

Countermeasures for Teachers Under the Forest Kindergarten Model

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Abstract: With the popularization of the education concept of forest kindergarten in China, more and more teachers and parents recognize this education model. The forest kindergarten education model is based on nature. Children can release their nature in the outdoor forest, especially in the wild forest, and cultivate their leadership, independence, problem-solving ability and other abilities. In this education mode, preschool teachers play an important role. They no longer blindly impart professional knowledge, but hope to give full play to the autonomy of children, so they change from leading to auxiliary people. However, the responsibility of teachers is more significant, and they need to have more relevant knowledge to play the biggest role of nature for young children. This paper mainly discusses how preschool teachers should deal with the development model of forest kindergarten.

Keywords: Forest kindergarten; Teaching mode; Preschool teachers; Practice

1. Introduction

Today's quality education, children's parents no longer simply pay attention to their children's academic performance, but hope that they can develop in an all-round way. Compared to improved IQ, parents pay more attention to their children's EQ, physical coordination and independence. The education mode of forest kindergarten provides new ideas for parents. Inoue et al. (2019) believes that forest kindergarten is based on nature, which requires the service content of kindergarten to be nature-based activities for children, and the curriculum content of kindergarten should be oriented to nature and related to outdoor activities^[1]. This way means that the teaching activities of the kindergarten are different from the traditional teaching mode with a strict plan. Under the guidance of the teacher, the children freely form teams to carry out practical activities. In this process, there may be many unexpected accidents or emergencies^[2]. There is no doubt that preschool teachers have become the main responsible persons in the forest kindergarten education model, and their role runs through the whole practice. In this process, they need to help the children understand the task theme, help them to establish cooperative relations with their classmates, guide them to complete the activity task, and encourage them to persist to the end. In addition, the nature-based teaching model poses safety risks to children, so teachers also need to be responsible for children's safety. Obviously, the traditional teaching model requires teachers to only impart book knowledge, but the education method of forest kindergarten requires teachers to master professional knowledge in other fields. This paper discusses how Chinese preschool teachers should respond in the background of the rapid development of the education model of forest kindergarten.

2. The role of teachers in the forest children

The role of the guide, the preschool teachers should guide and encourage the children to enter the outdoor natural environment bravely and actively, so that they can experience and explore by themselves. Teachers should use language for children to convey the theme of practical activities and help them understand the content of the task. If it is to experience the growth habits of a certain plant, then the teachers need to be familiar with the various characteristics of the plant in advance and prepare some vivid cards, which is more helpful to guide the children to quickly enter the state and complete the practical tasks faster. If it is necessary to create art, then the teachers will need to learn some knowledge of the creation, and may also need to invite some professionals to assist in completing the relevant activities^[3]. The role of the facilitator is mainly to cultivate children's curiosity and thirst for knowledge.

The role of protector, the forest kindergarten education model allows children to explore in the outdoor forest, maybe the teacher will arrange some treasure hunt, the children run, jump, and may trip over branches and stones. Teachers need to ensure the safety of children in the activities, and prepare some emergency plans in advance to prevent accidents. In addition, children's self-protection is also necessary, so it is

also necessary to teach them some basic safety knowledge and self-protection skills.

The role of the communicator and the coordinator. Teachers should keep in close contact with the parents, share the children's performance and progress in the kindergarten in time, and invite the parents to actively participate in the activities of the park. More importantly, teachers should actively communicate with the children, understand their actual and emotional needs, help them build self-confidence and self-esteem, and provide them with a warm and loving learning environment^[4].

In short, teachers play multiple roles in the forest kindergarten, and their work is of great significance for the overall development of children.

