the quality of the people and human resources, and is of great value to the realization of the Chinese dream of the great rejuvenation of the Chinese nation.

Wang Mo & Hong Xiumin (2024, p.107) proposed that in order to ensure the professional quality of principals and prevent principals from stopping their studies after obtaining the Principal certificate before the specified year, the Hong Kong government formulated the Consultation Document on the Continuing Professional Development of Principals. The principal is required to continue to participate in professional development activities to promote the principal's continuous improvement after joining the company. In 2002, the Hong Kong Education Department published the Guidelines on Continuing Professional Development for School Principals to ensure smooth implementation of the Consultation Paper on Continuing Professional Development for School Principals. In terms of safeguarding the professional quality of principals, the Guidelines on the Continuing Professional Development of Principals have strict provisions on the professional development beliefs, personal values and leadership of principals.

Wang Mo & Hong Xiumin (2024, p.110) proposed that the principal training is mainly decentralized by the Ministry of Education to various provinces and cities, and the training is organized separately by each region. In the actual operation process, the training institutions, trainers, and training contents vary greatly, and are often carried out by a training unit alone without systematic training contents. There is no strong support system, making the training work "pale". Based on this, the mainland can learn from the training model of Hong Kong, build a social support system, co-

ordinate and leverage the resources of the Ministry of Education, major universities, training institutions, kindergartens and other parties to provide different social support for the training of principals, so as to better promote the smooth progress of the training of principals.

Zhang Zhongbin, Shi Yan & Fu Runkai (2022, p.36) proposed to build a growth platform to continuously promote the establishment of a professional development growth platform for kindergarten principals, aiming to lead the sustainable development of kindergarten principals. In the training work of kindergarten principals, the sustainable development of kindergarten principals and their teachers is not only an extension of the training work, but also an important part of the training work.

Zhang Zhongbin, Shi Yan & Fu Runkai (2022, p.36) proposed that international conferences are one of the shortcut ways to present the latest research results in the field of preschool education and jointly overcome the hot and difficult issues in kindergarten education. In order to continuously expand the horizon and lead the development, the Kindergarten Principals Training Center of the Ministry of Education actively organized the "China Kindergarten Principals International Seminar" and the "International Conference on Preschool Education" to communicate and exchange with experts and scholars from many countries, the development trend of preschool education, the concept and characteristics of early childhood education, and the reform experience of kindergarten education teaching and management. Broaden the international perspective of the principals.

In summary, sustainable development ability refers to the ability of kindergarten principals to have the consciousness of lifelong learning and sustainable development, and to continuously pay attention to professional dynamics and optimize knowledge structure.

## Related Research

Luo Li, Hong Xiumin (2012, p.27) proposed that by adapting the Principal's Leadership Scale compiled by Zheng Yanxiang, she formed a questionnaire on the leadership of kindergarten principals. Through statistical analysis of the survey data, she found that the leadership level of kindergarten principals in China was unevenly distributed. Generally speaking, the leaders' structural leadership, educational leadership, curriculum and teaching guidance ability and scientific research guidance ability were relatively low. The director's planning ability and communication skills need to be improved.

Chen Yiting (2010) proposed that In her master's thesis, she adopted qualitative research methods, took five private kindergartens in Changchun City as research examples, and made a detailed analysis of the leadership level of the principals of private kindergartens. The research results show that due to the different nature of private kindergartens, their kindergarten principals have a high level of communication and coordination ability, team building ability and charisma, but some private kindergarten principals' ability to resolve conflicts and differences needs to be improved, and private kindergarten principals often pay more attention to their own ability to change and innovation.

Guo Jiahui (2015, p.238) proposed that the communication and coordination ability of principals in private kindergartens was generally at a high level; The distribution of kindergarten construction ability of private kindergarten principals is not only that, private kindergarten principals pay more attention to innovation ability, and innovation ability is not high.

Liu Linfang (2015) proposed that she adopted the qualitative research method in her doctoral thesis and found through interviews with 20 kindergarten principals that the development history of kindergarten principals has a great impact on their value leadership; Kindergarten principals mainly use verbal or behavioral emotional care to create the atmosphere of the garden, so as to reflect their interpersonal leadership; Kindergarten principals pay more attention to their own educational leadership, especially their curriculum development ability and their

own professional development; The head of the kindergarten will reflect the level of its structural leadership by managing the internal resources of the kindergarten.

Li Xiaoyan (2024, p.275) proposed that they conducted a questionnaire survey on more than 300 parents of Liyuan Baihua Kindergarten. Among the questions "Are you willing to actively participate in the learning of the concepts and methods of early childhood education", 6.67% of the parents are "very willing" and 3.33% of the parents "have time to participate occasionally". This reflects that parents have a great demand for professional and systematic learning of family education and professional guidance.

Luo Li, Hong Xiumin (2012, p.27) proposed that the first thing to improve the leadership of kindergarten principals is to correctly view their professional roles, that is, kindergarten principals have dual roles of educator and leader. Secondly, they should strengthen the cooperation and exchanges between the kindergarten and other institutions, and strive to build close ties between the kindergarten and universities, teaching and research institutions, expert teams and other kindergartens.

Feng Wei (2017, p.72) proposed that the improvement of kindergarten principals' leadership should be proved by concrete actions. First of all, the principal needs to achieve mutual understanding and mutual recognition through good and effective communication with the faculty and staff. Secondly, kindergarten principals should look at the problem from the perspective of teachers and staff, start with understanding the needs of teachers and staff, and provide strong support for the realization of professional road for teachers and staff, so that teachers and staff are convinced; In the end, the director should lead by example and maintain advanced educational concepts, so as to influence the values and behaviors of the staff, so as to improve the overall quality of education in the institute.

Jiang Jun (2014, p.32) proposed that the development of kindergartens should not only focus on the development of hardware conditions, but also on the continuous improvement of software conditions. When the hardware conditions reach a certain level, the software conditions will bring breakthrough progress to the development of kindergartens, especially the overall teaching and scientific research

level of kindergartens. As the main leader of kindergartens, the principal of kindergartens is the primary person responsible for improving the teaching and scientific research level of kindergartens. Therefore, the research ability of kindergarten principals should be strengthened to promote their leadership.

Liu Linfang, Liu Haimin (2015, p.84) proposed that to improve the leadership ability of kindergarten principals should start from building the common vision of the kindergarten, creating the characteristic culture of the kindergarten, and building harmonious interpersonal relations with the kindergarten, emphasizing team building and leadership. Finally, the overall organizational structure of the kindergarten is optimized to effectively improve the leadership of the kindergarten head.

Chen Xiaoyan (2024, p.1) proposed that early childhood education should strengthen the cooperation between kindergartens and parents, establish a correct concept of early childhood education, let parents resources fully integrate with kindergarten education, innovate the mechanism and model of home co-education, and maintain the sustainable development of home co-education. Mr. Chen Heqin put forward: "Early childhood education is a very complex matter, not the family on the one hand can be competent alone, not the kindergarten on the other hand can be competent alone, we must work together to get the full effect."

Luo Li, Hong Xiumin (2012, p.27) proposed that by adapting the Principal's Leadership Scale compiled by Zheng Yanxiang, she formed a questionnaire on the leadership of kindergarten principals. Through statistical analysis of the survey data, she found that the leadership level of kindergarten principals in China was unevenly distributed. Generally speaking, the leaders' structural leadership, educational leadership, curriculum and teaching guidance ability and scientific research guidance ability were relatively low. The director's planning ability and communication skills need to be improved.

Yang Dan & Dan Fei (2018, p.525) proposed that that the principals of private kindergartens have relatively strong communication and interpersonal skills and pay attention to the development of innovation ability, but their educational leadership and curriculum development abilities are relatively weak.

Liu Xia and Dai Shuangxiang (2023, p.56) proposed that curriculum leadership of kindergarten principals consists of curriculum cultural leadership, curriculum professional leadership, curriculum team leadership, and curriculum resource leadership. The current curriculum leadership of kindergarten principals is generally at a moderate level, with uneven development levels in various dimensions; There are significant differences in the development, highest education level, and professional title of principal course leadership; There are significant differences in the curriculum leadership of kindergarten principals with different types of operation, evaluation levels, and scales; Based on this, it is necessary to comprehensively and evenly enhance the curriculum leadership of kindergarten principals, promote their independent learning and sustainable development, strengthen the synergistic effect of various support factors outside the kindergarten, and improve teachers' curriculum ability and professional competence based on the foundation of the kindergarten.

Pan Ying (2023, p.35) believes that curriculum leadership of rural kindergarten principals is not only the driving force behind the development of rural kindergarten curriculum, but also an important force in promoting high-quality development of preschool education under the background of rural revitalization. In order to promote more rural kindergarten principals to root in rural preschool education and improve their own curriculum leadership, we should pay attention to the practical exploration spirit of rural young teachers' curriculum leadership, build a curriculum resource development power of "being in the countryside, taking from the countryside", and form a rural growth sequence circle with curriculum leadership as the center.

Liu Yan and Zhao Mengmeng (2023, p.43) believes that the curriculum leadership of kindergarten principals is the ability of the curriculum team centered on principals to plan, execute, construct, and evaluate in the process of curriculum practice to improve the quality of kindergarten curriculum. It is the key to promoting current kindergarten curriculum construction and improving educational quality. It mainly consists of course organizational cultural leadership, course public relations

leadership, course team building leadership, and course professional technical leadership.

Geng Caifeng (2022, p.51) believes that curriculum leadership of private kindergarten principals can be divided into five dimensions, namely curriculum professional and technical leadership, curriculum development team leadership, curriculum teacher leadership, curriculum organizational and cultural leadership, and curriculum public relations leadership. Based on these five dimensions, strategies for improving curriculum leadership of private kindergarten principals are proposed, aiming to provide solid guarantees for the long-term development of private kindergartens. The kindergarten curriculum is the fundamental curriculum that ensures the development of childcare and educational activities in kindergartens. Whether the curriculum itself is scientific and reasonable directly affects the healthy growth of young children.

Tang Dongmei, Qin Lifei, Kong Luwu (2023, p.21) believe that the quality of kindergarten curriculum and even the overall quality of preschool education are closely related to the curriculum leadership of kindergarten principals. The principal's curriculum leadership is mainly manifested in five domains: curriculum planning and design, curriculum organization and implementation, curriculum evaluation and reflection, curriculum resource integration, and curriculum culture construction. Focusing on enhancing the curriculum leadership of principals themselves and external support systems is an inevitable requirement for deepening kindergarten curriculum reform and professional development of principals, as well as promoting the intrinsic development of kindergartens.

Dai Shuangxiang and Liu Xia (2022, p.70) believe that the overall level of kindergarten curriculum planning and construction has reached a high level, but the principal's level of curriculum cognition lags behind their level of curriculum action; There are significant differences between the principal's course cognition and course action, the variables within the course cognition section - conceptual cognition, value cognition, and operational cognition, and the variables within the course action section - motivation, support, practice, and effectiveness; The ability of curriculum

practice subjects affects the practice and effectiveness of kindergarten curriculum actions, and the influence of teachers' curriculum ability is more significant; High quality curriculum planning plays a promoting role in enhancing and unleashing the curriculum leadership of principals. It is suggested to deepen the reform of kindergarten curriculum governance, increase guidance and leadership for kindergarten curriculum planning and construction, promote a positive interaction between curriculum cognition and curriculum action, and attach importance to the effective improvement of curriculum practice subject ability.

Yuan Jiao, Zhang Yunchao, Sun Furong (2021, p.101) used transformational leadership theory to provide theoretical support for the establishment of curriculum leadership indicators for kindergarten principals, a combination of quantitative and qualitative methods were used to conduct questionnaire and interview surveys on kindergarten principals, verifying that curriculum leadership for kindergarten principals includes four dimensions: motivation, leadership charm, intelligent stimulation, and personalized care.

Hu Chengxia (2022, p.119) believes that curriculum leadership of kindergarten principals refers to the influence of kindergarten principals through their personal charm and professional traits in curriculum design, development, execution, and implementation, using kindergarten curriculum as a carrier to attract and influence teachers, and achieve common kindergarten curriculum goals and visions. There are two interactive processes in the development of kindergarten curriculum leadership: the direction guided by the curriculum vision towards the outcome of curriculum development, and the direction influenced by the personal traits of the principal as a medium to influence teachers' emotional behavior. The two complement each other and are indispensable.

Chai Linshan and Xu Mingshan (2022, p.37) believes that the four major indicators of curriculum leadership of rural kindergarten principals are curriculum ideology, curriculum design, curriculum execution, and curriculum evaluation. Among them, the ideological power of the curriculum involves the formation of the curriculum, the determination of the concept, and the participation of the subjects;

Curriculum design ability is based on a certain perspective on children and curriculum, and the ability to systematically construct curriculum elements, including goal design, process design, and content design; Curriculum execution refers to the process of curriculum preparation, implementation, and teacher development, which involve practical exploration of the curriculum; Course evaluation power refers to the ability to examine, judge, and regulate the behavior of course operation, including evaluation methods and evaluation effects.

Zhang Yunchao and Yuan Jiao (2018, p.67) believe that curriculum leadership of kindergarten principals refers to the ability of principals to lead all teachers to creatively implement new curriculum, comprehensively improve education quality, improve students' learning quality, promote teachers' professional development, and enhance curriculum quality. The research on leadership issues has gone through leadership trait theory, leadership behavior theory, leadership contingency theory, and new leadership theory. As a new leadership theory, transformational leadership theory has been widely discussed by scholars at home and abroad and presents the following characteristics. One is the integration of leadership theory and education. Secondly, the research on transformational leadership theory tends towards educational positivism, using psychological and statistical methods to explore its structure. Thirdly, the research perspective of transformational leadership has shifted towards primary and secondary schools, and has been proven to be a leadership form that promotes school reform and development.

Li Jiaoyan (2018, p.222) believes that principal curriculum leadership is a key factor in kindergarten curriculum reform and practice, affecting the smooth implementation of kindergarten curriculum. The process of principal curriculum leadership is the process in which the principal leads the curriculum team to actively improve the quality of kindergarten curriculum. Li Jiaoyan believes that the core strength of curriculum implementation lies in the leadership of curriculum faculty, professional technical leadership, curriculum organizational structure leadership, curriculum organizational culture leadership, and curriculum public relations

leadership. The problem of teacher resources is a key issue in curriculum implementation.

Xu Hongyou and Tingting (2018, p.54) believes that kindergarten curriculum is the blueprint for kindergartens to carry out childcare and educational activities. The development of the kindergarten curriculum requires the principal to lead all teachers in the kindergarten to work together based on their comprehensive qualities. From the perspectives of kindergarten curriculum reform, kindergarten curriculum management, and kindergarten curriculum development, principals must possess sufficient curriculum leadership. They should continuously improve their curriculum leadership from multiple dimensions, such as forming curriculum teams, managing curriculum culture, planning curriculum visions, establishing curriculum goals, developing curriculum resources, implementing curriculum plans, and conducting curriculum evaluations.

Zhang Xiang (2017, p.13) proposed that except for the age variable of the principal, there are significant differences in the variables of kindergarten nature, principal education, and length of service in various dimensions of curriculum leadership. Kindergarten principals should scientifically and reasonably utilize educational funds; Seeking expert support and assistance; Leading the professional development of preschool teachers and enhancing their curriculum abilities; Strengthen the theoretical literacy and practical ability of one's own curriculum leadership, and effectively enhance one's own curriculum leadership.

Peng Haixia (2021, p.1) believes that China's early childhood education is undergoing a transformation from large-scale development to high-quality development, and new educational concepts are promoting a shift in curriculum management paradigms from "curriculum management" to "curriculum leadership". As the most direct leader of the kindergarten, the principal bears the role and task of leading the development of the kindergarten curriculum. Therefore, the principal has also been given a new mission of curriculum leadership. Principal curriculum leadership is an inevitable driving force for current kindergarten curriculum reform, a

key factor in promoting kindergarten curriculum construction, and an important lever for promoting the quality development of kindergartens.

Wang Lijuan, Ren Dacheng, Fu Liping (2023, p.102) believe that the current situation of curriculum leadership of rural kindergarten principals is manifested as: having curriculum concepts but unclear curriculum construction direction, having curriculum implementation but insufficient professional leadership, having resource development aspirations but insufficient synergy, having curriculum culture but weak construction awareness. The strategies to improve the current situation include shifting the interpretation of courses from "ideology" to "practice", the implementation and execution of courses from "management" to "leadership", the development of course resources from "individual strength" to "joint force", and the construction of course culture from "freedom" to "autonomy".

Bai Meihua and Zhao Jie (2022, p.186) believes that curriculum reform and development are the key to establishing high-quality curriculum, directly affecting curriculum practice and the development of teachers and children. Principal course leadership is a requirement for social development, as well as for the development of the institution and itself. As a principal, one should not only have the ability to lead and manage the overall situation, but also personally focus on curriculum reform and development. Promote community teaching and research, highlighting the influence of the principal's curriculum development team leadership. Give full play to the leadership of the principal's curriculum faculty, empower teachers with decision-making power, and stimulate the awakening of curriculum awareness. Optimize the cultural leadership of the principal's curriculum organization and inject distinctive features into the curriculum culture. Give full play to the principal's leadership in public relations for curriculum reform and create diverse approaches.

Wang Chunyan and Dai Hao (2023, p.68) believe that principal curriculum leadership is the influence and trust of principals to promote the formation of a democratic, core, and open cultural atmosphere and vision in kindergartens, fully develop and utilize curriculum resources, assist in the development, implementation, and evaluation of kindergarten curriculum, and thus lead the influence of

kindergarten curriculum development and change. The core components of principal curriculum leadership include the formation of kindergarten culture and curriculum vision, planning and design of kindergarten curriculum, implementation and management of kindergarten curriculum, development and utilization of kindergarten curriculum resources, and evaluation and monitoring of kindergarten curriculum.

## Chapter 3

### Research Methodology

This research focuses on improving kindergarten principal's professional leadership in family and kindergarten co-education in Hangzhou, China. To study the components, analyze current situation and provide guidelines for improving the kindergarten principal's professional leadership in family and kindergarten co-education in Hangzhou, China. The researcher have the following procedures.

Phase 1: To study the components of kindergarten principal's Professional Leadership in family and kindergarten co-education in Hangzhou, China.

Phase 2: To analyze the current situation of kindergarten principal's Professional Leadership in family and kindergarten co-education in Hangzhou, China.

Phase 3: To develop guidelines for improving Kindergarten Principal's Professional Leadership in family and kindergarten co-education in Hangzhou, China.

Phase 4: To evaluate the suitability and feasibility of the guidelines for improving Kindergarten Principal's Professional Leadership in family and kindergarten co-education in Hangzhou, China.

#### **Phase 1: To study the components of kindergarten principal's Professional Leadership in family and kindergarten co-education in Hangzhou, China**

Step 1: study documents to form components

Step 2: form interview questions for experts

Step 3: experts check the interview questions with IOC

Step 4: revise the interview questions

Step 5: interview experts to get more information about the components

Step 6: revise the components based on the documents and the experts

**Phase 2: To analyze the current situation of kindergarten principal's Professional Leadership in family and kindergarten co-education in Hangzhou, China.**

#### The Population / Sample Group

##### The population

The population of this research was 1042 kindergarten principal from 8 representative districts of Hangzhou city.

##### The Sample Group

According to Krejcie and Morgan sampling table, the sample group of this research was 285 kindergarten principals from 8 representative districts of Hangzhou city. By using systematic random sampling and sample random sampling was also used by drawing from private universities.

**Table 3.1** Sampling table

No	Name of the district	Population	Sample
1	Shangcheng district	154	42
2	Gongshu district	145	40
3	Xihu district	143	39
4	Binjiang district	65	18
5	Yuhang district	200	55
6	Linping district	127	34
7	Qiantang district	95	26
8	Lin'an district	113	31
<b>Total</b>		<b>1042</b>	<b>285</b>

According to table 3.1, it showed that Yuhang Yuhang District stands out for its excellent kindergarten education resources, and the number of kindergarten principals is as high as 200, ranking first among all districts. In contrast, the four areas of Shangcheng District, Gongshu District, Xihu District and Linping District show quite

similar scales in the number of kindergarten principals, and there is little difference between them. The Binjiang District is at a low level in this statistics, and the number of kindergarten principals is only 65, becoming the lowest number of principals in all districts. This data distribution clearly reveals that because Yuhang District has a larger sample group of kindergarten principals, it has a more extensive and in-depth representation in educational research, policy formulation and practical guidance. This not only means that the group of kindergarten principals in Yuhang District can reflect the status quo and trend of the industry more comprehensively, but also provides a more solid foundation and rich perspective for the quality improvement and innovative development of early childhood education in the region and even in a wider scope. Therefore, kindergarten principals in Yuhang District undoubtedly play a more critical and leading role in promoting the progress and development of early childhood education.

### **Research Instruments**

#### **Questionnaire**

The instrument to collect the data for objective two, to study the current situation of kindergarten principal's professional leadership in family and kindergarten co-education in Hangzhou, China was a questionnaire. The questionnaire was designed based on kindergarten principal's professional leadership in family and kindergarten co-education in four aspects: 1) idea resonance ability, 2) professional support ability, 3) organization and coordination ability, and 4) sustainable development ability. The questionnaire was divided into two parts:

Part 1: Survey about personal information of respondents, classified by gender and educational background.

Part 2: Survey the current situation of kindergarten principal's professional leadership in family and kindergarten co-education in Hangzhou, China. There are 10 questions for idea resonance ability, 14 questions for professional support ability, 10 questions for organization and coordination ability and 12 questions for sustainable development ability. The criteria for data interpretation based on a five-point Likert's scale, as follows:

5 refers to the level of kindergarten principal's professional leadership in family and kindergarten co-education at the highest level

4 refers to the level of kindergarten principal's professional leadership in family and kindergarten co-education at a high level

3 refers to the level of kindergarten principal's professional leadership in family and kindergarten co-education at a medium level

2 refers to the level of kindergarten principal's professional leadership in family and kindergarten co-education at a low level

1 refers to the level of kindergarten principal's professional leadership in family and kindergarten co-education at the lowest level

The data interpretation for average value is based on Rensis Likert (1932). The data interpretation is as follows:

4.50 – 5.00 refers to the highest level

3.50 – 4.49 refers to high level

2.50 – 3.49 refers to medium level

1.50 – 2.49 refers to low level

1.00 – 1.49 refers to the lowest level

### **Constructing a Questionnaire Process**

The construction process of the questionnaire were as follows:

Step 1: Reviewing and analyzing documents, concepts, theories, and research related to kindergarten principal's professional leadership in family and kindergarten co-education.

Step 2: Construct the questionnaire about the current situation of kindergarten principal's professional leadership in family and kindergarten co-education in Hangzhou, China. Then the researcher sent the questionnaire outline of questionnaire to the thesis advisors to review and revise the contents according to the suggestions.

Step 3: The index of objective congruence (IOC) of the questionnaire was examined by five experts.

Step 4: Revise the questionnaire based on the experts' suggestions.

Step 5: The questionnaires was distributed to 30 principals in Hangzhou, China for try-out. The reliability of the questionnaire was obtained by Cronbach's Alpha Coefficient. The reliability coefficient value is 0.978.

Step 6: The questionnaire was applied to 285 principals in Hangzhou, China.

### **Data Collection**

The data collection for objective 2: to study the current situation of kindergarten principal's professional leadership in family and kindergarten co-education in Hangzhou, China, as following procedures:

Step 1: The researcher requested requirement letter form the graduate school, Bansomdejchaopraya Rajabhat University for requiring to collect the data from 285 principals in Hangzhou, China.

Step 2: The researcher distributed the questionnaire to 285 principals. A total of 285 questionnaires.

Step 3: Kindergarten principals filled out questionnaires online. Researchers collected questionnaire results online.

### **Data Analysis**

The data analysis in this research, the researcher analyze the data by package program, as follows:

Step 1: The personal information of the respondents was analyzed by frequency and percentage, classified by gender and education background.

Step 2: The current situation of kindergarten principal's professional leadership in family and kindergarten co-education in four aspects: 1) idea resonance ability, 2) professional support ability, 3) organization and coordination ability, 4) sustainable development ability was analyzed by Mean and standard deviation.

### **Phase 3: To develop guidelines for improving Kindergarten Principal's Professional Leadership in family and kindergarten co-education in Hangzhou, China**

#### **Key Information**

##### **The interviewees**

The interviewee in this research was 8 professionals related to the field of home co-education, including kindergarten principals, deputy kindergarten principals and representatives of heads of departments involved in home education. The qualifications of interviewee are as follows: 1) at least 6 years of work experience in family and kindergarten co-education, 2) received professional certificate in early childhood education, 3) graduated with master's degree or above.

#### **Research Instruments**

##### **Structured Interview**

The instrument to collect the data for developing the guidelines for improving kindergarten principal's professional leadership in family and kindergarten co-education in Hangzhou, China. The structured interview was designed based on the current situation of kindergarten principal's professional leadership in family and kindergarten co-education in four aspects: 1) idea resonance ability, 2) professional support ability, 3) organization and coordination ability, and 4) sustainable development ability was analyzed by Mean and standard deviation. The structured interview is divided into two parts:

Part 1: the personal information of interviewees, classified by interviewee, interviewer, education background, work experience, interview time, and interview date.

Part 2: the questions about suggestions for developing the current situation of kindergarten principal's professional leadership in family and kindergarten co-education in four aspects: 1) idea resonance ability, 2) professional support ability, 3) organization and coordination ability, and 4) sustainable development ability was analyzed by Mean and standard deviation.

### **Constructing a Structured Interview Process**

The construction process of the structured interview is as follows:

Step 1: Reviewing and analyzing documents, concepts, theories, and research related to kindergarten principal's professional leadership in family and kindergarten co-education.

Step 2: Construct the structured interview about suggestions for developing guidelines for improving kindergarten principal's professional leadership in family and kindergarten co-education based on four aspects: 1) idea resonance ability, 2) professional support ability, 3) organization and coordination ability, and 4) sustainable development ability. Then send the outline of the structured interview to the thesis advisors to review and revise the contents according to the suggestions.

