

Research on the Collaborative Education Mechanism of Family School Cooperation in Preschool Education

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Abstract: *Preschool education plays a crucial role in children's life development. As the two main social environments, family and school play an indispensable role in this stage. This study aims to focus on the construction of a collaborative education mechanism, analyzing the impact of social and cultural background, policy and regulatory environment, organizational structure, and resource support on family school cooperation. By establishing good communication mechanisms and information sharing channels, parents and schools can better communicate and cooperate, continuously promoting the sharing and interaction of educational resources. At the same time, parents and schools jointly develop and implement goals to ensure that both parties' expectations and efforts remain consistent. The implementation and evaluation of collaborative action is a key link in the collaborative education mechanism, which requires the joint participation and efforts of both parties to ensure the effective implementation and effectiveness evaluation of cooperative measures. It is hoped that this study can provide a deep understanding and practical exploration of the collaborative education mechanism between family and school in preschool education, and make positive contributions to promoting the comprehensive development of children and improving the quality of preschool education.*

Keywords: *preschool education, family school cooperation, collaborative education*

1. Introduction

With the development and progress of society, the importance of preschool education in children's growth and development is becoming increasingly prominent. Preschool education not only provides a good learning environment for children, but also lays a solid foundation for their comprehensive development [1]. In the implementation process of preschool education, families and schools play an indispensable role as the main socialized environment. The family is the earliest place for children to receive education, while schools are an important place for children to receive collective education. The close cooperation and interaction between family and school have a significant impact on children's comprehensive development and learning outcomes.

However, there are problems and challenges in current home school cooperation in some aspects. Firstly, poor information communication has become one of the main obstacles affecting family school cooperation. The lack of timely and effective communication channels between parents and schools has led to poor information transmission and increased misunderstandings. Secondly, there is a lack of clear common goals and collaborative actions in family school cooperation, and there are differences in educational concepts, goals, and other aspects between the two parties, which affects the effectiveness of the cooperation. In addition, the lack of effective collaborative education mechanisms also limits the development of family school cooperation. The interaction and resource sharing between families and schools are insufficient to form a strong cooperative network.

In order to better promote family school cooperation in preschool education, we need to explore and research more effective collaborative education mechanisms [2]. The collaborative education mechanism emphasizes the concept of joint participation, cooperation and mutual assistance between families and schools, aiming to achieve the common goal of children's comprehensive development. The establishment of a collaborative education mechanism requires a clear definition of the responsibilities of parents and schools in family school cooperation, clarifying the roles and responsibilities of both parties, and establishing a more effective cooperation model.

Through the conduct of this study, it is expected to provide a deep understanding and practical

exploration of the collaborative education mechanism of family school cooperation in preschool education, and make positive contributions to promoting the comprehensive development of children and improving the quality of preschool education. Through close cooperation between families and schools, a better learning environment can be created for children, enabling them to develop and grow better during the preschool education stage.

2. Overview of family school cooperation in preschool education

2.1 Cooperation between schools

The family school cooperation in preschool education is an important guarantee for children's all-round development, because family and school are the two main environments for children's growth and development, and close cooperation between them is crucial for children's overall development.

The family school cooperation can promote the complementarity and synergy of family education and school education, provide more comprehensive support and resources, and provide a better learning and growth environment for children [3]. The extension of family education enables parents to establish an effective cooperative relationship with the school, and jointly pay attention to the needs of children's learning, health, emotion and other aspects, so that children can get consistent care and guidance in different environments, and enhance their self-confidence and adaptability. In addition, families and schools have different educational resources, and through cooperation, resources can be shared and interactive to provide children with more comprehensive educational resources. The family school cooperation can also promote the consistency of educational goals. The two sides jointly formulate and implement educational goals to ensure that children receive consistent educational guidance and training in both family and school environments, and form a positive educational atmosphere.

2.2 The concept and practice of collaborative education

Collaborative education is an educational concept that emphasizes joint participation and cooperation between families and schools, aiming to achieve the common goal of children's comprehensive development. In this concept, the family and school are considered two important components of a closely connected education system. The family is the earliest place for children's education, while the school is an important environment for their daily learning and growth.

The core of collaborative education is to achieve resource sharing and complementary advantages between families and schools. Families have a unique family culture, life experience, and emotional support, while schools provide professional educational knowledge and teaching environment. Through cooperation, both parties can fully utilize their respective advantages and provide more comprehensive educational resources for children. The joint development and implementation of educational goals by families and schools is the only way to ensure that children receive consistent educational guidance and training in both the home and school environments [4]. This collaborative parenting model can not only promote children's academic achievement, but also cultivate their social skills, creativity, and comprehensive literacy.

