Home, School, and Community: Building a "Trinity" Education Mechanism Based on Collaboration

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Abstract. The establishment of a 'Trinity' collaborative education mechanism among families, schools, and society is a significant policy decision made by the Central Committee of the Communist Party of China and the State Council. It plays a vital role in fulfilling the fundamental task of fostering virtue and talent, promoting students' holistic development, and enhancing overall education quality. With the continuous deepening of the concept of collaborative education among families, schools, and society, substantial progress has been achieved in various tasks. However, issues such as vague roles in character building, asymmetric information, and inadequate coordination mechanisms still persist. This study delves into the current situation and problems regarding collaborative education efforts among families, schools, and society. It identifies strategies to address these challenges with the aim to more effectively drive educational reform and innovation. By doing so, it seeks to create an even better environment for the all-round development of students.

Keywords: Home-School-Community Collaborative Education; Family-based Education; School-based Education; Community-based Education.

1. Introduction

In the process of individual growth, the family, school, and society act as three core educational environments that jointly shape one's values, knowledge and skills, and personality traits. As the pace of educational reforms continuously intensifies, the significance of collective participation and collaborative nurturing among the family, school, and society becomes increasingly prominent. In January 2023, the Ministry of Education and thirteen other departments jointly issued the "Opinions on Strengthening the Collaborative Education Mechanism Among Schools, Families, and Society," stating that "by 2035, a clear-positioned, well-structured, tightly-coordinated, and scientifically-efficient collaborative education mechanism among schools, families, and society should be formed" [1]. Therefore, establishing a robust collaborative education mechanism among schools, families, and society has become a pressing issue in the current education field that requires immediate attention and resolution.

2. Problems Existing in the Collaborative Education among Homes, Schools, and Communities

2.1 Ambiguity in the Role Definition between Family and School

The accelerated pace of urbanization has led many parents to become heavily engrossed in work, consequently overlooking their own role in guiding their children's development. Parents tend to overly rely on school education for their children's upbringing, resulting in a lack of communication and interaction with their kids, which in turn leads to deficiencies or inappropriate implementation of family education. Some educators, however, intervene excessively in family education, failing to clearly delineate the boundaries of responsibilities between home and school education, thus giving rise to imbalances in the relationship between the two domains [2]. Research indicates that 4.8% of parents report that it is a widespread phenomenon where teachers transfer educational responsibilities that should not lie with parents onto them. Meanwhile, 35.4% of parents indicate that such occurrences happen to some extent. Together, these two groups make up a total of 40.2%
2.2 Information Asymmetry in Collaborative Education

Although the communication channels among home, school, and community have been gradually increasing, information asymmetry persists as an issue in the practice of collaborative education. This is mainly manifested in two aspects: The information asymmetry between families and schools: Parents often lack sufficient understanding of the school's teaching plans, curriculum design, and evaluation systems, which hinders their ability to accurately grasp the educational objectives and teaching methods adopted by the school. Conversely, schools find it challenging to gain deep insights into the educational background and needs of each individual family, making it difficult to promptly and accurately obtain information about students' learning and living conditions at home. Consequently, both parties struggle to implement effective cooperative educational measures. The information asymmetry between society and schools: There exists a mismatch between societal demands and expectations for talent and the actual talent cultivation carried out by schools. Society may have specific requirements and anticipations regarding the skills and qualities that graduates should possess, while schools might not be fully aligned with these expectations in their practical educational processes, leading to discrepancies in the output of educated individuals.

2.3 The collaborative mechanisms are yet to be fully developed or perfected

The inadequate development of a collaborative education mechanism involving families, schools, and communities is a significant issue in the current process of educational reform and development in China. In the course of nurturing talents, cooperation between families and schools often remains superficial, lacking in-depth strategic planning and institutional safeguards, thus failing to maximize synergistic effects. There is a mismatch between social resources and the educational demands of schools, and there is an absence of effective communication and coordination mechanisms. As a result, it becomes challenging for all parties to establish a normalized synergy in terms of information exchange, resource sharing, and organization of activities.