### **Data Collection**

The data collection for this phase: to formulate the guidelines for improving kindergarten principal's professional leadership in family and kindergarten co-education in Hangzhou, China, as following procedure:

Step 1: The researcher requested a requirement letter from the graduate school, Bansomdejchaopraya Rajabhat University requiring to interview high-level 8 professionals related to the field of home co-education, including kindergarten principals, deputy kindergarten principals and representatives of heads of departments involved in home education.

Step 2: The researcher interviews the high-level 8 professionals one by one through an online platform or face-to-face depending on the interviewee's convenience.

### **Data Analysis**

The structured interview about guidelines for improving kindergarten principal's professional leadership in family and kindergarten co-education in Hangzhou, China was analyzed by content analysis.

**Phase 4: To evaluate the suitability and feasibility of the guidelines for improving Kindergarten Principal's Professional Leadership in family and kindergarten co-education in Hangzhou, China.**

#### **Key Informants**

The experts who evaluated the applicability and feasibility of the guidelines were 8 experts from the field of early childhood education. Expert qualifications are as follows: 1) At least 10 years of work experience in early childhood education, 2) Advanced certificate in early childhood education, 3) Master's degree or above.

#### **Research Instruments**

##### **Evaluation Form**

The instrument to collect the data for phase, to evaluate the guidelines for improving kindergarten principal's professional leadership in family and kindergarten co-education in Hangzhou, China. The evaluation form designed based on kindergarten principal's professional leadership in family and kindergarten co-education in four aspects: 1) idea resonance ability, 2) professional support ability, 3) organization and coordination ability, and 4) sustainable development ability. The evaluation form provide into two parts:

Part 1: the personal information of interviewees, classified by work position, work experience, educational background, and academic title.

Part 2: The evaluation form about the guidelines for improving kindergarten principal's professional leadership in family and kindergarten co-education in Hangzhou, China. The criteria for data interpretation based on a five-point Likert's scale, as follows:

5 refers to the suitability and feasibility is at the highest level

4 refers to the suitability and feasibility is at a high level

3 refers to the suitability and feasibility is at a medium level

2 refers to the suitability and feasibility is at a low level

1 refers to the suitability and feasibility is at the lowest level

### **Constructing an Evaluation Form Process**

Step 1: Construct the evaluation form about development guidelines for improving kindergarten principal's professional leadership in family and kindergarten co-education in Hangzhou, China.

Step 2: The evaluation form was applied to 8 experts from the field of early childhood education in Hangzhou, China.

### **Data Collection**

The data collection for this phrase: to evaluate the guidelines for improving kindergarten principal's professional leadership in family and kindergarten co-education in Hangzhou, China, as following procedure:

Step 1: The researcher requested a requirement letter from the graduate school, Bansomdejchaopraya Rajabhat University for requiring to invite the expert to evaluate the guidelines.

Step 2: The researcher distributed the evaluation form to 8 experts from the field of early childhood education in Hangzhou, China. A total of 8 evaluation forms.

### **Data Analysis**

The data analysis in this research, the researcher analyzes the data by package program, as follows: The evaluation of the adaptability and feasibility of the guidelines for improving kindergarten principal's professional leadership in family and kindergarten co-education in Hangzhou, China is analyzed by Mean and standard deviation.

### **Data Interpretation**

The data interpretation for average value is based on Rensis Likert (1932). The data interpretation is as follows:

4.50 – 5.00 refers to the highest level

3.50 – 4.49 refers to high level

2.50 – 3.49 refers to medium level

1.50 – 2.49 refers to low level

1.00 – 1.49 refers to the lowest level

## Chapter 4

### Results of Analysis

This research was to study guidelines for improving kindergarten principal's professional leadership in family and kindergarten co-education in Hangzhou, China.

The objectives of this research were: 1) to study the components of kindergarten principal's professional leadership in family and kindergarten co-education in Hangzhou, China. 2) to analyze the current situation of kindergarten principal's professional leadership in family and kindergarten co-education in Hangzhou, China. 3) to develop guidelines for improving kindergarten principal's professional leadership in family and kindergarten co-education in Hangzhou, China. 4) to evaluate guidelines for improving kindergarten principal's professional leadership in family and kindergarten co-education in Hangzhou, China. The data analysis result could be presented as follows:

1. Symbol and abbreviations
2. Presentation of data analysis
3. Results of data analysis

The details were as follows.

#### Symbol and Abbreviations

N	refers to	Population
n	refers to	Sample group
$\bar{X}$	refers to	Mean
S.D.	refers to	Standard deviation

## **Presentation of Data Analysis**

Part 1: The analysis result about personal information of respondents, classified by gender, working experience and major. Presented the data in the form of frequency and percentage.

Part 2: The analysis result about the current situation of kindergarten principal's professional leadership in family and kindergarten co-education in Hangzhou, China. The researcher presented the data by mean and standard deviation.

Part 3: The analysis results of interview data about the guidelines for improving kindergarten principal's professional leadership in family and kindergarten co-education in Hangzhou, China.

Part 4: The analysis results of the evaluation of the suitability and feasibility of guidelines for improving kindergarten principal's professional leadership in family and kindergarten co-education in Hangzhou, China. The researcher presented the data by mean and standard deviation.

## **Results of Data Analysis**

The researcher analyzed the data in 4 parts as follows:

**Part 1: The analysis result about personal information of respondents, classified by gender, working experience and major. Presented the data in the form of frequency and percentage.**

**Table 4.1** Number of people and percentage of respondents

(n = 285)

Items	Personal Information	Frequency	Percentage
<b>Gender</b>	Male	13	4.56%
	Female	272	95.44%
	<b>Total</b>	<b>285</b>	<b>100%</b>
<b>Working experience</b>	1-5 years	5	1.75%
	6-10 years	13	4.56%
	11-15 years	33	11.58%
	More than 15 years	234	82.11%
	<b>Total</b>	<b>285</b>	<b>100%</b>
<b>Major</b>	Preschool education	264	92.63%
	Education (not preschool education)	18	6.32%
	Not education	3	1.05%
	<b>Total</b>	<b>285</b>	<b>100%</b>

According to Table 4.1, showed that most of the respondents were women, with 272 people accounting for 95.44% and 13 men accounting for 4.56%. Most of the interviewees have more than 15 years of work experience, 5 of them have 1-5 years of work experience, accounting for 1.75%, 13 of them have 6-10 years of work experience, accounting for 4.56%, and 33 of them have 11-15 years of work experience, accounting for 11.58%. There are 234 respondents with more than 15 years of work experience, accounting for 82.11%. The majors of the interviewees are as follows: 264 of them are preschool majors, accounting for 92.63%; 18 of them are education majors, accounting for 6.32%; 3 of them are non-education majors, accounting for 1.05%.

Part 2: The analysis result about the current situation of kindergarten principal's professional leadership in family and kindergarten co-education in Hangzhou, China. The researcher presented the data by mean value and standard deviation.

**Table 4.2** The mean value and standard deviation of the current situation of kindergarten principal's professional leadership in family and kindergarten co-education in four aspects

Kindergarten principal's		$\bar{X}$	S.D.	level	Order
1	Idea resonance ability	4.87	0.40	highest	1
2	Professional support ability	4.75	0.52	highest	3
3	Organization and coordination ability	4.67	0.59	highest	4
4	Sustainable development ability	4.76	0.48	highest	2
<b>Total</b>		<b>4.76</b>	<b>0.50</b>	<b>highest</b>	

According to table 4.2, found that the current situation of kindergarten principal's professional leadership in family and kindergarten co-education in four aspects was at the highest level ( $\bar{X}=4.76$ ). Considering the results of this research aspects ranged from the highest to the lowest mean were as follows: the highest mean was idea resonance ability ( $\bar{X}=4.87$ ), followed by sustainable development ability ( $\bar{X}=4.76$ ), organization and coordination ability was the lowest mean ( $\bar{X}=4.67$ ).

**Table 4.3** The mean and standard deviation of the current situation of kindergarten principal's professional leadership in family and kindergarten co-education in idea resonance ability

	Idea resonance ability	$\bar{x}$	S.D.	level	Order
1	The principal guides teachers and parents to adhere to the child-oriented, respect individual differences, and protect children's curiosity and interest in learning	4.86	0.48	highest	7
2	The principal guides teachers and parents to agree with the concept of quality education, provides appropriate education, and promotes the all-round development of each child's personality	4.86	0.43	highest	7
3	The principal guides teachers and parents to put the safety and health of children in the first place, and attaches great importance to mental health while paying attention to physical health	4.89	0.40	highest	2
4	The principal guides teachers and parents to agree with the concept of combining education with education, and education should be based on children's life and take games as the basic activities	4.90	0.32	highest	1
5	The principal guides parents to realize that the family is the first classroom and parents are the first teacher's sense of responsibility	4.84	0.44	highest	10

Table 4.3 (Continued)

	Idea resonance ability	$\bar{X}$	S.D.	level	Order
6	The principal guides parents to pay attention to family construction, build upward, harmonious and harmonious family relations, and set an example to cultivate children's good moral character and behavioral habits	4.86	0.39	highest	6
7	The principal guides parents to create a good living and activity environment, so that children can properly participate in social life, enrich life experience, and develop sociality	4.85	0.39	highest	9
8	The director adheres to the vision of cooperative education development, clarifies the development goals, and enhances the joint efforts of education	4.87	0.38	highest	4
9	The principal adheres to the problem orientation, and the kindergarten and parents cooperate closely to communicate the children's thoughts, emotions, physical and mental conditions, and daily performance in a timely manner	4.88	0.35	highest	3
10	The principal guides teachers and parents to make comprehensive use of various educational resources, expand children's living and learning space, and jointly create good conditions for children's development	4.87	0.37	highest	4
<b>Total</b>		<b>4.87</b>	<b>0.40</b>	<b>highest</b>	

According to table 4.3, found that the current situation of kindergarten principal's professional leadership in family and kindergarten co-education in idea resonance ability was at the highest level ( $\bar{X}=4.87$ ). Considering the results of this research aspects ranged from the highest to the lowest mean were as follows: the highest mean was the principal guides teachers and parents to agree with the concept of combining education with education, and education should be based on children's life and take games as the basic activities ( $\bar{X}=4.90$ ), followed by the principal guides teachers and parents to put the safety and health of children in the first place, and attaches great importance to mental health while paying attention to physical health ( $\bar{X}=4.89$ ), The principal guides parents to realize that the family is the first classroom and parents are the first teacher's sense of responsibility was the lowest mean ( $\bar{X}=4.84$ ).

**Table 4.4** The average value and standard deviation of the current situation of kindergarten principal's professional leadership in family and kindergarten co-education in professional support ability.

(n = 285)

	Professional support ability	$\bar{X}$	S.D.	level	Order
1	Before and after the children enter the kindergarten, the head of the kindergarten guides health workers and teachers to popularize the protection of physical and mental health of children to parents in a timely manner	4.81	0.46	highest	3
2	Before the high incidence of diseases such as influenza, the kindergarten director instructed health workers and teachers to disseminate the precautions to parents in a timely manner through wechat public accounts or class groups	4.86	0.39	highest	1

Table 4.4 (Continued)

(n = 285)

	Professional support ability	$\bar{X}$	S.D.	level	Order
3	The principal directs health care workers and teachers to provide parents with emotional companionship and communication methods for children through wechat public accounts	4.80	0.480	highest	6
4	The principal guides teachers or nursery staff to introduce child care methods such as child habit formation to parents through class groups	4.80	0.49	highest	5
5	Before every Saturday, the head of the kindergarten supervises the health staff to publish the recipes for the next day through the kindergarten bulletin board and wechat public account	4.83	0.45	highest	2
6	The principal guides parents to adjust the types of family dinner in time to balance the children's diet according to the recipe released by the kindergarten for next Monday	4.54	0.77	highest	14
7	Before children enter the kindergarten, the director of the kindergarten introduces the development goals of childcare education for children in the next three years and defines the goals of stage co-education by relying on the Guide for Learning and Development of Children aged 3-6	4.74	0.54	highest	11

Table 4.4 (Continued)

(n = 285)

	Professional support ability	$\bar{X}$	S.D.	level	Order
8	At the end of the semester or before the beginning of the semester, the principal guides the teachers to introduce the theme activities of childcare education in the new semester to the parents, clarify the content of co-parenting, so that parents can use the winter and summer holidays to help their children do the corresponding life experience and other preparatory work	4.75	0.57	highest	8
9	Before the launch of the theme activities, the principal guides the teachers to introduce the topic selection, main line, activities, ability improvement and other contents of the theme activities to parents through the home contact column, wechat group or Dingding group, so that parents can understand the significance of the theme for the growth of children from a professional perspective	4.70	0.57	highest	12
10	The principal supervises the teacher to release the plan for the next week through the home contact column, wechat group or Dingding group, so that parents can clearly know the general situation of their children's week	4.74	0.54	highest	9

Table 4.4 (Continued)

(n = 285)

	Professional support ability	$\bar{X}$	S.D.	level	Order
11	The principal guides and encourages teachers to introduce children's daily life and games in the kindergarten to parents through wechat group or Dingding Group every day, so that parents can better experience the company of games	4.76	0.49	highest	7
12	The principal has established a home co-education learning community, organized teaching and scientific research activities, solved problems in the work practice of teachers' homes, and promoted the professional growth of teachers	4.74	0.53	highest	9
13	The principal guides teachers to observe children, collect information and understand children's excellent behavior, interest and hobby development potential and problems	4.81	0.43	highest	4
14	The principal guides teachers to collect parents' parenting experience and parenting confusion, and help solve them through classified discussions	4.69	0.57	highest	13
Total		4.75	0.52	highest	

According to table 4.4, found that the current situation of kindergarten principal's professional leadership in family and kindergarten co-education in professional support ability was at the highest level ( $\bar{X}$  =4.75). Considering the results of this research aspects ranged from the highest to lowest mean were as follow: the highest mean was before the high incidence of diseases such as influenza, the

kindergarten director instructed health workers and teachers to disseminate the precautions to parents in a timely manner through wechat public accounts or class groups ( $\bar{X}=4.86$ ), followed by before every Saturday, the head of the kindergarten supervises the health staff to publish the recipes for the next day through the kindergarten bulletin board and wechat public account ( $\bar{X}=4.83$ ), the principal guides parents to adjust the types of family dinner in time to balance the children's diet according to the recipe released by the kindergarten for next Monday was the lowest mean ( $\bar{X}=4.54$ ).

**Table 4.5** The mean and standard deviation of the current situation of kindergarten principal's professional leadership in family and kindergarten co-education in organization and coordination ability

(n = 285)

	Organization and coordination ability	$\bar{X}$	S.D.	level	Order
1	The director integrated social resources, established the kindergarten family education steering committee, and actively promoted the construction of expert teams	4.62	0.64	highest	7
2	The principal integrates parents' resources, organizes and establishes parents' committees, and participates in major decision-making, daily management and supervision of kindergartens	4.79	0.49	highest	3
3	Based on the needs of children and parents, principals organized the establishment of parent school and carried out the construct of co-parenting curriculum system	4.74	0.55	highest	5

Table 4.5 (Continued)

(n = 285)

	<b>Organization and coordination ability</b>	$\bar{X}$	S.D.	level	Order
4	Principal organized a regular communication mechanism in kindergarten to guide teachers to understand the situation of children and the needs of parents in a timely manner	4.76	0.50	highest	4
5	The principal organized the establishment of a normal communication mechanism for kindergartens, conducted classified communication and cooperation for home co-education, solved problems in a timely manner and shared experience	4.74	0.58	highest	6
6	The principal has incorporated family education guidance services into the kindergarten work plan, and the level and performance of teachers' family education guidance into the teacher evaluation system	4.47	0.78	high	9
7	The principal organizes kindergarten teachers to coordinate parents to make individualized education plans according to the development needs of each child	4.80	0.49	highest	2
8	The principal implements the home visit system and takes the lead in carrying out home visits	4.36	0.83	high	10
9	The principal implements the home visit system, and the class teacher visits each student at least once per semester	4.58	0.67	highest	8

Table 4.5 (Continued)

(n = 285)

	Organization and coordination ability	$\bar{X}$	S.D.	level	Order
10	The principal will organize corresponding activities in conjunction with the International Family Day on May 15 and the National Family Education Publicity Week	4.84	0.40	highest	1
<b>Total</b>		<b>4.67</b>	<b>0.59</b>	<b>highest</b>	

According to table 4.5, found that the current situation of kindergarten principal's professional leadership in family and kindergarten co-education in organization and coordination ability was at the highest level ( $\bar{X}=4.67$ ). Considering the results of this research aspects ranged from the highest to lowest mean were as follow: the highest mean was the principal will organize corresponding activities in conjunction with the International Family Day on May 15 and the National Family Education Publicity Week ( $\bar{X}=4.84$ ), followed by the principal organizes kindergarten teachers to coordinate parents to make individualized education plans according to the development needs of each child ( $\bar{X}=4.80$ ), the principal implements the home visit system and takes the lead in carrying out home visits was at the lowest level ( $\bar{X}=4.80$ ).

**Table 4.6** The mean and standard deviation of the current situation of kindergarten principal's professional leadership in family and kindergarten co-education in sustainable development ability

(n = 285)

	Sustainable development ability	$\bar{x}$	S.D.	level	Order
1	The principal has the consciousness of lifelong learning and sustainable development, and insists on continuous practice and reflection	4.84	0.40	highest	1
2	The principal and children, teachers, parents, experts and other members of the home co-education learning community learn from each other and grow together	4.81	0.43	highest	3
3	The director has mastered the methods and ways to promote the integration of excellent culture into the home	4.81	0.45	highest	2
4	The principal understands the development trend and reform experience of kindergarten nursing education at home and abroad	4.67	0.55	highest	12
5	The principal pays timely attention to grasp the laws, regulations and policies related to preschool education	4.70	0.53	highest	10
6	The principal understands the application of educational information technology in home co-breeding	4.78	0.47	highest	5
7	Principals master the physical and mental development characteristics and growth rules of children, development goals of different ages and kindergarten education goals	4.68	0.56	highest	11

Table 4.6 (Continued)

(n = 285)

	Sustainable development ability	$\bar{X}$	S.D.	level	Order
8	The principal is familiar with the knowledge and methods of organizing and implementing educational activities such as the creation of kindergarten environment, daily life in kindergarten and game activities	4.80	0.47	highest	4
9	The head master the knowledge and methods of home co-breeding	4.76	0.50	highest	6
10	The principal master the strategies and methods of effective communication with teachers, parents, social organizations and other departments	4.74	0.49	highest	9
11	The principal is familiar with social educational resources	4.76	0.48	highest	8
12	The director has certain knowledge of natural sciences, humanities and social sciences, and has good moral character and artistic accomplishment	4.76	0.48	highest	6
<b>Total</b>		<b>4.76</b>	<b>0.48</b>	<b>highest</b>	

According to table 4.6, found that the current situation of instructional leadership of kindergarten principal's professional leadership in family and kindergarten co-education in sustainable development ability was at the highest level ( $\bar{X}=4.76$ ). Considering the results of this research aspects ranged from the highest to lowest mean were as follow: the highest mean was the principal has the consciousness of lifelong learning and sustainable development, and insists on continuous practice and reflection ( $\bar{X}=4.84$ ), followed by the pincipal has mastered

the methods and ways to promote the integration of excellent culture into the home ( $\bar{X}=4.81$ ), the principal understands the development trend and reform experience of kindergarten nursing education at home and abroad was at the lowest mean ( $\bar{X}=4.67$ ).

**Part 3: The analysis results of interview data about guidelines for improving the kindergarten principal's professional leadership in family and kindergarten co-education in Hangzhou city, China.**

**Table 4.7** Personal information of the interviewee

Interviewee	Personal information	Interview Date	Interview Time
Interviewee 1	Education: Doctor's degree Position: Dean Work experience: 19 years	January 1, 2023	12:00 am GMT+8 80minutes
Interviewee 2	Education: Doctor's degree Position: Principal Work experience: 33 years	February 14, 2023	3:00 pm GMT+8 60 minutes
Interviewee 3	Education: Doctor's degree Position: Assistant Dean Work experience: 21 years	March 8, 2023	8:00 am GMT+8 60 minutes
Interviewee 4	Education: Doctor's degree Position: Assistant Dean Work experience: 15 years	April 22, 2023	5:30 pm GMT+8 70minutes
Interviewee 5	Education: Doctor's degree Position: Department Head Work experience: 12 years	May 30, 2023	11:45 am GMT+8 60minutes
Interviewee 6	Education: Master's degree Position: Department Head Work experience: 11 years	June 15, 2023	7:15 pm GMT+8 60minutes

**Table 4.7** (Continued)

Interviewee	Personal information	Interview Date	Interview Time
Interviewee 7	Education: Master's degree Position: Department Head Work experience: 10 years	July 4, 2023	10:00 am GMT+8 60minutes

According to table 4.7, the interviewees in this research were 8 high-level administrators of universities or government departments. The qualification of the interviewees were as follows: 1) at least 10 years of work experience in universities or government departments related with preschool education; 2) have rich experience in kindergarten principal's professional leadership; 3) graduated with master's degree or above.

**Table 4.8** Guidelines for improving kindergarten principal's professional leadership in family and kindergarten co-education in Hangzhou, China

Content	Guidelines
1.Improving idea resonance ability	<ol style="list-style-type: none"> <li>1 Principals should regularly organize family education training, and invite psychologists, education experts and senior teachers to provide professional guidance to parents</li> <li>2 The training should set up interactive sessions to encourage parents to actively participate and share their parenting experience and confusion</li> <li>3 Through hands-on activities such as case sharing and role-playing, parents learn how to implement effective education in their families in real-life situations</li> </ol>

Table 4.8 (Continued)

Content	Guidelines
4	Parents are encouraged to actively participate in the activities of the kindergarten, which include not only regular parent-teacher meetings, but also parent-child activities and educational seminars
5	Principals should establish an information sharing system to systematically organize information about children's physical and mental development characteristics, growth patterns and conservation education goals, and provide them to parents. These materials can include professional articles, video lectures, and parenting guides
6	Principals should encourage parents to give positive feedback on their confusion and experience in homeschooling, and set up a discussion platform to focus on these issues
7	Principals guide parents to share their experiences and challenges to create an open and inclusive atmosphere
8	Principals first need to strengthen their own professional development, through systematic leadership training and continuous learning, to improve their communication skills and leadership skills in home co-education
9	Kindergartens work with universities or educational institutions to conduct regular workshops or seminars for principals and teachers
10	Principals create an internal learning community and organize teachers in the kindergarten to read relevant educational books and share their experiences

Table 4.8 (Continued)

Content	Guidelines
	<p>11 Principals communicate the importance of coeducation to parents by creating parent training programs, holding regular family education seminars or parent open days</p> <p>12 Principals should also actively use digital tools, such as through the kindergarten's WeChat official account, WeChat group or parent group, to push weekly popular science content about children's developmental characteristics and educational goals</p> <p>13 These goals and child development patterns are communicated to parents through regular teacher meetings and parent training workshops</p> <p>14 Establish detailed conservation education goals and refine them into measurable standards</p>
2. Professional support ability	<p>1 Principals can organize parent trainings</p> <p>2 Principals can design interactive lessons</p> <p>3 Principals can set up group discussions to simulate a family meal</p> <p>4 Principals can build a support network for home co-parenting</p> <p>5 Regularly hold lectures or workshops on the theme of family education, and invite dietitians and parenting experts to give professional explanations</p> <p>6 Use social media and the kindergarten's WeChat official account to share information about food education and upcoming events</p> <p>7 Parents should be encouraged to take the initiative to raise specific problems they face in parenting</p>

Table 4.8 (Continued)

Content	Guidelines
	8 The Principal adopts a systematic communication and guidance strategy
	9 Establish a "weekly recipe push mechanism"
	10 Design a "Family Dinner Pairing Suggestion" for each meal
	11 Principals can design a visual "Children's Nutrition Intake Guide" and update it regularly to create easy-to-understand nutrition charts
	12 Parent Sharing Sessions or "Parenting Salons" can be held on a regular basis
	13 Organize categorical discussion groups, such as "Eating Problems in Young Children" and "Emotional Management in Young Children"
3.improving organization and coordination ability	<p>1 Include the level of family education guidance in the teacher evaluation system</p> <p>2 Incorporate family education guidance services into the overall work plan of the kindergarten, and set clear goals and implementation steps.</p> <p>3 It is recommended that the principal list the specific items and activities of family education guidance in the annual plan</p> <p>4 Establish and implement a system of home visits</p> <p>5 The principal should take the lead in carrying out home visits</p> <p>6 Set up regular parent-teacher meetings and networking activities</p>

