

# Research on the Construction and Practice of Evaluation Systems for the Quality of Early Childhood Education Talent Training from the Perspective of Value-added Evaluation

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**Abstract:** In the context of rapid socioeconomic development, the demand for high-quality professional talent in the childcare industry is increasing. However, traditional talent cultivation quality evaluation systems have many limitations in meeting industry needs and improving talent quality. Therefore, this paper explores the construction and practice of a quality evaluation system for preschool education professionals from the perspective of value-added evaluation. The paper first reviews the theory of value-added evaluation and quality evaluation standards for preschool education professionals, and analyzes the current issues in the quality of preschool education professional training. In response to these issues, this paper proposes the construction of a value-added evaluation model and aims to achieve effective assessment of students' comprehensive development through practical exploration and feedback mechanisms. The research results indicate that the value-added evaluation system not only enhances the precision of talent cultivation but also provides strong support for teaching improvement and educational innovation. The study offers new pathways and ideas for the high-quality development of preschool education.

**Keywords:** value-added evaluation; preschool education professionals; talent cultivation; quality evaluation system; practical research

## Introduction

With the growing demand for childcare services, the importance of preschool education has become increasingly prominent. However, effectively evaluating the quality of preschool education professionals' training remains a key issue for educators and industry practitioners. Traditional evaluation systems often focus too heavily on final learning outcomes while neglecting the value-added effects during the educational process, making it difficult to fully reflect students' actual growth in learning and practice. Therefore, constructing a scientific, reasonable, and industry-adapted evaluation system is of significant research and practical value. Guided by national documents such as the "National Medium- and Long-Term Education Reform and Development Plan Outline (2010-2020)" and the "Vocational Education Quality Improvement Action Plan (2020-2023)," the reform of educational evaluation systems has been prioritized, emphasizing the importance of value-added evaluation in talent cultivation. Value-added evaluation not only focuses on students' final learning outcomes but also emphasizes their progress and development throughout the learning process. This evaluation method provides a more comprehensive reflection of education's actual contribution to students, promotes the enhancement of teaching quality, and supports the achievement of educational equity.

## 1. Value-Added Evaluation and the Basic Theory of Quality Assessment in Preschool Education Talent Cultivation

### 1.1 Value-Added Evaluation Theory

Value-Added Evaluation Theory is an assessment method focused on measuring the impact of educational processes on students' ability enhancement, aiming to comprehensively evaluate the actual effectiveness of educational activities. The theory is based on assessing the effectiveness of educational interventions by comparing students' ability changes before and after education.

### ***1.1.1 Intervention Effects of the Educational Process***

Value-added evaluation assesses the effectiveness of educational interventions by measuring the growth in students' abilities during the educational process. This method helps identify key factors influencing education and provides data support for educational improvement.<sup>[1]</sup>

### ***1.1.2 Benchmark Measurement and Effect Comparison***

In value-added evaluation, the initial level of students (benchmark measurement) serves as the starting point for assessment. By comparing measurement data before and after educational interventions, the actual value added during the educational process can be determined. This comparison can be either quantitative or qualitative, depending on the design of the evaluation tools.

### ***1.1.3 Multi-Level Data Analysis***

Value-added evaluation typically employs multi-level data analysis methods, taking into account individual differences among students, educational backgrounds, socioeconomic factors, and other influences. This analysis method helps to understand educational effects from multiple dimensions and avoids the excessive impact of single factors on the results.

### ***1.1.4 Feedback and Improvement Mechanism***

Based on the results of value-added evaluation, educational institutions can develop targeted improvement measures to optimize teaching strategies and enhance educational quality. This feedback mechanism not only supports teachers' professional development but also improves the overall effectiveness of the educational system.

