# What Research Tells Us about How Trust Is Built in Kindergarten and Why It Is Important for Children's Education

**Xingyun Fang**[*]

University of Nottingham, Nottingham, UK

ABSTRACT

This paper mainly describes how to build a trust relationship in kindergarten and why trust is so important for children's education. As the relationship between teachers and parents is becoming more and more tense, the relationship between teachers and teachers is becoming more and more independent (Tschannen-Moran, 2014)[57]. The trust relationship has a profound impact on children's academic and social achievement (Bryk and Schneider, 2002)[5]. Therefore, the establishment of the trust relationship is of vital importance in kindergartens. The whole article can be divided into three parts: what, why and how. What is trust first, mentioned a few scholars understanding of trust and understanding? The second part is why trust is important in kindergartens and the factors influencing trust are mentioned. The third part is the focus of this paper, how to do to build trust in kindergarten. This paper mentions five solutions, including hiring good leaders; advance step by step according to the order of establishing trust relationship; building a culture of trust in schools; building trust between parents and teachers, teachers and students, and teachers and teachers; using the teaching method adopts the child-centered teaching mode.

## 1. What Is It——Definition of Trust

Trust is an abstract word that actually contains related parts and concepts in many disciplines, such as anthropology, psychology, political science, management, and sociology (Kramer, 1999; Lewicki, Tomlinson and Gillespie, 2006)[29,33]. Mayer and colleagues (1995: 712)[34] defined trust as the belief that the trusting party gives up its ability to supervise and control the trusted party, preferring to expose its weaknesses to a risky environment and trusting that the other party will not harm its interests. Tschannen-Moran (2003:189)[56] defined trust as a relationship in which one is willing to be hurt because of

the other's faith in goodwill, reliability, competence, and openness.

Seldon (2009: 91)[48] believed that trust is the accumulation of interpersonal relationships, and that trust will grow as it deepens. Therefore, maintaining relationships is very important. Both sides of a trust relationship have a tendency to believe each other, and this tendency is related to the individual's personality, cultural background, experience, and belief. Trusted people have several credible traits, such as the ability to achieve achievements in specific areas, the degree of goodness, integrity, and a principled attitude towards the world.

Day (2011)[9] believed that trust is established through

*Corresponding Author:*
*Xingyun Fang,*
*University of Nottingham, Nottingham, UK;*
*E-mail: HaileyFong@outlook.com*

the accumulation of various strategic activities. Trust requires a calculation process, and the growth of trust is accumulated through each activity. In school, trust is to communicate with employees, trust employees, train employees, and develop employees; trust is that leaders and employees share expectations and goals, work out feasible plans and work hard to implement them; trust could help leaders adjust and restructure appropriately organizational structure to stimulate school vitality and contribute to school development. Day also defined trust as a value and a leader's strategy. And his research showed that there was a relationship between the growth of trust and the distribution of leadership. At the same time, the relationship between the two has evolved over time. This was especially the case when the previous leader's trust is low.

Tschannen-Moran (2003: 182)[56]also believed that trust depends on the situation and is a combination of multiple aspects. Trust may have a few stages and development processes, which may be built on a few foundations. Trust is also a dynamic structure, and it may change as relationships change.

## 2. Why Is Important?

### 2.1 Factors Affecting Trust

Trust is a very complex and abstract word, subjective, and many factors can affect it. Some of these factors may also be contradictory (Kramer, 1999; Mayer et al., 1995; Schoorman et al.) [29,34,44]. In addition, the influence of some factors may depend on cultural background, social beliefs, values and norms (Kramer, 1999)[29]. For example, teachers' abilities are evaluated based on beliefs about good teaching, and mutual trust between parents and teachers should also be related to the values and practices of parenting (and education) in society.

Emotions are factors that influence the perception of the relationship between trust parties, which play a role in the trustee's thinking on the trustee, and positive emotions indicate that the other can be trusted (Jones and George, 1998)[26]. Dunn and Schweitzer (2005)[11] found that people who are depressed have a higher level of trust in others than happy people.

