

# Research on Parental Collaborative Education Strategies in Primary Schools in the Context of the Family Education Promotion Law

Yishan Ma<sup>1</sup>, Yuandong Shang<sup>1</sup>, Peishu Yu<sup>2</sup> & Ziyang Hu<sup>1</sup>

<sup>1</sup> College of Education Science, Mudanjiang Normal University, Mudanjiang, Heilongjiang 157011, China

<sup>2</sup> Ulanhot Hongyun Hope Primary School, Ulanhot, Inner Mongolia 137400, China

Correspondence: Yishan Ma, College of Education Science, Mudanjiang Normal University, Mudanjiang, Heilongjiang 157011, China.

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## Abstract

Under the background of the Family Education Promotion Law, the collaboration between home, school, and society has become the focus of attention. Among the three parties, primary school students' families are at a weak point in the joint efforts. This study administered a questionnaire survey to 325 parents of primary school students in H province to investigate their attitudes towards the competitive nature of education and the advancement of family education quality. The study found that the parents of primary school students in the home-school-community cooperative education system have weak willingness to participate, the cooperation channels are relatively single, the communication frequency is low, and the relationship between the three parties is tense. This study suggests five optimization strategies redefining parental education objectives encouraging the exchange of experiences among various stakeholders establishing a collaborative community involving home, school, and society. The distribution of rights and interests to facilitate equitable cooperation, and ensuring that parents, schools and society share information while clarifying their respective rights and responsibilities. Stimulate the initiative of the three parties in collaborative education and strengthen the correct value orientation of education.

**Keywords:** family education promotion law, high-quality development of education, collaborative education by families, schools and societies, education governance

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## 1. Research Background

Parental education is the foundation of talent development. As a long-term, continuous form of education, it is deeply involved and supports the entire growth process of students. At present, the rapid development of society has put forward higher and more comprehensive requirements

for the quality of talents, which makes it particularly crucial to consolidate the foundational role of parental education. The criteria for talent selection are constantly rising, and in order to ensure that their children do not fall behind at the starting line, "educational involution" has emerged. Under the high

expectations of parents, the high demands of schools, and the high standards of society, the pressure on students has suddenly increased. Some parents hold the notion of “being a peasant in the morning and stepping into the imperial court in the evening”, which has led some students to develop a resistant attitude towards learning. This phenomenon is not only contrary to the original intention of education, but also poses an obstacle to the collaborative education of families, schools and communities. The uneven educational literacy of parents, the differences in their emotions and approaches towards home-school-community collaborative education, and the lack of connection between home and school, all reflect the diverse and complex characteristics of contemporary Chinese home-school-community collaborative education.

### *1.1 The Educational Literacy of Parents Varies*

The educational literacy of parents is a comprehensive system that encompasses multiple dimensions such as educational emotion, educational ability, educational level, educational background and emotional state, and profoundly influences the growth trajectory and development quality of students. Parents' cognition and attitude towards home-school-community collaborative education have a direct impact on parents' educational attainment, educational level, etc. Parents with a higher level of education have strong learning abilities and a solid foundation in educational theory, and tend to adopt modern educational concepts that focus on students' psychological development and comprehensive quality development. On the contrary, some less educated parents have more traditional educational concepts, overly emphasizing students' academic performance and neglecting the problems in students' mental health, emotional state, etc. The diversity of home-school-community collaborative education is formed by the differences in educational concepts and methods. This disparity stems from cognitive differences among parents on the one hand, and on the other hand reflects the changes in social culture, where parents have very different views on educational concepts. Some parents, in the short term, still hold onto the traditional notion that education is merely about imparting knowledge and place too much emphasis on academic performance and obedience. While this educational approach shows some effect in the short term, it may affect students' autonomy and creativity in the long run.

Another group of parents, on the other hand, adhere to the educational philosophy of “lifelong learning”, focusing on developing students' ability to think independently while giving them more space to explore.

