

Clarifying Diversified Home-school Relationships and Reconstructing Multi-dimensional Cooperation Space

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Abstract: This study aims to clarify the complex and diverse home-school relationships and reconstruct a multidimensional space for home-school cooperation to enhance collaboration between families and schools, and provide opportunities for students' comprehensive growth. Firstly, it reviews the current state of home-school cooperative relationships to elucidate the various dimensions of home-school cooperation. After that, it discusses the problems and challenges of home-school cooperation within different home-school relationships. Finally, the study proposes strategies to reconstruct the multidimensional space for home-school cooperation in response to the challenges faced in home-school cooperation. This study emphasizes the importance of home-school cooperation and argues that deepening such cooperation can only be effectively achieved with a clear understanding of diverse home-school partnerships and existing challenges.

Keywords: Home-school relationship; Home and school cooperation; Multiple relationships; Multidimensional space

1. Introduction

Home-school cooperation is a hot topic in the current education reform and a trend in international education. It is widely recognized as one of the key factors influencing the overall development of students, providing support for their learning and growth, and fostering a close relationship between schools and families, creating a conducive environment for home-school educational Co-operation. Home-school cooperation not only impacts the healthy growth of students, but also significantly influences the growth of teachers and parents. However, the current home-school cooperative relationship faces challenges such as poor communication, unclear roles, blurred boundaries of responsibility, and inconsistent goals. Therefore, it is necessary to clarify the various levels of home-school cooperative relationships and reconstruct a multidimensional and harmonious space for home-school cooperation, in order to promote effective collaboration between families and schools, foster educational synergy, and jointly promote the comprehensive development of students.

2. Environmental

To deeply explore the connotation of home-school cooperation, numerous scholars have analyzed the hierarchical relationship of this collaboration from different perspectives. Home-school cooperation is the Complex Social Engineering covering interactions at multiple levels and with multiple subjects, encompassing national, local, school, and family interactions^[1]. This involves the school education system, home education system, and social education system, and relate to the educational environment at school, the educational environment at home, and the social environment. It requires collaborative cooperation from teachers, parents, students, and other stakeholders^[2], including school support, parental participation, communication between schools and families, and resource sharing across various levels of cooperation. This paper explores the home-school cooperative relationship based on system, environment and the subject.

2.1. System

In order to create a quality education, the family, the school, the government and the society must all share the responsibility. As the three pillars of education, family education, school education, and social

education also serve as the three systems of checks and balances in home-school cooperation. The American psychologist Bronfenbrenner proposed the bio-ecological theory, which describes the interacting systems that influence development in an individual. He argues that each organism develops within a specific ecosystem and that its growth is supported or inhibited by its environment, including five systems are microsystems, mesosystems, exosystems, macrosystems, and chronosystems respectively.

2.1.1. Family Education System

The family education system refers to the process in which parents and adults in the family educate their underage children. Serving as the enlightenment and foundation of the education system, family education forms the basis for a child's lifelong development and always maintains an irreplaceable sense of initiality, durability, and closeness. Family education is constrained by the qualities of the educators (parents, family members, etc.). In the current society, with severe educational competition, parents' high anxiety levels remain unrelieved, and the lack of scientific family education manifests as weakness.

2.1.2. School Education System

The school education is regulated behaviour that follow the laws of children's physical and mental development, as well as educational principles. It serves as an extension and expansion of family education, and its scientific and systematic nature has a dominant and long-term impact on children. As the functions of family education weakens, it gradually alters the organizational nature of school education^[3], placing greater demands on schools to assume more responsibilities and tasks. With the increasing demands and expanded responsibilities, effective operation of school education rely on the functioning of families and communities, making it difficult for school education to achieve the expected quality and effectiveness.