People tend to trust people who have similar experiences to themselves, and people who don't trust people who are different from themselves (Kramer, 1999)[29]. From a parent's point of view, different school teaching methods, language differences, and teacher status, as well as cultural beliefs are factors that can end this relationship of trust (Keyes, 2002)[28]. If teachers are highly educated, they are more likely to be trusted by their parents in terms of cultural beliefs.

At the same time, teacher work experience can also influence parents' choice for schools and teachers. Some studies have found that experienced teachers have better communication skills and efficient classroom management. Experienced teachers are more sensitive to all aspects of their children's development and use a wealth of teaching methods. As a result, experienced teachers also work well with their parents (Jones, 2006)[27]. Schoorman et al. (2007)[44] also indicated that parents prefer to trust teachers who are older. However, the new teachers also have many benefits and parents are willing to believe. Because new teachers will be trained in the near future, they can learn more about the technical skills of the profession and the psychology of children, as well as the psychological situation and needs of individual children in the overall area (Hytönen, 2008)[25]. In addition, young teachers may often be the same age as their parents, with many of the same parenting experiences and common problems, making communication easier.

Keyes (2002)[28] believed that parents who have a superior level of education would have a higher level of trust in their teachers. Moreover, highly educated parents are more involved in children's education (Davis Kean, 2005; Flouri and Buchanan, 2003; Hung, 2005)[8,15,23]. However, studies conducted in the U.S. education environment have shown that parental trust (Adams and Christenson, 2000)[1] and satisfaction with children's education programs (Fantuzzo, Perry, and Childs, 2006)[14] has nothing to do with the level of education of parents. (Mayer et al., 1995)[34] According to some behaviors and studies, teachers with older working years are more likely than new teachers to trust their parents, and kindergarten teachers trust the mothers of highly educated girls.

There were some earlier studies have shown that boys and girls show different relationships between parents and teachers, as well as teachers and children (Hughes and Kwok, 2007; Saft and Pianta, 2001; Silver et al., 2005) [24,42,49]. This may be due to differences in the expression ability of boys and girls in early childhood, resulting in higher intimacy between girls and teachers and lower levels of boys. (Silver et al., 2005)[49]. However, in American schools (Adams and Christenson, 2000)[1], no gender trust differences were found. But gender should still be one of the factors that teachers and students need to consider for building trust, as well as teachers and parents.

Robinson (2007)[41] said the school which has a good trust relationship would have academic and social achievements. Academically, studies have shown that schools with high levels of trust are more likely to have

higher levels of reading and math scores than schools with low levels of trust. In society, students in high-trust schools generally feel safe and think that teachers are concerned about them. Because the factors that affect trust include relationships, respect for others, ability to work, and personal integrity. Therefore, high-trust school teachers are more active in innovative ways of learning, and teachers are more motivated to teach students new knowledge. There is a greater and stronger connection between parents and teachers, such as high-trust schools that invite parents to watch teachers and give advice. The higher the trust, the higher the teacher's loyalty to the school. And teachers will be honored because they are teachers throughout the school. The campus atmosphere and trust environment of the school make the school pay more attention to the students, the student-centered teaching model. At the same time, there is more teaching cooperation and exchange between teachers and teachers. Therefore, high-trust schools can have a significant impact on the development of the student part.

Hoover-Dempsey et al., (2010)[21] and Reynolds and Shlafer (2010)[39] believed that there are many more factors that affect trust in kindergarten and that these factors will affect children's growth and development and future social status, career choices, and so on. However, these factors have not yet been specifically concluded by the study. Nevertheless, it has been certain that trust is extremely important for kindergartens.