### *1.2 Differences in the Emotions and Approaches of Parents Towards Home-School-Community Collaboration in Education*

Parents' attitudes towards home-school-community collaboration directly influence the emotions and ways they exhibit in the process, resulting in significant differences. Some parents who have a positive attitude towards the tripartite collaborative education are able to keenly observe the educational needs of students from the tripartite collaborative education process, actively communicate and guide through the tripartite collaboration, and help students solve educational predicaments. However, parents who are resistant to the tripartite collaborative education not only view it negatively, but also deal with students' educational predicaments in a simplistic and brutal way. This disparity in emotional attitude and approach has led to an imbalance in collaborative education among families, schools and communities, and has affected the achievement of the overall goal of collaborative education.

### *1.3 There Are Deviations in the Concept of Home-School Collaboration*

The inconsistency between the educational goals and methods of home and school is the core issue leading to the weakening of educational synergy. This is manifested as poor communication between families and schools, a gap in educational concepts and requirements, and students being pulled in both directions; Some parents overly rely on schools, externalize their educational responsibilities completely, and ignore the crucial role of families as the main body of education, making it difficult for collaborative education to form an effective closed loop.

### *1.4 Technological Innovation Contributes to the Reconstruction of the Educational Ecosystem*

In the context of the interweaving of the digital age and consumer culture, family education is facing a double challenge: on the one hand, the prevalence of the Internet and smart terminals makes it easier for students to access the virtual world, and improper use can lead to dependence and affect physical and mental health

development; On the other hand, fast food culture and material-oriented values can lead students into utilitarian pursuits, weakening their endurance and concentration. In this context, there is an urgent need to strengthen the strategic position of family education based on the concept of “all-round education”, and to effectively play the foundational role of family education in the all-round development of students through ways such as enhancing parents’ educational awareness, deepening home-school collaboration, and optimizing the family education environment.

## 2. Literature Review and Research Hypotheses

The report of the 20th National Congress of the Communist Party of China states: “Deepen comprehensive reform in the field of education, strengthen the construction and management of teaching materials, improve the school management and education evaluation system, and improve the school, family and society education mechanism.” (Xi, 2022) In January 2023, the Ministry of Education and 13 other departments issued “Several Opinions on Improving the School-Family-Society Collaborative Education Mechanism”, which stated: “Improving the mechanism of collaborative education among schools, families and society is related to the all-round development and healthy growth of students, the development of the country and the future of the nation. It is an important decision and deployment made by the Central Committee of the Communist Party of China and The State Council, an important link in improving collaborative education among schools and society, and an important cornerstone for deepening educational reform and promoting high-quality development of education.” (Ministry of Education, 2023) In recent years, parents’ participation in students’ education has become an important cornerstone for promoting educational development, which is the policy push of “home-school-community collaborative education”. But the emphasis on cooperation and support of parental involvement has gradually become a slogan, with some parents taking scores and rankings as the sole criterion for judging children’s development, promoting organic integration is a major test for current educational development, a top priority for current educational development, a major challenge for current educational reform, and also a major challenge for current educational work. (Wang

Xiande, 2022) In the context of the information age, the continuous development and quality improvement of the education sector depend on the reasonable positioning and effective coordination of various educational forces. However, constrained by traditional concepts, the main role of school education is often overemphasized, resulting in a certain degree of one-way concentration of educational rights and responsibilities in schools, and failing to fully reflect the due value of multiple subjects such as families and society in the education system. The current practice of home-school-community collaborative education in primary schools faces multiple predicaments: family education, school education and social education have not yet formed an effective coupling, there are cross-blind spots in the responsibilities among the subjects, and the regular collaboration mechanism and resource guarantee system are also weak, which restricts the generation of educational synergy. The phenomenon of mutual buck-passing among families, (Run Qing & Tian Daomin, 2023) schools and society is quite obvious, and the results of joint efforts in education have not reached the expected goals. Therefore, in the joint education of families, schools and communities, it is necessary not only to make overall plans but also to clearly define the educational responsibilities of each subject. The mismatch between supply and demand of social educational resources (Ni Minjing, 2021), the issue of safeguarding the rights and interests of schools and teachers, and the issue of defining the boundaries of family, school and social education also need to be addressed. At the same time, we will continue to shift the focus of evaluation from results to processes and increase support for intelligent technologies. Build online platforms to promote home-school-community co-construction and collaborative education among families, schools and communities. This article, set against the backdrop of high-quality education development, aims to analyze effective solutions to these predicaments from the perspective of primary school parents. To meet the requirements of high-quality education development and to help promote the effectiveness of home-school-community cooperation in education.