In the practice of collaborative education, families and schools jointly pay attention to children's learning, health, emotional and other needs by establishing effective communication channels and cooperation mechanisms. Parents can actively participate in school parent meetings, parent-child activities, etc., understand their children's performance and needs in school, and work with teachers to develop learning plans and educational goals that are suitable for their children. At the same time, schools should actively share their educational philosophy, teaching methods, and students' learning situations with parents, and form close cooperative relationships with them.

3. Definition of responsibility for family school cooperation

3.1 Parents' responsibilities and roles

Parents play a crucial role in home school cooperation. They should fully recognize the importance of their children's education and take corresponding responsibilities. Parents should actively participate in school parent meetings, parent-child activities, and maintain close communication and contact with

the school. In addition, parents should also understand and respect the school's educational philosophy and regulations, and actively cooperate with the school's work. They should provide a good family education environment for their children, cultivate their good habits and values [5]. Parents should care about their children's learning progress, work together with the school to develop learning plans and goals that are suitable for their children, and provide necessary support and guidance.

3.2 Responsibilities and roles of schools

As the main educational venue for children, schools also bear important responsibilities and roles. Firstly, schools should establish good cooperative relationships with parents, actively communicate and share their educational concepts, teaching methods, and students' learning situations with parents. Schools should provide parents with necessary training and guidance to help them better understand and support their children's learning and development. In addition, schools should also establish a sound management mechanism to ensure the reasonable allocation and use of educational resources. Schools should establish clear educational goals and school rules and regulations, and work with parents to implement and supervise their implementation. The most important thing is that schools should provide fair and high-quality education for each student, pay attention to their individual differences, develop personalized learning plans, and help them achieve comprehensive development.

3.3 Social support and participation

In addition to parents and schools, society also plays an important role in supporting and participating in home school cooperation. Society can participate in home school cooperation through various channels. For example, society can provide professional education and training institutions to help parents improve their educational level and skills. Society can also organize various educational activities and community services to provide children with broader learning opportunities and resources. At the same time, society can also strengthen the supervision and evaluation of schools, promoting their improvement and enhancement. The support and participation of society can provide more resources and support for family school cooperation, enabling families and schools to better collaborate in educating and jointly promote the comprehensive development of children.

4. Analysis of the influencing factors of cooperation between preschool educators and schools

4.1 Social and cultural background

The cooperation between schools and parents is a crucial part of the education process, deeply shaped by the social and cultural background. Different social and cultural backgrounds can shape parents' different perceptions and expectations of education, thereby directly affecting their ways and attitudes towards cooperation with schools.

Firstly, the diversity of social and cultural backgrounds gives parents different perceptions and expectations of education. In a multicultural society, parents come from different cultural backgrounds and have different values and educational concepts. Some families may value traditional academic performance, believing that exam scores are the only criterion for measuring students' abilities; However, other families place greater emphasis on cultivating students' creativity, social skills, and practical abilities. This difference leads to different expectations of parents towards school education, which will directly affect their cooperation and attitude with the school.

Secondly, the social and cultural background has a significant impact on the way and attitude of parents towards cooperation with schools. In different cultural backgrounds, parents have different understandings and expectations of the roles and responsibilities of family education and school education. In some cultures, parents are regarded as the main responsible persons for their children's education, and they attach greater importance to supervision and guidance of their children, hoping that the school can play a supportive role; In other cultures, parents completely entrust the responsibility of education to the school, hoping that the school can be fully responsible for the development of their children. This different way of cooperation and attitude requires schools to have the ability to communicate across cultures, understand and respect parents' cultural habits and educational concepts, and adopt flexible strategies to cooperate with parents.

In short, the social and cultural background has a profound impact on the cooperation between schools and parents. Schools need to understand and respect the cultural characteristics of their families,

adopt flexible strategies to communicate and cooperate with parents, and promote mutual agreement on educational goals, methods, and other aspects. Only through effective cooperation can schools and parents work together to provide a good educational environment and support for the comprehensive development of children.

4.2 Policy and regulatory environment

Education policies and regulations also have an important impact on the cooperation between schools and parents. The formulation and implementation of policies and regulations directly affect the interaction mode, rights, responsibilities, and resource allocation between schools and parents. Schools need to comply with relevant policies and regulations, advocate and implement policies related to family school cooperation, and actively participate in the formulation and interpretation of relevant policies to provide institutional guarantees for promoting a good family school cooperation environment.

Education policies and regulations largely shape the framework and tone of cooperation between schools and parents. For example, in some countries or regions, education policies require schools to maintain close contact with parents, conduct regular home visits or parent meetings, and provide timely feedback on students' learning situation and campus dynamics to parents [6]. This policy requirement makes communication between schools and parents more frequent and close, which is conducive to timely identification and resolution of students' problems in learning and life, and promotes the deepening of family school cooperation.

