



# PRACTICUM REPORT

CARRIED OUT IN

.....GOVERNMENT PRESCHOOL.....

THE 16th KINDERGARTEN OF TONGREN City ,  
GUIZHOU, CHINA

Address: Yundongpo village, Liangshuijing community,  
Hexi Office, Bijiang District, Tongren City, Guizhou  
Province

**BY**

Wang Lingxuan

ID No.63561802062

IN PARTIAL FULFILMENT OF THE COURSE  
REQUIREMENTS,  
PRO 6701 (PRACTICUM IN EDUCATIONAL  
ADMINISTRATION)  
SUAN SUNANDHA RAJABHAT UNIVERSITY  
JUNE,2021

**Praise for the practicum in Educational  
Administration  
to Mr./ Ms. ...Wang Lingxuan.....**

Wang Lingxuan is the perfect person to the 16th kindergarten . because she is an enthusiastic student provides practical steps for management of kindergarten. Not only does her practicum bring effective knowledge, but also she shows us that effective management method and organization capability. Can be your superpower if you want to achieve your goals.

Shi Xiaofang  
Class Education Administrator  
Management



## **Abstract**

The purpose of this practicum in Educational Administration is to discuss my experiences during my practicum exercise. The exercise was designed by the program to expose graduates to management aspects of preschool education, practical applications of learned theories, principles and ethics of administration. The exercise was carried out in (Government Preschool) The 16th kindergarten of Tongren City. In this school, through communication and cooperation with teachers, the school and classes are managed. This report was organized in five sections, each having sub units. Section one presents an overview of the organization background and functions, also my understanding of management and setting goals. Meanwhile , Section two , focused on the literature review about concept and theory of the practicum in educational administration. Section three emphasis on the methodology and experiences gained by author in school. Information related to my work schedule, duties, working relationship with staff and the knowledge acquired were thoroughly discussed in this section. Section four, on the other hand, focused on analysis and results of the practice and learning of the practicum in The 16th kindergarten of Tongren City. Section five presents the conclusion, discussion, and recommendation by education management of the school. By analyzing strengths and weaknesses of the Educational management of The 16th kindergarten, suggestions for improvement and conclusions were all made. It was

recommended that the duration for this practicum exercise be 2021.02.20 to 2021.06.20, to demonstrate practically how to plan, organize, direct and carryout other administrative duties.

**Keywords:** Practicum, Educational Administration, Preschool Education Management, Class management

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During the period of my practicum, I have received generous help from the main class teacher in the top class of kindergarten, Miss Chan. Sometimes in class management, she will teach me effective ways to deal with management. With her rigorous and professional spirit, she guided me to find a suitable position and constantly inspired me to learn in work.

First and foremost, I am grateful to my supervisor, my practice adviser, faculty of Educational Administration Program. Her education management professional guidance, encouragement, and suggestions provided me the necessary insight into the problem and paved the way for the meaningful ending of the work in a short duration.

Combined with the connection of education management and preschool education, I trained my practical ability, increased the actual operation experience, and had a very good understanding of the actual management work. I have no hesitation to say that, without his constant support and valuable advice from time-to-time, I would probably fail to complete the work in an appropriate manner.

My special gratitude goes to my parents , for their. modern outlook and meticulous supervision to carry out the job perfectly.

I am grateful especially to the principal of The 16th kindergarten for her approval of me , and the teachers who supported me. I am also thankful to the top class teachers in a kindergarten, and all other departmental heads, officials, and also all office staffs of the kindergarten for their sincere co-operation and support for giving me the opportunity and always help and support me for making a standard report.

.....Wang Lingxuan.....

.....06,2021....

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# **SECTION ONE INTRODUCTION**

## **1.1 Background**

Practicum has become a necessary process for college students at this stage. Practicum enables students who are still immersed in the happiness of campus to have a deep understanding of the cruelty of society. Practicum enables students to apply the theoretical knowledge they have learned in school to their practical work, and then perfectly fit them.

Practicum is also a process for the interns to get to know the school and the school to know the real ability in the interns. This process determines whether the interns will decide to be teachers in the future. After the practicum process, it provides the opportunity to apply knowledge and skills with the support of a mentor. Gain effective management knowledge based on school management experience.

To find out the gap of one's career, the internship is not only to implement the work, but also to make clear the gap between one's position and one's career ideal, and to make a detailed and feasible plan to make up for one's shortcomings at the end of the internship. When you look at the internship from the perspective of making up the gap, you will get more from the internship.