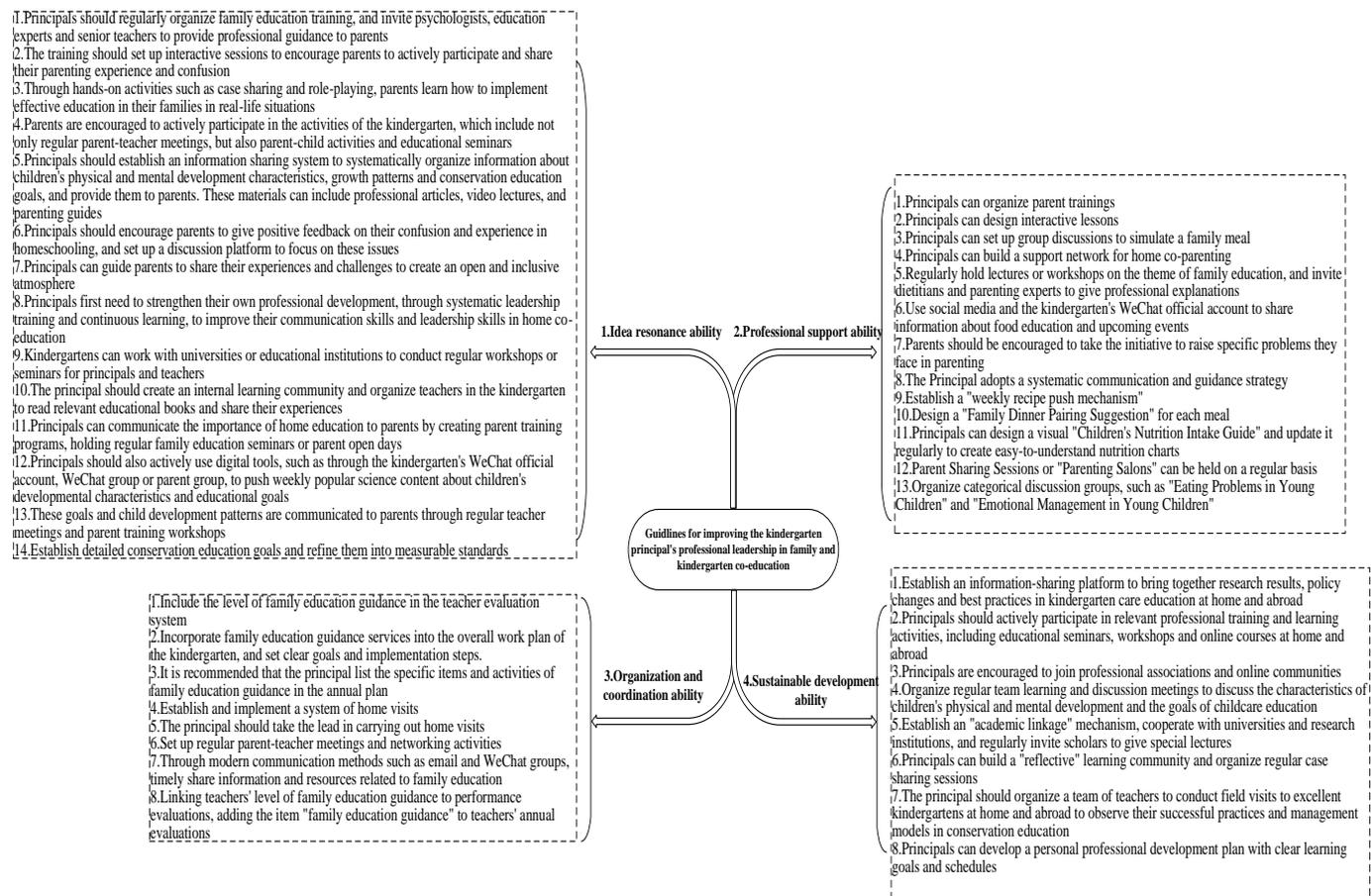
Table 4.8 (Continued)

Content	Guidelines
	<p>7 Through modern communication methods such as email and WeChat groups, timely share information and resources related to family education</p> <p>8 Linking teachers' level of family education guidance to performance evaluations, adding the item "family education guidance" to teachers' annual evaluations</p>
<p>4. improving sustainable development ability</p>	<p>1 Establish an information-sharing platform to bring together research results, policy changes and best practices in kindergarten care education at home and abroad</p> <p>2 Principals should actively participate in relevant professional training and learning activities, including educational seminars, workshops and online courses at home and abroad</p> <p>3 Principals are encouraged to join professional associations and online communities</p> <p>4 Organize regular team learning and discussion meetings to discuss the characteristics of children's physical and mental development and the goals of childcare education</p> <p>5 Establish an "academic linkage" mechanism, cooperate with universities and research institutions, and regularly invite scholars to give special lectures</p> <p>6 Principals can build a "reflective" learning community and organize regular case sharing sessions</p>

Table 4.8 (Continued)

Content	Guidelines
7	The principal should organize a team of teachers to conduct field visits to excellent kindergartens at home and abroad to observe their successful practices and management models in conservation education
8	Principals can develop a personal professional development plan with clear learning goals and schedules

According to table 4.8, found the guidelines are consisted of 43 measures for improving kindergarten principal's professional leadership in family and kindergarten co-education in Hangzhou, China. Considering the results of this research aspects ranged from guidelines were as follows: there are 14 measures for improving idea resonance ability of kindergarten principal's professional leadership. There are 13 measures for improving professional support ability of kindergarten principal's professional leadership. There are 8 measures for improving organization and coordination ability of kindergarten principal's professional leadership. And there are 8 measures for improving sustainable development ability of kindergarten principal's professional leadership.



**Figure 4.1** Guidelines for improving kindergarten principal's professional leadership in family and kindergarten co-education in Hangzhou, China

Part 4: The analysis results of the evaluation of the suitability and feasibility of the guidelines for improving kindergarten principals' professional leadership in family and kindergarten co-education in Hangzhou, China. The researcher presented the data by Mean and standard deviation.

**Table 4.9** The mean and standard deviation of the suitability and feasibility of guidelines for improving kindergarten principals' professional leadership in family and kindergarten co-education in Hangzhou, China.

(N=8)

Guidelines for improving kindergarten principals' professional leadership in family and kindergarten co-education in Hangzhou, China		Suitability			Feasibility		
		$\bar{X}$	S.D.	Level	$\bar{X}$	S.D.	Level
1	Idea resonance ability	4.70	0.47	highest	4.77	0.42	highest
2	Professional support ability	4.73	0.46	highest	4.70	0.49	highest
3	Organization and coordination ability	4.69	0.15	highest	4.80	0.17	highest
4	Sustainable development ability	4.51	0.51	highest	4.59	0.50	highest
<b>Total</b>		<b>4.67</b>	<b>0.42</b>	<b>highest</b>	<b>4.74</b>	<b>0.39</b>	<b>highest</b>

According to table 4.9, it can be found that the suitability of guidelines for improving kindergarten principals' professional leadership in family and kindergarten co-education in Hangzhou were at the highest level ( $\bar{X}=4.67$ ), which means guidelines for improving kindergarten principal's professional leadership were suitability. Considering the results of this research, the suitability of aspects ranged from highest to lowest mean were as follows: improving professional ability is the highest mean ( $\bar{X}=4.73$ ), followed by improving idea resonance ability ( $\bar{X}=4.70$ ), improving sustainable development ability is the lowest mean ( $\bar{X}=4.51$ ).

The feasibility of guidelines for improving kindergarten principals' professional leadership in family and kindergarten co-education in Hangzhou were at the highest level ( $\bar{X}=4.74$ ), which means guidelines for improving kindergarten principal's professional leadership were feasibility. Considering the results of this research, the feasibility of aspects ranged from highest to lowest mean were as follows: improving organization and coordination ability is the highest ( $\bar{X}=4.80$ ), followed by idea resonance ability ( $\bar{X}=4.77$ ), improving sustainable development ability is the lowest ( $\bar{X}=4.59$ ).

**Table 4.10** Mean and standard deviation of the suitability and feasibility of guidelines in idea resonance ability

(N=8)

Improving idea resonance ability	Suitability			Feasibility		
	$\bar{X}$	S.D.	Level	$\bar{X}$	S.D.	Level
1 Principals should regularly organize family education training, and invite psychologists, education experts and senior teachers to provide professional guidance to parents	4.66	0.42	highest	4.88	0.45	highest
2 Set up interactive sessions to encourage parents to actively participate and share their parenting experience and confusion	4.72	0.48	highest	4.89	0.49	Highest
3 Through hands-on activities such as case sharing and role-playing, parents learn how to implement effective education in their families in real-life situations	4.71	0.54	highest	4.67	0.50	highest

Table 4.10 (Continued)

(N=8)

Improving idea resonance ability	Suitability			Feasibility		
	$\bar{X}$	S.D.	Level	$\bar{X}$	S.D.	Level
4 Parents are encouraged to actively participate in the activities of the kindergarten, which include not only regular parent-teacher meetings, but also parent-child activities and educational seminars	4.69	0.51	highest	4.64	0.50	Highest
5 Principals should establish an information sharing system to systematically organize information about children's physical and mental development characteristics, growth patterns and conservation education goals, and provide them to parents, including professional articles, video lectures, and parenting guides	4.80	0.43	highest	4.33	0.52	high
6 Principals should encourage parents to give positive feedback on their confusion and experience in homeschooling, and set up a discussion platform to focus on these issues	4.76	0.43	highest	4.87	0.44	highest

Table 4.10 (Continued)

(N=8)

Improving idea resonance ability	Suitability			Feasibility		
	$\bar{X}$	S.D.	Level	$\bar{X}$	S.D.	Level
7 Principals can guide parents to share their experiences and challenges to create an open and inclusive atmosphere	4.70	0.33	highest	4.75	0.53	highest
8 Principals first need to strengthen their own professional development, through systematic leadership training and continuous learning, to improve their communication skills and leadership skills in home co-education	4.89	0.47	highest	4.34	0.53	High
9 Kindergartens can work with universities or educational institutions to conduct regular workshops or seminars for principals and teachers	4.55	0.35	highest	4.39	0.52	high
10 The principal should create an internal learning community and organize teachers in the kindergarten to read relevant educational books and share their experiences	4.62	0.51	highest	4.57	0.44	highest

Table 4.10 (Continued)

(N=8)

Improving idea resonance ability	Suitability			Feasibility		
	$\bar{X}$	S.D.	Level	$\bar{X}$	S.D.	Level
11 Principals can communicate the importance of home education to parents by creating parent training programs, holding regular family education seminars or parent open days	4.71	0.54	highest	4.67	0.50	highest
12 Principals should also actively use digital tools, such as through the kindergarten's WeChat official account, WeChat group or parent group, to push weekly popular science content about children's developmental characteristics and educational goals	4.69	0.51	highest	4.64	0.50	Highest
13 These goals and child development patterns are communicated to parents through regular teacher meetings and parent training workshops	4.80	0.43	highest	4.34	0.52	high
14 Establish detailed conservation education goals and refine them into measurable standards	4.76	0.43	highest	4.88	0.44	highest
<b>Total</b>	<b>4.71</b>	<b>0.45</b>	<b>highest</b>	<b>4.63</b>	<b>0.49</b>	<b>highest</b>

According to table 4.10, it can be found that the suitability of idea resonance ability of guidelines for improving kindergarten principals' professional leadership in family and kindergarten co-education in Hangzhou were at the highest level ( $\bar{X}=4.71$ ), which means idea resonance ability of guidelines for improving kindergarten principal's professional leadership were suitability. Considering the results of this research, the suitability of aspects ranged from highest to lowest mean were as follows: "principals first need to strengthen their own professional development, through systematic leadership training and continuous learning, to improve their communication skills and leadership skills in home co-education" was the highest mean ( $\bar{X}=4.89$ ), followed by "Principals should establish an information sharing system to systematically organize information about children's physical and mental development characteristics, growth patterns and conservation education goals, and provide them to parents. These materials can include professional articles, video lectures, and parenting guides" ( $\bar{X}=4.80$ ), "Kindergartens can work with universities or educational institutions to conduct regular workshops or seminars for principals and teachers" was the lowest mean ( $\bar{X}=4.55$ ).

The feasibility of idea resonance ability of guidelines for improving kindergarten principals' professional leadership in family and kindergarten co-education in Hangzhou were at the highest level ( $\bar{X}=4.63$ ), which means idea resonance ability of guidelines for improving kindergarten principal's professional leadership were feasibility. Considering the results of this research, the feasibility of aspects ranged from highest to lowest mean were as follows: "Set up interactive sessions to encourage parents to actively participate and share their parenting experience and confusion" was the highest ( $\bar{X}=4.89$ ), followed by "Principals should regularly organize family education training, and invite psychologists, education experts and senior teachers to provide professional guidance to parents" ( $\bar{X}=4.88$ ), "Principals should establish an information sharing system to systematically organize information about children's physical and mental development characteristics, growth patterns and conservation education goals, and provide them to parents,

including professional articles, video lectures, and parenting guides” was the lowest ( $\bar{X}=4.33$ ).

**Table 4.11** Mean and standard deviation of the suitability and feasibility of guidelines in professional support ability

(N=8)

	Improving professional support ability	Suitability			Feasibility		
		$\bar{X}$	S.D.	Level	$\bar{X}$	S.D.	Level
1	Principals can organize parent trainings	4.66	0.42	highest	4.88	0.45	highest
2	Principals can design interactive lessons	4.72	0.48	highest	4.89	0.49	highest
3	Principals can set up group discussions to simulate a family meal	4.71	0.54	highest	4.67	0.50	highest
4	Principals can build a support network for home co-parenting	4.69	0.51	highest	4.64	0.50	highest
5	Regularly hold lectures or workshops on the theme of family education, and invite dietitians and parenting experts to give professional explanations	4.55	0.35	highest	4.39	0.52	high
6	Use social media and the kindergarten's WeChat official account to share information about food education and upcoming events	4.62	0.51	highest	4.57	0.44	highest
7	Parents should be encouraged to take the initiative to raise specific problems they face in parenting	4.71	0.54	highest	4.67	0.50	highest

Table 4.11 (Continued)

(N=8)

	Improving professional support ability	Suitability			Feasibility		
		$\bar{X}$	S.D.	Level	$\bar{X}$	S.D.	Level
8	The Principal adopts a systematic communication and guidance strategy	4.75	0.43	highest	4.87	0.44	highest
9	Establish a "weekly recipe push mechanism"	4.70	0.33	highest	4.75	0.53	highest
10	Design a "Family Dinner Suggestion" from Monday to Friday	4.89	0.47	highest	4.34	0.53	high
11	Principals can design a visual "Children's Nutrition Intake Guide" and update it regularly to create easy-to-understand nutrition charts	4.56	0.35	highest	4.39	0.52	high
12	Parent Sharing Sessions or "Parenting Salons" can be held on a regular basis	4.62	0.51	highest	4.57	0.44	highest
13	Organize categorical discussion groups, such as "Eating Problems in Young Children" and "Emotional Management in Young Children"	4.76	0.43	highest	4.88	0.44	highest
<b>Total</b>		<b>4.70</b>	<b>0.45</b>	<b>highest</b>	<b>4.65</b>	<b>0.48</b>	<b>highest</b>

According to table 4.11, it can be found that the suitability of professional support ability of guidelines for improving kindergarten principals' professional leadership in family and kindergarten co-education in Hangzhou were at the highest level ( $\bar{X}=4.71$ ), which means professional support ability of guidelines for improving kindergarten principal's professional leadership were suitability. Considering the results of this research, the suitability of aspects ranged from highest to lowest mean were as follows: "design a "Family Dinner Suggestion" from Monday to Friday" was the highest mean ( $\bar{X}=4.89$ ), followed by "organize categorical discussion groups, such as "Eating Problems " and "Emotional Management in Young Children" ( $\bar{X}=4.76$ ), "regularly hold lectures or workshops on the theme of family education, and invite dietitians and parenting experts to give professional explanations" was the lowest mean ( $\bar{X}=4.55$ ).

The feasibility of professional support ability of guidelines for improving kindergarten principals' professional leadership in family and kindergarten co-education in Hangzhou were at the highest level ( $\bar{X}=4.63$ ), which means professional support ability of guidelines for improving kindergarten principal's professional leadership were feasibility. Considering the results of this research, the feasibility of aspects ranged from highest to lowest mean were as follows: "principals can design interactive lessons" was the highest ( $\bar{X}=4.89$ ), followed by "organize categorical discussion groups, such as eating problems in young children and emotional management in young children" ( $\bar{X}=4.88$ ), "design a family dinner suggestion from Monday to Friday" was the lowest ( $\bar{X}=4.34$ ).

**Table 4.12** Mean and standard deviation of the suitability and feasibility of guidelines in organization and coordination ability

(N=8)

	Improving organization and coordination ability	Suitability			Feasibility		
		$\bar{X}$	S.D.	Level	$\bar{X}$	S.D.	Level
1	Put the level of family education guidance in the teacher evaluation system	4.55	0.35	highest	4.39	0.52	high
2	Incorporate family education guidance services into the overall work plan of the kindergarten, and set clear goals and implementation steps.	4.62	0.51	highest	4.57	0.44	highest
3	Principals list the specific items and activities of family education guidance in the annual plan	4.71	0.54	highest	4.67	0.50	highest
4	Establish and implement a system of home visits	4.76	0.43	highest	4.88	0.44	highest
5	The principal should take the lead in carrying out home visits	4.70	0.33	highest	4.75	0.53	highest
6	Set up regular parent-teacher meetings and networking activities	4.62	0.51	highest	4.57	0.44	highest
7	Through modern communication methods such as email and WeChat groups, timely share information and resources related to family education	4.70	0.54	highest	4.67	0.50	Highest

Table 4.12 (Continued)

(N=8)

	Improving organization and coordination ability	Suitability			Feasibility		
		$\bar{X}$	S.D.	Level	$\bar{X}$	S.D.	Level
8	Linking teachers' level of family education guidance to performance evaluations, adding the item "family education guidance" to teachers' annual evaluations	4.69	0.51	highest	4.64	0.50	highest
	<b>Total</b>	<b>4.69</b>	<b>0.45</b>	<b>highest</b>	<b>4.65</b>	<b>0.48</b>	<b>highest</b>

According to table 4.12, it can be found that the suitability of organization and coordination ability of guidelines for improving kindergarten principals' professional leadership in family and kindergarten co-education in Hangzhou were at the highest level ( $\bar{X}=4.69$ ), which means organization and coordination ability of guidelines for improving kindergarten principal's professional leadership were suitability. Considering the results of this research, the suitability of aspects ranged from highest to lowest mean were as follows: "establish and implement a system of home visits" was the highest mean ( $\bar{X}=4.76$ ), followed by "principals list the specific items and activities of family education guidance in the annual plan" ( $\bar{X}=4.71$ ), "put the level of family education guidance in the teacher evaluation system" was the lowest mean ( $\bar{X}=4.55$ ).

The feasibility of organization and coordination ability of guidelines for improving kindergarten principals' professional leadership in family and kindergarten co-education in Hangzhou were at the highest level ( $\bar{X}=4.65$ ), which means organization and coordination ability of guidelines for improving kindergarten principal's professional leadership were feasibility. Considering the results of this research, the feasibility of aspects ranged from highest to lowest mean were as

follows: “establish and implement a system of home visits” was the highest ( $\bar{X}=4.88$ ), followed by “the principal should take the lead in carrying out home visits” ( $\bar{X}=4.75$ ), “Put the level of family education guidance in the teacher evaluation system” was the lowest ( $\bar{X}=4.34$ ).

**Table 4.13** Mean and standard deviation of the suitability and feasibility of guidelines in sustainable development ability

(N=8)

	Improving sustainable development ability	Suitability			Feasibility		
		$\bar{X}$	S.D.	Level	$\bar{X}$	S.D.	Level
1	Establish an information-sharing platform to bring together research results, policy changes and best practices in kindergarten care education at home and abroad	4.80	0.43	highest	4.33	0.52	high
2	Principals should actively participate in relevant professional training and learning activities, including educational seminars, workshops and online courses at home and abroad	4.76	0.43	highest	4.89	0.44	highest
3	Principals are encouraged to join professional associations and online communities	4.70	0.33	highest	4.75	0.53	highest
4	Organize regular team learning and discussion meetings to discuss the characteristics of children's physical and mental development and the goals of childcare education	4.89	0.47	highest	4.34	0.53	high

Table 4.13 (Continued)

(N=8)

	Improving sustainable development ability	Suitability			Feasibility		
		$\bar{X}$	S.D.	Level	$\bar{X}$	S.D.	Level
5	Establish an "academic linkage" mechanism, cooperate with universities and research institutions, and regularly invite scholars to give special lectures	4.66	0.42	highest	4.88	0.45	Highest
6	Principals can build a "reflective" learning community and organize regular case sharing sessions	4.72	0.48	highest	4.87	0.49	highest
7	The principal should organize a team of teachers to conduct field visits to excellent kindergartens at home and abroad to observe their successful practices and management models in conservation education	4.71	0.54	highest	4.67	0.50	highest
8	Principals can develop a personal professional development plan with clear learning goals and schedules	4.76	0.43	highest	4.87	0.44	Highest
<b>Total</b>		<b>4.75</b>	<b>0.44</b>	<b>highest</b>	<b>4.70</b>	<b>0.48</b>	<b>highest</b>

According to table 4.13, it can be found that the suitability of sustainable development ability of guidelines for improving kindergarten principals' professional leadership in family and kindergarten co-education in Hangzhou were at the highest level ( $\bar{X}=4.75$ ), which means sustainable development ability of guidelines for improving kindergarten principal's professional leadership were suitability.

Considering the results of this research, the suitability of aspects ranged from highest to lowest mean were as follows: “organize regular team learning and discussion meetings to discuss the characteristics of children's physical and mental development and the goals of childcare education” was the highest mean ( $\bar{X}=4.89$ ), followed by “establish an information-sharing platform to bring together research results, policy changes and best practices in kindergarten care education at home and abroad” ( $\bar{X}=4.80$ ), “establish an academic linkage mechanism, cooperate with universities and research institutions, and regularly invite scholars to give special lectures” was the lowest mean ( $\bar{X} = 4.66$ ).

The feasibility of sustainable development ability of guidelines for improving kindergarten principals' professional leadership in family and kindergarten co-education in Hangzhou were at the highest level ( $\bar{X}=4.70$ ), which means sustainable development ability of guidelines for improving kindergarten principal's professional leadership were feasibility. Considering the results of this research, the feasibility of aspects ranged from highest to lowest mean were as follows: “principals should actively participate in relevant professional training and learning activities, including educational seminars, workshops and online courses at home and abroad” was the highest ( $\bar{X}=4.89$ ), followed by “establish an "academic linkage" mechanism, cooperate with universities and research institutions, and regularly invite scholars to give special lectures” ( $\bar{X}=4.88$ ), “establish an information-sharing platform to bring together research results, policy changes and best practices in kindergarten care education at home and abroad” was the lowest ( $\bar{X}=4.33$ ).

## Chapter 5

### Conclusion, Discussion and Recommendations

The research in the guidelines for improving the kindergarten principal's professional leadership in family and kindergarten co-education in Hangzhou, China. The objectives of this research were: 1) to study the components of kindergarten principal's professional leadership in family and kindergarten co-education in Hangzhou, China. 2) to analyze the current situation of kindergarten principal's professional leadership in family and kindergarten co-education in Hangzhou, China. 3) to develop guidelines for improving kindergarten principal's professional leadership in family and kindergarten co-education in Hangzhou, China. 4) to evaluate guidelines for improving kindergarten principal's professional leadership in family and kindergarten co-education in Hangzhou, China. The details are as follows:

#### Conclusion

The research was in the guidelines for improving the kindergarten principal's professional leadership in family and kindergarten co-education in Hangzhou, China. The researcher summarizes the conclusion into four parts, details as follows:

Part 1: The components of kindergarten Principal's professional leadership in family and kindergarten co-education in Hangzhou, China.

Part 2: The current situation of kindergarten Principal's professional leadership in family and kindergarten co-education in Hangzhou, China.

Part 3: The guidelines for improving kindergarten Principal's professional leadership in family and kindergarten co-education in Hangzhou, China.

Part 4: The suitability and feasibility of guidelines for improving kindergarten Principal's professional leadership in family and kindergarten co-education in Hangzhou, China.

**Part 1: The components of kindergarten principal's professional leadership in family and kindergarten co-education in Hangzhou, China.**

Through the files and the experts, the researcher gets four variables of kindergarten Principal's professional leadership in family and kindergarten co-education, idea resonance ability, professional support ability, organization and coordination ability and sustainable development ability. The first variable includes 10 items, the second variable includes 14 items, the third variable includes 10 items and the fourth variable includes 12 items.

**1. Idea resonance ability**

This variable included 10 items and the details were as follow: 1) The principal guides teachers and parents to adhere to the child-oriented, respect individual differences, and protect children's curiosity and interest in learning; 2) The principal guides teachers and parents to agree with the concept of quality education, provides appropriate education, and promotes the all-round development of each child's personality; 3) The principal guides teachers and parents to put the safety and health of children in the first place, and attaches great importance to mental health while paying attention to physical health; 4) The principal guides teachers and parents to agree with the concept of combining education with education, and education should be based on children's life and take games as the basic activities; 5) The principal guides parents to realize that the family is the first classroom and parents are the first teacher's sense of responsibility; 6) The principal guides parents to pay attention to family construction, build upward, harmonious and harmonious family relations, and set an example to cultivate children's good moral character and behavioral habits; 7) The principal guides parents to create a good living and activity environment, so that children can properly participate in social life, enrich life experience, and develop sociality; 8) The director adheres to the vision of cooperative education development, clarifies the development goals, and enhances the joint efforts of education; 9) The principal adheres to the problem orientation, and the kindergarten and parents cooperate closely to communicate the children's thoughts, emotions, physical and mental conditions, and daily performance in a

timely manner; 10) The principal guides teachers and parents to make comprehensive use of various educational resources, expand children's living and learning space, and jointly create good conditions for children's development.

## **2. Professional support ability**

This variable included 14 items and the details were as follow: 1) Before and after the children enter the kindergarten, the head of the kindergarten guides health workers and teachers to popularize the protection of physical and mental health of children to parents in a timely manner; 2) Before the high incidence of diseases such as influenza, the kindergarten director instructed health workers and teachers to disseminate the precautions to parents in a timely manner through wechat public accounts or class groups; 3) The principal directs health care workers and teachers to provide parents with emotional companionship and communication methods for children through wechat public accounts; 4) The principal guides teachers or nursery staff to introduce child care methods such as child habit formation to parents through class groups; 5) Before every Saturday, the head of the kindergarten supervises the health staff to publish the recipes for the next day through the kindergarten bulletin board and wechat public account; 6) The principal guides parents to adjust the types of family dinner in time to balance the children's diet according to the recipe released by the kindergarten for next Monday; 7) Before children enter the kindergarten, the director of the kindergarten introduces the development goals of childcare education for children in the next three years and defines the goals of stage co-education by relying on the Guide for Learning and Development of Children aged 3-6; 8) At the end of the semester or before the beginning of the semester, the principal guides the teachers to introduce the theme activities of childcare education in the new semester to the parents, clarify the content of co-parenting, so that parents can use the winter and summer holidays to help their children do the corresponding life experience and other preparatory work; 9) Before the launch of the theme activities, the principal guides the teachers to introduce the topic selection, main line, activities, ability improvement and other contents of the theme activities to parents through the home contact column,

wechat group or Dingding group, so that parents can understand the significance of the theme for the growth of children from a professional perspective; 10) The principal supervises the teacher to release the plan for the next week through the home contact column, wechat group or Dingding group, so that parents can clearly know the general situation of their children's week; 11) The principal guides and encourages teachers to introduce children's daily life and games in the kindergarten to parents through wechat group or Dingding Group every day, so that parents can better experience the company of games; 12) The principal has established a home co-education learning community, organized teaching and scientific research activities, solved problems in the work practice of teachers' homes, and promoted the professional growth of teachers; 13) The principal guides teachers to observe children, collect information and understand children's excellent behavior, interest and hobby development potential and problems; 14) The principal guides teachers to collect parents' parenting experience and parenting confusion, and help solve them through classified discussions.