In addition, education policies and regulations also stipulate the rights, responsibilities, and obligations of schools and parents in the education process. For example, some policies explicitly stipulate that schools have a responsibility to provide parents with information on students' learning plans, teaching arrangements, and school activity arrangements. At the same time, parents are required to actively participate in students' learning and life, and cooperate with the school's educational work. This clear division of powers and responsibilities helps to clarify the responsibilities of schools and parents in education, avoiding situations of responsibility shifting or information asymmetry, and promoting win-win cooperation between both parties.

Finally, educational policies and regulations also involve the allocation and utilization of resources. In some policies, there are clear provisions on the resource investment and support required for cooperation between schools and parents, including human, financial, and material resources. This provides legal basis and policy support for the school, enabling it to carry out family school cooperation more effectively and providing necessary resource guarantees.

In short, educational policies and regulations have a profound impact on the cooperation between schools and parents. Schools should actively advocate and implement policies related to family school cooperation, while adhering to policies and regulations. They can also actively participate in the formulation and interpretation of policies, providing institutional guarantees for promoting a good family school cooperation environment. Only under the guidance of policies and regulations can schools and parents truly achieve win-win cooperation and jointly promote the comprehensive development of students.

4.3 Organizational structure and resource support

The organizational structure and resource support of schools have a significant impact on the smooth progress of family school cooperation. A good organizational structure can provide institutional and organizational guarantees for family school cooperation, clarify their respective responsibilities and rights, and promote the smooth progress of cooperation. A sound organizational structure can establish the goals, principles, and procedures of family school cooperation, and clarify the responsibilities and authorities of relevant personnel.

Firstly, schools can establish specialized institutions or departments responsible for managing and coordinating family school cooperation affairs. This institution can take the form of a parent committee, parent school, or family school cooperation office. Its responsibilities include formulating relevant policies and regulations, organizing parent meetings and training, and collecting feedback and suggestions. The institution should closely cooperate with other departments of the school to form an efficient family school cooperation mechanism.

Secondly, schools can invite parents to actively participate in school decision-making and

management by establishing parent committees or parent volunteer teams. The parent committee can represent the parent group to communicate and negotiate with the school, reflect the needs and opinions of parents, and promote the in-depth development of family school cooperation. Parent volunteer teams can participate in various activities and projects of the school, provide assistance and support, and enhance mutual trust and cooperation between the school and parents.

In addition, schools also need to provide parents with necessary resource support to help them better participate in their children's education. This includes education and training, information feedback, and learning guidance. Schools can regularly organize parent training classes to provide training on educational concepts, family education skills, and subject knowledge, helping parents improve their educational awareness and parenting skills. At the same time, schools should establish smooth communication channels and provide timely feedback to parents on students' learning situation, campus dynamics, and educational policies, so that parents can understand the school's work and educational progress. In addition, schools can also provide learning guidance and resource sharing, providing parents with learning methods and educational resources to help them better support their children's learning and growth.

At the same time, schools also need to allocate and manage educational resources reasonably, ensuring fair distribution and effective utilization of resources, and providing solid foundation support for family school cooperation. Schools can reasonably allocate resources such as teachers, classrooms, textbooks, and educational technology equipment according to actual needs to ensure the quality of teaching and the smooth progress of school management. In addition, schools can actively seek support from external resources, such as enterprises, social organizations, and community resources, to provide more support and assistance for family school cooperation.

5. Construction of a collaborative education mechanism between preschool educators and schools

5.1 Communication mechanism and information sharing

In the construction of collaborative education mechanisms, communication mechanisms and information sharing are considered crucial factors. In order to achieve close cooperation between the school and parents, both parties should establish smooth and effective communication channels, in order to timely share the school's educational philosophy, teaching methods, and students' learning situation.

Firstly, schools can regularly organize parent meetings and invite parents to participate. These meetings can be held regularly to discuss and communicate important matters related to educational policies, curriculum, school activities, and student growth. Through meetings, schools can introduce their development plans and educational goals to parents, answer their questions and concerns, and jointly develop plans and measures to promote student growth. At the same time, parents can also use this opportunity to provide their own opinions and suggestions, and discuss with the school how to better support their children's learning and development.

Secondly, home visits are an effective way of communication that can strengthen the connection between schools and families. Schools can arrange regular home visits by teachers or counselors to communicate face-to-face with parents and understand the family environment and children's growth. Through home visits, schools can better understand the characteristics and needs of each student and provide personalized educational support for them. At the same time, parents can also provide feedback to the school on their child's performance and needs in the family, so that the school can better cooperate with family education and jointly promote their child's comprehensive development.

In addition, electronic communication tools can also become an important means of communication between schools and parents. Schools can establish online platforms or use instant messaging tools to facilitate communication and exchange with parents at any time. Through these tools, schools can provide parents with timely information on their students' learning situation, campus dynamics, and educational policies, allowing them to understand the school's work and educational progress. Parents can also use these tools to communicate with teachers, understand their children's performance in school and the issues they need to pay attention to, and discuss together how to better support their children's learning and growth.

