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The System Construction and Practical Optimization of the School-Family-Community Synergy in Education for New Era Community Education

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ABSTRACT
In the context of high-quality development of preschool education in the new era, improving the school-family-community synergy in education serves as an important support for fulfilling the fundamental task of fostering virtue through education and promoting the all-round development of kindergarten children. Currently, problems still exist in the practice of school-family-community synergy in education in China, restricting the effective formation of joint efforts in education. Centering on the dual cores of "system construction" and "practice optimization", this paper analyzes the core connotation and construction logic of the kindergarten school-family-community synergy in education mechanism in the new era, constructs a scientific and systematic school-family-community synergy in education system, and puts forward targeted practical optimization strategies. It aims to provide theoretical support and practical guidance for improving the quality and efficiency of school-family-community synergy in education in kindergartens, solving dilemmas in collaboration, and boosting the high-quality development of preschool education.

KEYWORDS
School-family-community synergy in education; Mechanism construction; Practice optimization

1 Introduction

School-family-community synergy in education is centered on the coordination and cooperation among kindergartens, families, and society (communities) to form integrated educational forces. Through diverse forms and media, it reaches a shared educational philosophy and practical model that jointly promotes the all-round physical and mental development of young children. The main actor of family education is the parents or guardians of children aged 3–6, who undertake the basic responsibility of nurturing children's growth. Kindergarten education is led mainly by preschool teachers, who play a professional and guiding role in education. The actors of social education include communities and various personnel involved in education from society, who provide diversified support for education. At present, although a three-party linkage framework for school-family-community synergy in education has been initially established, many practical shortcomings still exist due to factors such as resource conditions and the cognitive levels of the participants. At the micro level, parents lack scientific knowledge of child-rearing and fail to form joint efforts with kindergartens in scientific education and care; preschool teachers are insufficient in communication and coordination skills, and information transmission is mostly one-way; community educational resources are scattered, their potential functions remain undeveloped, and they have long been marginalized. At the macro level, the traditional school-centered perspective has led to the absence of awareness of educational responsibilities among families and communities, and the inertia of exam-oriented education has deviated from the goal of children's all-round development. The supporting system of relevant policies is incomplete, and cross-sectoral policy coordination is inadequate, making it difficult to form an educational synergy .

2 System Construction of the School-Family-Community Synergy in Education Mechanism in the New Era

2.1 Constructing a Moral Character Development System

Early childhood is a critical period for the formation of behavioral habits and moral qualities. The school-family-community synergy in education system should prioritize moral character development and integrate it throughout children's daily lives and various educational activities. It is essential to clarify the value orientation of such synergy, promote consensus on educational philosophy among kindergartens, families, and communities, and jointly emphasize the cultivation of children's qualities such as civility, communication and cooperation, and sense of responsibility. In terms of environment building, the three parties should jointly create a warm, orderly, and caring atmosphere for children's growth. Kindergartens focus on integrating behavioral norm education into daily activities and guide children to develop good habits through standardized words and deeds. Families emphasize the cultivation of family values and set good examples in daily life to help children form stable behavioral patterns. Communities rely on public spaces and

group activities to provide real-life scenarios for children to practice etiquette, mutual assistance, and fraternity. Through environmental immersion and daily integration, moral education is naturally embedded in children's lives.

2.2 Constructing a Professional Implementation System

To improve the quality of school-family-community synergy in education, it is essential to strengthen professional development and establish a scientific and standardized implementation system. As professional educational institutions, kindergartens should assume the main responsibility for family education guidance, integrate family education guidance into daily work, and form a regularized and institutionalized operation mechanism. In terms of team building, efforts should be made to continuously improve teachers' ability to conduct home-kindergarten communication and family education guidance. Through learning exchanges, experience sharing, practical reflection and other methods, teachers' competence in scientifically guiding family education should be enhanced, making home-kindergarten communication more targeted and effective.In terms of guidance methods, we should proceed from the actual conditions of children and families, fully understand the educational environments, parenting styles and practical needs of different families, and adopt personalized and differentiated guidance to avoid oversimplified and standardized practices.

2.3 Constructing a Multi-Dimensional Linkage System

Efficient school-family-community synergy in education cannot be achieved without a stable and orderly operation mechanism. A tripartite linkage system led by kindergartens, with active participation from families and strong support from society, should be established. Kindergartens should take the initiative to perform overall planning and coordination, so as to promote the formation of joint educational forces among the three parties. In terms of goal coordination, kindergartens should take the lead in clarifying shared educational goals for the school, family and community, and form consistent requirements in children's development, habit cultivation, moral character formation and other aspects, so as to avoid inconsistent educational orientations and conflicting requirements.In terms of activity coordination, a regular mechanism for school-family-community cooperative activities should be established, and activities such as parent-child practice, community experience and public welfare participation should be organized to extend education from kindergartens to families and communities.Through the activity linkage mechanism, an operation mode featuring multi-party participation, shared responsibilities and collaborative promotion is formed, providing a stable guarantee for school-family-community synergy in education.