### **3. Organization and coordination ability**

This variable included 10 items and the details were as follow: 1) The director integrated social resources, established the kindergarten family education steering committee, and actively promoted the construction of expert teams; 2) The principal integrates parents' resources, organizes and establishes parents' committees, and participates in major decision-making, daily management and supervision of kindergartens; 3) Based on the needs of children and parents, principals organized the establishment of parent school and carried out the construct of co-parenting curriculum system; 4) Principal organized a regular communication mechanism in kindergarten to guide teachers to understand the situation of children and the needs of parents in a timely manner; 5) The principal organized the establishment of a normal communication mechanism for kindergartens, conducted classified communication and cooperation for home co-education, solved problems in a timely manner and shared experience; 6) The principal has incorporated family education guidance services into the kindergarten

work plan, and the level and performance of teachers' family education guidance into the teacher evaluation system; 7) The principal organizes kindergarten teachers to coordinate parents to make individualized education plans according to the development needs of each child; 8) The principal implements the home visit system and takes the lead in carrying out home visits; 9) The principal implements the home visit system, and the class teacher visits each student at least once per semester; 10) The principal will organize corresponding activities in conjunction with the International Family Day on May 15 and the National Family Education Publicity Week.

Ministry of Education, Ministry of Public Security, Ministry of Civil Affairs, etc (2023) promulgated the policy of Opinions of the Ministry of Education and Thirteen Other Departments on Improving the Mechanism of School Family Social Collaborative Education and proposed that the principal integrates social resources to establish a School Family Education Guidance Committee and actively promotes the development of an expert team. The principal establishes a regular communication mechanism, leading teachers to stay informed about children's situations and parents' needs in a timely manner. The principal includes family education guidance services in the school's (kindergarten's three-year development plan and annual work plan), incorporating teachers' family education guidance proficiency into the teacher evaluation system. The principal implements the home visit system, taking the lead in conducting home visits. The principal implements the home visit system, and the class teacher visits each student at least once per semester. And according to the actual situation of the kindergarten, the principal will organize corresponding activities in conjunction with the International Family Day on May 15 and the National Family Education Publicity Week. Ministry of Education (2015) promulgated the policy of Professional standards for kindergarten principals and proposed that The principal consolidates parent resources to establish a Parent Committee, which participates in major decisions, daily management, and supervision of the kindergarten. Ministry of Education (2020) promulgated the policy of Draft Law of the People's Republic of China on Preschool Education (Draft for Comments) and

proposed that Based on the needs of children and parents, the principal establishes a Parent School and actively develops a home-kindergarten co-education curriculum system. Ministry of Education (2022) promulgated the policy of Guidelines for Quality Assessment of Kindergarten Care Education and proposed that The principal establishes a regular communication mechanism, classifying home-kindergarten co-education cooperation and communication, promptly solving problems and sharing experiences. The principal includes family education guidance services in the school's (kindergarten's three-year development plan and annual work plan), incorporating teachers' family education guidance proficiency into the teacher evaluation system.

#### **4. Sustainable development ability**

This variable included 12 items and the details were as follow: 1) The principal has the consciousness of lifelong learning and sustainable development, and insists on continuous practice and reflection; 2) The principal and children, teachers, parents, experts and other members of the home co-education learning community learn from each other and grow together; 3) The director has mastered the methods and ways to promote the integration of excellent culture into the home; 4) The principal understands the development trend and reform experience of kindergarten nursing education at home and abroad; 5) The principal pays timely attention to grasp the laws, regulations and policies related to preschool education; 6) The principal understands the application of educational information technology in home co-breeding; 7) Principals master the physical and mental development characteristics and growth rules of children, development goals of different ages and kindergarten education goals; 8) The principal is familiar with the knowledge and methods of organizing and implementing educational activities such as the creation of kindergarten environment, daily life in kindergarten and game activities; 9) The head master the knowledge and methods of home co-breeding; 10) The principal master the strategies and methods of effective communication with teachers, parents, social organizations and other departments; 11) The principal is familiar with social educational resources; 12) The director has certain knowledge of natural sciences, humanities and social sciences, and has good moral character and artistic accomplishment.

**Part 2: The current situation of kindergarten principal's professional leadership in family and kindergarten co-education in Hangzhou, China.**

The current situation of kindergarten principal's professional leadership in family and kindergarten co-education in four aspects was at the highest level. Considering the results of this research aspects ranged from the highest to the lowest mean were as follows: the highest mean was idea resonance ability, followed by sustainable development ability, organization and coordination ability was the lowest mean.

**1. Idea resonance ability**

The current situation of kindergarten principal's professional leadership in family and kindergarten co-education in idea resonance ability was at the highest level. Considering the results of this research aspects ranged from the highest to the lowest mean were as follows: the highest mean was the principal guides teachers and parents to agree with the concept of combining education with education, and education should be based on children's life and take games as the basic activities, followed by the principal guides teachers and parents to put the safety and health of children in the first place, and attaches great importance to mental health while paying attention to physical health, The principal guides parents to realize that the family is the first classroom and parents are the first teacher's sense of responsibility was the lowest mean.

**2. Professional support ability**

The current situation of kindergarten principal's professional leadership in family and kindergarten co-education in professional support ability was at the highest level. Considering the results of this research aspects ranged from the highest to lowest mean were as follow: the highest mean was before the high incidence of diseases such as influenza, the kindergarten director instructed health workers and teachers to disseminate the precautions to parents in a timely manner through wechat public accounts or class groups, followed by before every Saturday, the head of the kindergarten supervises the health staff to publish the recipes for the next day through the kindergarten bulletin board and wechat public account, the principal

guides parents to adjust the types of family dinner in time to balance the children's diet according to the recipe released by the kindergarten for next Monday was the lowest mean.

### **3. Organization and coordination ability**

The current situation of kindergarten principal's professional leadership in family and kindergarten co-education in organization and coordination ability was at the highest level. Considering the results of this research aspects ranged from the highest to lowest mean were as follow: the highest mean was the principal will organize corresponding activities in conjunction with the International Family Day on May 15 and the National Family Education Publicity Week, followed by the principal organizes kindergarten teachers to coordinate parents to make individualized education plans according to the development needs of each child, the principal implements the home visit system and takes the lead in carrying out home visits was at the lowest level.

### **4. Sustainable development ability**

The current situation of instructional leadership of kindergarten principal's professional leadership in family and kindergarten co-education in sustainable development ability was at the highest level. Considering the results of this research aspects ranged from the highest to lowest mean were as follow: the highest mean was the principal has the consciousness of lifelong learning and sustainable development, and insists on continuous practice and reflection, followed by the principal has mastered the methods and ways to promote the integration of excellent culture into the home, the principal understands the development trend and reform experience of kindergarten nursing education at home and abroad was at the lowest mean.

### **Part 3: The guidelines for improving kindergarten principal's professional leadership in family and kindergarten co-education in Hangzhou, China.**

There were 43 guidelines for improving kindergarten principal's professional leadership in family and kindergarten co-education in Hangzhou, China. Considering the results of this research aspects ranged from guidelines were as follows: there

were 14 measures for improving idea resonance ability of kindergarten principal's professional leadership. There were 13 measures for improving professional support ability of kindergarten principal's professional leadership. There were 8 measures for improving organization and coordination ability of kindergarten principal's professional leadership. And there were 8 measures for improving sustainable development ability of kindergarten principal's professional leadership.

### **1. Improving idea resonance ability**

The guidelines for improving idea resonance ability included 14 measures: 1) Principals should regularly organize family education training, and invite psychologists, education experts and senior teachers to provide professional guidance to parents; 2) The training should set up interactive sessions to encourage parents to actively participate and share their parenting experience and confusion; 3) Through hands-on activities such as case sharing and role-playing, parents learn how to implement effective education in their families in real-life situations; 4) Parents are encouraged to actively participate in the activities of the kindergarten, which include not only regular parent-teacher meetings, but also parent-child activities and educational seminars; 5) Principals should establish an information sharing system to systematically organize information about children's physical and mental development characteristics, growth patterns and conservation education goals, and provide them to parents. These materials can include professional articles, video lectures, and parenting guides; 6) Principals should encourage parents to give positive feedback on their confusion and experience in homeschooling, and set up a discussion platform to focus on these issues; 7) Principals guide parents to share their experiences and challenges to create an open and inclusive atmosphere; 8) Principals first need to strengthen their own professional development, through systematic leadership training and continuous learning, to improve their communication skills and leadership skills in home co-education; 9) Kindergartens work with universities or educational institutions to conduct regular workshops or seminars for principals and teachers; 10) Principals create an internal learning community and organize teachers in the kindergarten to read relevant educational

books and share their experiences; 11) Principals communicate the importance of coeducation to parents by creating parent training programs, holding regular family education seminars or parent open days; 12) Principals should also actively use digital tools, such as through the kindergarten's WeChat official account, WeChat group or parent group, to push weekly popular science content about children's developmental characteristics and educational goals; 13) These goals and child development patterns are communicated to parents through regular teacher meetings and parent training workshops; 14) Establish detailed conservation education goals and refine them into measurable standards.

## **2. Professional support ability**

The guidelines for improving professional support ability included 13 measures: 1) Principals can organize parent trainings; 2) Principals can design interactive lessons; 3) Principals can set up group discussions to simulate a family meal; 4) Principals can build a support network for home co-parenting; 5) Regularly hold lectures or workshops on the theme of family education, and invite dietitians and parenting experts to give professional explanations; 6) Use social media and the kindergarten's WeChat official account to share information about food education and upcoming events; 7) Parents should be encouraged to take the initiative to raise specific problems they face in parenting; 8) The Principal adopts a systematic communication and guidance strategy; 9) Establish a "weekly recipe push mechanism"; 10) Design a "Family Dinner Pairing Suggestion" for each meal; 11) Principals can design a visual "Children's Nutrition Intake Guide" and update it regularly to create easy-to-understand nutrition charts; 12) Parent Sharing Sessions or "Parenting Salons" can be held on a regular basis; 13) Organize categorical discussion groups, such as "Eating Problems in Young Children" and "Emotional Management in Young Children".

## **3. Improving organization and coordination ability**

The guidelines for improving organization and coordination ability included 8 measures: 1) Put the level of family education guidance in the teacher evaluation system; 2) Incorporate family education guidance services into the overall work plan

of the kindergarten, and set clear goals and implementation steps; 3) It is recommended that the principal list the specific items and activities of family education guidance in the annual plan; 4) Establish and implement a system of home visits; 5) The principal should take the lead in carrying out home visits; 6) Set up regular parent-teacher meetings and networking activities; 7) Through modern communication methods such as email and WeChat groups, timely share information and resources related to family education; 8) Linking teachers' level of family education guidance to performance evaluations, adding the item "family education guidance" to teachers' annual evaluations.

#### **4. Improving sustainable development ability**

The guidelines for improving sustainable development ability included 8 measures: 1) Establish an information-sharing platform to bring together research results, policy changes and best practices in kindergarten care education at home and abroad; 2) Principals should actively participate in relevant professional training and learning activities, including educational seminars, workshops and online courses at home and abroad; 3) Principals are encouraged to join professional associations and online communities; 4) Organize regular team learning and discussion meetings to discuss the characteristics of children's physical and mental development and the goals of childcare education; 5) Establish an "academic linkage" mechanism, cooperate with universities and research institutions, and regularly invite scholars to give special lectures; 6) Establish an "academic linkage" mechanism, cooperate with universities and research institutions, and regularly invite scholars to give special lectures; 7) The principal should organize a team of teachers to conduct field visits to excellent kindergartens at home and abroad to observe their successful practices and management models in conservation education; 8) Principals can develop a personal professional development plan with clear learning goals and schedules.

**Part 4: The suitability and feasibility of guidelines for improving kindergarten principal's professional leadership in family and kindergarten co-education in Hangzhou, China.**

The suitability and feasibility of guidelines for improving kindergarten principals' professional leadership in family and kindergarten co-education in Hangzhou were at the highest level, which means guidelines for improving kindergarten principal's professional leadership were suitability and feasibility. Considering the results of this research, the suitability of aspects ranged from highest to lowest mean were as follows: improving professional ability is the highest mean, followed by improving idea resonance ability, improving sustainable development ability is the lowest mean. Considering the results of this research, the feasibility of aspects ranged from highest to lowest mean were as follows: improving organization and coordination ability is the highest, followed by idea resonance ability, improving sustainable development ability is the lowest mean.

**1. Improving idea resonance ability**

The suitability of idea resonance ability of guidelines for improving kindergarten principals' professional leadership in family and kindergarten co-education in Hangzhou were at the highest level, which means idea resonance ability of guidelines for improving kindergarten principal's professional leadership were suitability. Considering the results of this research, the suitability of aspects ranged from highest to lowest mean were as follows: principals first need to strengthen their own professional development, through systematic leadership training and continuous learning, to improve their communication skills and leadership skills in home co-education was the highest mean, followed by Principals should establish an information sharing system to systematically organize information about children's physical and mental development characteristics, growth patterns and conservation education goals, and provide them to parents. These materials can include professional articles, video lectures, and parenting guides, Kindergartens can work with universities or educational institutions to conduct regular workshops or seminars for principals and teachers was the lowest mean.

The feasibility of idea resonance ability of guidelines for improving kindergarten principals' professional leadership in family and kindergarten co-education in Hangzhou were at the highest level, which means idea resonance ability of guidelines for improving kindergarten principal's professional leadership were feasibility. Considering the results of this research, the feasibility of aspects ranged from highest to lowest mean were as follows: Set up interactive sessions to encourage parents to actively participate and share their parenting experience and confusion was the highest, followed by Principals should regularly organize family education training, and invite psychologists, education experts and senior teachers to provide professional guidance to parents, Principals should establish an information sharing system to systematically organize information about children's physical and mental development characteristics, growth patterns and conservation education goals, and provide them to parents, including professional articles, video lectures, and parenting guides was the lowest.

## **2. Improving professional support ability**

The suitability of professional support ability of guidelines for improving kindergarten principals' professional leadership in family and kindergarten co-education in Hangzhou were at the highest level, which means professional support ability of guidelines for improving kindergarten principal's professional leadership were suitability. Considering the results of this research, the suitability of aspects ranged from highest to lowest mean were as follows: design a "Family Dinner Suggestion" from Monday to Friday was the highest mean, followed by organize categorical discussion groups, such as "Eating Problems in Young Children" and "Emotional Management in Young Children", regularly hold lectures or workshops on the theme of family education, and invite dietitians and parenting experts to give professional explanations was the lowest mean.

The feasibility of professional support ability of guidelines for improving kindergarten principals' professional leadership in family and kindergarten co-education in Hangzhou were at the highest level, which means professional support ability of guidelines for improving kindergarten principal's professional leadership

were feasibility. Considering the results of this research, the feasibility of aspects ranged from highest to lowest mean were as follows: principals can design interactive lessons was the highest, followed by organize categorical discussion groups, such as eating problems in young children and emotional management in young children, design a family dinner suggestion from Monday to Friday was the lowest mean.

#### **1. Improving organization and coordination ability**

The suitability of organization and coordination ability of guidelines for improving kindergarten principals' professional leadership in family and kindergarten co-education in Hangzhou were at the highest level, which means organization and coordination ability of guidelines for improving kindergarten principal's professional leadership were suitability. Considering the results of this research, the suitability of aspects ranged from highest to lowest mean were as follows: establish and implement a system of home visits was the highest mean, followed by principals list the specific items and activities of family education guidance in the annual plan, put the level of family education guidance in the teacher evaluation system was the lowest mean.

The feasibility of organization and coordination ability of guidelines for improving kindergarten principals' professional leadership in family and kindergarten co-education in Hangzhou were at the highest level, which means organization and coordination ability of guidelines for improving kindergarten principal's professional leadership were feasibility. Considering the results of this research, the feasibility of aspects ranged from highest to lowest mean were as follows: establish and implement a system of home visits was the highest, followed by the principal should take the lead in carrying out home visits, Put the level of family education guidance in the teacher evaluation system was the lowest mean.

#### **4. Improving sustainable development ability**

The suitability of sustainable development ability of guidelines for improving kindergarten principals' professional leadership in family and kindergarten co-education in Hangzhou were at the highest level, which means sustainable development ability of guidelines for improving kindergarten principal's professional

leadership were suitability. Considering the results of this research, the suitability of aspects ranged from highest to lowest mean were as follows: organize regular team learning and discussion meetings to discuss the characteristics of children's physical and mental development and the goals of childcare education was the highest mean, followed by establish an information-sharing platform to bring together research results, policy changes and best practices in kindergarten care education at home and abroad, establish an academic linkage mechanism, cooperate with universities and research institutions, and regularly invite scholars to give special lectures was the lowest mean.

The feasibility of sustainable development ability of guidelines for improving kindergarten principals' professional leadership in family and kindergarten co-education in Hangzhou were at the highest level, which means sustainable development ability of guidelines for improving kindergarten principal's professional leadership were feasibility. Considering the results of this research, the feasibility of aspects ranged from highest to lowest mean were as follows: principals should actively participate in relevant professional training and learning activities, including educational seminars, workshops and online courses at home and abroad was the highest, followed by establish an academic linkage mechanism, cooperate with universities and research institutions, and regularly invite scholars to give special lecture, establish an information-sharing platform to bring together research results, policy changes and best practices in kindergarten care education at home and abroad was the lowest mean.

## **Discussion**

The research in guidelines for improving kindergarten principal's professional leadership in family and kindergarten co-education in Hangzhou, China. The researcher summarized the discussion into four parts, details as follows:

Part 1: The components of kindergarten Principal's professional leadership in family and kindergarten co-education in Hangzhou, China.

Part 2: The current situation of kindergarten Principal's professional leadership in family and kindergarten co-education in Hangzhou, China.

Part 3: The guidelines for improving kindergarten Principal's professional leadership in family and kindergarten co-education in Hangzhou, China.

Part 4: The suitability and feasibility of guidelines for improving kindergarten Principal's professional leadership in family and kindergarten co-education in Hangzhou, China.

**Part 1: The components of kindergarten Principal's professional leadership in family and kindergarten co-education in Hangzhou, China.**

Through the files and the experts, the researcher gets four variables of kindergarten Principal's professional leadership in family and kindergarten co-education, which is idea resonance ability, professional support ability, organization and coordination ability and sustainable development ability. Ministry of Education, Ministry of Public Security, Ministry of Civil Affairs, etc (2023) promulgated the policy of Opinions of the Ministry of Education and Thirteen Other Departments on Improving the Mechanism of School Family Social Collaborative Education, which include the four variables. Ministry of Education (2021) promulgated the policy of Opinions of the Ministry of Education on Carrying out Comprehensive Supervision and Evaluation of the End of Term of Office of School (Kindergarten) Leaders in Primary and Secondary Schools. Ministry of Education (2012) promulgated the policy of Professional Standards for Kindergarten Teachers (Trial). Ministry of Education (2001) promulgated the policy of Guidelines for Kindergarten Education (Trial). Ministry of Education (2015) promulgated the policy of Professional standards for kindergarten principals. The Standing Committee of the 13th National People's Congress (2021) promulgated the policy of Law of the People's Republic of China on Education. The Standing Committee of the 12th Zhejiang Provincial People's Congress (2017) promulgated the policy of Regulations on Preschool Education in Zhejiang Province. These policies above included three variables, the idea resonance ability, organization and coordination ability, and sustainable development ability.

### 1. Idea resonance ability

This variable included 10 items and the details were as follow: 1) The principal guides teachers and parents to adhere to the child-oriented, respect individual differences, and protect children's curiosity and interest in learning; 2) The principal guides teachers and parents to agree with the concept of quality education, provides appropriate education, and promotes the all-round development of each child's personality; 3) The principal guides teachers and parents to put the safety and health of children in the first place, and attaches great importance to mental health while paying attention to physical health; 4) The principal guides teachers and parents to agree with the concept of combining education with education, and education should be based on children's life and take games as the basic activities; 5) The principal guides parents to realize that the family is the first classroom and parents are the first teacher's sense of responsibility; 6) The principal guides parents to pay attention to family construction, build upward, harmonious and harmonious family relations, and set an example to cultivate children's good moral character and behavioral habits; 7) The principal guides parents to create a good living and activity environment, so that children can properly participate in social life, enrich life experience, and develop sociality; 8) The director adheres to the vision of cooperative education development, clarifies the development goals, and enhances the joint efforts of education; 9) The principal adheres to the problem orientation, and the kindergarten and parents cooperate closely to communicate the children's thoughts, emotions, physical and mental conditions, and daily performance in a timely manner; 10) The principal guides teachers and parents to make comprehensive use of various educational resources, expand children's living and learning space, and jointly create good conditions for children's development.

Ministry of Education (2020) promulgated the policy of draft law of the people's republic of China on preschool education (draft for comments) and proposed that the principal guides teachers and parents to prioritize children, respect individual differences, and protect children's curiosity and interest in learning. Ministry of Education (2001) promulgated the policy of guidelines for Kindergarten Education

(Trial) and proposed that the principal encourages teachers and parents to strongly promote quality education, fostering the comprehensive development of each child in morality, intelligence, physical fitness, aesthetics, and practical skills, with a focus on individuality. Ministry of Education (2022) promulgated the policy of Guidelines for Quality Assessment of Kindergarten Care Education and proposed that the principal emphasizes that teachers and parents should prioritize the safety and health of children, giving equal importance to both physical and mental health. Ministry of Education (2021) promulgated the policy of Opinions of the Ministry of Education on Carrying out Comprehensive Supervision and Evaluation of the End of Term of Office of School (Kindergarten) Leaders in Primary and Secondary Schools and proposed that the principal guides teachers and parents to integrate care and education, using children's daily life as the foundation and play as the primary activity. The Standing Committee of the National People's Congress (2021) promulgated the policy of Law of the People's Republic of China on the Promotion of Family Education and proposed that the principal helps parents recognize the responsibility of the family as the first classroom and parents as the child's first teachers. Ministry of Education, Ministry of Public Security, Ministry of Civil Affairs, etc (2023) promulgated the policy of Opinions of the Ministry of Education and Thirteen Other Departments on Improving the Mechanism of School Family Social Collaborative Education and proposed that The principal encourages parents to focus on family building, creating an upward, kind, and harmonious family relationship, and leading by example to cultivate good morals and habits in children. The Standing Committee of the 12th Zhejiang Provincial People's Congress (2017) promulgated the policy of Regulations on Preschool Education in Zhejiang Province and proposed that the principal guides parents to create a good living and activity environment, allowing children to participate appropriately in social life, enriching their life experiences, and developing their social skills. Ministry of Education (2015) promulgated the policy of Professional standards for kindergarten principals and proposed that the principal adheres to the vision of collaborative development in education, clarifying development goals and enhancing the synergy of education, the principal adopts a problem-oriented

approach, fostering close cooperation between the kindergarten and parents, and facilitating timely communication about the child's thoughts, emotions, physical and mental condition, and daily behavior, and the principal guides teachers and parents to comprehensively utilize various educational resources, expanding the space for children's living and learning, and creating favorable conditions for their development.

## **2. Professional support ability**

This variable included 14 items and the details were as follow: 1) Before and after the children enter the kindergarten, the head of the kindergarten guides health workers and teachers to popularize the protection of physical and mental health of children to parents in a timely manner; 2) Before the high incidence of diseases such as influenza, the kindergarten director instructed health workers and teachers to disseminate the precautions to parents in a timely manner through wechat public accounts or class groups; 3) The principal directs health care workers and teachers to provide parents with emotional companionship and communication methods for children through wechat public accounts; 4) The principal guides teachers or nursery staff to introduce child care methods such as child habit formation to parents through class groups; 5) Before every Saturday, the head of the kindergarten supervises the health staff to publish the recipes for the next day through the kindergarten bulletin board and wechat public account; 6) The principal guides parents to adjust the types of family dinner in time to balance the children's diet according to the recipe released by the kindergarten for next Monday; 7) Before children enter the kindergarten, the director of the kindergarten introduces the development goals of childcare education for children in the next three years and defines the goals of stage co-education by relying on the Guide for Learning and Development of Children aged 3-6; 8) At the end of the semester or before the beginning of the semester, the principal guides the teachers to introduce the theme activities of childcare education in the new semester to the parents, clarify the content of co-parenting, so that parents can use the winter and summer holidays to help their children do the corresponding life experience and other preparatory work;

9) Before the launch of the theme activities, the principal guides the teachers to introduce the topic selection, main line, activities, ability improvement and other contents of the theme activities to parents through the home contact column, wechat group or Dingding group, so that parents can understand the significance of the theme for the growth of children from a professional perspective; 10) The principal supervises the teacher to release the plan for the next week through the home contact column, wechat group or Dingding group, so that parents can clearly know the general situation of their children's week; 11) The principal guides and encourages teachers to introduce children's daily life and games in the kindergarten to parents through wechat group or Dingding Group every day, so that parents can better experience the company of games; 12) The principal has established a home co-education learning community, organized teaching and scientific research activities, solved problems in the work practice of teachers' homes, and promoted the professional growth of teachers; 13) The principal guides teachers to observe children, collect information and understand children's excellent behavior, interest and hobby development potential and problems; 14) The principal guides teachers to collect parents' parenting experience and parenting confusion, and help solve them through classified discussions.

