

Research on the Resource Integration Model of the Home-School-Community Collaborative Education Ecosystem

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Abstract

This study investigates the resource integration model in the home-school-community collaborative education ecosystem. It aims to promote comprehensive student development and enhance educational quality by integrating resources from families, schools, and communities. The research reviews policies and theoretical foundations, such as the ecosystem theory and overlapping influence threshold theory, which provide insights into the interactions among these entities. It also examines practical explorations and optimization countermeasures, including models like the "FSC Home-School-Community Co-education System" and the "1+4 model." These models address challenges such as low parental participation and insufficient community resource utilization. The study highlights the importance of digital empowerment and recommends a more systematic approach to resource integration, stronger local policy support, and enhanced digital transformation. The ultimate goal is to build a harmonious educational ecosystem that maximizes collaborative education's potential, fostering student development and promoting educational equity.

Keywords

Home-school-community; Education; Literature review.

1. Introduction

1.1. Background information

Collaborative education among families, schools and communities is an effective exploration approach to integrating educational resources in our country

Families, schools and society each play different responsibilities and roles in the collaborative education system. However, the goals and responsibilities of the three aspects have not been agreed upon, resulting in many contradictions and conflicts in practice. Due to the differences in role positioning among families, schools and communities, the demands for interests and functional expectations are inconsistent [1], which increases the complexity of collaborative education. The collaborative education of families, schools and communities aims to break the original isolated and scattered education mode among the three parties, promote their close cooperation within the education system, and carry out reasonable and effective integration and utilization of resources. It is also mentioned in relevant articles that it is necessary to "form an educational ecosystem where families actively participate, schools scientifically lead, society strongly supports, and multiple parties collaborate and innovate, thereby promoting close connection and collaborative operation among families, schools and communities, and achieving an educational effect of '1+1+1>3'." From this, it can be seen that only when the three parties of families, schools and communities fully integrate resources can the educational resources in all aspects be utilized to the greatest extent, continuously injecting vitality into the cultivation of outstanding talents in our country.

School education plays a leading role in people's physical and mental development. However, in addition to this, the functions of the family and society should not be ignored either.

Sukhomlinsky believed that the effectiveness of education depends on the consistency of the educational influence of schools and families. In 2023, the Ministry of Education and 13 other departments jointly issued the "Opinions on Improving the Collaborative Education Mechanism of Schools, Families and Society", setting the overall goal of "forming a collaborative education mechanism with clear positioning, sound mechanism, close linkage and scientific efficiency by 2035". These policies are all aimed at transforming the relationship among families, schools and communities from loose and accidental communication and cooperation to institutionalized collaboration. Under such policy support, the exploration of a collaborative education ecosystem among families, schools and communities has become even more necessary.

Current research on home-school-community has delved deeply into the three fields of family, school and society. For instance, starting from the family, by exploring the implementation research of the "School Wisdom" parent participation project's characteristic training in California, USA, it analyzes how this project promotes the practice and experience of home-school-community collaborative education through parent education. There are also studies starting from the school, It is pointed out that schools should play a leading role and professional guidance advantages, actively carry out research on scientific research topics and experimental projects, establish parent growth schools, build collaborative education bases, introduce high-quality social resources, connect responsibilities, resources and Spaces, so that the three parties of families, schools and communities can move in the same direction and form a diversified education mechanism. Build a new educational ecosystem featuring collaborative education among schools, families and society. The multi-faceted and multi-angle exploration has led to abundant research achievements in the collaborative education of families, schools and communities. This project aims to start from the aspect of resource integration in the collaborative education of families, schools and communities, reasonably supplement the existing research on the related issues of family, school and community education, and actively explore how to reasonably construct the resource integration model of the collaborative education ecosystem of families, schools and communities.