## **1.2 Objectives**

The objectives and expected outcomes of this practicum were: Using the opportunity of practicum, can let us realize the importance of educational management, understand how the work is. The theory in practice has a lot of changes,so, through the practicum to accumulate some experience, so that we can calmly go to the society to do a good job.

The expected outcome of a practicum is :to gain practical experience in education management skills, techniques, and theory by working with preschool professional administrator.

### **1.3 Key words interpretation**

In the whole report, there are two key words is very important :

Preschool education management:

Preschool education management refers to the managers in order to guarantee the development of preschool education established objectives and specific objectives are to promote the development of young children can be fully realized, according to the plan to take scientific and effective working method, reasonable use of people, goods, content, and other resources, give full play to the potential of the various factors activities.

Preschool education management is a part of social management, it obeys the general law of management, the meaning and theoretical knowledge of management for the review of preschool education management of this special social practice provides a reliable basis. Management is asocial phenomenon, is one of the important conditions for human survival and development,organization and development of productive forces, coordination and control of production relations and social relations are two important functions of management. The scope of management is relatively wide, no matter which industry will be involved in management issues. Any kind of management needs to be formed and developed under a specific environment, the environment will not only motivate management, but also restrict management. Due to the special subject, the management of preschool education contains not only the generality of general management, but also the unique personality.

Class management:

As a big family, school is composed of one class after another, so class management plays an important role in school management. As an extension and development of the "little teacher system", the "30 post behavior cultivation" solves the problem that it is difficult for teachers to do everything in their daily teaching and life management. The "little gentleman" of different positions in each class will be selected after their own application and student election. According to the different areas of responsibility, it can be divided into three major posts: "discipline small post", "learning small post" and "life small post". For example, the "little teacher" in the "small post of discipline" in the "small post of pre class management" reminds the class students to quickly return to their seats after the bell rings, and listen to the command of the pre class administrator and make preparations before class, so that the teacher can directly teach in the classroom and improve the teaching efficiency. The "little teacher" in the position of "little assistant for reading and reciting" in the "learning small post" is responsible for the reading and reciting of the members of the group while actively completing the task of reading and reciting, checking and supervising their recitation. If the members of the group are not proficient or can't, the "little old teacher" will actively provide help, so that each student can complete the teaching task assigned by the teacher. "Living small post" is mainly responsible for class daily life and class health, such as "public property housekeeper", "platform cleaner" and so on.

## **SECTION TWO LITERATURE REVIEW**

The review shows that my activities in the 16th kindergarten in the practicum settings are focused on class management. In the light of the related literature, The concept of class management is related to education management. About my major, class management is be of great importance in preschool education.

This section has been organized under the following sub-headings:

- 2.1. Description of the organization
- 2.2. Functions of the organization
- 2.3. Structure of the organization

## **2.1. Description of the organization**

Tongren 16th Kindergarten is located in Yundongpo Community, Hexi Office, Bijiang District, Tongren City. The kindergarten was established in August 2018. It covers an area of 1350 square meters and a building area of 4050 square meters. The kindergarten has 12 classes and can accommodate 360 to 400 children at the same time. In February 2019, they will expand the enrollment, and now we have 200 children and 6 classes. It is expected that there will be 300 children and 8 classes in the autumn of 2020.

Kindergarten interior design novel, elegant, each class have activity room, bedroom, bathroom, female, male toilet, toilet life etc, six combinations, balcony ground set can meet the demand of modern children's development, facilities perfect, managerial condition is superior, the teaching level is higher, is a new kindergarten with modern elements. The kindergarten features Orff-schulwerk and Art. In May 2019, it successfully passed the assessment of "district-level demonstration kindergarten". And in 2020, it will be rated as a municipal model kindergarten. These resources by my judgment are fair for the running of the school.

Though development has only three years old, there is still work to be done and improvements to be made.

The principal of the school is a Shi Xiaofang holder from the 16th kindergarten ,The current director, bachelor degree, born in April 1969, is a senior kindergarten teacher. Since teaching for 26 years, with a love for children, a dedication to work, efforts, but also harvest a real happiness. During this period, she won the honorary titles of excellent teachers and teachers at provincial, municipal and district levels.Shi Xiaofang has been infatuated with education and teaching practice from the front-line teacher to the leader of the kindergarten. She has made great achievements in bold reform, bold attempt and innovation. During the period as the kindergarten director, he never gave up the pursuit of education and teaching, committed to creating a good atmosphere of teaching and scientific research, and strive to promote the improvement and development of the quality of kindergarten education by teaching and scientific research. In 2000, she worked as an ordinary teacher in Tongren No.1 kindergarten, and now she is the head of No.16 kindergarten. For many years, she has been sticking to her original educational ideal, and together with her team, she has supported this pure sky for the children. She runs the school with effective administrative skills which include: good decision making skills, technical skills, human relation skills, and good communication skills.