Ministry of Education, Ministry of Public Security, Ministry of Civil Affairs, etc (2023) promulgated the policy of Opinions of the Ministry of Education and Thirteen Other Departments on Improving the Mechanism of School Family Social Collaborative Education and proposed that the principal guides health care teachers and teachers to provide parents with emotional support and communication methods for their children through the kindergarten's WeChat account, the principal establishes a collaborative learning community for home-kindergarten co-education, organizing teaching and research activities to address practical problems and promote teachers' professional growth, and before launching a theme, the principal instructs teachers to use the home-kindergarten communication board to introduce the theme's topic, main lines, activities, and skill development to parents, enabling them to understand the significance of the theme for their child's growth from a

professional perspective. Ministry of Education (2020) promulgated the policy of Draft Law of the People's Republic of China on Preschool Education (Draft for Comments) and proposed that the principal instructs teachers to introduce methods for cultivating children's habits to parents through class groups. Ministry of Education (2001) promulgated the policy of Guidelines for Kindergarten Education (Trial) and proposed that the principal guides parents to adjust the family's dinner menu before Saturday each week, balancing the children's diet based on the kindergarten's upcoming weekly menu, and the principal guides teachers to observe children, collect information on their excellent behaviors, interests, potential for development, and areas for improvement. Ministry of Education (2021) promulgated the policy of Opinions of the Ministry of Education on Carrying out Comprehensive Supervision and Evaluation of the End of Term of Office of School (Kindergarten) Leaders in Primary and Secondary Schools and proposed that before children enter kindergarten, the principal introduces parents to the developmental goals of childcare and education for the next three years, based on the Guidelines for Learning and Development for Children Aged 3-6, clarifying the co-education objectives for each stage. Ministry of Education (2022) promulgated the policy of Guidelines for Quality Assessment of Kindergarten Care Education and proposed that at the end or beginning of the semester (typically during the parent-teacher meeting at the start of the semester), the principal instructs teachers to introduce the new semester's childcare and education themes to parents, clarifying co-education content so that parents can help children prepare relevant life experiences during winter or summer breaks, and the principal guides teachers to collect parents' parenting experiences and concerns, organize discussions, and help resolve these issues. Ministry of Education (2015) promulgated the policy of Professional standards for kindergarten principals and proposed that the principal encourages teachers to inform parents about their child's daily play activities at kindergarten, allowing parents to better experience play-based companionship.

### **3. Organization and coordination ability**

This variable included 10 items and the details were as follow: 1) The director integrated social resources, established the kindergarten family education steering committee, and actively promoted the construction of expert teams; 2) The principal integrates parents' resources, organizes and establishes parents' committees, and participates in major decision-making, daily management and supervision of kindergartens; 3) Based on the needs of children and parents, principals organized the establishment of parent school and carried out the construct of co-parenting curriculum system; 4) Principal organized a regular communication mechanism in kindergarten to guide teachers to understand the situation of children and the needs of parents in a timely manner; 5) The principal organized the establishment of a normal communication mechanism for kindergartens, conducted classified communication and cooperation for home co-education, solved problems in a timely manner and shared experience; 6) The principal has incorporated family education guidance services into the kindergarten work plan, and the level and performance of teachers' family education guidance into the teacher evaluation system; 7) The principal organizes kindergarten teachers to coordinate parents to make individualized education plans according to the development needs of each child; 8) The principal implements the home visit system and takes the lead in carrying out home visits; 9) The principal implements the home visit system, and the class teacher visits each student at least once per semester; 10) The principal will organize corresponding activities in conjunction with the International Family Day on May 15 and the National Family Education Publicity Week.

### **4. Sustainable development ability**

This variable included 12 items and the details were as follow: 1) The principal has the consciousness of lifelong learning and sustainable development, and insists on continuous practice and reflection; 2) The principal and children, teachers, parents, experts and other members of the home co-education learning community learn from each other and grow together; 3) The director has mastered

the methods and ways to promote the integration of excellent culture into the home; 4) The principal understands the development trend and reform experience of kindergarten nursing education at home and abroad; 5) The principal pays timely attention to grasp the laws, regulations and policies related to preschool education; 6) The principal understands the application of educational information technology in home co-breeding; 7) Principals master the physical and mental development characteristics and growth rules of children, development goals of different ages and kindergarten education goals; 8) The principal is familiar with the knowledge and methods of organizing and implementing educational activities such as the creation of kindergarten environment, daily life in kindergarten and game activities; 9) The head master the knowledge and methods of home co-breeding; 10) The principal master the strategies and methods of effective communication with teachers, parents, social organizations and other departments; 11) The principal is familiar with social educational resources; 12) The director has certain knowledge of natural sciences, humanities and social sciences, and has good moral character and artistic accomplishment.

Ministry of Education (2021) promulgated the policy of Professional Standards for Kindergarten Teachers (Trial) and proposed that the principal is aware of lifelong learning and continuous development, consistently engaging in practice and reflection. The principal understands the latest developments and reform experiences in kindergarten care and education globally. Ministry of Education (2021) promulgated the policy of Opinions of the Ministry of Education on Carrying out Comprehensive Supervision and Evaluation of the End of Term of Office of School (Kindergarten) Leaders in Primary and Secondary Schools and proposed that the principal learned from and grows together with members of the home-kindergarten co-education learning community, including children, teachers, parents, and experts. The principal mastered the methods and ways to promote the integration of excellent culture into the home. Ministry of Education (2015) promulgated the policy of Professional standards for kindergarten principals and proposed that The principal keeps up-to-date with laws, regulations, and policies related to early childhood

education. The principal is knowledgeable about the application of educational information technology in home-kindergarten co-education. The principal understands the physical and mental development characteristics of children, the developmental goals for different age groups, and the objectives of kindergarten care and education. The principal adheres to child-centered, play-based education, applying scientific educational principles. The principal is proficient in the knowledge and methods of home-kindergarten co-education. Ministry of Education, Ministry of Public Security, Ministry of Civil Affairs, etc (2023) promulgated the policy of Opinions of the Ministry of Education and Thirteen Other Departments on Improving the Mechanism of School Family Social Collaborative Education and proposed that The principal is skilled in communication strategies and methods for effectively engaging with teachers, parents, and social organizations. The principal is familiar with social education resources. The principal possesses knowledge in natural sciences and humanities, as well as strong moral character and artistic appreciation.

**Part 2: The current situation of kindergarten Principal's professional leadership in family and kindergarten co-education in Hangzhou, China.**

The current situation of kindergarten principal's professional leadership in family and kindergarten co-education in four aspects was at the highest level. Considering the results of this research aspects ranged from the highest to the lowest mean were as follows: the highest mean was idea resonance ability, followed by sustainable development ability, organization and coordination ability was the lowest. The main reasons were as follows: 1) The education concept is highly focused, and a lot of policy documents and academic studies emphasize the importance of the idea. That was why the idea resonance ability is the highest one. 2)The concept of lifelong learning, learning organization and learning society is deeply rooted in the heart, and the country provides a rich learning support platform. So the sustainable development ability was the second one. 3) The kindergarten principal's professional ability is closely watched and different level of trainings provides professional lessons to help principals to be more professional. Professional support ability was the third one. 4) family and Kindergarten

co-education was relatively weak, and the organization and communication led by principals were less. That was why the organization and coordination ability was the lowest one. Chen Xiaoyan (2024, p.1) proposed that early childhood education should strengthen the cooperation between kindergartens and parents, establish a correct concept of early childhood education, let parents resources fully integrate with kindergarten education, innovate the mechanism and model of home co-education, and maintain the sustainable development of home co-education. Mr. Chen Heqin put forward: "Early childhood education is a very complex matter, not the family on the one hand can be competent alone, not the kindergarten on the other hand can be competent alone, we must work together to get the full effect." Luo Li, Hong Xiumin (2012. p.27) proposed that by adapting the Principal's Leadership Scale compiled by Zheng Yanxiang, she formed a questionnaire on the leadership of kindergarten principals. Through statistical analysis of the survey data, she found that the leadership level of kindergarten principals in China was unevenly distributed. Generally speaking, the leaders' structural leadership, educational leadership, curriculum and teaching guidance ability and scientific research guidance ability were relatively low. The director's planning ability and communication skills need to be improved. Yang Dan & Dan Fei (2018, p.525) proposed that the principals of private kindergartens have relatively strong communication and interpersonal skills and pay attention to the development of innovation ability, but their educational leadership and curriculum development abilities are relatively weak.

### **1. Idea resonance ability**

The current situation of kindergarten principal's professional leadership in family and kindergarten co-education in idea resonance ability was at the highest level. Considering the results of this research aspects ranged from the highest to the lowest mean were as follows: the highest mean was the principal guides teachers and parents to agree with the concept of combining education with education, and education should be based on children's life and take games as the basic activities, followed by the principal guides teachers and parents to put the safety and health of children in the first place, and attaches great importance to mental health while

paying attention to physical health, The principal guides parents to realize that the family is the first classroom and parents are the first teacher's sense of responsibility was the lowest mean. There are three main reasons: 1) The child-oriented, play-based concept of children's basic activities is deeply rooted in the hearts of the principals, and many policy documents, training and inspection repeatedly emphasized the result. 2) Safety and health occupy an important position in kindergarten education, and the kindergarten principal is the first responsible person, so the principal attaches great importance to it. 3) For a long time, school education has occupied almost all, and family education is lacking or insufficient, so school teachers are the main responsible person for children in the education concept of parents. Wang Juan (2019, p.87) proposed that early childhood health education has a unique value for the all-round development of children, and points out that family health education has a weak foundation, which is manifested by parents' one-sided attention to children's health and neglect of the cultivation of social adaptation and living habits. This shows that kindergarten directors play a key role in guiding parents to pay comprehensive attention to children's health, and it is necessary to promote parents' cognitive upgrading and realize home co-parenting. Zhang Hongmei (2011, p.79) proposed that the concept of "health first" emphasizes the importance of outdoor activities in safeguarding children's physical and mental health. This supports the role of principals in promoting the physical and mental health of young children, that is, through the design and implementation of outdoor activities, principals can provide children with more comprehensive opportunities for healthy development. Dai Liyi. (2018, p.22) proposed that whether a person can be well grounded in society and achieve sustainable development depends not only on good school education, but also on social education to a greater extent. The family is the child's first classroom, parents are the child's first teacher.

## **2. Professional support ability**

The current situation of kindergarten principal's professional leadership in family and kindergarten co-education in professional support ability was at the highest level. Considering the results of this research aspects ranged from the highest

to lowest mean were as follow: the highest mean was before the high incidence of diseases such as influenza, the kindergarten director instructed health workers and teachers to disseminate the precautions to parents in a timely manner through wechat public accounts or class groups, followed by before every Saturday, the head of the kindergarten supervises the health staff to publish the recipes for the next day through the kindergarten bulletin board and wechat public account, the principal guides parents to adjust the types of family dinner in time to balance the children's diet according to the recipe released by the kindergarten for next week was the lowest mean. There were three main reasons: 1) The safety status and safety education of children in the park are in the first place, and the supervision and inspection training of the government management part is very strong, and the health of children is also very important to parents. 2) The weekly publication of recipes is one of the supervision and inspection projects of the government management department to the kindergarten, so the kindergarten principal implements the recipe in place. 3) The low score of diet suggestions is a manifestation of the lack of information sharing between kindergartens and parents, as well as the lack of family education guidance in kindergartens, which is relatively common at present. Zhang Haiyan, Song Shikui & Duan Mengjie (2019, p.84) believe that the challenges family education faces in the new media era include backward educational concepts and the lack of social support system. This emphasizes the importance of principals in guiding parents to renew their educational concepts and improve the quality of education, as well as their role in building a social support system, so as to promote the effective connection between family education and kindergarten education. Hou Li (2020, p.89) proposed that the construction of a new type of cooperative relationship between homes must first place early childhood education in a relationship network, consider the family as an important interest subject and educational practice subject, and reasonably treat the educational demands of parents. Secondly, we should make full use of the family's educational resources. Chen Xiaoyan (2024, p.1) proposed that early childhood education should strengthen the cooperation between kindergartens and parents, establish a correct

concept of early childhood education, fully integrate parents' resources with kindergarten education, innovate the mechanism and model of home co-education, and maintain the sustainable development of home co-education.

### **3. Organization and coordination ability**

The current situation of kindergarten principal's professional leadership in family and kindergarten co-education in organization and coordination ability was at the highest level. Considering the results of this research aspects ranged from the highest to lowest mean were as follow: the highest mean was the principal will organize corresponding activities in conjunction with the International Family Day on May 15 and the National Family Education Publicity Week, followed by the principal organizes kindergarten teachers to coordinate parents to make individualized education plans according to the development needs of each child, the principal implements the home visit system and takes the lead in carrying out home visits was at the lowest level. There were three main reasons: 1) There is a home visit system in the kindergarten, but the executor is the teacher, and the principal is only the supervisor. 2) Home co-education mostly refers to the interaction between teachers and parents, and the principal only deals with prominent problems and does not participate in specific interactions. 3) The kindergarten is mostly used for receiving different inspections of various management parts and completing a number of assessments, considering the macro development of the kindergarten. Wang Yang (2019, p.143) proposed that in recent years, China's emphasis on preschool education has become increasingly prominent, which has been transformed into the supervision of government departments at all levels. The kindergarten principal's routine work comes with a variety of frequent inspection items, which makes the kindergarten principal physically and mentally tired. The most critical problem is that most inspections are repetitive, such as fire safety issues, where fire stations, police stations, and communities all have supervisory functions. So excessive repetitive inspection work will inevitably occupy more business time of the principal. Yan Deting (2023, p.24) elaborated on the great influence of the Guide on Learning and Development for Children aged 3-6 on scientific activities and on children and

teachers, reflecting that teachers pay attention to the integrity of children's learning and development, respect for children's individual differences, understand children's learning styles and characteristics, and attach importance to children's learning quality. Qi Wunian (2017, p.7) proposed to incorporate the home-school cooperation mechanism into the framework of the modern school system, emphasizing that schools and families (communities) share the responsibility for the growth of left-behind children, and its measures include restoring the home visit system, innovating the form of parents' meetings, and using information technology to build a platform for members in different places to create a "common life without being together". The "school in school" model takes the initiative to "take" the family education of left-behind children to the school, and increases the responsibility and mechanism of family education in addition to assuming the normal responsibility of education and teaching.

#### **4. Sustainable development ability**

The current situation of instructional leadership of kindergarten principal's professional leadership in family and kindergarten co-education in sustainable development ability was at the highest level. Considering the results of this research aspects ranged from the highest to lowest mean were as follow: the highest mean was the principal has the consciousness of lifelong learning and sustainable development, and insists on continuous practice and reflection, followed by the principal has mastered the methods and ways to promote the integration of excellent culture, the principal understands the development trend and reform experience of kindergarten nursing education at home and abroad was at the lowest mean. There were three main reasons: 1) Lifelong learning, learning society, learning organization, learning family and other related concepts have a long history, but there is a lack of grasp of foreign information. 2) Kindergartens have always paid attention to the construction of kindergarten culture, especially with the return of traditional culture, the influence of kindergartens on families has gradually increased. 3) The existing training system keeps up with the hot spots of The Times, but kindergarten principals lack English learning and seldom use professional databases,

resulting in a relatively backward acquisition of cutting-edge information. Li Zhaohui (2011, p.24) proposed that it was a new trend for school leaders to move towards cultural leadership. In reality, the implementation of the principal's cultural leadership mission is influenced by the conservative nature of the school culture itself, its role orientation and the constraints of cultural traditions, which makes the path of the principal becoming a cultural leader full of difficulties. To become a cultural leader, the headmaster needs to rebuild the organizational culture of the school, define the role orientation and strengthen his own quality. Bao Chuanyou, Mao Yaqing (2019, p.80) proposed that Since the idea of "educationalist running a school" was put forward, how to train more excellent principals has become a hot topic in the field of practice, and principal training as an important way to train excellent principals has attracted much attention. However, due to the lack of systematic research on the quality and growth law of excellent principals, the training of principals still stays at the experience level, which is lack of systematic, not strong pertinence, low level repetition phenomenon is prominent, and the efficiency of training resources is not high. Liu Linfang, Liu Haimin (2015, p.85) proposed that the principal leads all the work of the kindergarten in an all-round way, and the teaching work is always the core task of the kindergarten and the key point of the principal's leading and guiding work. Only with a high level of professional quality can the principals rationally plan the development of kindergartens, improve the quality of curriculum and teaching, provide more professional guidance and support for teachers, and realize the improvement of the quality of kindergarten education. The high professional level of the principal is also conducive to establishing the professional prestige and enhancing the influence on the kindergarten teaching staff. Because of this, the head of the kindergarten should constantly expand the knowledge and storage, improve the ability and water level, and strive to become an expert in kindergarten conservation and education.

### **Part 3: The guidelines for improving kindergarten Principal's professional leadership in family and kindergarten co-education in Hangzhou, China.**

There were 43 guidelines for improving kindergarten principal's professional leadership in family and kindergarten co-education in Hangzhou, China. Considering the results of this research aspects ranged from guidelines were as follows: there were 14 measures for improving idea resonance ability of kindergarten principal's professional leadership. There were 13 measures for improving professional support ability of kindergarten principal's professional leadership. There were 8 measures for improving organization and coordination ability of kindergarten principal's professional leadership. And there were 8 measures for improving sustainable development ability of kindergarten principal's professional leadership.

#### **1. Improving idea resonance ability**

The guidelines for improving idea resonance ability included 14 measures:

- 1) Principals should regularly organize family education training, and invite psychologists, education experts and senior teachers to provide professional guidance to parents;
- 2) The training should set up interactive sessions to encourage parents to actively participate and share their parenting experience and confusion;
- 3) Through hands-on activities such as case sharing and role-playing, parents learn how to implement effective education in their families in real-life situations;
- 4) Parents are encouraged to actively participate in the activities of the kindergarten, which include not only regular parent-teacher meetings, but also parent-child activities and educational seminars;
- 5) Principals should establish an information sharing system to systematically organize information about children's physical and mental development characteristics, growth patterns and conservation education goals, and provide them to parents. These materials can include professional articles, video lectures, and parenting guides;
- 6) Principals should encourage parents to give positive feedback on their confusion and experience in homeschooling, and set up a discussion platform to focus on these issues;
- 7) Principals guide parents to share their experiences and challenges to create an open and inclusive atmosphere;
- 8) Principals first need to strengthen their own professional development, through

systematic leadership training and continuous learning, to improve their communication skills and leadership skills in home co-education; 9) Kindergartens work with universities or educational institutions to conduct regular workshops or seminars for principals and teachers; 10) Principals create an internal learning community and organize teachers in the kindergarten to read relevant educational books and share their experiences; 11) Principals communicate the importance of coeducation to parents by creating parent training programs, holding regular family education seminars or parent open days; 12) Principals should also actively use digital tools, such as through the kindergarten's WeChat official account, WeChat group or parent group, to push weekly popular science content about children's developmental characteristics and educational goals; 13) These goals and child development patterns are communicated to parents through regular teacher meetings and parent training workshops; 14) Establish detailed conservation education goals and refine them into measurable standards.

Yan Deting (2023, p.24) elaborated on the great influence of the Guide on Learning and Development for Children aged 3-6 on scientific activities and on children and teachers, reflecting that teachers pay attention to the integrity of children's learning and development, respect for children's individual differences, understand children's learning styles and characteristics, and attach importance to children's learning quality. Gu Lilan, Li Gang, Zhang Sheng, Xin Tao & Kang Liying (2022, p.10) propose that the overlapping influence of school education, family education and social education can achieve the overall education effect and jointly promote the all-round development of students. Chu Zhaohui (2021, p.33) proposed that the practice of family, school and community cooperation in child-rearing has achieved certain results but has not reached the ideal goal, and the implementation strategy adopted after the value proposition is determined becomes the primary factor determining its effectiveness. Coordination in solving problems of common concern is the starting point of the overall strategy, and reaching consensus through equal consultation of all parties is the preferred strategy. When it is difficult to reach consensus on a large scale, hierarchical and targeted coordination can be chosen.

Bao Chuanyou, Mao Yaqing. (2019, p.80) proposed that in the process of training principals, we should: innovate the training concept, promote the effective docking of training supply and demand; Improve the systematic design of training courses and promote the integration of three-dimensional objectives of "belief, ability and practice"; Expand the training path and realize the integration and utilization of various learning resources; Establish a three-dimensional collaborative training mechanism to create a supportive environment for the growth of excellent principals.

## **2. Professional support ability**

The guidelines for improving professional support ability included 13 measures: 1) Principals can organize parent trainings; 2) Principals can design interactive lessons; 3) Principals can set up group discussions to simulate a family meal; 4) Principals can build a support network for home co-parenting; 5) Regularly hold lectures or workshops on the theme of family education, and invite dietitians and parenting experts to give professional explanations; 6) Use social media and the kindergarten's WeChat official account to share information about food education and upcoming events; 7) Parents should be encouraged to take the initiative to raise specific problems they face in parenting; 8) The Principal adopts a systematic communication and guidance strategy; 9) Establish a "weekly recipe push mechanism"; 10) Design a "Family Dinner Pairing Suggestion" for each meal; 11) Principals can design a visual "Children's Nutrition Intake Guide" and update it regularly to create easy-to-understand nutrition charts; 12) Parent Sharing Sessions or "Parenting Salons" can be held on a regular basis; 13) Organize categorical discussion groups, such as "Eating Problems in Young Children" and "Emotional Management in Young Children".

Zhang Zixuan and Li Haiyan (2021, p.43) proposed that kindergarten safety management is a complex and huge system, which needs to be managed from multiple aspects and perspectives. We should integrate the elements related to safety management and construct a "safety risk prevention management system" which is consistent with the actual situation and educational purpose of

kindergartens in our country. Zhang Yiyun (2024, p.304) proposed that the construction of heterogeneous learning communities, immersive practice platforms, and co-construction and sharing of food and education resources could help kindergarten teachers improve their food and education literacy. Song Fangfang (2023, p.24) emphasizes the wholeness of cognition, body and environment, providing a new theoretical perspective for early childhood education. The paper puts forward four ways to promote food breeding in kindergartens: to mobilize body and mind, to establish scientific food breeding concept; Based on interaction, explore the generative feeding content; Create scenarios and promote the experiential implementation process; Focus on methods and explore the guiding strategies of embodiment.

### **3. Improving organization and coordination ability**

The guidelines for improving organization and coordination ability included 8 measures: 1) Put the level of family education guidance in the teacher evaluation system; 2) Incorporate family education guidance services into the overall work plan of the kindergarten, and set clear goals and implementation steps; 3) It is recommended that the principal list the specific items and activities of family education guidance in the annual plan; 4) Establish and implement a system of home visits; 5) The principal should take the lead in carrying out home visits; 6) Set up regular parent-teacher meetings and networking activities; 7) Through modern communication methods such as email and WeChat groups, timely share information and resources related to family education; 8) Linking teachers' level of family education guidance to performance evaluations, adding the item "family education guidance" to teachers' annual evaluations.

Han Jinghua (2023, p.4) proposed that home-school collaborative education under "Internet +" could provide more diversified and innovative teaching contents and methods for home-school collaborative education. Based on this, the role of home-school collaborative education under "Internet +" is analyzed, and a rich and scientific collaborative education path is drawn, including the use of information exchange platform to establish home-school co-education places, the integration of

education resources to build home-school education websites, and the use of information technology to promote home-school co-education activities, aiming to provide certain help for preschool teachers to carry out home-school collaborative education. Zhang Yafei (2023, p.54) explored a new way to carry out food safety education for adolescents. Aiming at the problems of low level of family participation and less coordination between family and school, based on the coordination theory, a food safety education system with shared responsibility, consensus of ideas and the same frequency of actions is constructed. Wang Zhifang & Zhang Yanping (2023, p.24), through questionnaire survey and semi-structured interview, understood the current situation of parents' and teachers' cognition of home-school collaborative parenting and the practice of home-school collaborative parenting, and based on this, proposed that teachers' family education guidance should clarify role positioning, clear concept connotation, Content non-utilitarian, systematic training, and guarantee normalization. Chen Xiaoyan. (2024, p.3). proposed that in home co-breeding, children, kindergartens and homes should be clearly defined responsibility, to establish a normal way of information communication. Such as the use of advanced scientific and technological means, including APP, wechat and other modern Internet social software, as well as education resources related to children and other data, to establish a multi-level and multi-dimensional home co-education education system. Establish an information exchange platform and maintain regular or even immediate contact with parents. Through the development of parents' meetings, parents' salons and other forms of home communication, we continue to expand home contact channels. Face to face with parents and timely understanding of parents' needs and expectations is an important way to establish a trusting relationship between kindergartens and parents.

#### **4. Improving sustainable development ability**

The guidelines for improving sustainable development ability included 8 measures: 1) Establish an information-sharing platform to bring together research results, policy changes and best practices in kindergarten care education at home and abroad; 2) Principals should actively participate in relevant professional training

and learning activities, including educational seminars, workshops and online courses at home and abroad; 3) Principals are encouraged to join professional associations and online communities; 4) Organize regular team learning and discussion meetings to discuss the characteristics of children's physical and mental development and the goals of childcare education; 5) Establish an "academic linkage" mechanism, cooperate with universities and research institutions, and regularly invite scholars to give special lectures; 6) Establish an "academic linkage" mechanism, cooperate with universities and research institutions, and regularly invite scholars to give special lectures; 7) The principal should organize a team of teachers to conduct field visits to excellent kindergartens at home and abroad to observe their successful practices and management models in conservation education; 8) Principals can develop a personal professional development plan with clear learning goals and schedules.

Feng Xiaxia (2012, p.3) proposed that the professional knowledge of kindergarten teachers is an important part of their professional quality, which reflects the uniqueness and irreplaceability of kindergarten teachers as a specialized profession. Kindergarten teachers can promote the development of their own professional knowledge through independent lifelong learning, cooperation and communication with peers, reflective practice and other ways. Liu Linfang, Liu Haimin. (2015, p.85) proposed that the most important way for principals to improve their professional qualities is through continuous learning, and learning is an important way for principals to achieve professional growth. In the change of education, a learning leader is more likely to obtain the recognition and support of the members of the organization, and is conducive to the establishment of the learning culture of the entire organization, and the learning and research atmosphere in the camp. Zhang Lei (2022, p.66) proposed that home visiting is still an important way that not only has the value of excellent traditional Chinese culture but also is endowed with the mission of The Times. It is not only the necessary action to improve the effect of educating people, but also the educational responsibility to inherit the "family culture", so it is the practical force of family education guidance.