1.2. Research purpose

The first is to promote the all-round development of students: The core purpose of the research on home, school and society is to provide students with comprehensive educational support through the collaborative efforts of families, schools and society. The family is the first environment for students' growth, the school is the venue for systematic education, and society provides students with a platform for practice and application. The organic combination of the three can help students not only make progress in their studies, but also achieve all-round development in aspects such as emotions, social abilities and values (Epstein, 2011). The second is to enhance the quality of education: The research on families, schools and communities aims to improve the overall quality of education by optimizing the allocation of educational resources. The participation of families and society can make up for the deficiencies of school education and provide diverse learning opportunities and practical experiences. The third is to build a harmonious educational ecosystem: The research on home-school-community is dedicated to constructing a harmonious educational ecosystem, enabling a positive interaction among families, schools and society. Through effective communication and cooperation, contradictions and conflicts in education can be reduced, and consistent educational goals and methods can be formed, thereby creating a stable and harmonious growth environment for students (Sanders, 2006).

1.3. Research significance

The first is to enhance educational synergy: The significance of the research on families, schools and society lies in integrating educational resources from families, schools and society to form.

Form an educational synergy. Studies show that when families, schools and society cooperate collaboratively, students' academic performance, behavioral performance and mental health level will be significantly improved (Epstein, 2011). Second, promoting educational equity: Research on families, schools and communities is conducive to promoting educational equity. Through the introduction of social resources, more learning opportunities and resource support can be provided for students from disadvantaged families, narrowing the educational gap. The third is to cultivate students' social adaptability: The significance of the research on home-school-community also lies in cultivating students' social adaptability. Through the joint participation of families, schools and society, students can learn and practice in a real social environment, enhancing their social cognition and adaptability. Fourth, promoting educational innovation: Research on families, schools and communities provides new ideas and methods for educational innovation. Through the participation of families and society, schools can introduce more practical and experiential educational contents and break the limitations of traditional classrooms.

The purpose of the research on family, school and society is to promote the all-round development of students, improve the quality of education and build a harmonious educational ecosystem through the collaborative cooperation of families, schools and society. Its significance lies in enhancing educational synergy, promoting educational equity, cultivating students' social adaptability, and driving educational innovation.

2. Literature Review

2.1. Definition of core concepts

2.1.1. Collaborative education among families, schools and communities

It refers to a systematic and sustainable educational cooperation mechanism formed by families, schools, and society (communities, governments, enterprises, non-profit organizations, etc.) based on common educational goals, breaking the traditional educational boundaries, and through complementary roles, resource sharing, and shared responsibilities. The core lies in building an educational community centered on student development, emphasizing the deep integration of the three parties in terms of goal coordination (unified educational concept), action coordination (activity design and implementation), and resource coordination (complementary advantages).

Synergy refers to the process in which different entities jointly achieve a certain goal. The "university - family - society" collaborative education means that these three parties, in the process of talent cultivation, take moral education and talent cultivation as the orientation, and through mutual collaboration, resource sharing and complementary advantages, build a comprehensive, multi-level and three-dimensional education system. In this process, these three different educational subjects are independent of each other yet interrelated, promoting and advancing together in coordination and unity. This educational model breaks the traditional single educational model with colleges and universities as the main body, emphasizing the deep integration among families, society and colleges and universities, thereby achieving all-round coverage of the educational process and the optimal allocation of educational resources. In this model, colleges and universities, as the main places for nurturing talents, are responsible for providing systematic professional knowledge education and skills training. The family, as the basic unit for nurturing people, is responsible for cultivating students' moral qualities, emotional attitudes and living habits. Society, as an important environment for nurturing people, is responsible for providing practical opportunities, career guidance and life experience. The three parties support and complement each other in the process of nurturing students, give full play to their respective advantages and roles, and jointly create favorable conditions for the all-round development of students.

An agency is a concept in the "principal-agent" theory of new institutional economics. Originally, it referred to a subject that "engages in certain activities for the benefit of the principal" based on a contractual relationship [19]. This article uses the concept of "social agent" to represent the subject that performs the educational function on behalf of the society (the principal), and it can also be called a social education agent. Before the promulgation of the "Double Reduction" policy, counseling institutions were the main bearers of this role. After the implementation of the "Double Reduction" policy, the agency qualifications of counseling institutions were partially revoked, and society urgently needed new agents. At this time, communities, institutions, venues, media, etc. all became candidate agents. Among them, social agents who have direct communication with parents and schools over specific matters within a certain period of time can be called "principal agents", and other stakeholders can be called "related agents". Under different governance levels, the main agents of families, schools and society generate a co-education mechanism within the main collaborative area, while the relevant agents located in the peripheral collaborative area participate in co-education and play an auxiliary governance role.