3 Practical Optimization Strategies for the School-Family-Community Synergy in Education Mechanism in the New Era

3.1 Strengthen Subject Collaboration and Consolidate the Foundation for System Operation

Strengthening subject collaboration is the core premise for breaking down the separate governance of families, kindergartens and communities and forming joint educational forces. It is necessary to base itself on the positioning of the three parties, remedy capability shortcomings, rationalize interactive relations, and consolidate the foundation for the operation of the school-family-community synergy in education system. Kindergartens should adhere to their leading role, optimize the training system for teachers' collaborative competence, focus on core capabilities such as communication, coordination and resource integration, and improve teachers' professional qualities through seminars, practical exercises and other forms. Meanwhile, kindergartens should take the initiative to build a tripartite interaction platform, abandon single-dominant thinking, and respect the subject status of families and communities.Families should establish awareness of scientific parenting and collaborative participation, take an active part in educational activities organized by kindergartens and communities, actively acquire scientific child-rearing knowledge, and earnestly fulfill their primary responsibilities in family education. Communities should break the marginalized dilemma, clarify their educational responsibilities, integrate various educational resources within their jurisdictions, take the initiative to meet the needs of kindergartens and families, and encourage social workers and public welfare personnel to participate in school-family-community synergy in education.

3.2 Improve the Operation Mechanism to Promote the Implementation and Effectiveness of the System

Improving the operation mechanism is the key to promoting the school-family-community synergy in education system from theory to practice. It is necessary to focus on the three cores of linkage, communication and evaluation, and build a regular and long-term effective operational closed loop. A diversified linkage mechanism should be established to break down communication barriers among the three parties, integrate the advantages of traditional channels and online communication tools, and create an "online + offline" two-way communication system to achieve accurate connection of children's information. The collaborative promotion mechanism should be improved to regularly discuss and solve difficult problems in school-family-community synergy in education, clarify the work nodes and division of

responsibilities for all parties, promote the transformation of kindergarten-community cooperation from shallow activities to curriculum integration, and upgrade family-community linkage from passive connection to active interaction. The effectiveness evaluation mechanism should be optimized to establish an evaluation system covering the three parties and taking both process and results into account. The effectiveness of school-family-community synergy in education should be integrated into the evaluation of kindergarten educational quality, teacher performance assessment and community work assessment. Through evaluation, the implementation and effectiveness of all work related to such synergy should be promoted to avoid formalistic collaboration.

3.3 Improve the Guarantee System and Strengthen Practical Support

Improving the guarantee system is an important support for the continuous advancement, quality improvement and efficiency enhancement of the school-family-community synergy in education mechanism. It is necessary to build a comprehensive "institution, resource and funding" trinity guarantee pattern to provide solid support for practical optimization.In terms of institutional guarantee, the list of rights and responsibilities of the three parties should be refined to clarify their specific duties in the synergy process, so as to ensure that all work is carried out in accordance with rules.In terms of resource guarantee, a resource-sharing platform for school-family-community cooperation should be established to systematically sort out high-quality educational resources from kindergartens, families and communities, set up resource lists and demand lists, and promote accurate matching and efficient utilization of resources.In terms of funding guarantee, efforts should be made to obtain special government financial investment, focusing on supporting the development of synergy activities, personnel training and platform construction. Families and social forces should be encouraged to make appropriate investments to form a diversified funding mechanism, so as to build a solid guarantee for the sustainable advancement of the school-family-community synergy in education practice.

4 Conclusion

The school-family-community synergy in education model for early childhood education is not only an objective necessity in response to educational reform and development in the new era and the deepening of family education, but also a practical choice that meets the inherent demands of young children's all-round development. Against the background of educational reform in the new era, families, kindergartens and communities, as the core subjects of early childhood education, urgently need to break the pattern of separate governance , establish a scientific mechanism for resource integration and complementary advantages, and fully tap the educational potential of all parties and optimize resource allocation. This is not only an effective path to adapt to social development, but also an important support for promoting preschool teachers' innovative teaching practice and deepening educational reform. Most importantly, it can build a solid guarantee for the healthy growth of young children.

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