## ***1.2 Quality Assessment Standards for Talent Cultivation in Preschool Education***

The quality assessment standards for talent cultivation in preschool education serve as the basis for systematically evaluating the quality of preschool education, aiming to ensure that preschool students meet professional requirements and promote their overall development. These standards cover multiple aspects, primarily including the following dimensions:

### ***1.2.1 Professional Knowledge and Skills***

Preschool education students should possess solid professional knowledge, including theories in infant and toddler psychology, education, and health care. Equally important are skill trainings such as daily caregiving, communication skills, and first aid handling. These standards ensure that preschool education students can apply relevant knowledge and skills effectively in real work settings, providing quality care and education for infants and toddlers.<sup>[2]</sup>

### ***1.2.2 Education and Care Quality***

The assessment standards should encompass the performance of preschool education students in daily education and caregiving, including the design and implementation of educational activities, attention to child development, and the meticulousness of care services. These standards help ensure that preschool education students can provide high-quality education and care, meeting the developmental needs of infants and toddlers.

### ***1.2.3 Professional Attitude and Ethics***

The professional qualities and attitudes of preschool education students directly impact the quality of education. The assessment standards should include aspects such as professional ethics, sense of responsibility, and teamwork spirit to ensure that preschool education students approach their work with a positive attitude and high professional ethics.

### ***1.2.4 Continuous Learning and Professional Development***

The quality assessment of talent cultivation in preschool education should also focus on the ability for continuous learning and professional development. This includes participation in training, enthusiasm for acquiring new knowledge and skills, and career development planning. These standards help drive preschool education students to continually enhance their abilities and adapt to changes in the educational field.

## **2. Current Issues in the Quality of Talent Cultivation in Preschool Education**

### ***2.1 Discrepancy Between Training Goals and Actual Needs***

The goals of talent cultivation in preschool education often fail to fully consider the actual needs of the industry and market changes, leading to overly idealistic approaches. This discrepancy is primarily reflected in the tendency of many institutions to emphasize theoretical knowledge at the expense of practical skills when setting training objectives. As a result, graduates from preschool education programs struggle to quickly adapt to real-world work environments and may find themselves overwhelmed by complex tasks. Specifically, current training goals have not effectively integrated the core competencies required by the preschool industry, such as child psychology, early education skills, and parent communication techniques. Furthermore, many training goals do not adequately account for emerging industry trends and technological advancements, leading to a lack of necessary skills and coping abilities when faced with modern work scenarios. Therefore, the disconnect between training goals and actual needs directly affects the professional quality and work effectiveness of preschool education graduates, limiting their long-term career development and growth.

### ***2.2 Outdated Curriculum Design and Content***

Preschool education curricula and teaching content are generally outdated and struggle to keep pace with the rapid development of the preschool industry. This obsolescence is mainly evident in many institutions continuing to use traditional syllabi and failing to incorporate the latest preschool education theories, technologies, and industry standards, resulting in a significant disconnect between the content taught and actual work scenarios. For example, despite the rapid advancement of information technology, many institutions have yet to include cutting-edge courses such as modern educational technology, child development data analysis, and smart childcare equipment applications in their teaching systems, leaving students lacking the knowledge and skills needed for modern childcare environments. Additionally, the outdated curriculum content also reflects a lack of integration of interdisciplinary knowledge, such as the combination of psychology, sociology, information technology, and preschool education, which further reduces students' learning enthusiasm and weakens their competitiveness and adaptability in the job market.<sup>[3]</sup>

### ***2.3 Insufficient Faculty and Lack of Teaching Competence***

Preschool education programs face issues of insufficient faculty and inadequate teaching competence, which directly impact the quality of talent cultivation. Firstly, many preschool education teachers lack extensive practical experience, making it difficult for them to provide real industry cases and practical experience in their teaching, resulting in students struggling to effectively apply the knowledge gained in real work settings. Secondly, some teachers use outdated teaching methods that lack innovation, failing to stimulate students' interest and initiative, leading to suboptimal teaching outcomes. Moreover, due to a shortage of faculty, some institutions have relaxed hiring requirements, which not only fails to improve the overall quality of the faculty but also exacerbates the decline in teaching quality. These issues present significant challenges in cultivating high-quality, practice-oriented talent in preschool education, directly affecting graduates' career competitiveness and industry adaptability.