**Part 4: Suitability and feasibility of guidelines for improving kindergarten Principal's professional leadership in family and kindergarten co-education in Hangzhou, China.**

The suitability and feasibility of guidelines for improving kindergarten principals' professional leadership in family and kindergarten co-education in Hangzhou were at the highest level, which means guidelines for improving kindergarten principal's professional leadership were suitability and feasibility. Considering the results of this research, the suitability of aspects ranged from highest to lowest mean were as follows: improving professional ability is the highest mean, followed by improving idea resonance ability, improving sustainable development ability is the lowest mean. Considering the results of this research, the feasibility of aspects ranged from highest to lowest mean were as follows: improving organization and coordination ability is the highest, followed by idea resonance ability, improving sustainable development ability is the lowest mean. There were three main reasons: 1) Lack of targeted and systematic training: The current training methods are single and lack of pertinence, which makes it difficult for the principal to effectively apply the theoretical knowledge learned to practical work. The director also lacks systematic vocational training and further education opportunities, and it is difficult to continuously improve his professional quality and leadership. 2) Unclear role cognition: Many principals focus too much on administrative functions and focus on daily operation, financial management and logistics support, ignoring their important responsibilities as educational leaders and lacking a deep understanding of their role as educational leaders. 3) Management pressure and work burden: Kindergarten principals face heavy management pressure and work burden, and may not have enough time and energy to focus on their own leadership improvement and lifelong development.

Sun Wenyun, Li Cuiwen & Ye Tongtong (2022, p.33) proposed that in May 2021, the Ministry of Education and the Ministry of Finance issued the "Notice on the Implementation of the National Training Plan for Primary and Secondary School Kindergarten Teachers (2021-2025)", clearly proposing the goals and tasks during the

"14th Five-Year Plan" period. It is to promote the reform of the "national training Plan" guided by teachers' independent learning, systematic improvement and sustainable development, implement hierarchical and classified precise training, establish a mechanism for teachers' independent development, and explore teachers' independent learning selection model. The Kindergarten Principal Training Center of the Ministry of Education, on the basis of summarizing the work experience of kindergarten principal and teacher training, combined with new requirements, put forward the exploration of the training work of building a learning platform, a communication platform, a display platform and a growth platform, aiming to improve the quality and efficiency of kindergarten principal training and help the professional development of the kindergarten principal team.

Yang Dan & Dan Fei (2018, p.17) proposed that lifelong learning is the concept requirement written into the professional standards of principals. Since "lifelong learning" was proposed by UNESCO in the mid-1960s, it has received much attention from the educational theoretical research circles in China for a long period of time. Even from the folk proverb "Never too old to learn", it can be seen that the concept of lifelong learning has existed in China in ancient times. However, it has not been generally and seriously treated in the real social life. With the continuous improvement of the breadth, depth and perfection of the implementation of the "national training" of the principal, people continue to pay attention to the behavior of the principal as a "leader" in the early childhood education team to practice "lifelong learning", coupled with the needs of social development situation, the atmosphere of the whole society to practice the concept of lifelong learning is gradually strong. This is of positive significance to the overall improvement of the quality of the people and human resources, and is of great value to the realization of the Chinese dream of the great rejuvenation of the Chinese nation.

Wang Mo & Hong Xiumin (2024, p.107) proposed that in order to ensure the professional quality of principals and prevent principals from stopping their studies after obtaining the Principal certificate before the specified year, the Hong Kong government formulated the Consultation Document on the Continuing Professional

Development of Principals. The principal is required to continue to participate in professional development activities to promote the principal's continuous improvement after joining the company. In 2002, the Hong Kong Education Department published the Guidelines on Continuing Professional Development for School Principals to ensure smooth implementation of the Consultation Paper on Continuing Professional Development for School Principals. In terms of safeguarding the professional quality of principals, the Guidelines on the Continuing Professional Development of Principals have strict provisions on the professional development beliefs, personal values and leadership of principals.

In summary, to improve the feasibility and adaptability of the professional leadership of kindergarten principals, we can improve the assessment system, let teachers pay more attention to the guidance of family education, and formulate more reasonable evaluation standards. The directors should take active actions to communicate and cooperate with universities and scientific research institutions, so that the content and form of lectures are more targeted and more in line with needs. Principals can learn more information system related knowledge, fully mobilize the enthusiasm of teachers, we work together to build a good information sharing platform.

### **1. Improving idea resonance ability**

The suitability of idea resonance ability of guidelines for improving kindergarten principals' professional leadership in family and kindergarten co-education in Hangzhou were at the highest level, which means idea resonance ability of guidelines for improving kindergarten principal's professional leadership were suitability. Considering the results of this research, the suitability of aspects ranged from highest to lowest mean were as follows: principals first need to strengthen their own professional development, through systematic leadership training and continuous learning, to improve their communication skills and leadership skills in home co-education was the highest mean, followed by principals should establish an information sharing system to systematically organize information about children's physical and mental development characteristics, kindergartens can work with

universities or educational institutions to conduct regular workshops or seminars for principals and teachers was the lowest mean. There were three main reasons: 1) The content is out of touch with the reality: the content of the workshop or symposium may not be closely aligned with the actual work needs of kindergarten principals, and the lack of pertinence and practicability will lead to little harvest for kindergarten principals. 2) Unreasonable time arrangement: These activities may be arranged in the busy hours of the principals, resulting in the principals unable to devote themselves to learning, affecting the quality of training. 3) Lack of follow-up support: After the workshop or symposium, there may be insufficient follow-up support and practical opportunities, which makes it difficult for the principals to apply the knowledge in practical work, thus reducing the training effect.

Wang Mo & Hong Xiumin (2024, p.109) proposed that in 2015, the Ministry of Education of the People's Republic of China issued the Professional Standards for Kindergarten Principals, which put forward new requirements for the professional quality of kindergarten principals. All departments should strengthen the qualification training for kindergarten principals according to the standards. But at present, the effectiveness of the training of principals in the mainland is not optimistic, there are some problems, such as the content of the training is not very targeted, lack of clarity, innovation, difference and practicability; Lay emphasis on theory, not close enough with practice, single form; The management system is not perfect enough, and the evaluation feedback effect is poor. Therefore, it is an urgent problem to establish a scientific and reasonable training system for principals and improve the quality of principal training. Therefore, to formulate clear professional quality requirements of the principal and set up the corresponding training content has become the top priority of the current reform of the mainland principal training system. Zhang Zhongbin, Shi Yan & Fu Runkai (2022, p.33) still have many problems in training practice, such as the lack of "individualized" and "hierarchical" demand diagnosis, the "scattered elements" and "closed structure" of the training system. And satisfaction assessment "track deviation" and other problems, these problems hinder the professional development and quality improvement of kindergarten principals.

The feasibility of idea resonance ability of guidelines for improving kindergarten principals' professional leadership in family and kindergarten co-education in Hangzhou were at the highest level, which means idea resonance ability of guidelines for improving kindergarten principal's professional leadership were feasibility. Considering the results of this research, the feasibility of aspects ranged from highest to lowest mean were as follows: Set up interactive sessions to encourage parents to actively participate and share their parenting experience and confusion was the highest, followed by Principals should regularly organize family education training, and invite psychologists, education experts and senior teachers to provide professional guidance to parents, Principals should establish an information sharing system to systematically organize information about children's physical and mental development characteristics, growth patterns and conservation education goals, and provide them to parents, including professional articles, video lectures, and parenting guides was the lowest. There were three main reasons: 1) Uneven content quality: Professional articles, video lectures, parenting guides and other contents are of low quality, lacking authority and practicality, which makes parents' trust and recognition of these resources low. 2) Lack of interaction and feedback mechanism: the information sharing system may only transmit information one-way, and the lack of interaction and feedback mechanism between parents and the kindergarten leads to parents being unable to express their needs and opinions in a timely manner, which also affects the optimization and improvement of information by the kindergarten. 3) Inadequate publicity and promotion: the kindergarten does not promote the information sharing system enough, and parents do not have a high degree of understanding of these resources, so they lack the motivation to take the initiative to obtain and use these resources.

Wang Mo & Hong Xiumin (2024, p.110) proposed that the current principal training has a single training form, which mainly consists of special lectures and practical activities, and still focuses on passive listening under major themes, lacking the interaction between principal and trainer and multiple situations. Therefore, the single training form should be changed in the training, and new training forms and

training contents should be added based on the needs of the principal, so as to improve the principal's interest in ginseng training while truly improving their own ability and improving the effectiveness of training. Wang Yang (2019, p.143) proposed that in recent years, China's emphasis on preschool education has become increasingly prominent, which has been transformed into the supervision of government departments at all levels. The kindergarten principal's routine work comes with a variety of frequent inspection items, which makes the kindergarten principal physically and mentally tired. The most critical problem is that most inspections are repetitive, such as fire safety issues, where fire stations, police stations, and communities all have supervisory functions. So excessive repetitive inspection work will inevitably occupy more business time of the principal.

## **2. Improving professional support ability**

The suitability of professional support ability of guidelines for improving kindergarten principals' professional leadership in family and kindergarten co-education in Hangzhou were at the highest level, which means professional support ability of guidelines for improving kindergarten principal's professional leadership were suitability. Considering the results of this research, the suitability of aspects ranged from highest to lowest mean were as follows: design a "Family Dinner Suggestion" from Monday to Friday was the highest mean, followed by organize categorical discussion groups, such as "Eating Problems in Young Children" and "Emotional Management in Young Children", regularly hold lectures or workshops on the theme of family education, and invite dietitians and parenting experts to give professional explanations was the lowest mean. There were four main reasons: 1) Unreasonable schedule: the time of the lecture or workshop chosen by the principal may conflict with the parents' daily work and living arrangements, resulting in parents being unable to attend. 2) The lecture content is not attractive: The content of the lecture or workshop may not meet the needs and expectations of parents, lack of novelty and practicality, resulting in a lack of interest of parents. 3) Insufficient publicity and promotion: The principal does not promote and promote the lectures or workshops enough, and parents do not have a high degree of understanding of

these activities, so they cannot actively participate in them. 4) The level of professional lecturers is uneven: the level of invited dietitians and parenting experts may be uneven, resulting in low quality lectures or workshops, affecting parents' participation and satisfaction.

Zhang Ying & Li Cen (2024, p.28) proposed that food breeding should fully consider the important role of family in the formation of children's eating habits, and family education should be taken into account. Parents should not only be invited to the kindergarten, but also be jointly carried out food breeding through home cooperation. Through sharing, teachers can pay attention to the feeding methods of young children's families in time, and effectively play the full role of parents in education, and to a certain extent, the concept of food and breeding in the home is consistent. Wang Yang (2019, p.144) proposed that the focus of improving the management of early childhood education is to obtain the support of parents. If a high degree of unity cannot be formed in the educational concept, the leadership of kindergarten principals will inevitably be severely restricted. In view of this phenomenon, it is necessary to communicate the education concept with a higher degree of compatibility. Parents' seminars in the park can be actively carried out, and the principal of the park will organize staff to explain the latest education concept and development significance to parents of young children, expand the collection of feedback from parents of young children, and summarize the feedback information to clarify the essential demands of most parents for early childhood education and further understand the adaptability of the direction of education reform. After organizing activities in the kindergarten and effectively collecting feedback information from parents, I will find out the direction of education optimization and reform, and formulate annual development plans. The principal will organize and coordinate the communication between staff and parents, evolve the way of leadership presentation, and achieve positive effects of improving the leadership of the kindergarten principal.

The feasibility of professional support ability of guidelines for improving kindergarten principals' professional leadership in family and kindergarten co-education in Hangzhou were at the highest level, which means professional support ability of guidelines for improving kindergarten principal's professional leadership were feasibility. Considering the results of this research, the feasibility of aspects ranged from highest to lowest mean were as follows: principals can design interactive lessons was the highest, followed by organize categorical discussion groups, such as eating problems in young children and emotional management in young children , design a family dinner suggestion from Monday to Friday was the lowest mean. There were three main reasons: 1) Lack of personalized recipe suggestions: the dinner suggestions given by the principal may be general and not personalized for different children's nutritional needs and taste preferences, leading to parents feeling that they are not practical enough. 2) Poor communication channels: the communication channels between the kindergarten and parents may not be smooth enough, and parents can not timely obtain or understand the purpose and content of recipe suggestions, which can not be well referred to and applied. 3) Lack of professional and authoritative recipe advice: Although the kindergarten director provides advice based on the diet of the kindergarten, some parents may have doubts about the food arrangement and nutrition combination of the kindergarten, and they may prefer to hear advice from professional nutritionists or cooking experts.

Chen Kun (2023, p.95) proposed that three meals a day is the most basic link in children's life, and it is also an important way for children to develop eating habits. Kindergartens and families should formulate a scientific, reasonable and balanced meal plan according to the nutritional needs of children and in combination with the 24 solar terms, and provide meals for children regularly and quantitatively. Chen Kun (2023, p.96) proposed that the early childhood stage is the key period to develop good eating behaviors and exercise habits, which requires the joint participation and mutual cooperation between families and kindergartens. Li Zhifang (2020, p.78) has less communication at home. More than half of parents have face-to-face

communication with teachers less than 3 times a month. The way of communication is relatively simple, and most parents are used to using network communication tools such as wechat or QQ to communicate with teachers. The reasons for problems in home co-education activities are as follows: Firstly, the lack of teachers' leadership leads to the poor communication of home, which leads to the difference and deviation of home concept and relationship; Secondly, the home interaction mode is unfavorable, which makes the home relationship appear weak, resulting in inefficient and ineffective behavior in home co-breeding activities. Third, the home communication problem orientation, so that parents and teachers lack trust, there is a disconnect between kindergarten and family education.

### **3. Improving organization and coordination ability**

The suitability of organization and coordination ability of guidelines for improving kindergarten principals' professional leadership in family and kindergarten co-education in Hangzhou were at the highest level, which means organization and coordination ability of guidelines for improving kindergarten principal's professional leadership were suitability. Considering the results of this research, the suitability of aspects ranged from highest to lowest mean were as follows: establish and implement a system of home visits was the highest mean, followed by principals list the specific items and activities of family education guidance in the annual plan, put the level of family education guidance in the teacher evaluation system was the lowest mean. There were two main reasons: 1) Complex assessment system: If the original assessment system of the kindergarten is already complicated, adding the assessment of the level of family education guidance may make teachers feel overloaded, resulting in resistance. 2) Difficult to quantify the assessment: The effect of family education guidance is often difficult to quantify directly, and needs to be comprehensively evaluated through parents' feedback, children's performance and other aspects, which increases the difficulty and subjectivity of the assessment, and may lead to low scores. Zhao Zheng (2024, p.705) proposed that kindergartens and families should have clear common goals, including children's all-round development and social emotional cultivation. The goal of co-parenting should be

clear, specific and in line with the expectations of the family. The effect of co-breeding can be evaluated by formulating specific evaluation indexes. These indicators can include academic performance, social ability, emotional expression, etc., and should be refined according to the development needs of children.

The feasibility of organization and coordination ability of guidelines for improving kindergarten principals' professional leadership in family and kindergarten co-education in Hangzhou were at the highest level, which means organization and coordination ability of guidelines for improving kindergarten principal's professional leadership were feasibility. Considering the results of this research, the feasibility of aspects ranged from highest to lowest mean were as follows: establish and implement a system of home visits was the highest, followed by the principal should take the lead in carrying out home visits , Put the level of family education guidance in the teacher evaluation system was the lowest mean. There were four main reasons: 1) It is difficult to implement: Integrating the guidance level of family education into the assessment system requires an objective and comprehensive assessment of the teacher's family education guidance ability, which requires a lot of manpower, material resources and time, and is difficult to implement. 2) Uneven distribution of resources: kindergartens may have uneven distribution of resources in family education guidance, which makes it difficult for some teachers to obtain adequate support and training, thus affecting their family education guidance level and thus affecting their assessment scores. 3) It is difficult to determine the evaluation criteria: the effect of family education guidance is difficult to be measured by specific quantitative indicators, so it is difficult to formulate scientific and reasonable evaluation criteria, which will also affect the fairness and effectiveness of the assessment. 4) Low participation of parents: Family education guidance needs parents' active participation and cooperation, but if parents are not interested in this or lack of time, then teachers' family education guidance will be difficult to get effective implementation and feedback, which will also affect the results of the assessment. Zhao Zheng (2024, p.706) proposed that through regular assessment and feedback of family and kindergarten co-education, problems and deficiencies can be

found in time, and parents' participation in early childhood education can be promoted to improve the quality and effect. First, develop clear assessment indicators to assess the quality of home co-parenting. For example, indicators such as parental engagement, parental understanding of and support for educational objectives, and the home learning environment may be included. Secondly, select the appropriate evaluation tool according to the evaluation index. Methods such as questionnaire survey and observation record can be used for evaluation. Assessment tools are then distributed to parents in kindergartens or surveys are conducted through online platforms. Based on parents' feedback and observations, the extent and status of their participation in early childhood education activities were understood. Furthermore, evaluation data is collected, collated and analyzed to produce qualitative and quantitative results. Compare the differences in parental engagement, home learning environment and other indicators, and identify problem areas. Provide the evaluation results and analysis conclusions to parents. Parents can be given feedback on their participation in early childhood education activities through parent meetings, parent learning training or individual communication, and suggestions and measures for improvement can be provided. Finally, according to the parents' feedback and evaluation results, timely adjust and improve the implementation plan, strategy and activities of home co-parenting. Continuously optimize and improve the quality of home co-parenting to meet the needs of parents and young children.

#### **4. Improving sustainable development ability**

The suitability of sustainable development ability of guidelines for improving kindergarten principals' professional leadership in family and kindergarten co-education in Hangzhou were at the highest level, which means sustainable development ability of guidelines for improving kindergarten principal's professional leadership were suitability. Considering the results of this research, the suitability of aspects ranged from highest to lowest mean were as follows: organize regular team learning and discussion meetings to discuss the characteristics of children's physical and mental development and the goals of childcare education was the highest

mean, followed by establish an information-sharing platform to bring together research results, policy changes and best practices in kindergarten care education at home and abroad, establish an academic linkage mechanism, cooperate with universities and research institutions, and regularly invite scholars to give special lectures was the lowest mean. There were four main reasons: 1) Limited opportunities for cooperation: It is not an easy task to establish an academic linkage mechanism with universities and scientific research institutions, which requires both sides to have the same will and needs, and also to overcome the obstacles of geography, time and other aspects. Some kindergarten principals may feel that there are fewer opportunities for cooperation in this area and it is difficult to implement, so the score is relatively low. 2) Kindergarten principals are not very interested in academic lectures: Maybe some kindergarten principals pay more attention to practical management experience and teaching skills, and feel that the content of academic lectures is too theoretical and disconnected from their actual work needs, so they are not very interested. 3) The lecture content is not targeted: If the content of the special lecture conducted by the invited scholars is not targeted and does not well combine the actual situation and needs of kindergarten education, then the principals may feel that these lectures are not helpful to them, and they are not willing to participate. 4) Lack of effective promotion and publicity: If kindergarten principals are not aware of such lectures or do not understand the content and benefits of the lectures, they will naturally not actively participate in them. Wang Mo & Hong Xiumin (2024, p.110) proposed that the principal training is mainly decentralized by the Ministry of Education to various provinces and cities, and the training is organized separately by each region. In the actual operation process, the training institutions, trainers, and training contents vary greatly, and are often carried out by a training unit alone without systematic training contents. There is no strong support system, making the training work "pale". Based on this, the mainland can learn from the training model of Hong Kong, build a social support system, coordinate and leverage the resources of the Ministry of Education, major universities, training institutions, kindergartens and other parties to provide different social

support for the training of principals, so as to better promote the smooth progress of the training of principals.

The feasibility of sustainable development ability of guidelines for improving kindergarten principals' professional leadership in family and kindergarten co-education in Hangzhou were at the highest level, which means sustainable development ability of guidelines for improving kindergarten principal's professional leadership were feasibility. Considering the results of this research, the feasibility of aspects ranged from highest to lowest mean were as follows: principals should actively participate in relevant professional training and learning activities, including educational seminars, workshops and online courses at home and abroad was the highest, followed by establish an academic linkage mechanism, cooperate with universities and research institutions, and regularly invite scholars to give special lecture, establish an information-sharing platform to bring together research results, policy changes and best practices in kindergarten care education at home and abroad was the lowest mean. There were two main reasons: 1) Technical implementation difficulties: the establishment of an information sharing platform requires certain technical support, including the establishment, maintenance and update of the platform, etc. If the director lacks professional knowledge and skills in this respect, he may find it difficult to achieve. 2) Limited access to resources: In order to collect research results, policy changes and best practices of kindergarten conservation education at home and abroad, a wide range of access to resources is required, but some principals may feel that resources in this area are scarce and it is difficult to obtain comprehensive and accurate information.

Zhang Zhongbin, Shi Yan & Fu Runkai (2022, p.36) proposed to build a growth platform to continuously promote the establishment of a professional development growth platform for kindergarten principals, aiming to lead the sustainable development of kindergarten principals. In the training work of kindergarten principals, the sustainable development of kindergarten principals and their teachers is not only an extension of the training work, but also an important part of the training work. Zhang Zhongbin, Shi Yan & Fu Runkai (2022, p.36) proposed that

international conferences are one of the shortcut ways to present the latest research results in the field of preschool education and jointly overcome the hot and difficult issues in kindergarten education. In order to continuously expand the horizon and lead the development, the Kindergarten Principals Training Center of the Ministry of Education actively organized the "China Kindergarten Principals International Seminar" and the "International Conference on Preschool Education" to communicate and exchange with experts and scholars from many countries, the development trend of pre-school education, the concept and characteristics of early childhood education, and the reform experience of kindergarten education teaching and management. Broaden the international perspective of the principals.

## **Recommendations**

### **1. Enhance the awareness of parental responsibility in the idea resonance ability**

The cultivation of parental responsibility is one of the foundations for the success of kindergarten education, especially in the context of the coordinated development of family and school education. Family is the first environment for children's growth, and parents, as the "first teacher", have a profound impact on children's physical and mental development. Principals should take the initiative to assume the important role of guiding parents to understand their own responsibilities, and help parents understand the core status and role of the family in early childhood education through various means. To strengthen parents' sense of responsibility, thereby promoting parents to participate more actively in the daily life of the early childhood education process.

### **2. Enhance daily life guidance in professional support ability**

The all-round development of young children does not only depend on school education, but all aspects of family life, especially daily life guidance such as healthy eating, also play a vital role. In the process of improving professional support ability, principals need to strengthen the guidance of parents' diet adjustment and help parents understand how to adjust the family diet structure according to the

recipes released by kindergartens. Through this professional support, cooperation between families and kindergartens is strengthened, thereby promoting the healthy physical and mental development of children.

### **3. Strengthen the implementation of the home visit system in organization and coordination ability**

The home visiting system, especially the principal's participation in the implementation of home visits, is one of the important measures to strengthen family cooperation, which can help teachers and parents have a deeper understanding of children's performance and needs in the family. However, in practice, home visits face many challenges. In order to improve the implementation effect of the home visiting system, more systematic plans and procedures can be adopted, such as making a schedule of home visits every semester. Before the home visit, the focus of parents' concerns can be understood in advance through online questionnaires and other ways, so as to carry out targeted communication and make the home visit process more efficient.

### **4. Enhance the global perspective of sustainable development ability**

Under the background of global education, the sustainable development ability of principals is not only reflected in their own professional growth, but also reflected in the grasp of the development of international early childhood education. This kind of cross-border communication can not only broaden the vision of the principal, but also inject new ideas and methods into the management practice of the kindergarten. Thus, more cutting-edge ideas will be integrated into daily education management to improve decision-making ability and sustainable development awareness.

### **5. Promote a comprehensive professional learning and reflection mechanism**

The improvement of the principal's professional leadership needs to be achieved through continuous learning and reflection. At the same time, it is necessary to formulate detailed professional development plans and set clear learning goals. Through professional learning and communication methods, it is

necessary to constantly update its educational concept and management concept, further strengthen professional leadership, and ensure that it is always at the forefront of the rapidly changing educational environment.

### **Future Researches**

#### **1. In-depth analysis of the leadership ability of principals in different types of kindergartens.**

Future research can compare the professional leadership ability of principals in different types of kindergartens, such as public and private, urban and rural, single-sex and coeducational. And explore the differences and influencing factors, and provide targeted improvement strategies.

#### **2. Research on enhancing parental participation.**

Considering the importance of enhancing parental responsibility for early childhood education, future research may focus on how to effectively enhance parental participation. Exploring best practices for home-school collaboration, as well as the role and responsibility of parents in the educational process, can provide practical guidance for educational administrators.

#### **3. Assessing the effectiveness of professional support capacity.**

Although professional support capacity has been shown to be high in research, the level of competence for some specific behaviors is low, so future research should evaluate the actual effect of these support measures, such as the implementation of household dietary guidance through follow-up surveys or case studies.

**4. Mechanism to optimize the organization and coordination ability.** For the improvement of the organization and coordination ability, future research may explore a more systematic implementation mechanism of the home visit system, study the cooperation mode between the principal and the teacher team, and how to use modern technology (such as online platform) to improve the effect of home visit.

**5. Strengthen international comparison of sustainable development capacity.**

The global perspective of sustainable development capacity is relatively insufficient. Future research can analyze the best practices and experiences of kindergarten principals in other countries in sustainable development through international comparative research, learn from successful cases, and promote local education reform and development.

**6. Building long-term reflection and learning mechanisms.**

Future research may explore how to establish a continuous learning and reflection mechanism, through the establishment of learning communities or professional development networks, to promote the exchange and sharing of experience among principals, and improve the overall level of leadership.

**7. Establishment of regular assessment and feedback mechanism.**

The research can further suggest the necessity of establishing a regular assessment and feedback mechanism for the professional leadership of principals in order to identify and solve potential problems in a timely manner and promote the sustainable development of principals.

