

# Research on the Development Direction and Effective Operation of School-family Partnerships in Kindergartens

Yan Liu\*

Philippine Christian University, Manila, Philippines

\*Corresponding author

**Abstract:** Children's healthy growth is inseparable from the joint efforts of school and family, kindergarten school-family partnerships to promote the comprehensive development of children has a very important role. This paper uses the research method of literature and the logic analysis, focuses on the analysis of the main problems faced by the kindergarten school-family partnerships, and puts forward the development direction of the kindergarten school-family partnerships and the effective operation mechanism. The study holds that family education is the foundation of kindergarten education, and kindergarten education is an extension of family education. Kindergarten education plays a leading role in cultivating talents, but it still needs the close cooperation of family education. Otherwise, the role of kindergarten education will be weakened or even cancelled.

**Keywords:** children, school-family partnerships, education, development direction, effective operation

## 1. Introduction

The school-family partnerships means that educators and parents (and the community) share the responsibility for children's growth, including being a good parent, mutual communication, volunteer service, home learning, participation in decision-making and cooperation with the community, which is an integral part of the modern school system [1]. For school development, family education is the foundation, no matter how important and indispensable school education, it can never replace the influence and role of family education. Good school-family partnerships can make the channels of information exchange between home and school more smooth, and the goals and requirements of education are more consistent. At the same time, it can optimize the educational environment of schools and help schools improve the social environment.

5-7 years old is the most rapid development of children, the most plastic stage, is an important period for the formation of children's character, is the best period of education. Children in this period have distinctive characteristics, changeable and unstable behavior habits, and parents and teachers need to consciously cultivate children's ideological cognition and ability level.

The core goal of school-family partnerships is to help children achieve healthy development, and to ensure the effectiveness of school-family partnerships, we must attach great importance to the participation of family education, vigorously improve the level of family education, and ensure that family education and school education always have close cooperation [2]. From the perspective of improving the level of family education, kindergartens must advocate that parents can actively participate in self-learning, and then master advanced tutoring concepts and improve the level of tutoring through learning. However, in the process of school-family partnerships, although there are many converging points between kindergarten and family education, there are also many adverse factors, which have a greater impact on the effectiveness of school-family partnerships. In view of this, kindergartens must further lead family education, attract and encourage parents to participate more actively in school-family partnerships, in order to ensure and enhance the effectiveness of co-parenting.

## 2. The important role of kindergarten school-family partnerships

### 2.1 Strengthen the link between family and school

Through the construction of the kindergarten school-family partnerships model, the connection

between family and school can be strengthened, the limitation of time and space in the traditional learning model can be broken, and the organic integration of school education and family education can be promoted [3]. Especially in the era of artificial intelligence, with the development of online education, strengthening the cooperation between kindergartens and schools can provide diversified family education for students while ensuring the completion of school education goals, so that students' learning needs can be met. At the same time, with the help of the network platform, the school-family partnerships of kindergartens can help the construction of school-based curriculum and realize the expansion of teaching content; For the same problem, teachers, parents and students can express different views and opinions, increase students' knowledge range and divergent thinking ability, and promote the formation of close links between family and school.

### ***2.2 Improve the quality of schools***

In terms of educational goals, schools, teachers and parents have the same goal, hoping to cultivate "four" new people with all-round development of morality, intelligence, physical fitness, the aesthetic and labor. However, at the specific operational level, different schools have different educational concepts and management methods, and teachers and parents have their own opinions on some specific practices and management methods of schools from different perspectives. The school-family partnerships in kindergartens can promote full exchanges and communication between parents, teachers and schools. On this basis, parents can fully understand the intention of the school and better implement the educational concept of the school. Schools and teachers can also listen to the opinions of different parents on the basis of suggestions can improve the school's moral education level. At the same time, school-family partnerships in kindergartens can deepen parents' understanding of the school, and at the same time, it can also play a supervisory role in the school, prompting the school to constantly improve the management mode, improve the teaching level, and provide better education services for students, so as to improve the quality of the school.