## 3. Research Design and Process

A questionnaire survey was used in this study. The questionnaire was divided into two parts. The first part was the collection of basic

information about the participants, such as gender, grade, etc. The second part is the main content and dimension design of the questionnaire, five dimensions, five entry points for each factor, namely parents' willingness to cooperate, home-school social cognition, frequency of home-school communication, channels of home-school social cooperation, home-school relationship. The questionnaire is designed using the 5-point Likert scale, which represents the degree of correspondence between each question in the questionnaire and the actual situation on a scale of 1 to 5. All questions are negative, and the stronger the home-school cooperative relationship that parents hope for, the lower the score they will receive. This questionnaire was tested using a uniform instruction and was conducted anonymously. There may be common methodological biases in

the research using the questionnaire method. Therefore, in order to increase the authenticity and reliability of the questionnaire, reverse questions and anonymous filling methods were set in the questionnaire. The Harman single-factor test was used to detect common method bias, and the results showed that the number of factors with eigenvalues greater than 1 was 4, and the cumulative contribution rate of the first factor was 35.405%. When it is 40% below the critical value, it meets the standard. This indicates that there is no bias in the way the data obtained from this survey is shared. The initial KMO value obtained in this study is 0.863, the Bartlett ball test value is 1879.533, and the concomitant probability is  $0.000 < 0.01$ , which is significant and suitable for factor analysis, indicating that the validity of the questionnaire data is significant. (See Table 1)

**Table 1.** Common Method Bias Test

Components	Initial eigenvalues			Extract the sum of squares of the loads		
	Total	Percentage of variance	Cumulative %	Total	Percentage of variance	Cumulative %
1	7.081	35.405	35.405	7.081	35.405	35.405
2	2.523	12.617	48.022	2.523	12.617	48.022
3	1.845	9.223	57.245	1.845	9.223	57.245
4	1.248	6.241	63.486	1.248	6.241	63.486
5	0.878	4.391	67.878			
6	0.818	4.091	71.969			
7	0.790	3.949	75.918			
8	0.634	3.170	79.088			
9	0.562	2.811	81.899			

The questionnaires with better content validity are those guided by experts. After the test was completed and multiple items were analyzed and tested, the questionnaire items showed good discrimination, intrinsic consistency, and homogeneity. In the formal test, the questionnaire also passed the test, examining the exploratory and confirmatory analyses in the test. Good reliability and validity were achieved.

**4. Research Results**

*4.1 Analysis of Parents' Understanding of Home-School Cooperation*

This questionnaire uses a negative five-point scoring system, with a scale of 1 to 5. Therefore, theoretically, 3 is considered a moderate intensity

observation. See Table 2. The dimensions above moderate intensity are parental willingness to cooperate, home-school social perception, frequency of home-school communication, channels of home-school social cooperation, and home-school relationship. Among the five measurement dimensions, the highest score for the parental factor was an average score of 1.729 for parental willingness to cooperate, followed by an average score of 1.856 for home-school communication frequency, an average score of 1.879 for home-school cooperative channel, an average score of 1.9 for home-school social cognition, and the lowest was an average score of 2.166 for home-school relationship. Overall, however, the parent factor score above the

moderate intensity value reflects the current and high. parent factor situation that is between average

**Table 2.** Parents’ Perception of Home-School Collaboration

	Minimum value	Maximum	Average	Standard deviation
<b>Home-school-community collaboration channels</b>	1.00	4.00	1.8794	0.58156
<b>Parents’ willingness to cooperate</b>	1.00	3.60	1.7291	0.59911
<b>Frequency of home-school communication</b>	1.00	3.20	1.8567	0.55566
<b>Home-school relationship</b>	1.00	4.20	2.1660	0.86386
<b>Home-school-community cognition</b>	1.00	4.00	1.9078	0.74786