2.1.3. Social Education System

The social education system emphasizes individual learning and growth after integrating into society. It serves as a supplement to family and school education, cultivating individuals' sense of social responsibility, spirit of cooperation, and civic awareness through social activities. With the acceleration of educational reforms, social activities place higher demands on education. In some cases, due to the weakening of family education and the overwhelming burden on school education, children exhibit frequent occurrences of rebellious attitudes, emotional suppression, and psychological distortion.

In summary, within the realm of home-school cooperation, the three major education systems of family education, school education, and social education complement each other, coexist harmoniously, and mutually balance one another. They stand together, with none capable of replacing the other. Together, they form a combined force to collectively promote the better development of students.

2.2. Environmental

Jerome Bruner's sociocultural theory posits that learning and development are social processes, and both family and school serve as important sociocultural environment. The dialogue and interaction within different environment has a significant impact on individual development. In the collaboration between home and school, family environment, the school environment, and the societal environment are key environmental factors that collectively influences individual development.

2.2.1. Family Environment

In the process of individual growth, family environment is the earliest, longest-lasting, and most profound influencing factor on the individual. The family environment is rich and diverse, mainly encompassing three aspects: the family's economic environment, cultural background, and humanistic atmosphere.

The family's economic environment encompasses the family's living standards, financial situation, and available resources, serving as the fundamental guarantee for a child's education and playing a crucial role in home-school cooperation. The quality of the family's economic situation directly determines the level of investment and support for a child's education. In a favorable economic environment, basic living needs are met, enabling parents to more easily provide learning resources, educational guidance, and other developmental support for their children. They are also more likely to actively participate in school educational activities and decision-making, thus contributing to the establishment of a high-quality home-school cooperation relationship. However, in cases of poor economic conditions, significant financial pressure may limit to parents' time and resources of pay attention to their children's education,

directly impacting the breadth and depth of home-school cooperation.

The family's cultural background encompasses various aspects, such as family values, moral perspectives, lifestyle, communication styles, and educational beliefs, which profoundly influence the shaping of an individual's character, the cultivation of habits, and cognitive development. The positive family cultural environment contributes to promoting communication and understanding among family members, enhancing a sense of belonging and cohesion. Parents' educational beliefs directly impact their children's education, including educational methods, goals, and expectations, thereby influencing the child's entire developmental process. However, the negative family cultural environment may lead to conflicts and tensions among family members, impacting family harmony. Additionally, negative verbal or non-verbal communication within the family may have adverse effects on an individual's mental well-being and emotional expression.

The family's humanistic atmosphere encompasses the interpersonal relationships among family members and the overall atmosphere within the family, playing a crucial role in an individual's psychological development and personality growth, and serving as a necessary condition for fostering harmonious home-school cooperation. A warm and harmonious family humanistic environment is conducive to the cultivation of love, patience, and tolerance, enabling family members to listen to and understand each other, provide mutual support, deepen emotional connections, and nurture the physical and mental well-being of individuals. Conversely, in a cold and conflict-ridden family humanistic environment, family members may struggle to experience joyous moments and the warmth and cohesion of the family, leading to a lack of care, respect, and tolerance. This environment may easily contribute to the development of individuals with low self-esteem, depression, and indecisiveness, ultimately leading to the formation of a flawed personality.

In short, emphasizing the construction and cultivation of the family environment, whether in terms of the economic environment, cultural background, or humanistic atmosphere, is crucial for the overall development of the family and the healthy growth of children. A positive family environment serves as the cradle for a child's birth and upbringing. A family environment characterized by respect, love, and inclusivity, along with parents' positive educational perspectives and values, form the foundation for parental involvement and support in their children's learning, as well as an accelerator for fostering collaboration between home and school. Therefore, the impact of the family environment on home-school cooperation is significant, influencing both the fundamental conditions for family involvement and the proactive and dynamic nature of the involvement.