### ***2.3 Promote the realization of the goal of educating all employees***

Kindergarten school-family partnerships links teachers, parents and students closely together. In the process of school-family partnerships in kindergartens, schools can guide parents to learn the correct educational concepts and methods through parent-teacher meetings, parent classes and other forms, strengthen their understanding of children's psychological conditions, and improve the concept of family education [4]. For parents, school-family partnerships in kindergartens can also increase the opportunities for parents to communicate with their children, so that they can pay more attention to their children and understand their children; For students, through the school-family partnerships in kindergarten, they can observe their parents from a different environment and perspective, and then feel their parents' love and concern, and understand their parents more. In this sense, kindergarten school-family partnerships can help the formation of a harmonious family atmosphere and promote the realization of the goal of educating all employees.

## **3. Main problems faced by kindergarten school-family partnerships**

### ***3.1 The school and the family lack a correct view of cooperation***

In the era of artificial intelligence, the form of education has undergone certain changes, and the cooperation between kindergartens and schools plays a more important role in improving the quality of education and promoting the all-round development of students. At the school level, schools should play their leading role, actively cooperate with parents, guide parents to do a good job in family education, and promote the healthy growth of students through school-family partnerships in kindergartens [5]. However, in reality, some schools fail to assume the leading role of start-school cooperation, and can't achieve full communication with parents through parent classes, cloud home visits, etc., to help parents and students communicate effectively, and improve the effect of family education. On the other hand, some parents lack a sense of cooperation, can't actively and effectively guide students in special periods, maintain close contact with the school, and can't assist the school to implement ideological guidance education. In addition, in school-family interaction and communication, some parents attach too much importance to how many words students know, whether they can add within 10, etc., ignoring the ideological guidance of students and the overall development of students. Under the influence of these factors, family relations inevitably become more and more

tense, which will also have a negative impact on students' learning activities and overall development.

### ***3.2 Lack of clear division of responsibilities***

With the popularization of network information technology, China's kindergarten education has undergone fundamental changes. At this stage, online education needs to be continuously optimized and improved, which also changes the content and form of family education to a certain extent. But at the same time, the boundary of responsibility between school education and family education is still not clear, and school-family interaction and school-family partnerships still lack mature theoretical and practical experience guidance. Some teachers hope to use the power of parents to urge students to study, so that students develop good learning habits; Some parents feel that they can't provide good educational guidance for their students, and lack the motivation to participate in school activities due to personal time, ability and other reasons. As a result, some schools and parents do not trust each other enough during online education. At the same time, some parents interfere too much in school education and impose their own ideas on teachers. Due to the lack of clear division of responsibilities, the school-family partnerships in kindergartens fails to form a  $1+1>2$  resultant force, and even causes a certain degree of interference to the progress of online teaching, thus increasing the difficulty of education work.

### ***3.3 The interaction between schools is single***

With the wide application of Internet technology in social operation, schools rely on information technology and network resources to carry out online education in various forms and rich content, which not only shows strong theoretical and systematic, but also highlights the dominant position of teachers. Most teachers will post teaching instructions on Wechat groups or other platforms, asking parents to help students complete learning tasks. However, due to the single way of school-family interaction, some teachers only release learning tasks through the platform, and do not provide timely guidance to family education from the perspective of specific learning conditions and students' psychological development, and rarely provide timely guidance to parents in theory and practical operation methods through online parent-teacher meetings, parent-teacher classes and other forms. In this special period, individual schools did not enrich the forms of home-school interaction, and did not formulate effective work plans in the specific management work, so there was a simple and formalized form of school-family interaction, and it was impossible to further promote the school-family partnerships in kindergartens.

## **4. The development direction of school-family partnerships in kindergartens**

### ***4.1 Actively change educational concepts***

In the traditional concept of education, schools and teachers are dominant, and parents and students are followers. With the progress of the times and the development of educational theory, the importance of school-family co-education and school-family partnerships has been paid more and more attention. In the new era, it is the primary task to carry out the cooperation between kindergartens and schools and to change the concept of education.