An analysis of the correlation of parents’ influence on home-school cooperation reveals that, on the whole, the parent factor is generally above average, with a mean of 1.906, which is at a generally high level. There is a significant positive correlation between home-school cooperation and the parent factor sub-items such as parents’ willingness to cooperate, home-school-community cognition, frequency of home-school communication, channels of home-school-community cooperation, and home-school relationship, with Pearson correlation coefficients of 0.502, 0.722, 0.541, 0.342, and 0.48 respectively,

all at significant levels. These data suggest that the willingness of home-school cooperation, the perception of home-school, the frequency of home-school communication, the channels of cooperation, and the relationship between home and school are all factors influencing home-school cooperation. From this, it can be inferred that the better the degree of these parental factors, the higher and more beneficial the level of home-school cooperation will be in terms of students’ physical and mental development, academic performance improvement, and comprehensive quality cultivation.

**Table 3.** Correlation Analysis

	Q1	Channels for cooperation among families, schools and communities	Parents’ willingness to cooperate	Frequency of home-school communication	Home-school relationship	Home-school-community cognition
Q1 Pearson correlation	1					
Home-school-community Collaboration Channel Pearson correlation	.502**	1				
Parents’ willingness to cooperate and correlation are poor	.722**	.525**	1			
Pilson correlation is frequently seen in home-school communication	.541**	.342**	.730**	1		
Home-school relationship Pearson	.342**	.377**	.627**	.543**	1	

correlation						
Home-school-community cognitive Pearson correlation	.480**	.421**	.741**	.525**	.580**	1

\*\* At the 0.01 level (two-tailed), the correlation is significant.

#### 4.1.1 The Influence of Parental Factors on Home-School Cooperation

To delve deeper into the impact of parental factors on home-school collaboration, this study divides home-school factors into five dimensions, including willingness to collaborate, home-school perception, frequency of home-school communication, channels of collaboration, and home-school relationship. The specific circumstances of home-school cooperation under each of the five dimensions were separately statistically analyzed. Therefore, among the influencing factors examined, parents' attitudes towards home-school cooperation are regarded as the dependent variable, and home-school cooperation willingness, home-school cognition, home-school communication frequency, cooperation channels, and home-school relationship are regarded as independent variables. Given the possible interference of demographic variables in the model, the personal background information of different parents may have some influence on their home-school cooperation to a greater or lesser extent. Therefore, different dimensions include the gender, class, family location, occupation, and whether the child is an only child being tested. And the correlation coefficients and p-values < 0.05 of the importance of home-school cooperation, the diversity of cooperation content, the frequency of home-school communication, the willingness of parents to cooperate, and the boundaries of home-school cooperation have significant positive correlations.

#### 4.1.2 Willingness to Cooperate at Home Is Significantly Positively Correlated with Different Factors Within Parents

The results of the correlation analysis showed that there was a significant weak correlation between parental factors and home-school cooperation willingness in all dimensions, with correlation coefficients ranging from 0.3 to 0.5. Among them, the correlation coefficient between the importance of home-school cooperation and parents' willingness to cooperate was the highest, at 0.34; Excluding the interference of

demographic variables, it was found in the regression model that all dimensions were simultaneously invested, and the overall explanatory power reached 17.0. Home-school cooperation intention, home-school cognition, frequency of home-school communication, cooperation channels, and home-school relationship all played a positive promoting role. From this, it can be inferred that the hypothesis holds true, that is, among them, the effect of parents' willingness to cooperate with the school is the most prominent. From this conclusion, to promote the willingness of home-school cooperation from the perspective of parents, it is necessary to consider the importance of home-school cooperation, the diversity of cooperation content, the frequency of home-school communication, the willingness of parents to cooperate and the boundaries of home-school cooperation, especially the willingness of home-school cooperation.