In conclusion, on the basis of defining "home-school-community" as families, schools and society, it should be further defined as families in accordance with the Promotion Law, primary and secondary schools, kindergartens and social agents in accordance with the "Double Reduction" policy, and as families, schools in the compulsory education stage and social agents in a universal sense.

2.1.2. Ecosystem (from the Perspective of Educational Ecology)

Borrowing the concept of "ecosystem" in ecology, this paper emphasizes the organic nature, dynamic balance and sustainable development of the home-school-community collaborative education system. Its connotation includes: Subject diversity: Multiple subjects such as families, schools, and social institutions constitute symbiotic units; Resource circularity: Human resources, information, culture, materials and other resources flow, share and regenerate within the system; Environmental adaptability: Regulate internal and external relationships through collaborative mechanisms (such as policies, platforms, and evaluations) to respond to changes in educational demands; Self-organizing evolution: The system achieves an upgrade from loose association to a structured ecosystem through subject interaction and resource integration.

2.1.3. Resource Integration Model

It refers to a methodological system in the home-school-community collaborative education ecosystem that, in response to the problems of the dispersion and fragmentation of traditional educational resources, identifies, activates, allocates and adds value to the resources of the three parties through systematic strategies. Its core elements include: Resource type:

Explicit resources (such as venues, courses, experts and other physical resources); Implicit resources (such as parental experience, community culture, social relationship networks, etc.). Integration logic: Horizontal integration: Complementary resources across fields (such as schools providing curriculum design and communities providing practice bases); Vertical integration: Full-chain resource connection (such as family education guidance - after-school services of schools - linkage of social practice platforms); Technology empowerment: Utilizing digital platforms to achieve efficient resource matching and dynamic management. Model output: Ultimately, a replicable resource integration mechanism will be formed (such as the closed-loop model of "demand diagnosis - resource map - collaborative scheduling - effect feedback"), promoting the dual improvement of resource utilization efficiency and educational effectiveness within the ecosystem.

2.2. Researches at home and abroad

Taking "home-school-community collaborative education", "home-school cooperation" and "home-school collaboration" as the key words, and setting the search conditions as the time from January 1, 2000 to the present, a total of 4,275 literatures were retrieved in the China National Knowledge Infrastructure (CNKI) database. Among them, only 77 literatures conducted research on home-school-community collaborative education. From the retrieved literature, it can be seen that the research on home-school cooperation is basically mature. With the progress of society, we have paid attention to the influence of social education on children. Since 2017, while focusing on home-school cooperation, we have also begun to incorporate community education, gradually exploring the collaborative education mechanism of home, school and community. Even though it is still in its infancy at present, It can also be extended and expanded on the basis of home-school cooperation, drawing on successful foreign cases, so that the collaborative education of home, school and community becomes a necessary path to promote high-quality development of education in today's world. This study will study some of the key literatures mentioned above and extract the effective factors for analysis.

2.2.1. Relevant research on collaborative education among families, schools and communities in foreign schools

The relevant research on the collaborative education of families, schools and communities in foreign schools mainly includes the policy and regulation research on the collaborative education of families, schools and communities, the theoretical perspective research on the collaborative education of families, schools and communities, and the relevant practical exploration of the collaborative education of families, schools and communities.

Research on Policies and regulations for Collaborative education among families, schools and communities

In developed countries abroad, home-school cooperation started early and the cooperation system has reached a very mature stage, which has benefited to a large extent from the perfect policy system. For instance, as the origin of institutionalized home-school cooperation, the policy of home-school cooperation in the United States originated from the proposal and regulations on parental participation clearly stipulated in the Primary and Secondary Education Act promulgated in 1965. Subsequently, the Education Goals Act of 2000 of the United States clearly emphasized that the composition of the National Council for Educational Research Policy must involve the participation of school educators, parents, etc., and proposed to allocate funds for the establishment of parent assistance centers. The "Make Every Student Successful Act" promulgated in 2015 directly devolve educational rights directly to the states, returning educational rights to localities, communities, schools and parents. At the same time, the act proposed that all family members and communities need to participate in school education (Xu Yuzhen, 2008).