By establishing smooth and effective communication mechanisms and information sharing channels, schools and parents can achieve timely transmission and effective communication, enhancing mutual

consensus and understanding of children's education. This close communication and cooperation relationship will promote the sharing of educational resources and the smooth operation of collaborative education mechanisms, ultimately achieving the goal of students' comprehensive development.

5.2 Establishment and implementation of common goals

One of the core mechanisms of collaborative education is to establish common educational goals and jointly implement them. Schools and parents should jointly establish clear educational goals and school rules and regulations, clarify their respective responsibilities and obligations, and jointly supervise the implementation of the goals. By working closely with parents and working together to ensure that every student receives a good education, we aim to achieve personalized development.

This cooperation is not just about reaching a simple agreement, but more importantly, integrating educational goals into family education, allowing parents and schools to work together to achieve these goals. During this process, parents can gain a deeper understanding of the school's educational philosophy and goals, actively participate in the school's educational activities, and provide support and assistance. At the same time, schools should also fully listen to parents' opinions and suggestions, integrate parents' expectations into the formulation and implementation of educational goals, and make educational work more closely related to the needs of students and families.

Jointly setting educational goals is not only verbal, but also requires specific implementation through jointly formulated rules and regulations. Schools and parents need to clarify their respective responsibilities and obligations, establish a sound supervision mechanism, and ensure the effective implementation of educational goals. Parents can actively participate in the management and supervision of the school by participating in relevant family committees and volunteer services, and promote the smooth realization of the school's educational goals. Schools, on the other hand, need to establish a platform for home school communication, provide timely feedback to parents on students' learning situation and campus dynamics, and enhance parents' trust and support for school education work.

Through joint efforts, schools and parents can achieve organic integration of educational goals, laying a solid foundation for the personalized development of each student. This close cooperative relationship will not only promote the improvement of students' academic performance, but also cultivate their comprehensive literacy and sense of social responsibility, helping them grow into idealistic and responsible citizens of the new era.

5.3 Implementation and evaluation of collaborative action

In addition to establishing common goals, collaborative education mechanisms also require implementing collaborative actions and conducting evaluations. Schools and parents can jointly carry out educational activities, such as parent-child reading, family school friendships, etc., to participate in the growth process of students. In these activities, parents can participate with their children to promote the development of parent-child relationships, enhance mutual understanding, and also better understand the educational philosophy of the school, providing stronger support for their children's learning and growth.

Schools can strengthen communication and exchange with parents through organizing parent meetings, home visits, and other means, timely understanding of their opinions and suggestions, in order to better adjust educational policies and promote the smooth realization of educational goals. At the same time, it is also necessary to evaluate the implementation effect of the collaborative education mechanism. The actual effectiveness of family school cooperation can be evaluated through regular family school interaction evaluations, student comprehensive quality evaluations, and other methods to promptly identify problems and deficiencies, summarize experience, and continuously improve the mechanism. Only through scientific evaluation and counter taming can problems be better identified, solved in a timely manner, and the collaborative education mechanism be promoted towards a more comprehensive direction.

Through continuous evaluation and improvement, promote the in-depth development of family school cooperation and enhance the comprehensive quality education level of students. This collaborative education mechanism not only promotes the comprehensive development of students, but also cultivates more responsible and compassionate new generation citizens for society, injecting a

continuous stream of vitality into the sustainable development of the country and society.

6. Conclusion

In the collaborative education mechanism, cooperation between schools and parents is the key to ensuring the comprehensive development of students. Parents and schools should jointly establish clear educational goals and regulations, and strengthen communication and cooperation between each other. Both parties can better understand each other's expectations and needs, thereby reaching consensus in the education process and formulating specific plans and goals for students' growth and development. At the same time, through joint educational activities such as parent-child reading and family school friendships, schools and parents can more deeply participate in the growth process of students. This is conducive to promoting emotional exchange between families and schools, enhancing mutual understanding, and providing more comprehensive support and care for students. In addition, evaluating the implementation effect of the collaborative education mechanism helps to timely summarize experience and continuously improve the mechanism. Only through scientific evaluation and counter taming can problems be better identified, solved in a timely manner, and the collaborative education mechanism be promoted towards a more comprehensive direction. However, it should be noted that the effective implementation of collaborative education mechanisms requires the establishment of a cooperative relationship of mutual respect, equality and mutual benefit between schools and parents, fully considering individual differences among students, and developing more personalized education plans to meet the growth needs of different students.

In summary, the implementation of collaborative education mechanism is conducive to promoting the comprehensive development of students, and cooperation between schools and parents is its core. Through joint efforts, schools and parents can provide students with higher quality and personalized education, cultivate a new generation of responsible and compassionate citizens, and make positive contributions to the sustainable development of society.

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