2.2.2. School Environment

School as a stage for children's lives, undoubtedly plays a crucial role in their growth. However, the impact of school education goes far beyond this, as it not only concerns the accumulation of individual knowledge but also serves as a core force in shaping lifelong development. Additionally, school education is a key factor in determining the success of the home-school cooperation relationship. The school environment is rich and diverse, encompassing various aspects such as school resources, campus culture, and the overall living environment.

The school's resource environment, including teaching facilities, educational resources, libraries, and laboratories, provides the hardware conditions for students' growth and development, serving as an accelerator for their progress. There is a close relationship between the school's resource environment and home-school cooperation. An excellent school resource environment enables students to study in a comfortable environment, improving their learning efficiency. It can also meet students' diverse learning needs, stimulate their interest in learning, broaden their horizons, and expand their thinking. Furthermore, it provides opportunities, platforms, and possibilities for students' development, while also giving parents confidence and offering diverse possibilities for home-school cooperation. For example, schools can use their resources to provide parents with more opportunities to involvement in school education, allowing parents to better understand their children's learning situations, promote communication and collaboration between home and school, and contribute to the harmonious development of parent-teacher, teacher-student, and parent-child relationships. In addition, an excellent school resource environment can enrich the content of home-school cooperation, such as providing corresponding parent training and family education guidance to help parents improve their educational literacy and better guide their children's education. Therefore, the optimization and sustainable development of the school's resource environment not only provide more opportunities and possibilities for students' future development but also serve as a powerful factor in promoting the progress of the home-school cooperation relationship.

The campus humanistic atmosphere, encompassing the quality of teaching staff, teacher-student relationships, and the learning environment, has a profound impact on students' character development

and the formation of their values. A high-quality teaching staff is the foundation for parents to choose and trust a school. They not only possess extensive knowledge but also have a strong passion for education. They guide students to establish correct values with cautious words and deeds, encourage students to explore and innovate on the path of cognition, cultivate students' upward moral character, and understand how to sharpen students' thinking and critical thinking. However, schools lacking high-quality teaching staff not only fail to lead students' development but also let students' to lose the guidance, teaching, and enlightenment from teachers, making learning only a mere waste of time for students. A harmonious interpersonal relationship atmosphere is the most important manifestation of the campus humanistic atmosphere. In a harmonious interpersonal relationship, the communication and interaction between teachers and students, and among classmates, are equal and interactive, with mutual respect, mutual learning, and mutual exchange. This not only enables students to learn to respect, care for, and understand others but also teaches students to interact with others and conduct themselves appropriately, calmly, and composedly. Conversely, tense teacher-student relationships and indifferent friendships among classmates will bring students a sense of urgency and pressure, making it difficult for them to concentrate on learning. Therefore, the learning environment is also another important component of campus culture. Under a strong campus learning atmosphere, students are influenced to love learning, explore joyfully, and take on challenges bravely. Students can also inspire each other, progress together, and form a healthy competitive situation. This kind of learning atmosphere not only improves students' academic performance but also cultivates their comprehensive qualities, laying a solid foundation for their future development. Therefore, creating a good campus humanistic atmosphere requires continuously optimizing the teaching staff, improving the quality of education and teaching, fostering harmonious teacher-student relationships, and creating a good learning environment.

The school living environment directly affects the physical and mental health of students, including campus safety, hygiene conditions, teaching environment, and accommodation. Only a safe, clean, and comfortable campus living environment can provide students with a good foundation for learning and living, benefiting their physical and mental health. This also allows parents to confidently entrust their children to the school. For example, occasional incidents of campus bullying and food poisoning serve as evidence that a safe living environment is a natural barrier to students' physical and mental health. Without a safe living environment, parents lose the most basic trust in the school, and the home-school cooperation relationship cannot be maintained.

In summary, the school environment plays a crucial role in the individual's growth process and is of paramount importance for maintaining the relationship between home and school. Therefore, we should attach great importance to the construction, maintenance, and optimization of the school environment, creating favorable conditions for students' healthy growth. By earning the trust and favor of parents, we can establish a strong foundation for maintaining the home-school cooperation relationship and jointly support the development of students.