### ***2.4 Lack of Scientific and Diverse Evaluation Standards***

The current evaluation standards for the quality of talent cultivation in preschool education are overly simplistic, lacking scientific and diverse measures, and fail to comprehensively reflect students' actual abilities and development potential. Many institutions still rely primarily on final exam scores to evaluate student learning outcomes, which overly depends on exams and neglects the comprehensive assessment of students' practical skills, innovative abilities, and professional qualities, resulting in one-sided evaluation results. Additionally, existing evaluation standards often do not consider students' development in non-academic areas, such as leadership, teamwork abilities, and emotional intelligence, making it difficult for evaluation results to measure students' overall qualities comprehensively. This evaluation approach not only fails to accurately reflect students' true levels but also risks overemphasizing theoretical knowledge at the expense of practical training. More critically, evaluation results often lack effective feedback mechanisms, failing to provide targeted guidance and support for students, which limits their further learning and growth, ultimately affecting the overall quality of talent cultivation in preschool education.

### **3. Construction and Practice of the Quality Evaluation System for Preschool Education Talent from the Perspective of Value-Added Evaluation**

#### ***3.1 Construction of a Value-Added Evaluation Model for Talent Cultivation in Preschool Education***

Building a value-added evaluation model for preschool education talent is a crucial method for ensuring continuous improvement in the quality of talent cultivation. The core of this model lies in systematically assessing students' growth and progress through longitudinal data analysis at different learning stages, thereby scientifically measuring the effectiveness of the educational process. To ensure the model's practical applicability, it is essential first to establish the baseline level of students upon their admission. This baseline level should be determined through an initial assessment that comprehensively gathers fundamental data on students' knowledge, skills, and professional qualities. The initial assessment should cover not only academic capabilities but also evaluate professional ethics, communication skills, and teamwork spirit to ensure the comprehensiveness and accuracy of baseline data.<sup>[4]</sup>

On the basis of the established baseline level, the model should also set personalized development goals according to individual differences. The setting of personalized goals should align with students' interests, abilities, and career development needs, ensuring that each student receives maximum value-added improvement during their learning process. Subsequently, based on these personalized goals, the model should conduct periodic evaluations to monitor students' progress at various learning stages. These periodic evaluations should incorporate not only traditional exam results and assignment performance but also multidimensional assessment content such as practical operations, project outcomes, and professional conduct, ensuring a comprehensive examination of students' development.

Moreover, to more accurately assess the value-added effect of the educational process, the model should incorporate control group analysis. By comparing students' actual development with expected development paths, it is possible to identify the value-added points and deficiencies in the educational process. The selection of control groups can include students starting from the same baseline but receiving different educational interventions, or students of similar levels studying in different educational environments. These comparisons further validate the effectiveness of the educational process.

#### ***3.2 Practical Exploration of Value-Added Evaluation in the Teaching Process***

The core of value-added evaluation is to continuously track and assess students' growth and development throughout the learning phase. Therefore, it is crucial to ensure that value-added evaluation is integrated throughout the entire teaching process, from students' initial admission to their graduation, providing comprehensive monitoring and analysis of students' growth trajectories. By tracking students' performance at various stages, teachers can gain a thorough understanding of each student's learning progress, skill enhancement, and changes across different learning stages, thus providing data support for teaching adjustments.