First of all, schools should establish the importance of kindergarten school-family partnerships at the institutional level, and formulate relevant regulations and measures to promote the smooth development and continuation of kindergarten school-family partnerships. At the level of campus culture, schools can take the kindergarten school-family partnerships as the theme, actively create the relevant cultural atmosphere, create a strong atmosphere of kindergarten school-family partnerships for teachers, students and parents, and gradually strengthen the importance of all parties to the kindergarten school-family partnerships. Third, improve teachers' literacy and strengthen teachers' awareness of the importance of school-family partnerships in kindergartens. Teachers should have the concept of lifelong learning, and need to follow the development of the times and constantly improve themselves. Teachers should change the dominant concept in the traditional education model, take moral cultivation as the goal, update the educational concept, take the initiative to learn relevant theoretical knowledge, and take the initiative to convey scientific education concepts and methods to parents on the basis of understanding the concept of school-family co-education [6]. Fourth, parents should also change the concept that "teaching children is a matter for schools and teachers", enhance the awareness of school-family partnerships, and put it into practical action. Parents can understand the school,

understand the physical and mental development of children on the basis of close communication with teachers, timely feedback to students. At the same time, parents need to deeply realize that "parents are the first teachers of children", attach importance to the organic unity of school education and family education, attach importance to the cultivation of a good family atmosphere and the improvement of their own educational literacy.

#### ***4.2 Improve information literacy at family and school***

In the era of artificial intelligence, the importance of network education and information education has been elevated to a new height. In order to adapt to the development of the times, the cooperation between kindergartens and schools is also carried out on the network platform in many cases. Whether it is online education or school-family partnerships based on the network, higher requirements are put forward for teachers and parents' information literacy. For teachers, how to use live broadcasting platform to teach, how to communicate with students in electronic classroom, and how to rely on the network to achieve one-to-one, one-to-many effective communication with parents are the main problems they face. For parents, it is imperative to cooperate with the school to complete the required teaching tasks, achieve the submission of diversified homework, complete the tasks of safety education, epidemic prevention and control, and improve information literacy.

Schools should take the initiative to assume corresponding responsibilities in improving the information literacy of both families and schools. To be specific, we need to do the following work: First, we should give full play to the role of schools, organize lectures on related topics, and hire professional information technology teachers to conduct targeted training for teachers and parents respectively; The second is to play the role of students, help parents understand the school's various resources, and jointly help the school to complete the teaching task; Third, we should enhance the enthusiasm of teachers and parents to improve information literacy, and actively learn by combining online and offline education modes to improve their own information literacy. Today, with the rapid development of information technology, parents, students and teachers need to keep up with the pace of the times and use information tools to carry out learning activities so that school-family partnerships can keep pace with the development of the times.

#### ***4.3 Provide guidance and services to parents***

In the process of carrying out school-family partnerships in kindergartens, teachers should actively and effectively communicate with parents and guide parents to establish a scientific concept of family education and school-family co-education as much as possible. At the same time, teachers should try their best to provide parents with good services and do a good job as their family education consultants. Teachers can put forward opinions and suggestions for parents on the basis of understanding the family situation and parent-child relationship of students. For example, teachers can guide parents to set an example for students and reduce nagging and control, so as to build a harmonious and democratic family atmosphere.

### **5. Operation mechanism of school-family partnerships in kindergartens**

#### ***5.1 Unify educational objectives***

In teaching practice, parents and teachers have different subjective demands, and good wishes are often not accepted by each other. To solve this problem, teachers can use tabular management to establish a unified educational goal with parents. Tabular management refers to the working method of recording the main problems, solutions, consensus and differences in a table, and using the table to promote implementation. Tables can concretize vague, abstract issues and track implementation progress. This is also the main advantage of tabular management. In use, teachers should follow the work flow of extracting questions, making tables, unifying knowledge and checking tables regularly. Extracting questions is the preliminary work of tabular management. In teaching practice, teachers should make children's psychological files through students' daily performance. In this file, specific problems that young children exhibit in their daily learning should be accurately recorded. After that, teachers should jointly analyze the common problems behind the appearances and put these problems into the file simultaneously. According to this file, teachers can refine the key problems and make a table of students' healthy growth.