2.2.3. Social environment

The social environment is an external factor in the home-school cooperation relationship, including social and cultural background, and educational policy background. The social and cultural background influences and constrains the development and implementation of home-school cooperation. The social and cultural background affects the expectations of families and schools regarding to the educational perspectives and students' achievement, which in turn influences the cooperative concepts, attitudes, and methods between families and schools. For example, parents with a higher level of education may have more involvement and influence on their children's education, while schools emphasize the authority and professionalism of education, leading to inevitable conflicts in education. Therefore, understanding and respecting the expectations and values of different cultural backgrounds are crucial for promoting home-school cooperation. However, with the rapid progress of educational reform, government education policies, regulations, and support measures are continuously updated, impacting and adjusting the roles and responsibilities of families and schools in cooperation, as well as enriching the specific forms and content of cooperation. For example, the government may encourage parental participation in school educational activities through legal requirements or provide policy support and resource allocation, which can positively drive home-school cooperation. Therefore, a thorough understanding of external environmental factors such as social and cultural background, policy regulations, and others plays a key supportive role in promoting and building a good home-school cooperation relationship.

3. Interest Subject

In the collaboration between home and school, the diversity of stakeholders' interests is particularly evident. This mainly involves three core stakeholders: parents, teachers, and students. In the process of cooperation, they each play different roles, shoulder different responsibilities, and inevitably face conflicts of interest. However, they also strive towards a common educational goal.

3.1. Parent Subjects

Parents are the teachers of enlightenment for their children, and the home is the most important environment of life. In the individual's growth process, the role of parents is crucial. They are not only the shapers of the child's growth environment and responsible for the child's daily care, but also pay attention to the child's academic progress, psychological well-being, and overall life development. From birth, through growth, to maturity, the acquisition of an individual's moral character, learning attitude, behavior habits, and social skills all relies on the companionship and guidance of parents. Parents guide children to understand themselves, others, and the world. Quality family education is greatly beneficial to children; conversely, poor family education may lead to lifelong pain. Parents all hope that their children can receive a good education at school, achieve better grades, receive attention from teachers, and create an unlimited future. These are the core interests of parents. In the collaboration between home and school, parents focus on the individual success of students and expect teachers to meet the personalized needs of each student.

3.2. Teacher Subjects

Teachers are professional educators who bear the important responsibility of guiding, assisting, and nurturing students' growth. In the collaboration between home and school, teachers play a crucial bridging role, connecting families and schools. At the school level, teachers are not only faithful executors of teaching philosophies and implementers of teaching plans, but also creators of teaching outcomes. For parents, teachers are the guides for their children's learning, the conveyors of information between home and school, and the guardians of students on campus. For students, teachers are the answerers to academic perplexities and the wise mentors who can guide them to think continuously, innovate boldly, and create the future. For teachers themselves, teaching is their profession, and nurturing students is their duty. Their core interest lies in guiding students to actively participate in learning, make progress, and ultimately grow and develop. It is evident that the importance of the role of teachers in the collaboration between home and school is self-evident. Their responsibilities are numerous and complex, making them a key factor in the success or failure of home-school cooperation.

3.3. Student Subjects

As a special participant in the collaboration between home and school, students are both beneficiaries and participants. However, in the current model of home-school cooperation, students are in a relatively disadvantaged position, lacking in voice and initiative. For students, fully leveraging their own initiative, actively participating in educational activities, abiding by school rules and discipline, learning to communicate with parents and teachers, interacting with classmates, expressing their demands, voicing their confusion, seeking help, and achieving growth are at the core of their interests. However, in the process of home-school cooperation, students' expected interests may not necessarily receive recognition, attention, and consideration from parents and teachers, let alone understanding, support, and assistance. On the contrary, at times, due to the pressure of academic achievement and the focus on grades, students' demands may be suppressed and overlooked.