#### 4.2 The Willingness to Cooperate Between Home and School Is Influenced to Varying Degrees by Different Internal Factors of Parents

The results of the regression analysis indicated that factors such as career, residence, and being an only child all interfered with this outcome. After excluding the influence of these control variables, all five dimensions of parental factors have an impact on parents' willingness to cooperate with the school. Therefore, when it comes to home-school cooperation, demographic factors such as gender, grade, occupation, family location, and being an only child should be fully considered from five aspects: the importance of home-school cooperation, the diversity of cooperation content, the frequency of home-school communication, parents' willingness to cooperate, and the boundaries of home-school cooperation, to promote clear rights and responsibilities between home and school and enhance the professionalism of home-school cooperation.

### 5. Implications and Limitations of the Study

#### 5.1 Build a Home-School-Community Collaborative Education Community and Define the Educational

### *Responsibilities of the Three Parties*

Traditional home-school-community collaborative education practices often face challenges due to poor communication mechanisms and the absence of interactive platforms. The lack of effective information sharing and collaborative pathways among families, schools and social institutions restricts the maximization of educational synergy and affects the ultimate outcome of collaborative education. From the perspective of families, the phenomenon of parents blindly sending their children for training may also be due to the lack of timely access to relevant information about school education and the misunderstanding of teachers, resulting in ignorance of the latest developments in education. At present, communication between home and school is still dominated by traditional methods, and the advantages of digital platforms have not been fully exploited; Social education institutions, on the other hand, face problems of insufficient public awareness and low trust. To address this, we need to break down barriers and clarify rights and responsibilities through two key measures: information sharing among the three parties and signing cooperation agreements, ultimately creating favorable conditions for home-school-community collaborative education and comprehensively enhancing the level of education.

#### 5.1.1 Break Down the Information Barriers Among Families, Schools and Communities and Pool the Resources of the Three Parties to Form an Educational Synergy

There are two types of information sharing, one is full information sharing and the other is insufficient information sharing. At present, the core challenge of home-school-community collaborative education lies in the incompleteness of information sharing. Such sharing often stops at the transmission of basic information rather than a deep understanding of each other's core demands and strategic Spaces. This information asymmetry can lead to misjudgment and lack of trust, which in turn weakens the willingness to cooperate. Therefore, promoting high-quality information exchange and resource integration and enabling the three parties to make optimal decisions based on a clear understanding of common interests is the key to breaking the current predicament and laying the foundation for cooperation. To achieve this goal, a multi-level and three-dimensional collaborative

support system can be built, that is, an instant information sharing channel can be established to eliminate information barriers, and an official WeChat public account matrix of "home-school-community collaborative education" can be created and embedded in each class WeChat group. With this as the main platform, schools will take the lead in regularly and specifically pushing the latest educational policies, school updates and community educational resources to parents. This move aims to establish a standardized information flow to fundamentally reduce the information gap among the three parties and ensure the synchronization and transparency of basic information. At the same time, build interactive communication and experience sharing platforms to promote deep mutual trust, and establish dedicated online forums or websites whose core functions should include: establishing a case library: systematically collecting and sharing excellent family education practice cases to provide parents with reference models. Set up an interactive area: Encourage parents to share and exchange parenting experiences and concerns to form a supportive community. Set up a Q&A mechanism: Arrange for education experts or senior workers to provide timely and professional answers to typical questions in the forum, offer authoritative support to parents, and give them "confidence" when participating in education. Finally, revitalize social public resources and build an accessible educational network to give full play to the educational functions of social institutions such as museums, science and technology museums, libraries, and patriotic education bases. Urge them to proactively and promptly release information on family-oriented educational activities through various means such as official websites, social media, and brochures. More importantly, it should take the initiative to collaborate with communities and schools to plan theme-based and distinctive practical educational activities, transform the technological, cultural and historical resources contained in the venues into vivid educational content, and ultimately form an inclusive and convenient family education guidance service network, making quality resources truly accessible.

