

Explanation of the Meaning and Exploration of the Path of Collaborative Parenting between Home, School and Society

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Abstract: *With the deepening of education reform, the importance of collaborative parenting between home, school and society is becoming more and more prominent. The purpose of this paper is to explain the connotation, significance and importance of home-school-society collaborative parenting, and to explore its realization path. Collaborative parenting refers to the participation of families, schools and communities to form educational synergy and promote the overall development of students. Collaborative parenting between home, school and community is the inevitable pursuit of the implementation of moral education, an important guarantee for the healthy growth of students, and a necessary condition for the creation of a favorable educational environment. In order to efficiently realize the synergistic education of home, school and society, it is necessary for the government to strengthen coordination, schools to play a leading role, families to fulfill their main responsibilities, and the community to actively participate in the support, so as to build a good parenting system.*

Keywords: Collaborative parenting, Family education, School education, Community involvement.

1. Introduction

With the development of communities and the deepening of education reform, collaborative parenting between families, schools and communities has become an important part of modern education. This concept emphasizes the joint participation of families, schools and communities in order to achieve the comprehensive, healthy and sustainable development of students. At present, the attention to the issue of collaborative parenting between families, schools and communities has been increasing, and people have come to realize the different roles of families, schools and communities in education, as well as the different responsibilities each bears. Families bear the lowest bottom-line responsibility, schools bear the middle-level contractual responsibility, and communities bear the middle-high level of contractual and moral responsibility [1]. Collaborative parenting between home, school and community can form an organic education system that provides students with a comprehensive, systematic and high-quality education environment.

This paper will focus on the meaning of home-school-society collaborative parenting and the exploration of paths, aiming at revealing its connotation, analyzing its influencing factors, and proposing feasible implementation strategies. The concept of home-school-society collaborative parenting originates from the development of modern education philosophy, and its core concept is to promote the overall development of students. Under the traditional education model, the school, as the leading force in education, tends to neglect the role of family and community in education. However, with the development of the community and the continuous reform of education, people are gradually recognizing the synergistic role of family, school and community in education. This synergy not only helps to improve the quality of education, but also promotes the all-round development and personalized growth of students.

2. Explanation of the Meaning of Collaborative Parenting between Family, School and Society

2.1 Collaborative Parenting among Families, Schools and Communities: An Inevitable Pursue for the Implementation of Establishing Moral Virtues in People

Building up moral character is the fundamental task and purpose of education. The purpose of collaborative parenting between home, school and community is to achieve consistency between school education and family and community education, and to work together to provide comprehensive guidance and support for students' growth. This process not only enhances the effectiveness of education, but also promotes the all-round development of students. From the perspective of parenting goals, family education focuses on parents' education of their own children's living habits, moral norms and character development, mainly through the life of influence and influence, and relative to school education, it has a strong infectious, targeted and random, it is a private, non-institutionalized form of education, but the impact on the growth of students has a wide range of specificity and far-reaching. . School is a professional educational institution, which has the characteristics of education, guidance and service. Schools not only educate students in scientific knowledge and realize the goal of "teaching and solving problems", but also help students develop morally, intellectually, physically, spiritually, aesthetically and laboriously in an all-round way, and at the same time promote the harmonious physical and mental development of students through the construction of school culture and the teaching of teachers by word and example to comprehensively carry out the fundamental task of establishing morality and educating people. Community education guides the approach and development direction of school education and family education, and is characterized by its policy and regional nature. Although the three are

different in terms of characteristics, content and methodology, the objects and goals of education are the same, and the three support, promote and guide each other, sharing the task of realizing the goal of establishing morality and educating people.

2.2 Collaborative Parenting in the Family, School and Society: An Important Guarantee for the Healthy Growth of Students

The mental health of young people has a bearing on the future of the country and the nation, and is an important element in the collaborative efforts of families, schools and society to raise people [2]. The healthy growth of students cannot be separated from the joint attention and support of families, schools and communities. Through collaborative parenting between families, schools and communities, we can better understand the needs of students, provide more targeted educational content and methods, and help them solve problems in the process of growth, thus promoting their healthy growth. While family education and school education educate students through specific educators, community involvement in education mainly creates a favorable community environment for students through community interactions, and promotes students' growth by disseminating positive cultural ideas through the media. However, in the real education scenario, we favor school education, neglect family education and community education, and even neglect the division of labor and cooperation among the three, resulting in the school, family and community not playing a multiplying educational role in the process of students' growth. Based on this, there is an urgent need to establish a new mechanism for educating people, which is based on family education, centered on school education and extended by community education, to form a synergy of education and create a good environment for students to grow up [3]. In short, collaborative parenting between families, schools and communities is an inevitable choice for promoting the coordinated physical and mental development and healthy growth of students.