3. Establishing and Perfecting the Mechanism for Coordinated Talent Cultivation among Families, Schools, and Communities

3.1 Clarifying Responsibility Boundaries and Promoting Mutual Trust Among the Three Parties

In the process of "triune" collaborative education, clearly defining responsibility boundaries serves as a crucial foundation for establishing mutual trust among families, schools, and communities. It is essential to consolidate and specify the concrete responsibilities of each party, develop a collaborative education responsibility checklist, and clarify respective boundaries to ensure that no party oversteps, underperforms, or absents itself from its role. Schools, as formal educational institutions, have the primary task of imparting knowledge, guiding learning, and resolving doubts. They must strictly adhere to national education policies and curriculum standards, focusing on students' academic progress and holistic physical and mental well-being. Families constitute the first classroom for children's education and should take on the responsibility of cultivating their daily life habits, meeting emotional needs, and instilling fundamental values. Parents need to actively cooperate with the school's education, respect and support school arrangements, refraining from excessive intervention or usurping the school's role. The social sector, on the other hand, should proactively participate in the collaborative education effort. By providing diverse platforms for social practices, society can support schools in delivering practical
education and career guidance. This involvement contributes to creating a healthy and positive growth environment for students\textsuperscript{[6]}. 

3.2 Improving Systematic Regulations and Establishing Communication Mechanisms

Strengthening communication and collaboration between schools and families is a critical component in perfecting the tripartite (school-family-community) collaborative education mechanism. Efforts should focus on reinforcing the establishment of systematic regulations, following the work requirements for collaborative education set forth by the Ministry of Education and related departments, and tailoring them according to the practical situation of each school. A dedicated committee for school-family-community cooperation or similar organizational structure should be established to oversee the coordination of all parties involved, periodically reviewing and revising the rules and regulations as well as implementation plans for collaborative education. It is also essential to improve the school-to-home communication mechanisms by instituting a regularized channel of interaction between schools and families. Modern communication tools should be employed to create a platform for school-family communication, and events such as parent-teacher interaction days or open days should be organized to invite parents onto campus. This would foster a deeper understanding and support for the school's educational approach among parents. Furthermore, the participation of society should be reinforced through leveraging various public resources to organize a range of public welfare activities. These initiatives will provide students with ample opportunities for off-campus practical experiences while enhancing parental educational philosophy and techniques. Ultimately, this would enable parents to better collaborate with the school's educational efforts\textsuperscript{[7]}.

3.3 Promote Resource Sharing and Enhance the Education System

Advancing resource sharing and refining the collaborative education system between homes, schools, and communities constitutes a vital path towards achieving high-quality collaborative education. First, schools should proactively expand cooperation channels with society, enrich partnership content, establish cooperation mechanisms, and innovate collaboration models, thereby organizing a diverse array of collaborative education activities. Secondly, employing modern information technology tools, construct shared information platforms and platforms for showcasing and communicating achievements. This allows multiple stakeholders, including government bodies, schools, families, social organizations, enterprises, and institutions, to collectively participate in the educational process, integrating educational resources and breaking down informational barriers. This promotes information exchange and resource sharing among homes, schools, and communities\textsuperscript{[8]}.

Lastly, establish a diversified and comprehensive evaluation system that not only emphasizes students' academic performance within schools but also thoroughly considers their performances in family and social activities. Encourage joint participation of homes, schools, and communities in the student assessment process, ensuring fairness, transparency, and openness in educational evaluations.

4. Summary

Looking forward, the establishment of a sound collaborative education mechanism among schools, families, and society will emerge as a significant trend in the development of education. Amidst challenges and opportunities, the government should introduce relevant policies to encourage and support active participation from schools, families, and society in the nurturing of young talents. Concurrently, all parties involved should proactively explore innovative approaches to education, forging a collaborative education system with distinctive local characteristics. Only by doing so can we effectively meet the multifaceted developmental needs of students, promoting the personalized growth and comprehensive enhancement of every student's abilities. This concerted
effort ultimately aligns with the overarching goal of fostering well-rounded individuals capable of thriving in a rapidly evolving world.

References