## 2.2 Benefits of Mutual Trust among Employees

The two most important factors affecting the development of young children are family and kindergarten. Generally speaking, parents and kindergartens are intrinsically interacting and connected. Over time, children's future academic choices and values have a profound impact (Bronfenbrenner and Morris, 1998)[3]. Thus, build trust between parents and teachers in order to be conducive to the development of children. Peet et al. (1997)[37] have also found that children's development requires a combination of practice and theory, which requires parents and teachers to work together. Parents act as mentors to children's practice, while teachers act as mentors to children's theory. The combination of the two can contribute to the healthy development of the child. And trust is the primary factor in promoting school and family cooperation, with teacher cooperation and parental participation accounting for a large proportion of education. According to studies (Clarke et al., 2010)[4], parental involvement in children's early childhood education has a profound impact on children's development as they grow up (Hoover-Dempsey et al., 2010; Reynolds & Shlafer, 2010)[21,39].

Clarke et al. (2010)[4] pointed out that one of the most critical factors in trust in kindergartens is trust between kindergartens (schools) and families. And children are a bridge of trust between parents and kindergartens. Teachers also need to grasp the relationship between their children, which helps parents to trust teachers and kindergartens more. Adams and Christenson (2000: 480)[1] defined a trust relationship between a school family as a confidence that others will help and sustain the relationship in some way, and that students are actively progressive in order to unify implicit and explicit goals.

## 2.3 Benefits of Mutual Trust between Parents and Teachers

Research (Bryk and Schneider, 2002)[5] found that in top schools, three-quarters of teachers have a strong relationship of trust with their colleagues, and almost all teachers have such relationships with principals. A further 57% of teachers have a strong or very strong trust in their parents. It is important not only to build trust between teachers and parents but also between teachers and teachers. The relationship between teachers and principals should be examined more.

However, it's a situation where more and more teachers are opting for isolated activities now and are reluctant to share resources and experiences with their colleagues (Seldon, 2004: 34)[47]. O'Neill (2002)[36] raised the culture of suspicion in a growing number of countries, although not all countries. And parents are reluctant to trust schools, even in Sweden's parents-run schools, trust has declined.

Fullan (2003:32)[17] believed that a leader's attitude can affect relationships. Therefore, to establish a good working relationship should first build a trust relationship. The development of trust relationships is crucial to improving work. Fullan also said trust is the foundation of the school control system, and that trust helps solve problems together. Trust can contribute to the overall development of the school. Because the relationship of trust will affect the teacher's teaching motivation so that teachers are more motivated.

## 3. How to Build?

### 3.1 Good Leader

Trust requires someone to take the lead. Only when the principal or leader takes the lead to establish a trust relationship with others, the members of the organization will follow. Generally, people only follow when they see others doing the same. Therefore, in the beginning, leaders must show full trust and build trust relationships with their subordinates. However, leaders also need to control their

rights. Instead of forcing a trust relationship with teachers, they use their charm and ability to build relationships (Fullan, 2003: 64)[17].

Tschannen-Moran (2004: 14)[55] believed that trusted leadership is at the core of production schools. The relationship between improving school trust is divided into two types. One relationship is the principal and teachers and staff, the other is the principal and external agencies. This demonstrates the importance of good leadership for school development. The most important thing for leaders to win trust is someone who is capable and responsible. Seldon (2009: 26)[48] showed that leadership requires credibility standards. Only those who meet the standards can be convinced. As a leader, you should first have the ability to deal with black and white. Second is the need for courage because there will always be various difficulties in the teaching or management process, and sufficient intelligence and the ability to take risks. The third is the need for leaders to have unlimited care for employees and understand personal development. The fourth is to operate in compliance with the rules of democracy and achieve democracy. The fifth is to be wise to deal with the complex situations in teaching activities, but also to have teaching-related virtues (Sockett, 1993: 62)[50]. Moreover, Seashore Louis (2007: 17-18)[46] believed that there is a clear interaction between the quality of leaders and the development of trust, and more capable and more convincing.