## **2.2. Functions of the organization**

For the time being , the 16th kindergarten is a private institution designed for district schools. In May 2019, it successfully passed the assessment of "district-level demonstration kindergarten".

Target: Preschoolers aged 3-6

Services: Care and education services for preschool children

## **2.3. Structure of the organization**

Below is the organizational chart of the 16th kindergarten:

(Through the conversation with the principal, the general structure of the diagram is like this)

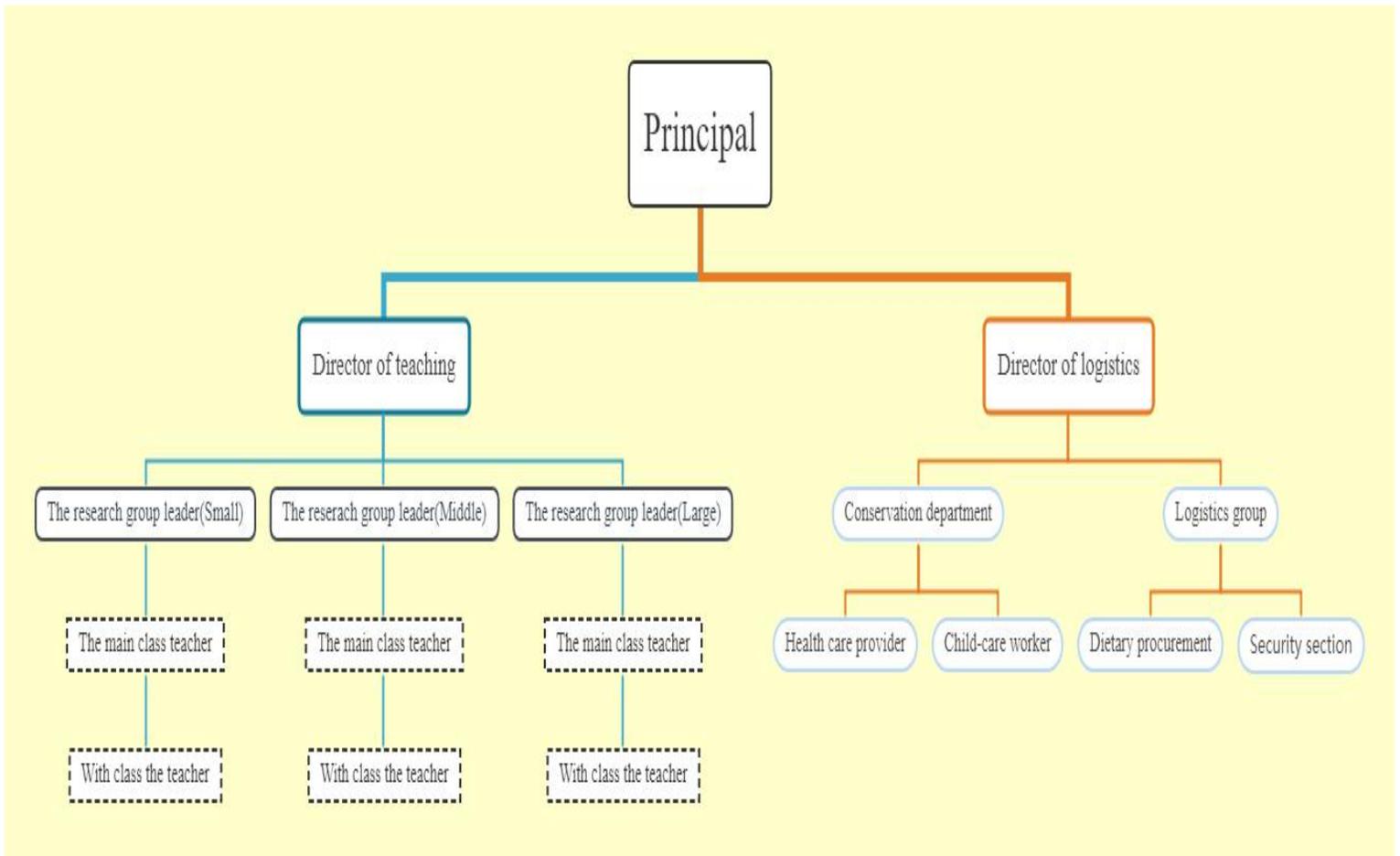


Fig 2.1 Organizational structure of The 16th kindergarten

Kindergarten management organization is an organization specially set up for specific management work. Management is carried out through the organization, and the organization is the object of management. Thus it can be seen that the organization is both the subject and the object of management. The characteristics of kindergarten management organization are as follows: having a common goal; Have clear division of labor; To have a degree of authority; There are functional levels; Pay attention to discipline,

coordination and efficiency; It requires a high degree of unity of institutions and functions.