2.3 Collaborative Parenting Among Families, Schools and Communities: a Necessary Condition for Creating a Favorable Educational Environment

Collaborative parenting among families, schools and communities is a necessary condition for achieving good quality education. In order to create a good educational environment, there is an urgent need to build a good mechanism for collaborative parenting and to continually improve the functions of family, school and community governance, so as to achieve mutual coordination and support among the three. First, the functions of family education, school education and community governance are integrated and embedded, and the content in family education is also an important part of community building and school education. Secondly, as the family structure changes, children's value orientation and school learning are affected, and people's demand for quality educational resources prompts school education to be rich, diverse, advanced and open. Finally, home-school-community collaborative parenting has become the norm, attracting more people to participate, radiating more areas, enhancing educational strength and promoting

collaborative parenting among families, schools and communities and the enhancement of literacy for all.

3. Exploring the Path of Collaborative Parenting in the Family, School and Society

Home, school and community collaborative parenting in the construction of the mechanism should be based on the concept of multiple subjects collaborative parenting as the internal impetus [4]. Further clarify the responsibilities of the government, schools, families and communities and other subjects as well as the cooperative relationship, so as to build a good parenting system.

3.1 The Government Strengthens Coordination and Builds a Working Mechanism for Collaborative Education.

In the field of education, the government plays an important role in collaborative education. In order to realize the goal of collaborative education, the Government needs to play its role of coordination and harmonization to promote the optimal allocation of educational resources and the effective implementation of collaborative education.

First, the Government should strengthen top-level design. This means formulating relevant policy support and clarifying the responsibilities and rights of all parties in the process of collaborative education. This can not only provide a strong institutional guarantee for collaborative education, but also ensure that all parties have clear guidelines for action in the process of collaborative education. Such policies and regulations should give full consideration to the interests of all parties and strike a balance between fairness and efficiency in order to realize the best results of collaborative education.

Secondly, the Government should strengthen the supervision and evaluation of the process of collaborative education. This is not only to ensure that all parties can fulfill their responsibilities in accordance with policy requirements, but also to promote the effective implementation of collaborative education. The government can identify problems and deficiencies in the process of collaborative education in a timely manner through regular inspections, assessments and feedback mechanisms, and take corresponding measures to solve them. In addition, the Government can also incentivize all parties to perform their duties better through reward and punishment mechanisms, so as to promote the continuous improvement of collaborative education.

Finally, the government can also strengthen its role in coordinating and harmonizing collaborative education through other means. For example, the government can actively promote exchanges and cooperation among schools, enterprises, scientific research institutions and other parties, set up platforms and mechanisms for collaborative education, and promote information sharing and resource integration among all parties. In addition, the government can encourage all parties to actively participate in collaborative education and promote the comprehensive development of collaborative education by providing policy support and financial support.

In short, the Government plays a crucial coordinating role in

collaborative education. Through measures such as strengthening top-level design, supervision and evaluation, as well as building platforms and mechanisms, the government can effectively promote the effective implementation of collaborative parenting, thus realizing the optimal allocation of educational resources and the comprehensive development of students. The study of this collaborative education mechanism has important academic research value and helps to deepen our understanding of the integration of educational resources and talent cultivation model.

3.2 Schools Play a Leading Role in Enhancing the Professionalism of Collaborative Education

As the leading force in education, schools should play their leading role in collaborative parenting. Firstly, schools should strengthen communication and cooperation with families and communities and establish effective communication mechanisms and platforms. Collaborative parenting is a complex process involving many factors and requires the joint participation of schools, families, communities and other parties. Therefore, schools should actively establish effective communication mechanisms with families and communities, such as holding regular parent-teacher conferences and community forums, etc., so as to understand students' family background, interests and community needs in a timely manner, in order to better provide personalized education programs for students' growth. At the same time, schools should also make full use of modern information technology means to establish online communication platforms, such as WeChat, social media, etc., so as to facilitate real-time interaction and communication with parents and communities.

Secondly, Schools should improve the professional quality and capacity of teachers so that they can better provide educational and guidance services to families and communities. Teachers are the mainstay of school education, and their professional quality and competence have a direct impact on the effectiveness of collaborative parenting. Therefore, schools should strengthen the training and education of teachers, and improve their comprehensive qualities such as educational and teaching ability, organizational and coordinating ability, and communication and expression ability. At the same time, schools should also encourage teachers to actively explore new educational methods and means, such as practical education and project-based learning, in order to better meet the individual needs of students.