#### 5.1.2 Establish Specialized Institutions for Collaborative Education Among Families, Schools and Communities

The effective implementation of home-school-

community collaboration depends not only on the renewal of educational concepts, but also on the establishment of a strong organizational structure as support. In an organization with a clear structure and well-defined responsibilities, all parties can define their roles and act in a coordinated manner. However, looking back at past practices, most of the collaborative education efforts have remained at the home-school level, lacking a specialized agency that can make overall plans and play a guiding role, which directly leads to the difficulty in the in-depth development of tripartite collaborative activities. Therefore, establishing and improving the organizational structure of home-school-community collaborative education is the fundamental guarantee for integrating the forces of families, schools and society to provide quality educational services for students' development. From a macro perspective, it is necessary to establish specialized institutions and working leading groups for collaborative education at all levels, with the government taking the lead and playing the role of organizational coordination, so as to build a systematic organizational system for collaborative education. At the macro level, it is necessary to establish home-school-community collaborative education institutions at all levels, establish collaborative education work leading groups, and the government should play an organizational and coordinating role to build an organizational system for collaborative education and collaborative education (Dou Yuan & Qiao Dongping, 2023).

### *5.2 Integrate Multiple Resources and Broaden Channels for Co-Education*

At present, the three major educational systems of family, school and society, due to the inherent differences in their objective functions and operational logics, and the lack of effective value recognition and interest coordination mechanisms, have failed to form a deeply coupled collaborative network among the three, and their cooperation has mostly remained at the surface level, making it difficult to maximize the educational effect. It is particularly important to integrate various resources, broaden the channels for collaborative education among families, schools and society, and break the illusion of "formal synergy". This is an effective measure to encourage all parties to play their roles and work together to promote quality education development, and to stimulate the active participation of families, schools and society.

#### 5.2.1 Help Parents Develop a Sense of Responsibility for Nurturing Their Children

While detailing parents' educational responsibilities, the Family Education Promotion Law also emphasizes in various forms that the government, society and schools should all do a good job in family education and tutoring services. (Ministry of Education, 2021) It is the common responsibility of schools and society to break down the barriers of cooperation among families, schools and society, integrate the advantages of talents and resources, and provide targeted support and services for all families. To this end, it is necessary to firmly establish parents' sense of responsibility for nurturing children and provide guidance services that are both universal and personalized. Schools should go beyond the traditional model of home-school communication and convey advanced educational concepts and provide specific guidance to parents by holding regular parent-teacher meetings and setting up parent open days. This will not only enhance the effectiveness of home-school co-education, but also accurately grasp the actual needs of parents through face-to-face communication. At the same time, community collaboration is carried out to popularize inclusive education. Communities should take on the responsibility of promoting family education policies through various channels such as distributing brochures, online platforms, holding online and offline public welfare lectures, and organizing various experience activities to popularize knowledge about parent-child companionship, child care, and other aspects for parents, and provide high-reference value inclusive education information. Provide precise support to solve the problem of education. For families with relatively scarce educational resources, the form of group assistance can be adopted to encourage parents to participate in diverse learning and community practice activities at school and in society. At the same time, professional personnel from home-school-community collaborative education institutions provide customized and personalized guidance to effectively address the confusion and difficulties parents encounter in the educational process and promote substantive results in collaborative education.

#### 5.2.2 Strengthen the Leading Role and Service Function of Schools in Home-School-Community Collaborative Education

The Family Education Promotion Law stipulates

that schools should incorporate family education guidance services into their work plans and carry out family education guidance services and practical activities. (Ministry of Education, 2021) To deepen the effectiveness of home-school-community collaborative education, schools need to take the lead in transforming their roles from traditional one-way managers to organizers and service providers of collaborative education. The key lies in strengthening the “service awareness”, shifting from passive cooperation to active support, and ensuring that educational services reach every family precisely. The first is to innovate the service model, shifting from “uniform supply” to “customization on demand”. Schools should completely change the current situation of formalism and one-way indoctrination in home-school cooperation and establish a service mechanism oriented towards the needs of parents. Before the activity, parents’ opinions can be actively solicited through questionnaires and other means, and “order-based” parent training can be implemented to stimulate their sense of participation. In terms of content, in addition to common concerns such as Internet addiction and adolescent rebellion, more attention should be paid to individualized problems such as students’ psychological vulnerability and resilience, and targeted strategic guidance should be provided to effectively enhance the effectiveness of family education support. Second, improve the communication mechanism and strengthen the direct participation and supervision of the management. To effectively guide and supervise home-school co-education at the head teacher level, a direct dialogue channel between school management and families should be established. Implement “face-to-face” communication systems such as having managers join class WeChat groups and holding regular “principal or director reception days”. This move not only enables immediate responses to parents’ concerns and the role of WeChat groups as information hubs, but also allows school management to go to the front line, directly grasp the real situation of home-school cooperation, and provide a basis for scientific decision-making. Third, open up school resources and promote the extension of “schools” to “community learning centers”. Schools should take the initiative to go beyond the boundaries of their walls and fully utilize their public cultural service functions. On the premise of maintaining normal teaching