The combination of care and education is a major feature of preschool education in China, and it is also a principle that kindergartens always adhere to. The picture shows the management of the school, namely the academic affairs office and the conservation department. The business system of the school is divided into two levels: management and implementation, which has the advantage of reducing the burden of the principal's leadership, focusing on the study and thinking of the major problems of the school, and promoting the development of the school with all its strength. Within the scope of their own functions, leaders have the right to issue orders and instructions to subordinate relationship between the leader and the led.

The disadvantage is that because each functional organization has command power within its own functional scope, it is easy to have disunity of command, and it is difficult to coordinate with each other. It is also easy to make the leader of the school be lofty and divorced from reality.

## **2.4 Class establishment system**

**Class arrangement** Most kindergartens in our country are arranged according to age, that is, small, medium and large classes. Two or more classes of the same age set up grade groups. Small - scale kindergartens with fewer children can also implement mixed classes of different ages. <sup>[1]</sup>Because the children are young, weak physically and psychologically, and have little life experience, they need close observation and careful care by the health care personnel, so the number of kindergarten classes should not be too large. According to Article 11 of the Work Regulations of Kindergarten:

Small class (3 ~ 4 years old) 25 students, middle class (4 ~ 5 years old) 30 students, big class (5 years old ~ before entering primary school) 35 students; Mixed class 30 students; No more than 40 students attend a one-year preschool. The number of students in each class in boarding kindergarten should be reduced. The scale of the kindergarten is conducive to children's physical and mental health, easy to manage for the principle. According to the (88) Jiajizi Document No. 108, the size of urban kindergartens are 6 classes, 9 classes and 12 classes. Too few shifts can result in waste in some ways. The scale is too large to carry out the work, even if the increase of management personnel, it is inconvenient to command, coordinate and control the comprehensive development of the education work, once the measures can not keep up, is bound to affect the quality of management and education.

## **SECTION THREE METHODOLOGY**

According to the structure and design of field experiences that can be completed in phases. Therefore, this practicum report in the first phase was conducted in March to June 2021 (see Table 3.1) with studies that preschool education management in educational management. This includes class management and music management. The data for this report was gathered by using observation, survey, ,and interview.

**Table 3.1** Phases, duration, and hours for the Practicum in Educational Administration

<b>Phases</b>	<b>Duration</b>	<b>Hours for the Practicum</b>
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Phase 1	February-June 2021	50
Phase 2	July-November 2021	50
Phase 3	December 2021-April 2022	50

In this part, the qualitative data includes, go to classes of different ages, the structured interview method is used to realize teachers' understanding of class management. The author will ask five open-ended questions before the interview, includes interviews with three grade leaders.

Quantitative data is mainly provided by the kindergarten managers and principal. The difference with qualitative method is the question type.<sup>[2]</sup>The problem of quantitative data is that the answers to the questions are preset (that is, closed answers), and the interviewee only makes a choice among the preset answers by oral answer. And data from interviews were analyzed by using content analyze. After the interview, the interview data were collected, relevant literature was consulted according to the questions, and the data was analyzed in depth.

**Table 3.2** The collection of data, analysis of data, and output/outcome in practicum

<b>Collection of Data</b>	<b>Analysis of Data</b>	<b>Output/ Outcome</b>
Gather data from supervisor/ principal through in-depth interviews, observations and survey,	-Analysis of data by using content analysis, descriptive statistics. -Participate and evaluate activities, feedback on management experience	-Leadership experiences -Field-based learning experiences -Educational Leadership Framework -Model to enhance the quality of

		administration
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### 3.1 Experience

This section focused on the personal experiences acquired during the practicum management exercise. Thus, this section is divided into three sub-sections;