### ***5.2 Improve the cooperation mechanism***

Unclear division of labor, inconsistent standards and weakening of educational functions are the main problems in the current school-family partnerships mechanism. In the process of improvement, teachers should first clarify the division of labor with teachers. The work involved in kindergarten education mainly includes communication, guidance, management and construction of educational scenes [7]. According to function division, teachers can mainly undertake management, guidance and scene construction work. Parents should mainly undertake the communication work of children and share the guidance responsibility. From the perspective of work continuity, parents can extend the educational methods provided by teachers to their families and assume the work functions of teachers. For example, parents can define home schooling as a continuation of school education and play the role of teacher at home. Alternatively, there can be a clear division of parents, in which the father can undertake the educational function of the teacher, while the mother focuses on the daily life of the child. Unified standards are a prerequisite for the establishment of a cooperation mechanism. In the implementation, teachers can make use of tabular management, and parents of students to jointly formulate medium and short term teaching objectives.

### ***5.3 Increase the frequency of communication***

The frequency of communication is too low, which is the main obstacle restricting school-family partnerships. In the process of improvement, teachers can use information tools and social software to enhance the frequency of communication between the two sides. With the development of information technology, remote communication is more convenient, and social software such as Wechat and Tiktok have become common tools for ordinary residents to carry out communication. Kindergartens can use this tool to establish a propaganda platform for school-family partnerships. For example, kindergartens can first establish campus Tiktok accounts with the theme of "children's growth". Tiktok has a stronger data transmission function, and kindergartens can upload teaching videos with children's growth as the theme to the Tiktok platform. Parents can watch this video at their leisure. In the process of watching the teaching video, parents can also use the interactive function of the Tiktok platform to discuss the education of young children. In short, with the help of information storage technology, new media tools can break through the restrictions of time and space on teaching work, and parents can choose to learn teaching knowledge at any time.

In addition, teachers should also use Wechat to establish parent communication groups. In use, teachers can record children's performance in the garden in the mobile phone. According to the teaching progress made jointly with parents, teachers can share the videos collected daily with parents. With the help of video, parents can visually observe their children's daily performance. Meanwhile, with the help of social software such as Wechat, teachers can communicate with parents at any time. For example, in response to the problems of children on that day, teachers can guide parents to revise their education methods in a timely manner with the help of Wechat. Parents can also report their children's performance at home to teachers. In short, Wechat and other social software provide a convenient communication platform for school-family partnerships. In addition, teachers can guide parents to set up mutual assistance communication groups. The number of each group should be limited to 8 people, and parents can communicate on education issues in a timely manner.

### ***5.4 Carry out family education***

There are great differences between parents and teachers in the way of education, which will affect the cooperation between tutors. In the process of improvement, kindergartens can provide professional education for parents, so that the education methods of both sides are gradually unified [8]. First, with the help of Weibo, kindergartens can make MOOCs teaching videos for parents. In the video, kindergartens can provide parents with easy-to-understand teaching knowledge. For example, the psychological changes of children in various stages, and the common methods to solve the psychological problems of children. Through MOOCs, parents' educational ability will be enhanced. After that, teachers should use the holidays to conduct short-term training for parents in the early days of kindergarten. Through the training activities, parents will understand the teachers' teaching methods and observation perspectives. In qualified kindergartens, parents can also be tested, so that scientific education methods are strengthened.

At the same time, teachers can carry out targeted education for the elders of children's parents. Because the work of young people is more busy, some children will be taken care of by grandparents

for a long time. The education methods of these parents are outdated, which will have a negative impact on the growth of children. To solve this problem, teachers should formulate more targeted teaching strategies according to the group characteristics and growth environment of these parents. At the same time, these parents have enough leisure time, so the kindergarten can use the time of children's nap or before school to explain teaching knowledge to these parents. Through the joint efforts of both families and schools, the healthy growth of children will be cared for in many ways.

## 6. Conclusion

To sum up, the model of school-family partnerships plays a positive role in children's growth and ability cultivation. The school-family partnerships is essential at every stage of student learning. In the era of artificial intelligence, the development of online education has further highlighted the importance of kindergarten school-family partnerships. Therefore, schools, parents and students should have a correct understanding of school-family partnerships in kindergartens, deal with the relationship between family education and school education, explore new strategies for school-family partnerships in kindergartens, and promote the overall improvement of the level and quality of education in schools.

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