Thirdly, cooperation and exchanges between schools can be strengthened to share resources, experience and technology and enhance the overall professional level of collaborative parenting. Cooperation and exchanges between schools can not only realize resource sharing and complement each other's advantages, but also promote exchanges and learning between schools and jointly improve the professional level of collaborative education. To this end, schools should actively establish cooperative relationships with other schools and carry out various forms of activities such as academic exchanges, mutual visits of teachers and student exchanges in order to facilitate the sharing of educational resources and the exchange of educational experience and technology.

3.3 Realistic Results of Families' Fulfillment of Their Main Responsibilities and the Strengthening of Collaborative Parenting

The importance of the family as the first classroom for students' growth cannot be ignored. The importance of the role of the family, as an important subject of collaborative parenting, is also becoming more and more prominent.

First of all, parents should establish a correct concept of education. In the modern community, parents are faced with unprecedented educational challenges. Each student is unique and has different interests and talents. Parents need to respect their students' individuality and interests, and provide adequate support and guidance to help students discover their potential and expand their interests, rather than focusing solely on academic performance.

Secondly, parents should actively participate in school activities and community education programs. Interaction between families and schools is the key to collaborative parenting. Parents should actively communicate with the school to learn about their students' learning and life at school, and also actively participate in school activities, such as parent-teacher conferences and parent-child sports events.

Finally, parents should also strengthen their own educational qualities and abilities. Parents' behavior and words have a far-reaching and lasting influence on students. Parents should set a good example for their students by learning educational knowledge and improving their own educational quality and ability. By modeling their own behavior, parents can guide students to develop good habits and values. In short, families should actively fulfill their main responsibilities and strengthen their interaction with other educational bodies, such as schools and communities, in order to improve the effect of collaborative education.

3.4 Effective Community Support Services to Build a Network System for Collaborative Education

As an important supporting force for collaborative education, the role of the community in the growth of students should not be overlooked. In order to realize collaborative education, a complete education network system with the community as the cornerstone should be constructed, and public awareness of and support for collaborative education should be enhanced through the integration of various educational resources.

First, communities should strengthen the integration and utilization of various types of educational resources. This includes, but is not limited to, all kinds of educational institutions, community centers, public facilities such as libraries, museums and science and technology centers, and all kinds of professionals, such as psychological counselors and career planners. These resources have a unique role to play in collaborative parenting and should be fully explored and utilized. Schools and families should actively establish links with these resources and work together to support students' growth.

Secondly, the community should strengthen its communication and cooperation with schools and families

and participate in the education and growth process of students. A new model of "school-family-community" collaborative parenting should be constructed to eliminate the traditional "school-family" dichotomy. In terms of specific parenting methods, on the one hand, schools and families should have regular exchanges, share educational information and work together to formulate educational plans, ensuring that students receive appropriate support and guidance at all stages. On the other hand, communities and community organizations should be actively involved, providing students with more practical opportunities and social networks.

Thirdly, the community should also strengthen publicity and guidance to raise public awareness of and support for collaborative parenting. We can popularize the concept and importance of collaborative parenting among the public through the media, community activities, online platforms and other channels. In addition, we can actively advocate the participation of parents, teachers, community members and others in collaborative parenting to form a community consensus and force for action.

4. Conclusion

Collaborative parenting among schools, families and communities is an important path to improving the quality of education and realizing high-quality parenting.[5] Collaborative parenting between home, school and community is an important part of the modern education concept and an important direction of the current education reform. This paper discusses in depth the meaning of home-school-community collaborative parenting and explores its realization path.

First of all, collaborative parenting among families, schools and communities is rich in meaning. It not only includes cooperation among families, schools and communities, but also emphasizes interaction and communication among the three, with a common concern for the overall development of students. This mode of education helps to cultivate students' sense of community responsibility, teamwork and spirit of innovation, and at the same time provides a broader space for students' healthy growth.

Secondly, the realization path of collaborative parenting among families, schools and communities is also very important. We should actively build a communication platform among parents, schools and communities, establish a diversified cooperation mechanism, break down the barriers and obstacles among the three, and strengthen information sharing and resource integration. In addition, schools should give full play to their leading role, strengthen guidance and training for parents and the community, and help them master scientific family education concepts and methods. At the same time, the Government and community organizations should also play their roles by providing the necessary support and safeguards to promote synergistic cooperation among families, schools and communities.

Finally, we should also recognize the long-term and complex nature of collaborative parenting between families, schools and communities. At present, the home-school-society collaborative parenting has made some progress, but still need

to continue to improve and promote. Only through continuous exploration and practice can we realize the goal of home-school-society collaborative parenting and create more favorable conditions for students' healthy growth and comprehensive development.

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