As early as the 1980s, the United Kingdom established the status and role of students and their parents in education through legal means.

The Taylor Report, promulgated in 1977, proposed parents' participation in school education, emphasized that the school management committee should be composed of parents and community representatives, and suggested that parents could directly participate in school teaching and management. Later, in 2009, "Your Child" was released.

The white paper "Your School, Our Future: Building Schools in the 21st Century" requires parents to sign a "home-school Agreement" with schools and clearly states that parents must undertake the obligation of their children's school education. Violators will be subject to legal sanctions (Xu Hui, Zheng Jiwei, 1993). In 2016, the Ministry of Education newly issued the "Excellence in Education Is Everywhere", directly delegating power to school leaders, students,

parents and community personnel, clarifying the important role of parents, and granting parents the right to speak, vote and make decisions in participating in school education.

The Japanese government has always attached great importance to formulating educational regulations and policies to ensure the smooth implementation of integrated education in schools, families and society.

In many laws such as the "Basic Law on Education" and the "School Education Law", there are relatively detailed regulations on promoting the connection and integration of school education, family education and social education (Su Liping, 2012). In conclusion, from the perspective of the home-school collaboration policies abroad, the home-school cooperation system and policies are very mature. The success of home-school cooperation abroad cannot be separated from the guarantee of this series of policies and regulations.

2.2.2. Research on the Theoretical Perspective of Collaborative Education among Families, Schools and Communities

Foreign social science theories, especially the fundamental theories of sociology and management, such as the social system theory, the synergy theory, the "three-factor" theory and the social ecosystem theory, provide a solid theoretical foundation for the collaborative education of families, schools and communities.

In the mid-1980s, sociologist Luhmann proposed the theory of social systems, reflected on Parsons' structure-function theory, and drew on the self-organization concepts of biologists Matulana and Valera, enriching the connotation of this theory. Luhmann believed that the core of the social system is "communication" rather than "people" or "actions". Jiao Yaoguang and Lyu Shouwei (2007) pointed out that Luhmann regarded the social system as a self-producing communication system, which is both operationally closed and open to the external environment. This theory integrates multi-disciplinary research and forms an open theoretical framework.

The American psychologist Yuri Brown-Fenbrenner applied the ecosystem theory to the humanities and social sciences, emphasizing the mutual construction relationship between individuals and the environment. He divides the environment into five levels: micro, meso, peripheral, macro and temporal dimension. The micro level includes factors such as family, classmates and school that directly affect teenagers; The meso level focuses on the interaction among individuals in the micro-environment; The peripheral level involves a broader social background; The macro level includes social ideology, ethical concepts and customs, etc. (Luo Liangzhong, 2014). This theory reveals the influence of the interactions within and between various levels on the development of adolescents, emphasizes the role of the environment and time and space in the growth of adolescents, and points out the importance of tripartite cooperative education among families, schools and society.

The cooperation theory originated in the 1970s and was proposed by the German physicist Haken. It is an important branch of systems science. This theory holds that systems in both society and nature have mutual constraints and coordination relationships, and the transformation from disorder to order is achieved through collaborative behaviors. In the collaborative education among families, schools and communities, families, schools and communities, as educational roles with different attributes, can only achieve the maximization of educational benefits by cooperating and exerting a synergy effect.

The overlapping influence threshold theory proposes the external model and the internal model. The external model discusses the influence of family, school and community on children's development from three aspects: experience, values and behavior, emphasizing their independent roles and interconnections. The internal model magnifies the intersection area and emphasizes the establishment of complex interpersonal relationships and ways of influence. These two models are closely related, clarifying the causal relationship between

children and families, schools and communities, and promoting the functioning of the system and the integration of educational resources (Gu Mingyuan, 1998).