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## Appendices

## Appendix A

List of Specialists and Letters of Specialists Invitation  
for IOC Verification

**List of Specialists for IOC Verification**  
**List of Specialists and Letters of Specialists Invitation for IOC**  
**Verification**

<b>No.</b>	<b>Experts</b>	<b>University</b>
1	Associate Professor Dr. Zhanguo Li	China Jiliang University
2	Associate Professor Dr. Zhao Chunyu	China Jiliang University
3	Professor Dr. Li Haifen	China Jiliang University
4	Associate Professor Dr. Tan Lingbo	China Jiliang University
5	Associate Professor Dr. Liu Enmeng	China Jiliang University

## Appendix B

### Official Letter



Ref.No. MHESI 0643.14/892

Bansomdejchaopraya Rajabhat University  
1061 Itsaraparb Hirunrujee  
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to validate research instrument

Dear Associate Professor Dr. Li Zhanguo, China JiLiang University

Mrs. Wu Wenting is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitled "Guideline for Improving Kindergarten Principal's Professional Leadership in Family and Kindergarten Co-education in Hangzhou City, China"

The thesis advisory committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research instrument.

With your expertise, we would like to ask your permission to validate the attached research instrument. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)  
Dean of Graduate School

Bansomdejchaopraya Rajabhat University  
Tel.+662-473-7000  
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Bansomdejchaopraya Rajabhat University  
1061 Itsaraparb Hirunrujee  
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to validate research instrument

Dear Associate Professor Dr. Zhao Chunyu, China JiLiang University

Mrs.Wu Wenting is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Guideline for Improving Kindergarten Principal's Professional Leadership in Family and Kindergarten Co-education in Hangzhou City,China"

The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research instrument.

With your expertise, we would like to ask your permission to validate the attached research instrument. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,

(Assistant Professor Dr.Kanakorn Sawangcharoen)  
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1061 Itsaraparb Hirunrujee  
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to validate research instrument

Dear Professor Dr. Li Haifen, China Jil.iang University

Mrs.Wu Wenting is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Guideline for Improving Kindergarten Principal's Professional Leadership in Family and Kindergarten Co-education in Hangzhou City,China"

The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research instrument.

With your expertise, we would like to ask your permission to validate the attached research instrument. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,

(Assistant Professor Dr.Kanakorn Sawangcharoen)  
Dean of Graduate School

Bansomdejchaopraya Rajabhat University

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Ref.No.MHESI 0643.14/895



Bansomdejchaopraya Rajabhat University  
1061 Itsaraparb Hirunrujee  
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to validate research instrument

Dear Associate Professor Dr. Tan Lingbo,China JiLiang University

Mrs.Wu Wenting is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Guideline for Improving Kindergarten Principal's Professional Leadership in Family and Kindergarten Co-education in Hangzhou City,China"

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Ref.No.MHESI 0643.14/896

Bansomdejchaopraya Rajabhat University  
1061 Itsaraparb Hirunrujee  
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to validate research instrument

Dear Associate Professor Dr. Liu Enmeng, China JiLiang University

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Ref.No.MHESI 0643.14/904

Bansomdejchaopraya Rajabhat University  
1061 Itsaraparb Hirunrujee.  
Thonburi Bangkok 10600

22 January 2024

RE: Request for Data Collection

Dear Shangcheng district in Hangzhou city

Mrs.Wu Wenting is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Guideline for Improving Kindergarten Principal's Professional Leadership in Family and Kindergarten Co-education in Hangzhou city, China"

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Ref.No.MHESI 0643.14/905



Bansomdejchaopraya Rajabhat University  
1061 Itsaraparb Hirunrujee  
Thonburi Bangkok 10600

22 January 2024

RE: Request for Data Collection

Dear Gongshu district in Hangzhou city

Mrs.Wu Wenting is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Guideline for Improving Kindergarten Principal's Professional Leadership in Family and Kindergarten Co-education in Hangzhou city, China"

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Ref.No.MHESI 0643.14/906

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Thonburi Bangkok 10600

22 January 2024

RE: Request for Data Collection

Dear Xihu district in Hangzhou city

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1061 Itsaraparb Hirunrujee  
Thonburi Bangkok 10600

22 January 2024

RE: Request for Data Collection

Dear Binjiang district in Hangzhou city

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Ref.No. MHESI 0643.14/908

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Thonburi Bangkok 10600

22 January 2024

RE: Request for Data Collection

Dear Yuhang district in Hangzhou city

Mrs.Wu Wenting is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Guideline for Improving Kindergarten Principal's Professional Leadership in Family and Kindergarten Co-education in Hangzhou city, China"

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Ref.No. MHESI 0643.14/909

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Thonburi Bangkok 10600

22 January 2024

RE: Request for Data Collection

Dear Linping district in Hangzhou city

Mrs.Wu Wenting is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Guideline for Improving Kindergarten Principal's Professional Leadership in Family and Kindergarten Co-education in Hangzhou city, China"

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Ref.No.MHESI 0643.14/910

Bansomdejchaopraya Rajabhat University  
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Thonburi Bangkok 10600

22 January 2024

RE: Request for Data Collection

Dear Qiantang district in Hangzhou city

Mrs.Wu Wenting is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Guideline for Improving Kindergarten Principal's Professional Leadership in Family and Kindergarten Co-education in Hangzhou city, China"

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Ref.No.MHESI 0643.14/911

Bansomdejchaopraya Rajabhat University  
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Thonburi Bangkok 10600

22 January 2024

RE: Request for Data Collection

Dear Lin'an district in Hangzhou city

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Appendix C  
Research Instrument

## Questionnaire

### Guidelines for improving kindergarten principal's professional leadership in family and kindergarten co-education in Hangzhou, China

#### Explanation

1. This questionnaire is about guidelines for improving kindergarten principal's professional leadership in family and kindergarten co-education in Hangzhou, China. The objectives of this research were to study the current situation of kindergarten principal's professional leadership in family and kindergarten co-education in Hangzhou, China, to provide the guidelines for improving kindergarten principal's professional leadership in family and kindergarten co-education in Hangzhou, China, and to evaluate the adaptability and feasibility of guidelines for improving kindergarten principal's professional leadership in family and kindergarten co-education in Hangzhou, China.

2. The questionnaire about guidelines for improving kindergarten principal's professional leadership in family and kindergarten co-education in Hangzhou, China, which provided into two parts. Part one is personal information of respondents and part two is survey about the current situation of kindergarten principal's professional leadership in family and kindergarten co-education in Hangzhou, China, total 46 questions.

3. Please tick  $\checkmark$  in the columns that represent your opinion about kindergarten principal's professional leadership in family and kindergarten co-education in Hangzhou, China.

#### Part 1: Personal Information of respondents

##### 1. Gender

Male       Female

##### 2. Education Level

Bachelor's degree     Master's degree     Doctor's degree

### 3.Years of working

- Less than 5 years
- Between 5 to 10 years
- Between 10 to 15 years
- Between 15 to 20 years
- More than 20 years

**Part 2:** Survey about the current situation of kindergarten principal's professional leadership in family and kindergarten co-education in Hangzhou, China

The survey uses the "Likert five-point scale." Assigning values from "Strongly Disagree" to "Strongly Agree," with scores ranging from 1 to 5, where 1 represents "Strongly Disagree," 2 represents "Disagree a little," 3 represents "Neutral," 4 represents "Agree a little," and 5 represents "Strongly Agree." Please choose the option that you believe best aligns with your views. Thank you for your cooperation!

No	Kindergarten principal's professional leadership in family and kindergarten co-education in Hangzhou, China	Level				
		5	4	3	2	1
Dimension 1: Idea Resonance Ability						
1	The principal guides teachers and parents to prioritize children, respect individual differences, and protect children's curiosity and interest in learning.					
2	The principal encourages teachers and parents to strongly promote quality education, fostering the comprehensive development of each child in morality, intelligence, physical fitness, aesthetics, and practical skills, with a focus on individuality.					
3	The principal emphasizes that teachers and parents should prioritize the safety and health of children, giving equal importance to both physical and mental health.					

No	Kindergarten principal's professional leadership in family and kindergarten co-education in Hangzhou, China	Level				
		5	4	3	2	1
4	The principal guides teachers and parents to integrate care and education, using children's daily life as the foundation and play as the primary activity.					
5	The principal helps parents recognize the responsibility of the family as the first classroom and parents as the child's first teachers.					
6	The principal encourages parents to focus on family building, creating an upward, kind, and harmonious family relationship, and leading by example to cultivate good morals and habits in children.					
7	The principal guides parents to create a good living and activity environment, allowing children to participate appropriately in social life, enriching their life experiences, and developing their social skills.					
8	The principal adheres to the vision of collaborative development in education, clarifying development goals and enhancing the synergy of education.					
9	The principal adopts a problem-oriented approach, fostering close cooperation between the kindergarten and parents, and facilitating timely communication about the child's thoughts, emotions, physical and mental condition, and daily behavior.					
10	The principal guides teachers and parents to comprehensively utilize various educational resources, expanding the space for children's living and learning, and creating favorable conditions for their development.					

No	Kindergarten principal's professional leadership in family and kindergarten co-education in Hangzhou, China	Level				
		5	4	3	2	1
Dimension 2: Professional Support Ability						
1	Before and after children enter kindergarten, the principal guides health care teachers and teachers to promptly educate parents about children's physical and mental health protection.					
2	Before the high incidence of diseases such as influenza, the principal instructs health care teachers and teachers to disseminate precautionary information to parents via the kindergarten's WeChat account or class groups.					
3	The principal guides health care teachers and teachers to provide parents with emotional support and communication methods for their children through the kindergarten's WeChat account.					
4	The principal instructs teachers to introduce methods for cultivating children's habits to parents through class groups.					
5	The kindergarten posts the following week's daily menu on the notice board every week.					
6	The principal guides parents to adjust the family's dinner menu before Saturday each week, balancing the children's diet based on the kindergarten's upcoming weekly menu.					
7	Before children enter kindergarten, the principal introduces parents to the developmental goals of childcare and education for the next three years, based on the Guidelines for Learning and Development for Children Aged 3-6, clarifying the co-education objectives for each stage.					
8	At the end or beginning of the semester (typically during the parent-teacher meeting at the start of the semester), the principal instructs teachers to introduce the new semester's childcare and education themes to parents, clarifying co-					

No	Kindergarten principal's professional leadership in family and kindergarten co-education in Hangzhou, China	Level				
		5	4	3	2	1
	education content so that parents can help children prepare relevant life experiences during winter or summer breaks.					
9	Before launching a theme, the principal instructs teachers to use the home-kindergarten communication board to introduce the theme's topic, main lines, activities, and skill development to parents, enabling them to understand the significance of the theme for their child's growth from a professional perspective.					
10	By Saturday each week, the principal supervises teachers to use the home-kindergarten communication board to create plans, so parents are clear about their child's weekly overview.					
11	The principal encourages teachers to inform parents about their child's daily play activities at kindergarten, allowing parents to better experience play-based companionship.					
12	The principal has established a collaborative learning community for home-kindergarten co-education, organizing teaching and research activities to address practical problems and promote teachers' professional growth.					
13	The principal guides teachers to observe children, collect information on their excellent behaviors, interests, potential for development, and areas for improvement.					
14	The principal guides teachers to collect parents' parenting experiences and concerns, organize discussions, and help resolve these issues.					
Dimension 3: Organization and Coordination Ability						
1	The principal integrates social resources to establish a School Family Education Guidance Committee and actively promotes the development of an expert team.					

No	Kindergarten principal's professional leadership in family and kindergarten co-education in Hangzhou, China	Level				
		5	4	3	2	1
2	The principal consolidates parent resources to establish a Parent Committee, which participates in major decisions, daily management, and supervision of the kindergarten.					
3	Based on the needs of children and parents, the principal establishes a Parent School and actively develops a home-kindergarten co-education curriculum system.					
4	Based on teachers' needs for home-kindergarten co-education, the principal forms a learning community to address practical issues in home-kindergarten co-education.					
5	The principal establishes a regular communication mechanism, leading teachers to stay informed about children's situations and parents' needs in a timely manner.					
6	The principal establishes a regular communication mechanism, classifying home-kindergarten co-education cooperation and communication, promptly solving problems and sharing experiences.					
7	The principal includes family education guidance services in the school's (kindergarten's three-year development plan and annual work plan), incorporating teachers' family education guidance proficiency into the teacher evaluation system.					
8	The principal implements the home visit system, taking the lead in conducting home visits.					
9	The principal enforces the home visit system, ensuring that homeroom teachers conduct at least one home visit for each student per semester.					
10	The principal organizes relevant activities based on the kindergarten's circumstances and in conjunction with National Family Education Promotion Week.					

No	Kindergarten principal's professional leadership in family and kindergarten co-education in Hangzhou, China	Level				
		5	4	3	2	1
Dimension 4: Sustainable Development Ability						
1	The principal is aware of lifelong learning and continuous development, consistently engaging in practice and reflection.					
2	The principal learns from and grows together with members of the home-kindergarten co-education learning community, including children, teachers, parents, and experts.					
3	The principal stays informed about trends, experiences, and practices in early childhood education reform and development, both domestically and internationally.					
4	The principal understands the latest developments and reform experiences in kindergarten care and education globally.					
5	The principal keeps up-to-date with laws, regulations, and policies related to early childhood education.					
6	The principal is knowledgeable about the application of educational information technology in home-kindergarten co-education.					
7	The principal understands the physical and mental development characteristics of children, the developmental goals for different age groups, and the objectives of kindergarten care and education.					
8	The principal adheres to child-centered, play-based education, applying scientific educational principles.					
9	The principal is proficient in the knowledge and methods of home-kindergarten co-education.					
10	The principal is skilled in communication strategies and methods for effectively engaging with teachers, parents, and social organizations.					

No	Kindergarten principal's professional leadership in family and kindergarten co-education in Hangzhou, China	Level				
		5	4	3	2	1
11	The principal is familiar with social education resources.					
12	The principal possesses knowledge in natural sciences and humanities, as well as strong moral character and artistic appreciation.					

## Interview outline

### Guidelines for improving kindergarten principal's professional leadership in family and kindergarten co-education in Hangzhou, China

#### Instructions:

1.This interview is about the guide for improving kindergarten principal's professional leadership in family and kindergarten co-education in Hangzhou, China. The purpose of this research is to investigate the current status of improving kindergarten principal's professional leadership in family and kindergarten co-education in Hangzhou, China, provide a guide for improving it, and evaluate the adaptability and feasibility of the optimization guide for improving kindergarten principal's professional leadership in family and kindergarten co-education in Hangzhou, China.

2.The interview on the guide for improving kindergarten principal's professional leadership in family and kindergarten co-education in Hangzhou, China consists of two parts. The first part is about the personal information of the interviewee, and the second part is the interview on improving kindergarten principal's professional leadership in family and kindergarten co-education in Hangzhou, China, which includes a total of 4 questions.

3.This interview is only for the research on improving kindergarten principal's professional leadership in family and kindergarten co-education in Hangzhou, China.

4.Please answer based on your actual work experience.

#### Part 1: Respondent Status (Personal Information)

- 1.Name (Interviewee):
- 2.Work experience in high-level administrator
- 3.Department:
- 4.Education:
- 5.University:
- 6.Professional Title:

**Part 2 Question**

Question 1: What suggestions do you have regarding the kindergarten principal's inability to guide parents to recognize that the family is the first classroom and parents are the first teachers, and to grasp the characteristics and growth patterns of children's physical and mental development, development goals for different age groups, and the goals of kindergarten care and education?

Question 2: Regarding the kindergarten principal's inability to guide parents to adjust the types of family dinners and balance their children's diets in a timely manner according to the recipe released by the kindergarten for next Monday, and the inability to guide teachers to collect parents' parenting experience and confusion, classify and discuss to help solve such problems, what suggestions do you have?

Question 3: Do you have any suggestions for kindergarten principals who cannot include providing good family education guidance services in the kindergarten work plan, cannot incorporate the level and performance of teachers' family education guidance into the teacher evaluation system, and cannot implement the home visit system and take the lead in conducting home visits?

Question 4: What suggestions do you have for kindergarten principals who are unable to understand the development trends and reform experiences of domestic and foreign kindergarten childcare education, as well as their inability to grasp the characteristics and growth patterns of children's physical and mental development, development goals for different age groups, and kindergarten childcare education goals?

## Interview results

### Guidelines for improving kindergarten principal's professional leadership in family and kindergarten co-education in Hangzhou, China

#### Interviewee 1 (Education: PhD; Position: Principal; Work Experience: 19 years)

Question 1: What suggestions do you have regarding the kindergarten principal's inability to guide parents to recognize that the family is the first classroom and parents are the first teachers, and to grasp the characteristics and growth patterns of children's physical and mental development, development goals for different age groups, and the goals of kindergarten care and education?

The principal should regularly organize family education training and invite psychologists, education experts, and senior teachers to provide professional guidance to parents, helping them gain a deeper understanding of the importance of family education in their children's growth process. These trainings can focus on topics such as children's psychological development, educational methods, and parent-child communication, ensuring the practicality and relevance of the content. In addition, interactive sessions should be set up in the training to encourage parents to actively participate and share their parenting experiences and confusion. Through practical activities such as case sharing and role-playing, parents can learn how to implement effective education in their families in real situations, thereby improving their educational abilities and confidence, and promoting their children's comprehensive development.

Question 2: Regarding the kindergarten principal's inability to guide parents to adjust the types of family dinners and balance their children's diets in a timely manner according to the recipe released by the kindergarten for next Monday, and the inability to guide teachers to collect parents' parenting experience and confusion, classify and discuss to help solve such problems, what suggestions do you have?

The principal can organize parent training classes specifically for family dietary education and sharing of parenting experience, aiming to enhance parents' parenting skills and knowledge. In these trainings, the principal can design interactive courses and use diverse teaching methods such as role-playing and case analysis to enable parents to learn how to implement effective food management and education in their families through practice. For example, a family dining scenario can be simulated to allow parents to experience how to balance their diet and choose nutritious ingredients. At the same time, the principal can set up group discussions to encourage parents to share their successful experiences and challenges in family education. This not only promotes mutual learning, but also helps parents establish a supportive network and enhance their sense of belonging. Through this interactive and sharing approach, parents will have more confidence and ability to guide their children's healthy eating and comprehensive development.

Question 3: Do you have any suggestions for kindergarten principals who cannot include providing good family education guidance services in the kindergarten work plan, cannot incorporate the level and performance of teachers' family education guidance into the teacher evaluation system, and cannot implement the home visit system and take the lead in conducting home visits?

In order to improve the guidance level of teachers in family education, principals can organize regular professional training, invite psychologists, education experts, and experienced teachers to provide guidance, and help teachers comprehensively master the theoretical and practical skills of family education. These trainings can include various forms such as case analysis, role-playing, and practical operations to ensure that teachers can effectively apply the knowledge learned in their actual work. In addition, the principal should incorporate the level of family education guidance into the teacher evaluation system, making it an important part of teacher performance assessment. This not only motivates teachers to pay more attention to the development of family education, but also enhances their professional competence and comprehensive abilities, prompting them to play

a more active role in the interaction between family and kindergarten, thereby better supporting the growth and development of young children.

Question 4: What suggestions do you have for kindergarten principals who are unable to understand the development trends and reform experiences of domestic and foreign kindergarten childcare education, as well as their inability to grasp the characteristics and growth patterns of children's physical and mental development, development goals for different age groups, and kindergarten childcare education goals?

The principal can establish an information sharing platform to gather research results, policy changes, and excellent practical cases of kindergarten childcare education at home and abroad. This platform can be in the form of website, WeChat official account or internal database to facilitate the access and use of teachers and parents in the park. By regularly updating and sharing this information, it helps principals and teachers to timely grasp new knowledge about children's physical and mental development and changes in educational goals, thereby effectively guiding educational practices. In addition, this mechanism can not only promote communication and cooperation among teachers in the kindergarten, but also establish connections with other kindergartens and educational institutions, share their experiences and resources, and create a good learning atmosphere. This will further motivate teachers to participate in professional development, improve the overall quality of education, and create a more favorable growth environment for young children.

## Interview results

### Guidelines for improving kindergarten principal's professional leadership in family and kindergarten co-education in Hangzhou, China

#### Interviewee 2 (Education: PhD; Position: President; Work Experience: 33 years)

Question 1: What suggestions do you have regarding the kindergarten principal's inability to guide parents to recognize that the family is the first classroom and parents are the first teachers, and to grasp the characteristics and growth patterns of children's physical and mental development, development goals for different age groups, and the goals of kindergarten care and education?

Establish an effective home school communication mechanism, and the principal can set up regular parent meetings and communication platforms, such as WeChat groups or specialized communication forums, to encourage parents to actively participate in various activities of the kindergarten, thereby enhancing interaction between parents and teachers. These activities not only include regular parent teacher conferences, but also include parent-child activities, educational lectures, etc., aimed at allowing parents to communicate and learn in a relaxed atmosphere. In these occasions, the principal can emphasize the important role of the family as an educational institution, guide parents to recognize their responsibilities in their children's growth, encourage parents to actively participate in their children's learning and development, enhance their sense of responsibility, and thus create a good atmosphere of home school cooperation.

Question 2: Regarding the kindergarten principal's inability to guide parents to adjust the types of family dinners and balance their children's diets in a timely manner according to the recipe released by the kindergarten for next Monday, and the inability to guide teachers to collect parents' parenting experience and confusion, classify and discuss to help solve such problems, what suggestions do you have?

The principal can establish a support network for home school co education, aimed at encouraging close cooperation between teachers and parents, enhancing communication and understanding between both parties. Regularly organize parent meetings and communication activities to provide parents with an interactive platform. In these activities, teachers can guide parents to share their parenting experiences, discuss the difficulties they encounter in the education process, and categorize and discuss these issues in order to identify common difficulties. This cooperation model not only effectively enhances the interaction between parents and teachers, but also helps teachers to have a deeper understanding of parents' needs and expectations, so as to make targeted adjustments in educational strategies and provide more practical support. In addition, the support network can also be extended through online platforms, allowing parents and teachers to maintain continuous communication and exchange outside of activities, further enhancing the effectiveness of home school co education.

Question 3: Do you have any suggestions for kindergarten principals who cannot include providing good family education guidance services in the kindergarten work plan, cannot incorporate the level and performance of teachers' family education guidance into the teacher evaluation system, and cannot implement the home visit system and take the lead in conducting home visits?

The principal should incorporate family education guidance services into the overall work plan of the kindergarten, setting clear goals and implementation steps. This can be ensured through the development of specialized family education guidance policies to ensure their effective implementation in the park's work. Specifically, the principal can set annual goals, clarify the core content and expected outcomes of family education guidance, so that teachers and parents can have a clear understanding of the relevant requirements and directions. At the same time, it is recommended that the principal list specific projects and activities for family education guidance in the annual plan, such as regularly holding family education lectures, parent-child activities, and home visits, to provide corresponding resources and support for teachers. In addition, the principal can organize training to enhance

teachers' ability to guide family education, ensure their effective implementation in daily teaching, further strengthen home school cooperation, and promote the comprehensive development of young children.

Question 4: What suggestions do you have for kindergarten principals who are unable to understand the development trends and reform experiences of domestic and foreign kindergarten childcare education, as well as their inability to grasp the characteristics and growth patterns of children's physical and mental development, development goals for different age groups, and kindergarten childcare education goals?

The principal should actively participate in relevant professional training and learning activities, including domestic and international educational seminars, workshops, and online courses. These activities not only help principals gain the latest updates and reform experiences in conservation education, but also provide opportunities for face-to-face communication with other educators. In such interactions, the principal can share their practical experience, learn from others' successful cases and valuable suggestions, thereby enriching their educational vision and philosophy. In addition, encouraging principals to join professional associations and online communities, such as early childhood education associations or educational forums, can provide them with a platform for continuous learning. In these professional groups, principals can regularly receive industry information, participate in discussions, and share best practices, which will help enhance their understanding of early childhood development and educational goals, and thus better guide teachers and support family education.

## Interview results

### Guidelines for improving kindergarten principal's professional leadership in family and kindergarten co-education in Hangzhou, China

**Interviewee 3 (Education: Master's degree; Position: Deputy Principal; Work experience: 21 years)**

Question 1: What suggestions do you have regarding the kindergarten principal's inability to guide parents to recognize that the family is the first classroom and parents are the first teachers, and to grasp the characteristics and growth patterns of children's physical and mental development, development goals for different age groups, and the goals of kindergarten care and education?

The principal should establish an information sharing system to systematically organize information on the physical and mental development characteristics, growth patterns, and educational goals of young children, and provide it to parents. These materials can include professional articles, video lectures, and parenting guides, ensuring that the content is comprehensive and easy to understand. Through e-mail, WeChat official account, kindergarten website and other channels, parents can easily obtain relevant information and keep abreast of children's development trends and education goals. This kind of information sharing can not only enhance parents' understanding and recognition of educational goals, but also promote their better support for children's growth in family education, thereby achieving the goal of home school co education.

Question 2: Regarding the kindergarten principal's inability to guide parents to adjust the types of family dinners and balance their children's diets in a timely manner according to the recipe released by the kindergarten for next Monday, and the inability to guide teachers to collect parents' parenting experience and confusion, classify and discuss to help solve such problems, what suggestions do you have?

The principal should strengthen communication with parents, regularly hold lectures or workshops on family education, invite nutritionists and parenting experts

to provide professional explanations, and help parents deeply understand the importance of diet for the physical and mental development of young children. These activities can not only raise parents' awareness of diet, but also help them understand the positive impact of scientific diet on the growth of young children. When publishing daily menus, principals can attach relevant nutrition advice and food replacement plans, clearly informing parents how to plan family dinners reasonably according to the kindergarten's recipe, to ensure that children can also consume balanced nutrition at home. In addition, the headmaster can also use social media and the kindergarten's WeChat official account and other platforms to publicize, share information about food education and activity forecasts, and enhance parents' awareness and participation in food education. Through these multi-faceted communication and interaction, the principal can better promote home school co education and enable parents to effectively support the healthy growth of young children in the family.

Question 3: Do you have any suggestions for kindergarten principals who cannot include providing good family education guidance services in the kindergarten work plan, cannot incorporate the level and performance of teachers' family education guidance into the teacher evaluation system, and cannot implement the home visit system and take the lead in conducting home visits?