order, facilities such as stadiums and libraries should be opened to the community in an orderly manner. This is not only an effective supplement to social educational resources and helps build community culture, but also creates more opportunities for parent-child interaction and community integration for families, thus achieving deep interaction and a virtuous cycle among families, schools and communities through resource sharing.

### 5.2.3 Give Full Play to the Complementary Role of Social Education and Build a Diverse Platform for Nurturing People

To promote the deep integration of school education and social education and build a learning society, efforts should be made in the following four aspects: First, deepen school-community cooperation, encourage communities and schools to jointly carry out characteristic practical activities, introduce professional talents to develop localized courses, and enhance the ability of cultural inheritance and collaborative education. Second, Revitalize public resources and encourage institutions such as museums and science and technology museums to design age-appropriate parent-child study programs and regularly carry out science popularization and cultural activities to enhance family participation. Third, regulate off-campus training. While dealing with illegal subject-based training, encourage non-subject-based institutions to cooperate with schools to provide public welfare services such as sports and art, and recognize advanced examples. Forth, Optimize the digital ecosystem, develop public online learning resources, strengthen the supervision of online platforms, purify the online environment, and support the lifelong learning needs of all people.

### 5.3 Break the “School Dominance” and Achieve “Triple Evaluation”

The Overall Plan for Deepening the Reform of Education Evaluation in the New Era proposes to conduct process evaluations of family education, school education and social education with positive evaluation as the main approach, aiming to evaluate the changes that occur before and after each family, school and social education institution in the process of home-school-community collaborative education, and puts forward specific requirements for improving outcome evaluation and strengthening process evaluation. Encourage them to take the initiative and promote the effectiveness of home-school-

community collaborative education activities without undermining the original interests of families, schools and society.

### 5.3.1 Enhance the Overall Level of Family Education

Parents' educational concepts and educational literacy are key factors influencing the quality of family education, which determines the way and methods parents educate their children. Parents' words and deeds have a profound impact on the growth of young children. Family education is an important foundation for personal growth and accompanies a person throughout their entire life. The Family Education Promotion Law of the People's Republic of China proposes that the process evaluation system of family education should focus on cultivating patriotism, forming virtues, and developing habits, and be carried out in the form of parent-child companionship, verbal instruction, and a combination of strictness and kindness. (Ministry of Education, 2021) Establish a family education process evaluation system oriented towards the all-round development of students, guide parents to change their educational concepts and behaviors, shift from merely focusing on academic performance to emphasizing comprehensive qualities such as morality, habits, and physical and mental well-being, and improve the quality of family education as a whole. The focus is on whether parents go beyond the "score-only" approach, establish a holistic view of moral, intellectual, physical, aesthetic and labor education, and pay equal attention to their children's moral cultivation, behavioral habits, physical and mental qualities and social adaptability while caring about academic performance. Also involve multiple subjects: Involve multiple subjects such as teachers and community workers in the evaluation. Focus on the process performance of family participation in collaborative education activities and the positive changes before and after the activities, and do not rank families. Families that meet the criteria or perform well will be recognized as role models. Feedback helps parents identify directions for improvement and ultimately leads to an overall improvement in family education.