However, leaders should not only improve their quality and ability but also have self-trust. The core of building trust is self-trust. To win the trust of others, we must first trust ourselves. Leaders need to have confidence in their abilities and knowledge, as well as trust in their bodies and emotions and believe that they can control their emotions and thoughts, and not be easily confused by others (Solomon and Flores, 2001: 121)[51]. While promoting yourself, explain your ideas and thoughts to the members of the organization. Because leaders want to get support, it is necessary to also need to explain their expectations and goals to employees. This enables the staff of their own ideas and be consistent in order to contribute to the more rapid development of the school (Whitaker, 1993: 33)[60].

Good leaders should encourage faculty and staff to participate in decision-making. Rizvi (1989)[40] pointed out that employee participation in decision-making is an important factor in improving efficiency. Grace (1995: 59)[18] also supported the idea of employee participation in decision-making and also believed that employee participation in decision-making helps improve employee initiative, imagination, and confidence in the school. For schools, teachers are highly involved in school policymaking are more likely to achieve the school's common mission. But teachers' participation in decision-making is not to use the right to control others or to achieve their own purpose, but to increase the trust between teachers to solve collective problems and work together to create a campus culture of trust (Leithwood et al., 1992: 7)[30]. Participating in decision-making together in an environment of trust requires mutual cooperation and mutual trust. The core of the cooperative culture is to reasonably and fairly distribute rights among members, especially when decision-making is a matter across classrooms (Leithwood et al., 1992: 142)[31].

A reasonable allocation of decision-making power requires leaders to be able to use distributed leadership to distribute them according to the potential of different people in the delegation. In the decision-making process, it is not the leader's decision-making, but let the decision-making together, work together, work together, constitute a distributed leadership model. Distributed leadership patterns are shared relationships and joint decision-making between leaders and members of the organization (Spillane, 2001; Harris et al;2007)[52,20]. Nevertheless, the formation of distributive leadership requires conditions, starting with a leader who identifies the potential abilities of others, and is also decisive, willing to distribute power, and has the ability to distribute it fairly and equitably. Secondly, distributed leadership needs to be coordinated by plan and in a reasonable and structured way to allocate it. Thirdly, leaders need to assign power to those who are capable and want their potential to be developed to be graded. Only if these conditions are met can a distributive leadership model be achieved in schools? However, different schools may have different forms of distribution, different purposes, the level of trust between faculty and staff also varies. And different distribution forms for different stages of development of school manifestations are also different. This requires leaders to be able to find a suitable distribution form for their own school development, effective leadership, and reasonable distribution according to the actual situation. However, as leaders stay in their positions longer and longer, leadership distribution can be influenced by four factors. The first is whether leaders have a clear and objective understanding and judgment of the school. The second is whether the leader's ability to judge the observed members of the organization is reduced. The third is whether the leader has less trust within the organization with members. The fourth is whether the leader's experience and ability are degraded. Thus, leaders should keep pace with the times, look at themselves in real-time, participate in training, increase experience. However, leaders cannot use only distributed leadership models.

Because no one kind of management style fits perfectly with all the situations. All leadership models are chosen according to the actual situation. Leaders should choose a leadership model that is appropriate to the current state of the school (Whitaker, 1993: 31)[60].

Day (2011)[9] showed that there is a relationship between the growth of trust and the distribution of leadership. Therefore, Seashore Louis (2007:18)[46] said that between the new leader or the leader needs major change, the level of trust is assessed first. If trust is low, the relationship restructuring and reform measures are required to address trust issues and build strong trust relationships. The first task of the new leader in charge is to develop and trust the employee and encourage the employee to improve the morale of the employee. Since trust is the common condition of the relationship, the inevitable condition that people can produce a relationship is that there is trust between the two (Sockett, 1993: 117)[50].

Leaders should pay attention to the allocation of power. Newly appointed leaders cannot immediately assign rights to employees, because leaders must first understand the capabilities and qualities of employees. However, Sarason (1996: 335)[43] showed that the way, time and degree of rights distribution is more or less related to trust. Because rights are too tempting, it is likely that too many rights will be allocated because of a high degree of trust. Therefore, leaders need to learn to distribute rights reasonably and fairly, although this may not be easy.