#### 3.1.1 Schedule of operations and duties

<b>Week</b>	<b>Observations</b>	<b>Description of Observations / Duties</b>	<b>Hours</b>
1	Administrative tasks	- Coordinate and improve class management -Providing professional development for school leaders and head teachers. -Implement self characteristic management class ability	100 days
2	Roles and responsibilities	Class manager ---- Management School administrator ---- Management and Learning	100 days
3	Scope of work in educational institution	-Assist the principal to manage the kindergarten affairs -Manage classes and group of different ages	80 days
4	Knowledge, Skills, Attitude (Competency)	-Knowledge: Apply educational management and preschool education knowledge -Skills: The structured interview method was adopted to collect management data	100 days

		-Attitude: Understand democracy in management	
5	Types of Instructional supervision in educational institution	Inquiry-based supervision: Inquiry-based supervision, as a choice, is characterized by individual initiative or teachers working in pairs and groups to solve problems in teaching. Florence Stratemeyer and her colleagues describe action research as "the process of discovering new ideas and practices and testing existing ones, by exploring or establishing causal links between phenomena and causes, or by systematically obtaining evidence for the characteristics of particular problems. <sup>[3]</sup> Therefore, inquiry supervision is actually a kind of action research	90 days
6	Professional Learning Community (PLC)	- Providing quality instructional leadership and professional development at school level through mentors.	50 days
7	Process in helping teachers to effectively organize their learning activities	- Enhancing skills and confidence of teachers in specific areas. -Grasp effective management knowledge of teachers	100 days
8	Leaders in driving	- Principal , deputy director and every teacher in the kindergarten,their	80 days

	education policy into practice in schools	different management thinking will promote the development of education	
9	Problems of the organization In planning, decision making	Problem: Teaching management is lack of effectiveness, management is not scientific. The class management difference is big, the development of each class is unbalanced.	70 days

### 3.1.2 Knowledge Acquired

Management in kindergartens is one of the important parts of education. Now there are many cases of kindergartens that make us reflect. We must do a good job in management.

Attention should be paid to the implementation of kindergarten rules and regulations:

1. Pay attention to publicity and education: the implementation of rules and regulations should not only rely on administrative orders, but also emphasize the spirit of self-consciousness on the basis of improving the level of awareness of faculty and staff. On the one hand, the administrators should guide the faculty and staff to enhance their concept and self-regulation ability by repeatedly explaining the purpose, significance and basic requirements of various regulations. <sup>[4]</sup>On the other hand, administrators should form a certain collective public opinion in nurseries through extensive publicity and education, which is helpful to improve the cognitive level of teachers and staff, promote each other's appearance, and jointly abide by the regulation and inspection system atmosphere.

2. Leaders take the lead in strictly implementing the rules and regulations: In order to smoothly implement the rules and regulations of the kindergarten and become the "law" recognized

and abided by all the staff, the leaders of the kindergarten must take the responsibility to take the lead in strictly implementing the current rules and regulations, rather than asking the staff to comply with the "law" themselves.

3. Strictly check the implementation of the rules and regulations: to make the rules and regulations of the nursery become binding and mandatory "law", we should pay attention to the seriousness of the implementation of the rules and regulations. Leaders and managers should pay attention to the grassroots, understand and check the implementation of rules and regulations, and guide and supervise. The implementation of rules and regulations should be consistent and consistent, avoid being loose and different from person to person, so as to give full play to the role of rules and regulations as a means of management, so as to ensure the smooth development of the work.

4. The combination of institutionalized management and humanized management: rules and regulations are rigid management means, which embody the characteristics of compulsion. In practice, however, sometimes there will be some not transfer to the subjective will of the parties to the things, such as the staff personal unpredictable events, as a result of other social external cause,.

In this case, in today's advocate humanistic care, in order to protect the staff's work enthusiasm, can consider to use relatively flexible handling, Let the implementation of rules and regulations not only become the process of restricting the behavior of the staff, but also become the process of sublimating the ideological realm of the staff.

### 3.1.3 Working relationship with the staff

At work,I will try my best to support and cooperate with the work of other departments in the school, and create a good atmosphere and environment for other colleagues to work.

Every teacher in kindergarten is enthusiastic and patient, and he is a magic mediator of harmonious atmosphere. She is a good friend of all, she is gentle and cheerful with the teacher Chen in class; She is a good mother with the students, and she is patient and meticulous; She is a good military teacher with parents, and she is very kind. In the work, Mr. Chen is diligent and conscientious and conscientious. In political study, she is active and serious, self-discipline; In business study, she actively invests in and uses it; In teaching practice, she is strict and orderly, constantly reflecting and summarizing, and constantly improving; In the work of the class teacher, she follows the good and enticing way, moisten every student's heart in silence. Therefore, the class that the teacher brings is steady and steady, and the class taught by Chen is vivid and effective.,Students and teachers like it.