To summarize, in the collaboration between home and school, parents, teachers, and students, as the three core interest groups, each of them plays different roles and bear different responsibilities. They rely on and support each other, but also inevitably face conflicts of interest. Therefore, it is necessary to balance and coordinate the interests of parents, teachers, and students in home-school cooperation, fully respect and understand the demands of all parties. By establishing mechanisms for communication and collaboration, formulating fair and reasonable rules and policies, and providing support and assistance, we can promote a win-win cooperation among all interest groups. The ultimate goal is to achieve the comprehensive development of students, improve the quality of school education, and jointly achieve educational objectives. Only by establishing a basis for positive interaction and cooperation among parents, teachers, and students can we build a harmonious home-school cooperation relationship and

contribute to the development of China's education industry.

4. Problems and Challenges of Home-School Relationships

In the complex and multifaceted relationship between home and school, there are many problems and challenges in the process of home-school cooperation, such as different educational philosophies, poor communication between home and school, poorly defined roles, unclear boundaries of authority and responsibility, and unequal sharing of resources, among others. These issues affect the effectiveness of home-school cooperation and urgently require our attention and resolution.

4.1. Student Subjects

Different educational philosophies, as the guiding principles of home-school cooperation, are crucial to the specific implementation of collaborative education between home and school. In the collaborative relationship, it is normal and inevitable for differences in philosophies to exist between families and schools based on their respective cooperative positions and interests. While differences in educational philosophies may not necessarily lead to irreconcilable conflicts, they should not be overlooked as a potential source of conflict. When there are differences in educational philosophies, parents, teachers, and students may experience cognitive differences in educational goals, methods, and expectations, leading to the waste of educational resources, a decrease in educational effectiveness, and even making it difficult to resolve conflicts in home-school cooperation. Families focus on the individual and personalized development of children, while schools prioritize the overall situation of education and teaching, as well as the fairness and universality of education.

Therefore, in the face of differences in educational philosophies, both families and schools should make joint efforts to strengthen communication, respect each other's differences, leverage their respective strengths, and create a high-quality educational environment for children, thus contributing to their healthy growth.

4.2. Poor Communication Between Home and Schools

The lack of smooth communication between home and school is the most common challenge in the home-school cooperation relationship, which adversely affects the effectiveness of home-school cooperation. The core content of home-school communication includes the school informing parents about students' performance and academic achievements on campus, as well as parents providing feedback to the school about students' performance in the home environment. When the communication mechanism between home and school is not perfect, both parties may experience deviations in the timeliness, accuracy, and understanding of the information exchanged, leading to disagreements between parents and teachers in the process of educating their children, making it difficult to reach a consensus. It would lead to a loss of confidence and trust between both parties, mutual questioning, and even excessive demands, ultimately resulting in a low level of support and cooperation from parents towards the school's educational work, and may even lead to the emotions of resistance. In addition, problems such as a single communication method, superficial content, and low communication frequency also contribute to the lack of smooth communication in home-school cooperation. In conclusion, home-school communication is the foundation of home-school cooperation, and only by addressing communication challenges can we propel home-school cooperation to a higher level.

4.3. Poorly Defined Roles

The role positioning in home-school cooperation plays a crucial role, encompassing the roles of families, schools, parents, teachers, and students in the collaborative process. Families and schools, as macro roles, are positioned to create a high-quality learning atmosphere and educational environment for children, and provide necessary support and assistance. Parents and teachers, as meso-level roles, with parents being the child's first teachers and teachers serving as mentors, play the role of collaborative partners in the joint education of children in home-school cooperation. Students, as beneficiaries and active participants, have their own roles.

In general, between home education and school education, parents, teachers, and students should clearly define their responsibilities and roles, which will help to build a good cooperative relationship between home and school, and ultimately achieve the goal of collaborative education. If role positioning

is unclear, it may lead to unclear responsibilities between families and schools in the education process, thereby affecting the effectiveness of collaborative education.