### 5.3.2 Consolidate the Position of Schools as the Main Channel for Education Implementation

In order to systematically implement the fundamental task of fostering virtue and nurturing talent and effectively respond to social

uncertainties, it is necessary to establish a modern education system with a higher degree of organization and stronger integration, and strategically incorporate family and social forces into the education system. School education, as the core of the system, should play its main role and lead the coordinated development of family education and social education through the establishment of a scientific process evaluation system. First, improve the evaluation of school quality and incorporate collaborative education into the core assessment. On the basis of the existing assessment dimensions such as school direction, curriculum teaching, and teacher development, add a special assessment of "home-school-community collaborative education". Make it a key annual task of the school and ensure the regular and substantive advancement of collaborative education work at the institutional level. Second, establish special assessment indicators for collaborative education and measure the effectiveness of cooperation in detail. Set "home-school-community collaborative education" as a first-level indicator and break it down into two second-level indicators for refined assessment: focus on evaluating the enthusiasm, initiative, diversity of strategies and innovation of methods of schools in providing family education guidance services. The second is the effectiveness of school-community collaboration, with a core assessment of whether the activities carried out in cooperation between schools and social educational institutions truly serve the all-round development of students in terms of morality, intelligence, physical fitness, aesthetics and labor, thereby measuring the leading and coordinating ability of schools in the collaborative network. Third, implement an evaluation mechanism involving multiple subjects to ensure the scientific and objective nature of the assessment. Adopt a multi-party evaluation system based on self-assessment by schools, with the participation of representatives from educational administrative departments, parents, students and social educational institutions. This mechanism aims to bring together multiple perspectives to ensure the comprehensiveness and fairness of the assessment results, with the ultimate goal of continuously strengthening the main role of schools in education through evaluation feedback.

### 5.3.3 Optimize the Supply of Social Education Services to Achieve Education for All,

Throughout the Entire Process and in All Aspects

Social education institutions are characterized by both scale and coverage in the collaborative education system. This makes it relatively difficult to carry out collaborative work. Therefore, an assessment system for the social education process should be established. Promote the transformation of social education from a single activity supply to a systematic education service. The establishment of a good sense of social norms and the improvement of civic literacy are also beneficial to students. The content and methods of assessment can be tailored to the nature and characteristics of social educational institutions. For institutions such as libraries, museums and children's palaces, while making full use of their own resource advantages and focusing on their content, form and effect, efforts should be made to create a good environment for home-school-community collaborative education and carry out diverse home-school-community collaborative education activities. In the evaluation activities, focus on the innovative performance and assess whether the relevant institutions can enhance students' recognition and inheritance of the fine traditions of China; Cultivate students' cross-cultural understanding and global competence; Can it play a positive promoting role in enhancing teenagers' scientific literacy and innovative thinking, strengthening national consciousness and social responsibility, and achieving positive value guidance? Secondly, the assessment of community education and off-campus training institutions should focus on the effectiveness of their collaborative education, with a focus on whether they effectively integrate community resources and provide students with rich opportunities for social practice and labor experience. At the same time, examine whether community activities incorporate education on new social trends and subtly promote the formation of students' moral character through service practice. And assess whether it provides targeted support for the extension of school curriculum and the supplementation of family education, forming a positive interaction mechanism. The assessment of off-campus training institutions should strictly examine their implementation of the "double reduction" policy to ensure standardized operation. Guide institutions to integrate high-quality resources such as sports and arts into public welfare services and participate in after-school services or

community activities of schools. Push institutions to shift from "subject tutoring" to "literacy expansion", define their position as a beneficial supplement to school education, and meet the individualized growth needs of students. Through classified assessment, encourage both types of institutions to identify their roles in the collaborative education system and jointly create an educational ecosystem that supports the all-round development of students.

There are still many issues that need to be thought about, discussed and explored. Home-school-community collaborative education is a complex systematic project. However, as long as we can accurately grasp the new situation and new tasks of home-school-community collaborative education, understand the characteristics and laws of home-school-community collaborative education, define the position, focus on the core and grasp the key points, it is believed that home-school-community collaborative education will be closely linked to the improvement of quality education development in the future.

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