## 3.2 Step by Step

Building trust is a gradual process. It takes time to build trust in the relationship. Day (2011)[9] summed up the seven processes of progressive distribution of trust. Take a school as an example, the first step is for the principal and teachers to have a preliminary self-judgment of trust in the principal and colleagues. The second step is to generate initial temporary trust in the teachers after the contact. The third step is to judge whether to win or reduce trust by examining the behavior of others during the process of getting along. The fourth step is the gradual increase in trust in the relationship. The fifth step is to establish a trust relationship between teachers. The sixth step is to increase the trust of the entire organization to form a trust environment. The seventh step is the result of trust, which has created the entire community and put the community in an environment of trust. Through these steps, it is also found that after each step and the point of trust growth, further action is needed to win trust in order to enter the next step in the trust process. Otherwise, the entire school and the entire community won't gain trust.

In addition, Seashore Louis (2007: 20)[46] stated that certain behaviors can greatly increase trust. For example, to make teachers feel the impact of making decisions, decision-makers can consider the rights and interests of all relevant stakeholders when making decisions, and the policies that have been implemented have a significant effect to reach a certain index. Seashore Louis (2007: 18)[46] also believed that building trust is an ongoing process. He believes that the trust between teachers and teachers or the interaction between teachers and principals enables schools to form a culture of trust. However, he also suggested that leaders assess their trustworthiness in real-time. The process of trust is not only lengthy but also a cyclical process. It is necessary to continuously maintain and evaluate the relationship of trust. Therefore, in order to establish a trust relationship in kindergartens, leaders and teachers need to progress step by step, follow the procedures, follow the steps of trust distribution step by step, and do not rush to achieve success. Tschannen-Moran (2004: 57) [33] also claimed that the progressive distribution of trust is a process that must be led and managed. To achieve results and build a community of trust, leaders need wisdom. However, Day (2011)[9] also stated that the practice of trust is not always successful, so leaders and members of the organization need to be patient and follow the process slowly. And teachers' trust in leaders cannot be blind and unconditional. Teachers must have the ability to discern whether leaders are making reasonable decisions and cannot trust unconditionally. Moreover, in order to reach the final trust relationship, it is not determined by the trust once or twice. It must be trusted in every case and it must be a relationship of repeated trust.

## 3.3 Building A Culture of Trust

Seldon (2004: 34)[47] found that isolated activities among teachers showed a steady increase. Trust is an important indicator of success. The same is true for schools. The important criterion for judging whether a school is a good school is whether the school can form a culture of trust. Although trust relationships alone cannot solve problems in teaching or organizational structure, research has found that few schools with few or no trust relationships are high-quality schools. Therefore, it is especially important to develop a trust culture in schools. At the same time, Seldon (2009: 2)[48] stated that a new environment of trust develops habits after initially requiring a conscious behavior. And this is likely to require leaders to play a leading role in slowly forming an atmosphere of mutual trust between members of the organization. The initial elements of action often considered to generate trust include communicating the vision, explaining the value, etc. (Day, 2011)[9]. Therefore, leaders can first explain their goals and

expectations to the teachers at the school, explain to the teachers their views and thinking about school development, and gradually build relationships with the teachers. However, the trust environment will also be challenged or violated. When the trust crisis occurs again, the trust problem will break the environment again.

Day and Leithwood (2007: 184)[10] indicated that an inclusive community can be built to build trust. An inclusive community can be likened to a kindergarten, where care and ethics are emphasized. Create common goals and expectations in the school, so that teachers and staff have consistent goals. In this community, teachers are encouraged to adopt new learning methods, and teachers and principals are encouraged to engage in active dialogue and ask questions. Let the entire school develop a culture of trust (Seashore Louis, 2007: 4)[46] Day (2011)[9] has found that schools can become stronger through a culture of trust.