### **3.2 Implementation process**

1. The school will continue to strengthen management training in the future. What kind of knowledge do you want to get?

2. Can you adapt to the current management mode of the school? What is your ideal school management?

3. What do you think schools can do to stabilize the teaching staff?

4. How do you conduct business learning? Do you value your professional development?

5. What problems do you think the school needs to solve?

**Table 3.2.1** Questionnaire 1, qualitative structured interview questionnaire.

In kindergartens, teachers in each class are given questionnaires to collect more ideas and the real feelings of the surveyed people.

6. Which departments do you think are the most effective?(MCQ)

President's Office dean's office Conservation sector

7. What do you think of the role of the school grade group?

Grade group management is effective, can concentrate, with team spirit

The grade group can manage according to the situation in the period, which can promote the school management

Grade group upload and release, only the arrangement of work, did not seriously track the implementation

The grade group is just a form, the same as in previous year

8. What do you think of the management of kindergarten care and education?

Standard  Relatively standard  commonly  Nonstandard

9. What do you think the routine management of children can help children?

Behavior habit  knowledge  Social development  Healthy life

EQ Development

10. What do you think are the ways to form regular habits

Repeatedly emphasize the rules, patiently guide children to complete

In different links with different methods, more effective to help children form a routine

Once you start to help children to establish a routine, don't change the routine content at will, so as not to cause children's confusion

More with the help of external incentives to improve children's initiative to develop good routines

Explain the routine content to the children directly and ask them to complete it. Once they break the rules, they will criticize and preach

Let children play freely, without any conventional requirements

other

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**Table 3.2.2** Questionnaire 2, quantitative structured interview questionnaire.

Chart 2 is a questionnaire designed for managers and principals, which can greatly promote the abstraction and generality of the theory and accurately analyze the common causal relationship between phenomena. Quantitative interview questionnaire not only expresses our opinions, but also helps managers to solve problems effectively.

## **SECTION FOUR**

# **RESULTS OF THE PRACTICE AND LEARNING**

### **4.1 Learning knowledge**

Class education management research, class teacher management research. Kindergarten teachers are responsible for children's life and education in kindergartens. The quality of class teachers and their relationship directly affect the quality of education and the healthy growth of children. According to the nature of their work, kindergarten teachers can be divided into teaching staff and nursing staff. The management research of class teachers mainly refers to the research on the allocation of kindergarten class teachers, the research on the ability and responsibility of teachers and nurses, and the research on collective collaborative work. The allocation of class teachers in kindergartens should be based on the requirements of "kindergarten education guidelines" and the actual situation of kindergarten education and teaching.

As kindergarten teachers, they should have keen observation ability, intelligent cognitive ability, good communication ability, the ability to organize educational activities, cooperation ability and accident first aid and handling ability. The nurse should also have rich knowledge and skilled operation skills. In the practice of class management, no matter what the teacher's status, educational background or salary, they are all a collective and jointly responsible for the whole class. In the work, teachers should rely on each other and help each other. They should not only know their own shared affairs, but also know what other teachers in the same class should do, and they should also know all kinds of education and teaching activities to be carried out in the class plan.

Teachers and nurses should learn to work together, understand, assist and learn from each other, so as to form a cooperative group.

## **4.2 Practicum result**

School management refers to the process in which school administrators organize and coordinate all teachers, students and staff, give full play to the role of human, talent and material resources, make full use of various resources and favorable conditions inside and outside the school, and achieve the goal of running a school efficiently.

In order to realize the change of ideas, both the operation and management of the school should start from people, people-oriented, and realize the common development of students and teachers. For effective management, there is no fixed management mode. First of all, the first thing must be reality, and it is the most important to solve the immediate practical problems. Secondly, managers should often reflect on their words and deeds and management measures, constantly alert and improve themselves, and actively accept and absorb the opinions and suggestions of teachers and students.

In a word, whether managers can find and use talents well, that is, to recognize and employ talents and to give full play to the ability of all teachers determines the development prospect of a school manager; It also determines the value of a school. The active cooperation of other school administrators is very important.

I will also sum up my experience in this respect:

1、 Every manager of a school is a kind of responsibility.