2.2.3. Practical Exploration and research on Collaborative Education among families, Schools and Communities

In terms of collaborative education among families, schools and communities abroad, there is not only a systematic theoretical foundation, but also remarkable progress has been made in practice. In the United States, relevant institutions are established from the National Department of Education to local school districts, such as the National Parent-Teacher Association (National PTA), the National Education Association, the Harvard Family Research Project, etc. (Zhaoyang Ma, 2013). Epstein proposed six models of home-school-community collaboration based on the "Overlapping Influence Threshold Theory" : being a good parent, mutual communication, volunteer service, home-based learning, decision-making and community collaboration (Egido, 2017). These models provide specific guidance for practice. On this basis, the United States has launched programs such as the Parent-Teacher Home Visit Program (PTHVP), the Unlimited Campus Parents - Ninth Grade Extension Program (ICPP), and the Community School Program (GSP). Epstein also established the National Network of Partner Schools (NNPS) to provide professional support for home-school-community collaboration programs and founded the Human and Social Development Study. The Institute (IHSD) provides child development courses and parent support services (Smith, 2015). Japan has drawn on the American model to promote collaboration among families, schools and communities through the Parent-Teacher Association (PTA), which consists of three parts: the National Council, local organizations and school PTA, and is protected by laws such as the PTA - Youth Education Group Mutual Aid Law. Japan also implements the "five-day system" and strengthens the integration of family, school and social education (Wang Ning, 2016). Under the influence of "Common Values" and Confucian ethics, Singapore has proposed the concept of home-school-community integration. The government has taken the lead in establishing the Home-School-Community Partnership Organization (COMPASS), promoting home-school-community cooperation through Family Affairs and School Programs (FMS), Parent education resource centers, and parent portal applications, etc. Enhancing parents' confidence and ability to participate in education (Zhao Lanbo, Zhao Gang, 2021).

2.3. Relevant research on the collaborative education of families, schools and communities in domestic schools

At present, the relevant research on home-school-community collaborative education in domestic schools mainly includes the policy and regulation research on home-school-community collaborative education, the theoretical perspective research on home-school-community collaborative education, and the practical exploration and optimization countermeasures research on home-school-community collaborative education.

Research on Policies and regulations for Collaborative education among families, schools and communities

Since the 1980s, the collaborative education of families, schools and communities in China has gone through four stages: initial germination, formal promotion, standardized improvement and strategic development. The promulgation of a series of related policies can roughly be divided into three stages, namely the exploration stage, the development stage and the comprehensive promotion stage of collaborative education of families, schools and communities. (Zhang Guangbin, Chen Peng, Wang Huan) (2021) The exploration stage was marked by the "Compulsory Education Law of the People's Republic of China" in 1986 and the "Law of the People's Republic of China on the Protection of Minors" in 1991, when the power and responsibility of families and society for students' development were clearly written into legal provisions. Parents should cooperate with school education. School teachers can provide

educational guidance to parents. Each department can take measures voluntarily based on their duties, which attracts the attention of various departments. However, the randomness is relatively strong and the implementation aspects vary. The comprehensive promotion stage was marked by the "China Education Modernization 2035" in 2019, which explicitly required "promoting the joint education of families and schools". Subsequently, the rapid advancement of a series of documents shifted from home-school cooperation to home-school-community collaborative education. It was not until the latest "Opinions on Improving the Mechanism of Collaborative Education among Schools, Families and Society" (2023) issued by the Ministry of Education and 13 other departments that it was clearly pointed out that "the overall requirements for building a collaborative education mechanism among schools, families and society, strengthening implementation guarantees, and the division of responsibilities with schools taking the lead, families fulfilling their responsibilities proactively, and society providing effective support". It has pointed out the direction and basic development requirements for the construction of a home-school-community collaborative education mechanism that meets the development needs of students.

2.3.1. Research on the Theoretical Perspective of Collaborative Education among Families, Schools and Communities

The theoretical perspective research on collaborative education among families, schools and communities mainly includes three aspects: theoretical basis, connotation exploration and type classification.

Firstly, in terms of theoretical basis, the theoretical basis for collaborative education among families, schools and communities has not yet been systematized in China, but many scholars are actively exploring and researching it. Zhang Yong et al. (2020) discovered that "Life · Practice" pedagogy is a pedagogy with a strong Chinese stance, tradition and style, aiming to build a localized interaction between schools, families and communities that suits China's national conditions

The research provides a new theoretical perspective. In addition, some domestic scholars have explored the practical path of collaborative education among families, schools and communities based on the ecosystem theory, and the ecosystem theory has also become a strong support for the research on families, schools and communities.