4.4. Unclear Boundaries of Authority and Responsibility

The unclear delineation of rights and responsibilities are a pressing issue that needs to be clarified in the process of home-school cooperation. The delineation of rights and responsibilities refers to the scope of responsibilities that each stakeholder should assume within the community of shared interests in home-school cooperation. It encompasses various aspects such as families, schools, parents, teachers, and students, including the responsibilities of home education, school education, parents and teachers, and the responsibilities of students themselves.

Home education is responsible for the enlightenment of individual education, focusing on various aspects of a child's physical and mental health, character, behavior habits, and academic progress. School education assumes the responsibility of individual education and teaching in the school environment, emphasizing the provision of high-quality educational resources, creating a good learning atmosphere, focusing on the comprehensive development of students, and cultivating innovative spirit and practical abilities.

Parents and teachers jointly assume the responsibility of collaborative education, working together to provide support for the growth of students. In the context of home-school cooperation, a clear delineation of rights and responsibilities helps each stakeholder to fulfill their duties, share responsibilities, and promote harmony in home-school cooperation. Conversely, unclear delineation of rights and responsibilities may lead to boundary-crossing behaviors, shifting of responsibilities, or mutual complaints between families and schools, which is not conducive to the advancement of home-school cooperation.

Therefore, only by clearly defining the scope of responsibilities of each party can we better promote home-school cooperation and create favorable conditions for the healthy growth of students. In this process, families, schools, parents, teachers, and students should all play their respective roles to form a collective force in education.

4.5. Unequal Sharing of Resources

In the context of home-school cooperation, educational resources symbolize the joint efforts of families and schools for the growth of students. Specifically, parents fully utilize their own resources to support school construction and home-school cooperation, while schools leverage the unique advantages of educational resources to provide parenting guidance and family education counseling to parents. Through resource sharing, both parties aim to enhance the effectiveness of collaborative education between home and school. However, in the case of an immature home-school cooperation mechanism, the effectiveness of educational collaboration will be greatly compromised if resource complementarity, reciprocity, and optimization cannot be achieved.

In summary, home-school cooperation involves a wide range of areas, including the educational philosophies of both parties, communication awareness, role positioning, responsibility boundaries, and resource capabilities. In the current era of deepening educational reforms, home-school cooperation faces many pressing issues that require joint efforts from both parties to resolve.

5. Methods and Strategies to Building a Multidimensional Space for Home-School Cooperation

To address the issues and challenges in home-school cooperation, and to respect and balance the multi-layered home-school cooperation relationship, and enhance the effectiveness of home-school cooperation, methods and strategies such as developing plans, increased communication, sharing resources, and resolving conflicts can be employed to explore and reconstruct the multi-dimensional space of home-school cooperation.

5.1. Developing Plans

A cooperative plan is a guide for action. In a home-school cooperative relationship, a clear cooperative plan is not only a guide for home-school cooperation, but also a guideline for regulating each other's behavior. In order to achieve the common goal, the cooperation plan should cover various areas

such as family education, school education, student learning, family counseling and teacher guidance, and build a comprehensive and systematic cooperation framework. In the area of family education, parents should be fully aware of their children's individual developmental characteristics, pay attention to their growth needs, and through sharing and exchanges, parent seminars and other forms, improve their family education literacy and scientific parenting, so as to provide a strong guarantee for the healthy growth of students. In terms of school education, schools should fully understand the learning needs and characteristics of students, formulate scientific and reasonable teaching plans, focus on fostering comprehensive development of students, and provide students with quality resources. In terms of student learning, students should have clear learning goals and formulate practical and feasible learning plans. In terms of family counseling, parents should arrange family education time according to their children's learning needs, pay attention to learning progress, and establish a good parent-child relationship with their children. In terms of teacher guidance, teachers should pay attention to students' individual differences, tailor their teaching to students' needs, and give full play to their professionalism to provide students with quality guidance. In conclusion, the formulation of a clear cooperation plan helps both home and school to find common goals in cooperation, form educational synergy, and create a favorable environment for students' growth.