Day (2011: 215)[9] have studied that factors that contribute to a culture of trust include: care for well-being, open and honest communication and understanding, modeling behavior, friendliness, sharing and collaboration, respect and valuing, high expectations, and collective responsibility for progress: involving everyone in evaluation, monitoring, and improvement.

●Care for well-being: Aspects that may create a trust culture are care, candid and honest communication and recognition, shaping behavior, kindness, cooperation and partaking, modesty and prudence, decent anticipations, responsibility for team progress and desire so that members are involved in monitoring and improvement. Attentive caring behaviors and school philosophy, these acts make the campus as whole security, office, teaching links have been significantly enhanced. In fact, the sense of safekeeping and coziness brought by the school is beneficial to establish the whole union's "faith" of the school.

●Communication and understanding: Interaction and communication are vital bridges of trust between the two sides. Not only hand in hand, win-win collaboration but also maintain a truthful and frank attitude. Information needs to ensure openness and transparency. This is also a factor of responsibility to both sides of trust. In theory, it's honorable.

●Modeling behavior: Establish an advanced model, as an orthodox for all staff to realize, so learn the typical spirit and action. Launch and implement a target blueprint and extreme spiritual expectation index through similar "model consciousness".

●Friendliness: Kindliness created a free and unbridled spiritual world that shaped a sense of belonging to the school and delivered an appeal for cooperation. Attack of-

fice and teaching space into a comfortable family.

●Sharing and collaborating: Sharing and cooperation are also prospects to expansion conviction and acquire to conjoin by generous allotment.

●Respect and valuing: Humility and caution are the keys that cannot be ignored. There is no difference between students, treated equally. Between educators and pupils, pay attention to the psychological pressure of students and make mutual progress. Among teachers, teaching experience complements each other. Concerning superiors and subordinates that should be affectionate and respectful.

●High expectations: High-pitched expectations are the spiritual driving force for good behavior and an important component of values. However, the same or not of values is the foundation and motivation for constructing a trust association. Expectations must always upright. If in a low-pressure state, it is difficult to gain confidence and build relationships.

●Collective responsibility and accountability: The team is responsible for collective progress because a single tree cannot be a forest and a single string cannot be a melody. Everyone has the consciousness to participate in the construction of the seminary system. Only when all the staff effort organized, in order to run the atmosphere flourish.

In the overall environment of kindergartens, teachers 'teaching methods for children and cooperative behavior with parents affect parents' trust. Cultural norms emphasize the importance of the environment in the development of mutual trust. Therefore, it is extremely important to create an environment of trust culture in kindergartens.

### 3.4 Trust Relationship

There are three types of environments for improving school trust relationships: principals and teachers, teachers and teachers, school professionals and parents (Bryk and Schneider, 2002: 41)[5].

For the relationship between the principal and the teacher, Alt Nkurt, Y. and Y Lmaz, K.A., (2011)[2] found that when leaders use rights, rights are mostly positively related to teachers' trust in the organization. While the ability of leaders and the reward mechanism for teachers is the source of teacher motivation, it does not have much impact on trust. Therefore, in order to improve the organizational trust of employees, school administrators can choose to use their professional knowledge, charm and use the power of rewards to cooperate to promote the improvement of employee trust. However, this study was aimed at primary schools in Turkey and may differ from establishing a trust relationship between principals and

teachers in kindergartens.

In general, trust between teachers may be more challenging than trust between principals and teachers. Day (2011)[9] found that in well-functioning schools, teacher-teacher relationships are interdependent in many ways. Because different teachers have different teaching models and teaching concepts, it may be difficult for teachers to reach an academic consensus. Trust is based on shared goals and ideas. Therefore, teachers should often share resources, exchange learning regularly, and discuss teaching plans and decisions together. In daily activities, teachers should trust the judgment and ability of colleagues.

