

RESEARCH ARTICLE

Implementation of Future Early Childhood Education Curriculum that Meets the Aspirations of Today's Parents

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ABSTRACT

In today's fast-changing society, parents' expectations for early childhood education have broadened beyond academic achievement to include social responsibility, emotional regulation, creativity, and skills for future adaptation. As a vital foundation for children's growth, early education must evolve through curriculum innovation to meet these needs. This study explores how to design and implement curricula that align with modern parental expectations, drawing on the practical experiences of educators and researchers. The goal is to provide valuable insights for optimizing early childhood education to support children's holistic development in a changing world.

Keywords: curriculum innovation, curriculum reform, parental expectations

INTRODUCTION

In the context of today's rapidly changing society, parents' expectations for early childhood education have shifted from a simple focus on academic achievement to more comprehensive development goals, including cultivating children's sense of social responsibility, emotional management, creativity, and key skills to adapt to the future society. As an important foundation for children's growth, early childhood education needs to respond to these diverse needs through curriculum innovation and adjustment. This study aims to explore how to design and implement early childhood courses that meet the expectations of modern parents, and through the practical experience of front-line teaching and research staff, deeply analyze the direction and challenges of curriculum reform, so as to provide guidance for the optimization of early childhood education in the future.

METHOD

Research Design

This study adopts a qualitative research methodology, aiming to gain an in-depth understanding of how the implementation of future early childhood education curricula can meet the expectations of today's parents. Data will be collected through interviews with three education experts to explore the needs and perspectives of educators and parents regarding curriculum design. The goal of this study is to uncover the gap between parents' expectations for educational curricula and the actual curriculum design, as well as to explore ways to optimize the curriculum content and teaching methods to meet these needs.

This study involves three experienced education professionals, including kindergarten teachers, education policy experts, and parent representatives. Participants were selected based on their 10+ years of experience, expertise in different areas (e.g., teaching, curriculum development, parent needs), and geographic diversity, with representatives from both urban and suburban early childhood education institutions.

Participants A: Focuses on civic literacy education, and cultivates children's sense of social responsibility, sense of rules and patriotism through courses.

Researcher B: Focuses on key experience development, and is committed to comprehensive learning and exploration in five major areas: health, language, science, society and art.

Researcher C: Pays attention to the cultivation of children's learning quality, and helps children develop concentration, curiosity and initiative through project-based learning and interdisciplinary cooperation.

d for analysis (e.g., by summation, averaging, etc.). If the author conducted any assumption tests (e.g., normality tests), include them in this section and describe them in as much detail as possible.

RESULTS

Through interviews with three teaching researchers, this study reveals the practical experience and challenges of future kindergarten curricula in the three core areas of civic literacy education, key experience development, and learning quality cultivation. Here are the main findings:

The importance of citizenship education: Teaching researcher A pointed out that parents highly expect kindergartens to cultivate children's sense of social responsibility and rules awareness through courses. Specific practices include community service, role play and theme activities, which meet the needs of parents to a certain extent. However, she also mentioned that the current limited community resources and insufficient parent participation may weaken the educational effect.

Practice of key experience development in courses: Teaching researcher B emphasized that the development of core experiences in the five major areas (health, language, science, society, and art) is the foundation for children's all-round growth. He designed a variety of contextual inquiry activities in the course, such as scientific experiments and artistic creation, to stimulate children's interest in inquiry and motivation for learning. Although the

teaching effect is remarkable, insufficient resource integration and limitations of the learning environment are still the main obstacles to curriculum development.

The core position of learning quality cultivation: Teaching researcher C believes that cultivating children's learning qualities (such as concentration, curiosity, and continuous learning ability) is the key to the success of future courses. Through project-based learning, teamwork and daily guidance, children can gradually form good learning habits. However, she pointed out that the individual needs of different children and the limited resources of teachers affected the teaching effect to a certain extent.

DISCUSSION

This study verifies the trend in existing literature that parents' expectations are shifting towards the comprehensive development of young children. The practical experience of the three teaching and research staff shows that future courses need to be systematically and individually designed in three core areas.

Citizenship education emphasizes helping children integrate into society through contextualized teaching, but it is necessary to strengthen home-school cooperation and social resource integration.

Key experience development supports children's comprehensive growth through multi-field activities, but resource limitations need to be further optimized.

Learning quality cultivation helps young children establish long-term learning motivation, but personalized guidance needs to be improved urgently.

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DECLARATION OF POTENTIAL CONFLICT OF INTEREST

Yu Simin does not work for, consult, own shares in, or receive funding from any company or organization that would benefit from this manuscript, and has disclosed no affiliations other than those noted above.

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