Establishing and implementing a home visit system is an important way to improve the connection between home and school, which can promote interaction and trust between teachers and parents. The principal should take the lead in conducting home visit activities, actively participate in them, set an example, and encourage teachers to regularly visit children's families to understand their growth environment and the current situation of family education. During home visits, teachers can have in-depth communication with parents, listen to their confusion and suggestions, and provide personalized guidance and advice for parents. This one-on-one communication helps parents better understand the needs and developmental goals of their children, while enhancing their sense of participation and responsibility. In addition, through home visits, teachers can also collect

successful experiences and challenges in family education, further adjust teaching strategies, and promote the effective implementation of home school co education.

Question 4: What suggestions do you have for kindergarten principals who are unable to understand the development trends and reform experiences of domestic and foreign kindergarten childcare education, as well as their inability to grasp the characteristics and growth patterns of children's physical and mental development, development goals for different age groups, and kindergarten childcare education goals?

The principal should attach great importance to the professional development of the teacher team, organize regular team learning and discussion meetings, and conduct in-depth discussions around the characteristics of children's physical and mental development and the goals of childcare education. These conferences can invite education experts to provide guidance, share the latest research findings and educational concepts, to ensure that teachers can acquire cutting-edge knowledge and skills. The professional growth of teachers can not only enhance the principal's understanding of early childhood education, but also provide a more comprehensive perspective and practical feedback for the principal. In addition, the process of team learning can enhance the spirit of cooperation among teachers, encourage them to share experiences and teaching strategies with each other, and thus promote the overall improvement of educational quality. This collaborative and learning atmosphere will help establish a more professional and efficient teacher team, creating a better educational environment for young children.

## Interview results

### Guidelines for improving kindergarten principal's professional leadership in family and kindergarten co-education in Hangzhou, China

**Interviewee 4 (Education: Master's degree; Position: Deputy Principal; Work experience: 15 years)**

Question 1: What suggestions do you have regarding the kindergarten principal's inability to guide parents to recognize that the family is the first classroom and parents are the first teachers, and to grasp the characteristics and growth patterns of children's physical and mental development, development goals for different age groups, and the goals of kindergarten care and education?

The principal should encourage parents to actively provide feedback on their difficulties and experiences in family education, and establish a discussion platform to focus on resolving these issues. This platform can adopt various forms, such as group discussions, questionnaire surveys, or regular interviews, aimed at promoting communication and interaction among parents. During the discussion, the principal can guide parents to share their experiences and challenges, creating an open and inclusive atmosphere. By collecting these feedbacks, principals and teachers can gain a deeper understanding of parents' actual needs, adjust educational strategies in a timely manner, provide more targeted support and resources, and help parents feel greater confidence and support in the educational process.

Question 2: Regarding the kindergarten principal's inability to guide parents to adjust the types of family dinners and balance their children's diets in a timely manner according to the recipe released by the kindergarten for next Monday, and the inability to guide teachers to collect parents' parenting experience and confusion, classify and discuss to help solve such problems, what suggestions do you have?

Establishing a feedback mechanism is an important means to enhance parental involvement and satisfaction. The principal can design a questionnaire survey to regularly collect feedback from parents on the recipe and their experiences

in adjusting the family diet, in order to gain a deeper understanding of their needs and opinions. These questionnaires can cover information on parents' acceptance of the recipe, difficulties in implementation, and the support they expect to receive. At the same time, in the communication between the principal and parents, parents should be encouraged to proactively raise specific issues they encounter during the parenting process, such as diet matching, nutrient intake, etc. The principal can provide personalized solutions to these issues and continuously track and evaluate the implementation effect to ensure that the suggestions are effective. Through regular follow-up visits and subsequent communication, the principal can understand parents' feedback on solutions and further optimize educational strategies. This feedback loop not only helps principals adjust teaching content and methods in a timely manner, but also significantly enhances parents' trust and participation in kindergarten education, making them feel their importance and value in the education process, thus forming a good home school cooperation relationship.

Question 3: Do you have any suggestions for kindergarten principals who cannot include providing good family education guidance services in the kindergarten work plan, cannot incorporate the level and performance of teachers' family education guidance into the teacher evaluation system, and cannot implement the home visit system and take the lead in conducting home visits?

Strengthening communication and cooperation with parents is the key to improving the effectiveness of family education guidance. The principal can establish regular parent teacher meetings and communication activities, providing a platform for parents to share experiences, discuss issues, encourage parents to participate in various activities of the kindergarten, and form a good home school cooperation relationship. This not only helps to enhance parents' understanding and participation in the educational process, but also promotes trust and cooperation between teachers and parents. At the same time, through modern communication methods such as email and WeChat groups, timely sharing of relevant information and resources on family education enables parents to obtain knowledge and support more conveniently. In addition, principals can also use these platforms to regularly

release educational tips, activity arrangements, and relevant suggestions on the developmental stages of young children, helping parents better cope with the challenges in the parenting process and jointly promoting the comprehensive development of young children.

Question 4: What suggestions do you have for kindergarten principals who are unable to understand the development trends and reform experiences of domestic and foreign kindergarten childcare education, as well as their inability to grasp the characteristics and growth patterns of children's physical and mental development, development goals for different age groups, and kindergarten childcare education goals?

Strengthen cooperation with families and communities, and help principals better understand the performance and needs of young children in different growth environments through feedback from parents and community experts. Regularly organize family education lectures and community interactive activities, invite parents, community experts, and social resources to participate, and share experiences and knowledge about early childhood development together. These activities not only provide important information about the psychological and emotional development of young children, but also promote communication and understanding between parents and teachers. At the same time, principals can take advantage of these opportunities to absorb advanced educational concepts and practical experience from the community, thereby broadening their horizons and enhancing their understanding of the goals of early childhood care and education. In addition, by establishing good home school cooperation relationships, principals can more effectively integrate community resources, create richer educational environments, and provide more support for the comprehensive development of young children.

## Interview results

### Guidelines for improving kindergarten principal's professional leadership in family and kindergarten co-education in Hangzhou, China

Interviewee 5 (Education: PhD; Position: Grade Leader; Work Experience: 12 years)

Question 1: What suggestions do you have regarding the kindergarten principal's inability to guide parents to recognize that the family is the first classroom and parents are the first teachers, and to grasp the characteristics and growth patterns of children's physical and mental development, development goals for different age groups, and the goals of kindergarten care and education?

My suggestion is that principals should first strengthen their professional development by providing systematic leadership training and continuous learning to enhance communication skills and leadership abilities in home school co education, in response to their inability to effectively guide parents to recognize that the family is the first classroom and parents are the first teachers, as well as their shortcomings in understanding the physical and mental development characteristics of young children and the development goals of different age groups. Specifically, principals can participate in regular thematic training covering areas such as family education guidance, child developmental psychology, and educational administration to ensure they have the latest professional knowledge. In addition, kindergartens can collaborate with universities or educational institutions to regularly hold workshops or seminars for principals and teachers, giving them the opportunity to discuss in depth the laws of children's physical and mental development and educational goals for different age groups. At the same time, the principal should create an internal learning community, organize teachers within the school to read relevant educational books together, share their experiences and insights, in order to enhance the professional level of the entire team.

Question 2: Regarding the kindergarten principal's inability to guide parents to adjust the types of family dinners and balance their children's diets in a timely manner according to the recipe released by the kindergarten for next Monday, and the inability to guide teachers to collect parents' parenting experience and confusion, classify and discuss to help solve such problems, what suggestions do you have?

In response to the issue of kindergarten principals guiding parents to adjust the types of family dinners to balance children's diets, I suggest that principals adopt a systematic communication and guidance strategy to ensure that parents can efficiently and accurately adjust their family diets and provide comprehensive nutritional support for children. First of all, the head of the kindergarten can use WeChat, parent groups, kindergarten official account and other digital platforms to establish a "weekly recipe push mechanism" and regularly publish the daily recipe of the kindergarten next week. In each push, in addition to displaying the kindergarten menu, the principal can attach detailed nutritional information analysis, including the main nutrients and intake of each meal, to help parents understand the types and nutritional combinations of food consumed by their children in the kindergarten that day. At the same time, it is recommended to design a "family dinner pairing suggestion" for each meal. Based on the recipes provided by the kindergarten, specific types of family food should be recommended. For example, if the kindergarten provides a protein rich meal that day, the principal can suggest parents to pair some vegetables or fruits containing fiber and vitamins with dinner to achieve nutritional balance. In addition, to enhance parents' sense of participation and understanding, the principal can design a visual "Children's Nutrition Intake Guide" and regularly update it, creating simple and easy to understand nutrition charts that display daily nutritional requirements such as carbohydrates, proteins, vitamins, etc. in proportion. These charts can serve as a daily or weekly reference for parents, helping them visually understand the differences in nutritional needs of children at different stages of growth. At the same time, it is recommended to hold regular "family nutrition education workshops" in kindergartens or online, inviting nutrition experts or senior teachers to explain to parents how to make reasonable

combinations of family dining tables based on recipes, and how to make nutritious meals suitable for young children.

Question 3: Do you have any suggestions for kindergarten principals who cannot include providing good family education guidance services in the kindergarten work plan, cannot incorporate the level and performance of teachers' family education guidance into the teacher evaluation system, and cannot implement the home visit system and take the lead in conducting home visits?

I suggest that the principal first clearly list family education guidance as a key content of the kindergarten's annual work plan, and develop specific implementation goals and steps. For example, at least two family education training sessions or lectures can be organized each semester to help parents master scientific parenting knowledge and provide regular feedback on their needs. Through systematic planning and promotion, ensure that family education guidance becomes an important component of the overall education work in kindergartens.

Question 4: What suggestions do you have for kindergarten principals who are unable to understand the development trends and reform experiences of domestic and foreign kindergarten childcare education, as well as their inability to grasp the characteristics and growth patterns of children's physical and mental development, development goals for different age groups, and kindergarten childcare education goals?

I believe that in response to the shortcomings of kindergarten principals in understanding the development trends and reform experiences of domestic and foreign kindergarten childcare education, as well as their insufficient grasp of the characteristics and growth laws of young children's physical and mental development, I suggest establishing an "academic linkage" mechanism, cooperating with higher education institutions and research institutions, regularly inviting scholars to give special lectures, and timely accessing cutting-edge educational research results. In addition, the principal can build a "reflective" learning community, regularly organize case sharing sessions, encourage teachers to reflect on their teaching behavior, and enhance their understanding of children's development goals. At the

same time, implementing "dynamic observation" research, by observing children's performance in daily activities, systematically recording and analyzing their behavioral characteristics, in order to gain a deeper understanding of children's growth patterns. Based on parents' parenting experience, conduct research on the "home school co education" action, organize parents to participate in discussions on early childhood development goals, and enhance home school cooperation. Finally, utilizing modern technology to develop a tracking software for early childhood development, real-time recording of children's growth and changes, and helping principals and teachers adjust educational goals in a timely manner. Through these measures, principals can comprehensively improve their understanding of early childhood development and actively respond to the changes and challenges in childcare education.

## Interview results

### Guidelines for improving kindergarten principal's professional leadership in family and kindergarten co-education in Hangzhou, China

#### Interviewee 6 (Education: PhD; Position: Grade Leader; Work Experience: 11 years)

Question 1: What suggestions do you have regarding the kindergarten principal's inability to guide parents to recognize that the family is the first classroom and parents are the first teachers, and to grasp the characteristics and growth patterns of children's physical and mental development, development goals for different age groups, and the goals of kindergarten care and education?

I believe that in terms of practical operation, principals can create parent training programs, regularly hold family education lectures or parent open day activities to convey the importance of family education to parents, especially emphasizing the responsibility of parents as the first teachers of their children. In these activities, the principal can design interactive segments to allow parents to experience the core role of family education through practical cases or role-playing. In addition, the principal should also actively use digital tools, such as the kindergarten's WeChat official account, WeChat group or parent group, to push popular science content about children's development characteristics and education goals every week, so as to help parents understand children's growth laws and needs at different stages. Finally, to ensure the implementation and effectiveness of these measures, the principal can establish a feedback mechanism, through questionnaires or regular one-on-one communication with parents, to understand whether parents' understanding of family education has improved, and continuously adjust the training and education strategies in the park based on feedback. This continuous improvement cycle will help principals achieve better results in guiding parents and promoting home school collaboration.

Question 2: Regarding the kindergarten principal's inability to guide parents to adjust the types of family dinners and balance their children's diets in a timely manner according to the recipe released by the kindergarten for next Monday, and the inability to guide teachers to collect parents' parenting experience and confusion, classify and discuss to help solve such problems, what suggestions do you have?

I think that in order to better solve parents' parenting difficulties, principals can establish a platform for home school co education, organize parenting experience sharing and discussion. Regular "parent sharing sessions" or "parenting salons" can be held to allow teachers to collect parents' experiences and problems in parenting, classify and organize them, and conduct thematic discussions according to the theme. For example, we can discuss "how to guide young children to form healthy eating habits" or "how to deal with emotional management in young children". Through such a mechanism, not only can parents effectively share their parenting experience, but it can also promote mutual learning among parents and jointly find solutions to parenting difficulties.

Question 3: Do you have any suggestions for kindergarten principals who cannot include providing good family education guidance services in the kindergarten work plan, cannot incorporate the level and performance of teachers' family education guidance into the teacher evaluation system, and cannot implement the home visit system and take the lead in conducting home visits?

I suggest that the principal link the level of family education guidance provided by teachers to performance evaluation. Add the item of "family education guidance" to the annual evaluation of teachers, which can include the frequency of communication between teachers and parents, participation in family education activities, as well as feedback and satisfaction from parents. This can not only motivate teachers to actively participate in home school co education, but also enhance their professionalism in family education, thereby promoting the overall improvement of family education level in kindergartens.

Question 4: What suggestions do you have for kindergarten principals who are unable to understand the development trends and reform experiences of domestic

and foreign kindergarten childcare education, as well as their inability to grasp the characteristics and growth patterns of children's physical and mental development, development goals for different age groups, and kindergarten childcare education goals?

I establish a professional learning network. Encourage principals to participate in professional training and seminars, especially courses related to early childhood education, child psychology, and educational reform. You can learn about the latest research results and reform experiences by attending national or international educational conferences. In addition, it is recommended that the principal join professional associations or educational organizations to share and exchange experiences with peers, and establish a learning oriented network.

## Interview results

### Guidelines for improving kindergarten principal's professional leadership in family and kindergarten co-education in Hangzhou, China

#### Interviewee 7 (Education: PhD; Position: Grade Leader; Work Experience: 10 years)

Question 1: What suggestions do you have regarding the kindergarten principal's inability to guide parents to recognize that the family is the first classroom and parents are the first teachers, and to grasp the characteristics and growth patterns of children's physical and mental development, development goals for different age groups, and the goals of kindergarten care and education?

My suggestion regarding the above issues is that kindergartens should clarify the childcare education goals for each age group, and communicate these goals and children's development patterns to parents through regular teacher meetings and parent training workshops, helping them better understand the importance of family education. In terms of specific operations, kindergartens can develop detailed childcare and education goals based on the developmental characteristics of children in different age groups, and refine these goals into measurable standards to ensure that teachers and parents can clearly understand the specific requirements of these goals. For example, kindergartens can set goals for language development, social skills, motor skills, and other aspects in stages based on children's physical and mental development patterns, and display them to parents through charts or illustrations, so that parents can intuitively understand the developmental needs of children at each stage. Regular teacher meetings can serve as a platform for teachers to communicate and reflect, ensuring that they have a deep understanding of the development goals of different age groups and can implement these goals in their daily teaching. At the same time, teacher conferences can also explore practical issues that parents may encounter in family education, forming a targeted strategy to

support parents, such as how to engage in age appropriate interactive games, reading, and social activities at home.

Question 2: Regarding the kindergarten principal's inability to guide parents to adjust the types of family dinners and balance their children's diets in a timely manner according to the recipe released by the kindergarten for next Monday, and the inability to guide teachers to collect parents' parenting experience and confusion, classify and discuss to help solve such problems, what suggestions do you have?

I think kindergarten principals should also guide teachers to enhance their guidance and support abilities. Teachers should not only focus on academic teaching, but also actively care about parents' parenting difficulties, helping them systematically collect and classify problems. Teachers can organize classified discussion groups based on different issues raised by parents, such as "children's dietary problems" and "children's emotional management", and invite experts or experienced teachers in relevant fields to participate in the discussion and provide professional advice. Through the guidance and support of teachers, parents can receive more targeted parenting guidance, further enhancing collaboration between home and school.

Question 3: Do you have any suggestions for kindergarten principals who cannot include providing good family education guidance services in the kindergarten work plan, cannot incorporate the level and performance of teachers' family education guidance into the teacher evaluation system, and cannot implement the home visit system and take the lead in conducting home visits?

The home visit system is an important measure to promote home school connections and provide personalized parenting support for parents. I suggest the principal first develop a detailed home visit plan, specifying the frequency, target audience, and key content of home visits. For example, at least two home visits should be conducted each semester, and classified arrangements should be made based on the needs of children and families of different age groups. The principal should personally participate in home visit activities, lead by example, inspire other teachers to join, and create an atmosphere of full participation. During home visits,

principals and teachers should pay attention to the family environment, children's living habits, and parents' parenting difficulties. A simple home visit record form can be designed to record key information and observation results for subsequent follow-up. After the home visit, provide timely feedback to parents, offer specific suggestions and resources, and help parents better support their children's growth. In addition, it is recommended that the principal regularly summarize home visit experiences and hold a campus wide meeting every semester to share successful cases and challenges encountered during home visits. Through collective discussions, explore improvement strategies and best practices to ensure that the home visit system is not only implemented effectively, but also produces practical results, further enhancing the cooperative relationship between home and school.

Question 4: What suggestions do you have for kindergarten principals who are unable to understand the development trends and reform experiences of domestic and foreign kindergarten childcare education, as well as their inability to grasp the characteristics and growth patterns of children's physical and mental development, development goals for different age groups, and kindergarten childcare education goals?

I suggest introducing external expert support and inviting psychologists, education experts, or successful practitioners in the early childhood education industry to give lectures or workshops at the kindergarten to help principals and teachers better understand the characteristics and growth patterns of young children's physical and mental development. Through the guidance of experts, the principal can obtain practical educational strategies and scientific guidance methods to enhance their professional competence. Establish a communication platform between parents and teachers, regularly share relevant knowledge and educational goals on the physical and mental development of young children, and enhance parents' participation and understanding of early childhood education. Through feedback from parents, the principal can better grasp the performance and needs of young children in the family, and adjust educational strategies accordingly.

## Interview results

### Guidelines for improving kindergarten principal's professional leadership in family and kindergarten co-education in Hangzhou, China

#### Interviewee 8 (Education: PhD; Position: Principal; Work Experience: 19 years)

Question 1: What suggestions do you have regarding the kindergarten principal's inability to guide parents to recognize that the family is the first classroom and parents are the first teachers, and to grasp the characteristics and growth patterns of children's physical and mental development, development goals for different age groups, and the goals of kindergarten care and education?

I believe that in the design of parent training workshops, kindergartens can invite child development experts or senior teachers to explain the physical and mental development characteristics of children of different age groups to parents, and combine practical cases to help parents understand their important role in supporting their children's growth process. In addition, interactive discussion sessions can be set up in the workshop, where parents can share their parenting experiences and learn from each other. Kindergartens can also provide practical tools and methods, such as family education manuals, child behavior observation records, etc., to help parents practice educational goals more targetedly in their families. At the same time, kindergartens can use digital platforms to regularly push concise educational videos or infographics to convey the core points of childcare education to parents. For example, a weekly tip can be sent to parents about the current focus of children's development, or specific suggestions on how to practice these goals in the family can be shared to ensure that parents can gradually absorb and apply this knowledge. To ensure the effectiveness of these measures, kindergartens can regularly collect feedback from parents, evaluate their understanding of childcare education goals, and adjust the content and format of workshops based on feedback. This data-driven improvement approach not only helps parents better

participate in early childhood education, but also ensures that the educational goals of kindergartens are aligned with family education, ultimately promoting the effective implementation of home school co education.

Question 2: Regarding the kindergarten principal's inability to guide parents to adjust the types of family dinners and balance their children's diets in a timely manner according to the recipe released by the kindergarten for next Monday, and the inability to guide teachers to collect parents' parenting experience and confusion, classify and discuss to help solve such problems, what suggestions do you have?

Firstly, the principal should regularly push weekly kindergarten recipes through WeChat or parent groups, and provide specific family dinner pairing suggestions for parents. Through simple and easy to understand nutrition guidance charts, help parents intuitively understand their children's daily nutritional needs and matching principles. At the same time, a "Nutrition Q&A Zone" can be established to allow parents to ask questions at any time, and teachers or principals can provide answers to enhance parental participation. Secondly, the principal should establish a systematic communication and feedback mechanism between teachers and parents, and regularly guide teachers to collect parents' parenting experience and confusion. It is recommended to hold a monthly symposium or online discussion between teachers and parents, categorizing topics such as "healthy diet" and "emotional management" for parenting. Experienced teachers or experts should be invited to participate and provide specific solutions. This not only helps parents learn from each other, but also provides more targeted assistance to parents through classified discussions.

Question 3: Do you have any suggestions for kindergarten principals who cannot include providing good family education guidance services in the kindergarten work plan, cannot incorporate the level and performance of teachers' family education guidance into the teacher evaluation system, and cannot implement the home visit system and take the lead in conducting home visits?

I suggest that the principal establish and improve a normalized communication mechanism for home school co education, ensuring that the

interaction between parents, teachers, and the principal is continuous and two-way. Parents can easily raise parenting questions and suggestions at any time by holding regular parent meetings, setting up parent open days, creating parent WeChat groups or online platforms. School principals and teachers can share successful cases of family education, parenting experiences, and scientific advice on these platforms, enhancing parents' sense of participation and responsibility. At the same time, the principal can provide regular feedback, organize special discussions or training on common issues raised by parents, help parents and teachers form long-term effective interaction and cooperation, and promote the achievement of the goal of home school co education.

Question 4: What suggestions do you have for kindergarten principals who are unable to understand the development trends and reform experiences of domestic and foreign kindergarten childcare education, as well as their inability to grasp the characteristics and growth patterns of children's physical and mental development, development goals for different age groups, and kindergarten childcare education goals?

I suggest conducting on-site inspections. The principal should organize a team of teachers to conduct on-site inspections of excellent kindergartens at home and abroad, observing their successful practices and management models in childcare education. Through communication with other principals, understand the specific measures taken in setting and implementing educational goals in different regions, help principals absorb advanced experience, and make adjustments and optimizations to their own kindergarten. The principal can develop a personal professional development plan, clarify learning goals and schedule. For example, it is possible to set a certain number of educational books or research papers to be read every quarter, focusing on the psychological development of young children and educational theories, and regularly organizing in school sharing sessions to discuss the learned content with teachers and create a good learning atmosphere.

**Assessment checklist**

Assessment checklist of guidelines for improving kindergarten principal's professional leadership in family and kindergarten co-education in Hangzhou, China

Thank you very much for your help in the evaluation of this research, please assess the suitability and feasibility of guidelines for improving kindergarten principal's professional leadership in family and kindergarten co-education in Hangzhou, China, with the number 5, 4, 3, 2 and 1 corresponding to extra high, high, average, low and extra low.











## Appendix D

The Results of the Quality Analysis of Research Instruments

## The index of objective congruence (IOC)for questionnaire

No.	Kindergarten principal's professional leadership in family and kindergarten co-education	experts					IOC	Valid
		1	2	3	4	5		
<b>Idea resonance ability</b>								
1	The principal guides teachers and parents to adhere to the child-oriented, respect individual differences, and protect children's curiosity and interest in learning	1	0	1	1	1	0.80	Valid
2	The principal guides teachers and parents to agree with the concept of quality education, provides appropriate education, and promotes the all-round development of each child's personality	1	0	1	1	1	0.80	Valid
3	The principal guides teachers and parents to put the safety and health of children in the first place, and attaches great importance to mental health while paying attention to physical health	1	0	1	1	1	0.80	Valid
4	The principal guides teachers and parents to agree with the concept of combining education with education, and education should be based on children's life and take games as the basic activities	1	0	1	1	1	0.80	Valid
5	The principal guides parents to realize that the family is the first classroom and parents are the first teacher's sense of responsibility	1	1	1	1	1	1	Valid
6	The principal guides parents to pay attention to family construction, build upward, harmonious and harmonious family relations, and set an example to cultivate children's good moral	1	1	1	1	1	0.60	Valid













No.	Kindergarten principal's professional leadership in family and kindergarten co-education	experts					IOC	Valid
		1	2	3	4	5		
8	The principal is familiar with the knowledge and methods of organizing and implementing educational activities such as the creation of kindergarten environment, daily life in kindergarten and game activities	1	1	1	1	1	1	Valid
9	The head master the knowledge and methods of home co-breeding	1	1	1	1	1	1	Valid
10	The principal master the strategies and methods of effective communication with teachers, parents, social organizations and other departments	1	1	1	1	1	1	Valid
11	The principal is familiar with social educational resources	1	1	1	1	1	1	Valid
12	The director has certain knowledge of natural sciences, humanities and social sciences, and has good moral character and artistic accomplishment	1	0	1	1	1	0.80	Valid

## Reliability Analysis

Simplified Format of Cronbach's Reliability Analysis			
Kindergarten principal's	Number of Items	Sample Size	Cronbach's Alpha Coefficient
Idea resonance ability	10	30	0.948
Professional support ability	14	30	0.928
Organization and coordination ability	10	30	0.947
Sustainable development ability	12	30	0.972
Professional leadership	46	30	0.978

Appendix E  
Certificate of English



## Appendix F

The Document for Acceptance Research



## Researcher Profile

**Name-Surname:** Mrs. Wu Wenting

**Birthday:** 01 July 1979

**Place of Birth:** Tai'an, Shandong

### **Educational background:**

- Doctor of Philosophy Program in Educational Administration, Bansomdejchaopraya Rajabhat University, in 2024
- Master of Applied Economics, Renming University of China, in 2010
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