So, in this process, the five major aspects of family education, school education, student learning, family counseling and teacher guidance promote each other and jointly promote the in-depth development of home-school cooperation. Only in this way can we truly realize home-school co-education.

5.2. Increased Communication

Strengthening communication awareness, optimizing communication channels, expanding communication domains, and innovating communication methods are crucial for establishing a home-school communication mechanism. Strengthening communication awareness means that both the home and the school clearly understand the importance of cooperation goals and promote student development as a common objective, gradually deepening the awareness of home-school cooperation and enhancing initiative and enthusiasm. Optimizing communication channels can be achieved through regular parent-teacher meetings, home-school communication handbooks, online communication platforms, and other means. Expanding communication domains means that home-school communication not only focuses on students' academic performance and school behavior but also more broadly addresses students' personalized needs, including psychological health, interests, hobbies, and social skills. Innovating communication methods involves breaking through traditional forms of home-school communication and adopting more flexible communication methods that are not constrained by time and space.

In summary, by strengthening home-school cooperation communication, enhancing communication and trust between the home and the school, and forming a united front, the urgent problems in home-school cooperation can be addressed.

5.3. Shared Resource

The allocation of educational resources is a major issue related to educational equity, encompassing resources from families, schools, and communities. Family resources include financial support, educational guidance, and social connections. For example, parents with favorable economic conditions can provide their children with high-quality educational opportunities, including access to prestigious schools and teachers. School resources encompass educational staff, facilities, and development platforms, contributing to a conducive educational environment for society. Social resources are provided by the government and communities to support children's development. In the process of allocating high-quality educational resources, competition for resources may arise among parents, teachers, and schools, which not only affects educational equity but may also exacerbate tensions in the home-school relationship.

Therefore, the fair allocation of educational resources and the assurance of educational equity are effective ways to build harmonious home-school cooperation relationships.

5.4. Conflict Resolution

Conflicts between home and school are an inevitable issue in home-school cooperation, mainly involving conflicts in educational philosophies, cooperation content, methods, and timing. The key to

resolving these conflicts lies in improving the understanding of both the home and the school, fostering mutual support, and seeking consensus.

In terms of educational philosophies, both the home and the school should maintain an open-minded attitude, respect each other's educational beliefs, and try to understand issues from the other party's perspective, while seeking common ground. Regarding cooperation content, the focus should be on the personalized development of the students, and jointly discussing and determining suitable educational content and objectives. As for cooperation methods and timing, these issues can be addressed through advance communication, negotiation, and the formulation of alternative plans. Schools can proactively seek parents' opinions and suggestions, understand their needs and schedules, in order to better coordinate and arrange activities.

In conclusion, resolving conflicts between home and school requires mutual efforts and collaboration. By raising awareness, fostering understanding, providing mutual support, and seeking consensus, we can effectively resolve these conflicts, promote good cooperation between home and school, and create better conditions for the growth and development of students.

6. Conclusion

This study aims at clarify the diverse home-school cooperation relationships and reshape a comprehensive home-school cooperation system to enhance the collaborative efficiency between families and schools, creating opportunities for the comprehensive development of students. The home-school cooperation relationship is complex, encompassing multiple factors at the systemic, environmental, and stakeholder interest levels, which to varying degrees impacts the advancement of home-school cooperation and present unresolved issues that warrant in-depth research,think and response. Based on respecting and understanding the multiple relationships in home-school cooperation, it is essential to develop a comprehensive home-school cooperation system through strategies such as planning, enhanced communication, resource sharing, and conflict resolution in order to effectively promote the deepening development of home-school cooperation.

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