Secondly, domestic scholars have defined and understood the connotation of collaborative education among families, schools and communities. Wu Chonghan (2013) wrote that "home-school cooperation" is a term used in China, and the corresponding concept abroad is "school-family (and community) partnership". In terms of connotation exploration in China, the focus is mainly on the element structure of "home-school-community" collaborative education. Wu Chonghan explained home-school-community cooperation from both micro and macro perspectives, arguing that many "home-school-community" collaborations generally refer to home-school-community (district) cooperation. Since the core and basic unit of home-school-community (association, district) collaborative education are the family and the school, So it is generally referred to as "home-school cooperation".

Furthermore, in terms of type classification, researchers classified the forms of home-school-community cooperation based on the fact that collaborative education is generated by the mutual penetration of various systems, including home-school collaborative education, school-community collaborative education, home-community collaborative education, and home-school-community collaborative education (Li Yunlin, 2018).

2.3.2. Practical Exploration and research on Collaborative Education among families, Schools and Communities

In terms of the related research on collaborative education among families, schools and communities, there is not only a systematic theoretical basis at home and abroad, but also substantial progress has been made in practice.

The practical research on collaborative education among families, schools and communities in China reveals various problems faced by collaborative education from a practical perspective and attempts to provide solutions from the aspects of model exploration and mechanism construction. From the perspective of practice, the current situation of collaborative education includes that school education is detached from the current situation of basic education reform, and the sole focus on scores leads to educational alienation. The function of family education is marginalized, community education is at a disadvantage, and the degree of collaboration between parents and social organizations is low. The lack of a sound collaborative mechanism and insufficient understanding of the boundaries of responsibilities among families, schools and society have led to an imbalance in the relationship among the subjects (Lu Jin, Shi Renmin, 2022). Based on the current situation, localization exploration is carried out by drawing on foreign experience. Among them, in terms of model and mechanism exploration, the more representative ones are the practical research on the home-school-community action model introduced from developed countries in Jiangxi Province, the "FSC Home-school-Community Co-education System", and some of the latest explorations of the "1+4 model", etc.

Based on the school-family-community partnership action and research model created by Professor Epstein of the United States, Wu Chonghan and Zhang Jun (2021) led their team to carry out three phases of home-school cooperation practice projects in Jiangxi Province. The first phase focused on the school level, drawing on foreign experience to broaden horizons. The second phase focused on the localization generation of the action model with Chinese characteristics. In the third phase, expand the scope to add system experience, and at the same time enhance the hierarchical correlation among class - school - county and district actions. To a certain extent, it has enhanced the level and starting point of home-school cooperation in our country, and it is a successful practice of combining foreign experience with local characteristics. Beijing No. 12 Middle School Education Group (2019) coordinated the three major entities of home, school and community by establishing the "FSC Home-School-Community Co-education Concentric Circle Action System". We should firmly grasp the nine key elements of the co-education system to achieve interaction among the three main bodies of home, school and community. Chen Xuezhen (2022) explored the "1+4" model of collaborative education among families, schools and communities targeting the "double reduction" issue, making full use of the space, resources and platforms of families, schools and communities. To achieve the fundamental goal of fostering virtue and nurturing talent, we should focus on the development of students' core literacy as the "1" center, reduce the burden and increase efficiency through homework design, improve the quality and efficiency of classroom teaching, boost efficiency through the application of information technology, and enhance the personalized efficiency of after-school services as the "4" paths.

Research on Optimization Countermeasures for Collaborative Education among Families, Schools and Communities

The countermeasure research on collaborative education among families, schools and communities is a key research topic, among which establishing a collaborative education mechanism, exploring collaborative education paths and improving collaborative education laws and regulations are the core (Lyu Jin, Shi Renmin, 2022). Different researchers have proposed different solutions based on the current situation and problems of collaboration. The first is to build a practical community of home, school and community, making the cooperation

among home, school and community a learning field for children and a lifelong learning field between adults and children (Zhang Yong, Zhang Yanqiong, 2020). Lu Yunquan et al. (2022) classified heterogeneity, equilibrium,