In practical implementation, teachers should regularly organize stage-based tests and evaluations, which should include not only traditional mid-term and final exams but also various forms of assessments such as daily assignments, classroom performance, and project completion. Stage-based tests should cover multiple dimensions, including knowledge mastery, skill application, and professional qualities, based on the preset value-added evaluation indicators. Through these multidimensional assessments, teachers can promptly grasp students' learning progress in various aspects, identify difficulties and issues encountered during the learning process, and provide targeted and personalized guidance and support.<sup>[5]</sup>

Furthermore, value-added evaluation should be combined with various teaching methods to enhance its application effect in teaching practice. For example, through project-based learning, students can apply learned knowledge in real-world contexts, and value-added evaluation can record and assess students' knowledge application, teamwork, and problem-solving abilities during the project completion process. Case analysis and practical teaching can help students convert theoretical knowledge into practical skills, while value-added evaluation can conduct comprehensive assessments of students' performance in these areas, identifying their strengths and weaknesses in real-world applications.

Collecting student feedback is also crucial in practice. Students' feedback can reflect their understanding and acceptance of teaching content and methods, and reveal shortcomings in the value-added evaluation mechanism in actual application. Through regular feedback collection and analysis, teachers and administrators can continuously optimize and improve the value-added evaluation system,

ensuring the transparency and fairness of the evaluation process and avoiding potential subjective biases.

Ultimately, through these practical explorations, a practical and feasible value-added evaluation mechanism can be gradually established, achieving effective evaluation of students' comprehensive development. This mechanism not only helps to enhance students' overall quality and professional abilities but also provides valuable feedback to educators, driving continuous improvement in teaching content and methods, thus raising the quality of talent cultivation in preschool education to meet the industry's demand for high-quality professionals.

### ***3.3 Teaching Improvement and Feedback Mechanism Based on Value-Added Evaluation***

Firstly, evaluation results should be promptly fed back to teachers and students in an accurate and actionable format. Teachers can adjust teaching content, methods, and pace based on students' actual progress. For instance, for students with lower value-added in specific knowledge areas or skills, teachers can offer more personalized tutoring plans and employ differentiated teaching strategies to better meet individual student needs.

Secondly, the results of value-added evaluation should be incorporated into the overall teaching quality monitoring system of the school. Through systematic data analysis, schools can identify common issues across different classes, courses, or teaching stages and develop targeted teaching reform plans based on these findings. The long-term accumulation of evaluation data can also help schools discover trend issues in teaching and provide continuous improvement directions.

To ensure that value-added evaluation feedback genuinely drives teaching improvement, schools should establish a robust feedback mechanism. Regularly holding meetings with teachers and students is an effective approach. Through face-to-face communication, teachers can gain deeper insights into students' learning experiences and needs, while students can directly express their views and suggestions on teaching methods and content. This two-way communication helps teachers adjust teaching strategies in a timely manner and enhances students' motivation and engagement.<sup>[6]</sup>

Additionally, the feedback mechanism should be dynamic and continuous, not limited to a single instance of feedback adjustment. Schools should optimize and re-evaluate teaching plans periodically based on collected feedback to ensure the effectiveness and sustainability of teaching improvement measures.

Ultimately, teaching improvement and feedback mechanisms based on value-added evaluation serve not only as tools for optimizing existing teaching models but also as important drivers for educational innovation and enhancing the quality of talent cultivation. Through this mechanism, schools can more accurately meet the industry's demand for high-quality preschool education professionals while providing students with a richer and more effective learning experience, thereby enhancing their competitiveness and adaptability in an increasingly competitive job market.

## **Conclusion**

This paper, through an in-depth analysis of value-added evaluation theory and a review of current issues in the quality of preschool education talent cultivation, proposes and validates the feasibility of applying a value-added evaluation system in preschool education. The study demonstrates that the introduction of a value-added evaluation model not only enables a more accurate assessment of students' growth and development but also provides a robust feedback mechanism for teaching improvements, thereby enhancing the overall quality of talent cultivation. Future research could further explore how to optimize evaluation tools, streamline operational processes, and integrate new technologies, such as artificial intelligence and big data analysis, to improve the accuracy and practicality of the evaluation system. Additionally, there should be an emphasis on studying the adaptability of the evaluation system in various educational environments to offer more comprehensive and systematic solutions for enhancing the quality of preschool education.

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