The implementation of good kindergarten class management plays a very important role in promoting children's effective learning and behavior development. Combined with the previous implementation of class management in kindergartens, the overall management is too strict, which makes children shrink from class

management, and also affects the embodiment and development of children's personality. At the same time, under the long-term strict class management, children are always in a passive learning state, and dare not express what they think, which ultimately affects the cultivation and improvement of children's self-management ability and the education effect reflected in the final class management system. In addition, the more strict class management will also make the learning atmosphere of the whole class become depressed and dreary, making students not interested in learning, or even tired of learning, which will eventually affect the healthy growth of children.

In view of the above situation, kindergarten teachers need to follow the universal principle when carrying out class management, combine with the current new situation of education development, actively change and innovate the concept of class management, and combine with the characteristics of children's physical and mental development, formulate and implement corresponding class management strategies, so as to promote children to actively participate in various class management activities, Give full play to the development of children's intelligence, promote children's all-round development. At the same time, with the help of effective class management strategies, we can create a relaxed, lively and positive class environment for children's learning, and promote children's healthy and happy growth in this teaching atmosphere.

2、 Every manager of the school gives the teacher a certain degree of freedom in the working environment and psychological space, and also creates a relaxed environment for children.

Children's class environment directly affects children's growth. On the basis of accurately recognizing the importance of class management, teachers should also strive to create a relaxed and comfortable class environment for children, and promote children's better development by giving full play to the educational function contained in class management. In a good class environment,

students' interest and enthusiasm in participating in classroom learning will also be improved. At the same time, it is also conducive to the implementation of effective class management by teachers, so that children can independently change their bad learning and behavior habits under the guidance of class management. In the teaching activities carried out by teachers, students are also willing to participate in the relaxed and comfortable class environment, so as to improve students' cognitive level of things. Based on this, it is very important to build a relaxed and comfortable class environment. Under the subtle influence of the class environment, children will also more actively cooperate with teachers to carry out class management, and consciously abide by the established class management system. Unlike in the traditional class management mode, children have a shrinking psychology. In this class management environment, children's desire to explore and collective consciousness will continue to strengthen.

### **4.3 Strength of organization**

Analysis of the results of the interview, the better ability of school organization is to identify the ability of subordinates. Since managers need to manage "people", how can they manage good people? I think the most important thing is to put "the right people in the right positions", that is, let "the right people do the right things". Therefore, managers need to be able to accurately judge the ability of subordinates and assign tasks according to their ability, So as to ensure that all kinds of tasks can be completed efficiently, and at the same time to ensure that the subordinates "make the best use of their talents", so as to mobilize the enthusiasm of subordinates. Leadership. This kind of ability is the most wonderful. If the former ability is "hard" management ability, I think leadership ability can be said to be "soft" management

ability. The so-called leadership ability is to influence the subordinates through the personal cultivation and charm of the managers, so that the subordinates can work willingly and consciously for you

#### **4.4 Weakness of organization**

School management concept deviation, management is not in place

1. System construction focuses on dealing with inspection. In the process of improving the system, the system formulated is not practical, operational, and scientific. Some even copy other people's system and change their face, becoming their own new thing. This new thing has no own characteristics, but more is not targeted, and can not solve the new problems in the school's management work, although the chapters are complete, The system is detailed, but like a piece of white paper. Some systems have been formulated in detail but not implemented.

2. Pay attention to form, not actual effect

At present, all kinds of inspections are very frequent. The work of the school has not been carried out well. All kinds of inspections are coming again. What should the school do? Only by focusing on data construction and dealing with all kinds of inspection, there will be sequelae. The school desperately does all kinds of data, and there are all kinds of false data in all kinds of records. This kind of coping style permeates many aspects of school management, such as the plan summary management in school administration, the teaching and research activities in teaching work, and the ideological education management in moral education, which ignores the implementation and implementation of the process.

#### **4.5 Suggestion for improvement**

The idea of improvement should start from the following aspects:

On the one hand, it is necessary to strengthen ties, pay attention to teacher training, and improve the quality of education and teaching. There are many factors that affect the effectiveness of education. To implement education and train the educated to meet the requirements of social development in the future, the government and social family schools have the corresponding responsibilities. Schools should carry out home visits as much as possible to communicate with parents face to face, Make parents care about their children's education, support the work of school teachers, and understand the important role of family education. And then, under the current situation of existing teacher resources, schools should make concerted efforts to increase school funding, increase teacher training, strengthen the construction of teachers' ethics, and improve teachers' professional level and ideological quality. Only when the classroom is dedicated and parents support the teaching quality, can it be improved gradually.