The principle of mutual assistance and symbiosis, jointly formed by learners and assistants, constitutes a student growth community and has achieved good results. Second, carry out localization exploration, advocate the values of active and healthy development in common education, and integrate community resources to build a social co-education mechanism (Shi Jiuming et al., 2021). Third, in combination with digital development, build an online platform for collaborative education, provide relevant training and conduct evaluations to promote the digital transformation of collaborative education among families, schools and communities (Gu Lilan et al., 2022). Fourth, carry out regional promotion, attempt school district-based operation, enhance the educational standards of schools within the region, and emphasize the establishment of lasting social relationships among families, schools and communities (Li Yanrong, 2021). Fifth, collaborative education "requires top-level design". Improving the laws and regulations on collaborative education is the foundation and guiding principle for successfully establishing a collaborative education mechanism among families, schools and communities.

3. Comments and Future Perspectives

Collaborative education among families, schools and communities is an important research field in the modern education system. Its core lies in integrating the forces of families, schools and society to jointly promote the all-round development of students. With the development of society and the renewal of educational concepts, the importance of collaborative education among families, schools and communities has become increasingly prominent. However, in current practice, the collaborative education of families, schools and communities still faces many challenges, such as insufficient resource integration, imperfect collaborative mechanisms and low participation from all parties. By sorting out the relevant articles on the collaborative education of families, schools and communities, the author has learned that the current research on the collaborative education of families, schools and communities has conducted specific studies from aspects such as relevant policies, theoretical foundations and practical explorations.

In terms of relevant policies, domestic and foreign countries have issued a series of policy documents, emphasizing the importance of collaborative education among families, schools and communities. From the federal to the local level, there are corresponding guiding laws and regulations, systematic policy guidance, and at the same time, the participation rights of all parties are guaranteed, actively building a harmonious community environment where families, schools and communities collaborate in education. For instance, documents such as the "Family Education Promotion Law of the People's Republic of China" and the "Opinions on Improving the Collaborative Education Mechanism of Schools, Families and Society" have clearly defined the responsibilities and roles of families, schools and society in collaborative education. China is currently in a stage of active attention and comprehensive promotion. Although it has roughly gone through the stages of exploration, development and comprehensive promotion in terms of policies and regulations, overall, it mainly relies on the extensive guidance of national policies, while local policies are insufficient and their implementation needs to be improved.

In terms of theoretical perspectives, scholars at home and abroad have discussed the collaborative education of families, schools and communities from different angles, mainly summarizing from the theoretical basis, connotation exploration and type classification. Abroad, there are mature overlapping influence domains and the three-tier/four-tier theory as the theoretical basis for the collaborative education of families, schools and communities.

However, in China, it is still in the exploratory stage, but based on the localized understanding of the connotations of home, school and community, each has formed its own unique insights. At the same time, from the perspective of collaborative types, they are divided into four forms of cooperation: home-school, home-community, school-community, and home-school-community. Most of them tend to focus on home-school collaboration, with insufficient attention paid to community education. Some studies have pointed out that collaborative education among families, schools and communities can effectively enhance students' comprehensive qualities and promote their all-round development. However, some studies have pointed out that the current collaborative education among families, schools and communities has problems of being formalistic and superficial, lacking depth and systematicness.

At the practical level, schools and communities across the country have carried out a large number of explorations. Starting from enhancing participation awareness, enriching cooperation content and communication methods, and in combination with the characteristics of the digital era, new cooperation platforms are explored and curriculum systems are developed to improve the corresponding issues of home-school collaboration. Some schools promote home-school-community collaborative education by establishing parent committees, conducting parent schools, and organizing community activities, but overall, there is a lack of systematicness. For instance, there is low parental participation, insufficient utilization of community resources, and inadequate play of the leading role of schools, etc. The existence of these problems has seriously affected the effect of collaborative education among families, schools and communities.

Overall, the research on the collaborative education of families, schools and communities from the perspective of ecosystem theory mainly focuses on aspects such as policies, current situations, influencing factors and countermeasures, but the research on the operation mechanism is not rich enough. And the movement of home, school and society

The improvement of the educational mechanism helps us grasp the connections and roles among various elements in the operation process of home-school-community collaborative education from a systematic perspective. It enables us to deeply explore the support and mutual assistance among these elements, form a more complete educational system, broaden the development field for children with intellectual disabilities, promote their all-round development, and enhance their social adaptability.

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