Trust is an important part of the relationship between home and school. For building trust between teachers and parents, a study (Adams and Christenson, 2000)[1] found that the trust between parents and teachers in elementary school is higher than in middle school and high school. In addition, at the elementary school level, parents trust teachers more than teachers trust parents. Therefore, to improve the trust relationship between teachers and parents at a lower age, more efforts are needed on the part of teachers. Teachers should trust parents more, for example, conduct home visits to understand parents and families in multiple aspects, and actively interact with parents to deepen mutual understanding. But Day (2011)[9] said that building trust cannot be rushed. This is an interactive process, and both sides of the relationship need to share thoughts, feelings, and so on.

In addition to the above three types of trust relationships, the trust relationship between students and teachers is also part of the establishment of a school-wide trust relationship. Van Maele, D. & Van Houtte, M., (2011)[59] displayed that teachers show a low degree of trust in students, and then the relationship between students and teachers will be hindered. Teachers' views on the teachability of students can encourage students to learn and play a vital role in the relationship between them. Most students care a lot about how teachers think of themselves. For example, if a teacher thinks that a student is teachable, his grades will be greatly improved, and the degree of trust between teachers and students will be greatly improved.

### 3.5 Teaching Method

There are three teaching methods during kindergarten: child-centered, teacher-led and child-led (Daniels and Shumow, 2003; Lerkkanen et al., 2012a, 2012b; Stipek, 2004)[6,31,32,53]. The child-centered approach emphasizes the emotional and autonomous support provided by teachers and the positive behavior of children in learning (Stipek, 2004)[53]. Experiments showed that child-centered teach-

ing methods are trusted. Under this model, teachers take the interest stake and needs of children as the premise of learning environment can enhance children's self-confidence and self-esteem of a positive learning attitude (Stipek, 2004)[53]. Thus, a child-centered teaching model is more conducive to learning and meeting children's development in kindergarten (Sylva et al., 2006)[54]. The deployment of child-centered practices can also support the development of children by working with parents (Hoover Dempsey et al., 2010; Reynolds and Shlafer, 2010)[21,39].

For kindergartens, because kindergarten doesn't pay much attention to academic performance, teachers' social, emotional and motivational development skills are more concerned. The education of kindergarten teachers in these areas has become more important in today's teacher education institutions (Ojala and Talts, 2007)[35]. Both new and old teachers must learn to trust the ability of parents with different backgrounds and values to eliminate prejudice. Pre-employment training is also a very important part. Through pre-employment training, new teachers can recognize the diversity of parents and children, and learn to deal with family relationships and different education methods. Learn from experienced teachers and summarize the deficiencies in your work. Teach teachers special skills on how to communicate with families of different cultural groups.

## 4. Conclusion

Trust may be influenced by cultural background, social beliefs, values, education, etc. The child's gender is also a factor that affects the trust relationship between parents and teachers. Teachers with different educational backgrounds and experiences will also be affected by differences in issues such as experience and affect trust. Trust is affected by many factors, but high trust in any relationship has a good effect on educating children.

Building trust in kindergarten requires good leaders first. Management plays an important role in creating an environment of trust in the organization. Therefore, leader, excellent management level is the important factor of whether the organization form a trust environment. But the ability of the leader is also crucial. Leaders need to be credible. Leaders themselves should have professional knowledge, secondly to know the reasonable distribution of leadership, but also can Scudamore, able to identify talented people and appoint one with leadership (Sockett, 1993:62)[50]. Trust between people and people's trust in the organization needs a process (Seldon, 2009: 10)[48]. kindergartens should be built into an inclusive community (Day and Leithwood, 2007: 184)[10], so that a culture of trust can be formed in schools. In this way, members will

cooperate with each other, have the same goals and expectations, and make progress together (Leithwood et al., 1992:142)[30]. In establishing trust relationships, weekly requirements should be considered. Not only the relationship between teachers and parents but also the relationship between teachers and teachers and the relationship between teachers and students. As for teaching methods, we should adopt a student-centered and teacher-assisted teaching mode.

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