3. The plight of the teachers in the forest kindergarten

First of all, there is not enough knowledge reserve to support it. Although every preschool teacher has received professional training before working and has an educational background, he is not fully familiar with the new educational concept of forest kindergarten, and still lacks in teaching and curriculum design, which makes it difficult to effectively implement forest education curriculum. In addition to the lack of professional knowledge in education, preschool teachers also lack outdoor education skills, such as not use some outdoor tools, not familiar with the natural environment, can not take first aid in time when children are injured^[5]. Secondly, outdoor practice activities need the layout of venues, teaching tools and teaching tools. However, there is still a lack of outdoor activity resources in China, especially in the central region, which is not enough to provide effective support for forest education, which leads to the lack of effective results of preschool teachers. In addition, preschool teachers will also face insufficient teaching materials, backward teaching equipment and other problems, which affect the quality of teaching quality^[6]. Finally, the new education mode teaching environment instability, forest education depends on nature's teaching environment, the environment is unstable, may be affected by natural factors such as weather, bring certain difficulties to teaching, teachers need to be ready to deal with various emergencies, such as bad weather, animal disturbance, etc. In addition to these objective factors, due to the particularity of the working environment and work content, the psychological pressure of preschool teachers is facing great challenges, and their career development planning and treatment are not guaranteed accordingly, which may also affect their work enthusiasm and professional identity^[7].

4. What should teachers do?

Facing the plight of teachers in the forest kindergarten education mode, must help teachers in various aspects, this not only helps the social understanding of new education concept and recognition, help teachers efficient design teaching plan, teaching tasks, also help the children in the development of the forest kindergarten mode of body and mind, promote the ability of various aspects.

First, strengthen the study of professional knowledge and skills. The education mode of forest kindergarten requires preschool teachers to master the knowledge of multiple fields. Teachers should regularly participate in the training and assessment of professional skills, and master the latest educational theories and teaching methods, so as to better deal with the emergencies that may exist in practical activities. At the same time, before the start of teaching activities, we should understand the surrounding environment of the activities in advance, including the terrain characteristics, the distribution of plants and animals, so as to effectively choose a safe area design practice activities.

Secondly, visit and study in a professional emergency rescue base. It is inevitable that children will be injured in practical activities. If the relevant rescue knowledge can be mastered in advance, the injury and loss can be reduced. In addition, before the start of the activity, the teachers should check the children's safety equipment one by one, and guide and inform the children to wear the corresponding safety equipment. If the activity is to conduct some chemical experiments, then the teachers also need to carefully check whether the chemical materials and experimental supplies are safe before starting, and let the children conduct the experiments under the guidance of the teacher^[5].

Thirdly, carry out "home together" cooperation. In 2001, China's Ministry of Education proposed the concept of "home education", in which parents and kindergartens jointly complete their children's education (Guidelines for Kindergarten Education^[8]). This means that the family is an important partner in the work of the kindergarten, and the kindergarten actively cooperates with parents to promote the growth of children with the help of family resources. Teachers should fully communicate with parents before the start of the activity, report the process of the activity and the possible risks to parents in detail, and inform parents of the response measures taken by the kindergarten. In the activity, teachers should carefully record the behavior of each child and report the situation to parents in time, which will help increase parents' trust in the school and teachers.

Fourth, improve innovative thinking and optimize the teaching environment. Froebel's educational concept of forest kindergarten limited the concept of nature to the forest^[9]. However, not all kindergartens in China can have the conditions to have outdoor forests for activities, and in the process of urban development, the area of natural green space is also gradually decreasing^[10]. Therefore, teachers can improve their innovative thinking and increase the meaning of forest kindergarten. In the absence of sufficient conditions, teachers can lead children to vil-

lages, parks and even man-made green facilities^[11]. Teachers can improve their teaching facilities according to the geographical location of the region, the cultural landscape and the characteristics of the kindergarten itself, so as to create a personalized learning environment for children that is more in line with their needs.

5. Conclusion

Under the education mode of forest kindergarten, the role of teachers is no longer the dominant player in the classroom, but an auxiliary player to guide students to participate in practical activities. In fact, the problems faced by preschool teachers need to be solved by the joint efforts of the government, schools, teachers and parents. We hope that more solutions can be discussed in future studies.

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