The second aspect is to strengthen the construction of the headmaster team. The headmaster is the key to run a school well. If there is a good headmaster, there will be a good school. To solve these problems in school management, the key is to solve the problems of the headmaster's management level and school running ideology. So, as the head of a school, how can we build and manage a school well? The headmaster must change his three roles. First, he should be a good leader in the ideological education concept, use the headmaster's culture to unite the teaching team. In the management, he should drive the team with emotion, care for the team with love, lead the value orientation of teachers, and establish a correct working value. Second, he should be a good manager, and do a good job in the management details and

humanized service in the system, The third is to be a good educator. As a headmaster, he should know the rules of running a school, be familiar with educational skills and use his own educational ideas.

## **SECTION FIVE CONCLUSION, DISCUSSION, and RECOMMENDATION**

### **5.1 Conclusion**

Under the enthusiastic guidance of the instructor, I started my own work plan. Actively participate in the class daily management related work, pay attention to the book learned management theory knowledge with practical work, deepen the understanding of practical work with theoretical knowledge, verify the management theory with practice, explore the nature and law of daily management. Short internship life, both tense and novel, harvest is also a lot. Through the internship, I have a deep perceptual and rational understanding of the daily management.

I am modest and prudent, diligent and studious. Pay attention to the combination of theory and practice, the classroom knowledge can be effectively applied to practical work, listen to the guidance of the old staff, and listen to the suggestions put forward by others in the work plan with an open mind. Show a strong thirst for knowledge, and can carefully observe, personal experience, independent thinking, comprehensive analysis, flexible use of their knowledge to solve practical difficulties encountered in the work.

In the practicum, I get the biggest management ability is: learn to communicate.

In the workplace, communication is a very important thing. Whether it's for the boss, subordinates, colleagues, customers, or the units that are engaged in negotiation, they all need better communication skills, which is also called interpersonal communication. However, in the workplace, it is inevitable to encounter many disappointments and setbacks. At this time, the adjustment of self mood, or self motivation, is the so-called self communication. I understand that without good communication skills, the best talent will be buried in the shadow of silence. I am not good at communicating with people. Instead, I will only concentrate on my own work, which will delay my work. People should learn to deal with all kinds of people. Interpersonal relationship is very important in social communication.

## **5.2 Discussion**

In recent years, the autonomy of primary and secondary schools has become a hot topic. Obviously, the autonomy of school running is limited by the way of the principal's generation, which restricts the autonomy of school running. At present, there are differences in the process of basic education system reform in the county. As far as the situation of our province is concerned, many local primary and secondary school principals are completely appointed by the superior administration, some county (District) high school principals are appointed by the Organization Department, the school principals in the compulsory education stage are appointed by the education department, and the village primary school principals are appointed by the central school. However, no matter which department or level is appointed, the headmaster is not selected or appointed by internal competition. Moreover, the administrative appointment lacks the standard requirements of the professional qualifications of principals. Since

it is the superior who decides whether he can be the principal, then the principal has to follow his orders.

On the other hand, because the school has no property right, no right to appoint teachers, and no right to formulate the school development plan and development goals, although the principal is a legal person, in fact, the power of the legal person unit is weakened, and the school does not have the ability to run its own school. Moreover, the core of the school's autonomy is the right of education and teaching management. In fact, this right of management has been replaced to a great extent by the various regulations formulated by the education authorities by flexibly using the principles and policies. Schools can only follow the requirements of the higher authorities and play their own subjective initiative in the limited space, The principal can only swim between the superior and the subordinate in the limited management authority.

### **5.3 Recommendation**

Based on my own learning experience, the topics I talked about with teachers, and the actual situation in the region, I especially consulted the relevant materials and formed the following immature suggestions and opinions:

In terms of management system, if we want to manage a collective well, we must have relevant systems and incentive policies, and our kindergartens are no exception, because to manage kindergartens, we must manage the care and education work in the kindergarten well. Teachers, administrators and logistics personnel should be restricted by strict management systems. Otherwise, the following systems should be established, Kindergarten leading group, kindergarten safety management system, canteen management system, etc., should also clarify the responsibilities of all teachers and staff and the head of the kindergarten. I think it is very necessary, we have a perfect system

to manage such a unit, whether in the eyes of parents or in the influence of society, is very necessary, is conducive to the stable and sustainable development of kindergarten students

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*Practicum report will need to be submitted within one week from the time of each phase.*

*Report can be submitted in person, by e-mail to Educational Administration Program.*

*(E-mail address will be let you know later.)*