

# The Importance of Kindergarten Family-School Collaboration

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**Abstract:** Parents play an important role in the growth of children. They are the closest and most trusted people of children. Considering the physical and mental thinking characteristics of children, when carrying out early childhood education, kindergarten teachers should effectively use the resources of the family as a unit in the process of education and teaching, obtain the support and cooperation of parents, build a home cooperation relationship, integrate family education resources with kindergarten education activities, and create a good growth and learning environment for children. This paper mainly discusses the importance of family-school collaboration.

**Keywords:** Kindergarten; Family-School Collaboration; Importance

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## Introduction

In early childhood education, family education plays an important role, and its effect may even exceed that of kindergarten education. Therefore, in early childhood education, it is necessary to analyze the law of children's psychological development and establish the corresponding teaching mode, so as to give full play to the teaching advantages of kindergarten. After analyzing the law of children's mental growth, we found that the guidance of parents and kindergarten teachers is indispensable. The lack of education on either side will have an impact on the growth of children. Therefore, it is crucial to establish a family-school collaboration model to adapt to the new era.

In the guidelines for Kindergarten Education (Trial), it is pointed out that parents are the most important cooperative subjects of schools. Schools should adhere to the principles of respect, equality and cooperation, strive for parents' understanding and support, actively participate in educational activities, and support and assist parents to improve their education level. Starting from the importance and existing problems of homestead co education, this paper discusses the ways of implementing homestead co education, and preliminarily explores the Countermeasures in the implementation.

## 1. The importance of kindergarten family-school collaboration

"Family-school collaboration" refers to the process of mutual cooperation between kindergartens and families, and joint education of children by teachers and parents. It has established an efficient communication and interaction bridge between family and kindergarten, and closely linked the two. Since the main places where children live are families and kindergartens, these two environments have a direct impact on children's mental enlightenment.

First, kindergarten teachers can get a comprehensive and in-depth understanding of their children from their parents, such as their children's personality, interests and hobbies. This enables teachers to make clear the starting point when conducting education guidance and achieve better teaching effect. Secondly, parents are the closest and most trusted people of their children, and they will unconditionally believe their parents' words. If the kindergarten teachers get the support of parents, the teaching process will become more smooth. Finally, parents have rich life experience and social experience. If kindergarten teachers can make good use of parents' resources, they can obtain endless teaching materials. By making full use of parents' knowledge and experience, teachers can deal with some thorny problems and make home education better.

Especially in the process of children's growth and development, it is very important for children's healthy growth and all-round development to give full play to the role of parents and let them participate in early childhood education more, so as to obtain better education effect. Therefore, the good cooperation between families and kindergartens is the key to realize family-school collaboration, which can provide a more comprehensive educational environment and promote the growth and development of children.

## 2. Problems in kindergarten construction and family-school collaboration

### 2.1 Superficiality of communication methods

The common goal of families and kindergartens is to comprehensively educate and cultivate children, hoping that they will grow up healthily and happily. In order to achieve this goal, parents and kindergartens should establish good interaction and communication.

However, there are some problems in the actual communication process. In some kindergartens, the communication between parents and teachers is not smooth, and there is a lack of efficient communication methods. The teacher did not communicate with the parents about the children's performance and ideas in kindergarten in time. Due to practical reasons such as work, parents do not have much time to communicate with teachers, so they can only have a rough understanding of their children's diet and physical condition in kindergarten. They can only get some superficial information, and have no in-depth understanding of the latest trends and ideological trends of children. For parents and kindergartens, if the work of family-school collaboration is not in place, it will inevitably affect the children's future growth.

## **2.2 Parents' passivity in Education**

Whether public kindergartens or private kindergartens, kindergarten teachers are professionally trained and have a high level of professionalism, which makes many parents feel at ease about handing over their children to kindergartens. Parents may think that kindergarten education is more effective than their own family education, so they may ignore the family education for their children. Although kindergarten education plays an important role, family education is the first key link for children to enter the society. To some extent, family education is more important than kindergarten education.

In addition, some parents may pay too much attention to the opinions of kindergarten teachers and will not question or refute their words and deeds. Sometimes, kindergarten teachers may treat parents with an overly aggressive attitude. They think they are preschool education professionals and experts in childcare, so they don't need too much intervention, and only need parents to do according to their opinions. When parents disagree on parenting concepts, they may also be afraid to put forward their own opinions, fearing that they will leave a bad impression on teachers, thus affecting the development of their children in school.

## **2.3 The unity of homestead co education activities**

As the main carrier of children's growth, kindergarten attaches importance to children's all-round development, which is the common expectation of parents and teachers. Some large kindergartens often organize various types of parent-child interaction activities to promote family-school collaboration. However, in urban kindergartens, due to the lack of perfect infrastructure, teachers' professional quality is not up to standard, ideological limitations and other reasons, the interaction with parents is limited to surface communication methods such as mobile wechat and telephone. Although parents' meetings are held irregularly, few parent-child activities can be carried out, and these activities are not effectively integrated into the actual work. To a certain extent, this restricts the all-round development of children and ultimately fails to realize the real sense of family-school collaboration

# **3. Implementation strategy of kindergarten family-school collaboration**

## **3.1 Establish the concept of equality of homestead co Education**

The success of homestead co education needs to be based on equality and respect. In the cooperation with parents, kindergartens should clearly recognize this. Some kindergarten teachers mistakenly believe that in the process of family-school collaboration, they are the main body, while parents only play an auxiliary role. Some teachers even believe that parents should listen to their opinions. Such a concept will lead to the deterioration of the relationship between parents and children. Therefore, in order to create a good family-school collaboration atmosphere, kindergarten teachers must establish the concept of equality and always emphasize the sense of service. In addition, in the communication with parents, we need to actively guide and establish correct ideas. Many parents have a misunderstanding that when they send their children to kindergarten, they complete the task of education, and they only need to be responsible for their children's daily life. This kind of idea is disadvantageous to the realization of homestead co education. Kindergarten teachers should establish the correct education concept and make parents aware that children's education is the joint efforts of schools and parents. Only by combining family education with kindergarten education can we create a good learning and growth environment for children.

## **3.2 Promote deeper communication between family and school**

In order to make parents have a more comprehensive understanding of their children's situation in kindergarten, kindergartens should actively carry out various forms of communication activities to build a platform for parents to communicate and communicate. The following are some suggestions: first, often hold parents' meetings: hold parents' meetings regularly to report to parents about their children's recent performance in school. This can help parents understand their children's problems more clearly and correct their children's wrong behaviors in time. At the same time, the kindergarten should also listen to the parents' feedback, make appropriate improvement according to the feedback, and strengthen the cooperative relationship with parents. Second, parents' open days are held regularly: parents' open days are held once a month to let parents know their children's performance and teaching content in the

kindergarten. This provides a good opportunity for family-school collaboration, allowing parents to more personally participate in early childhood education, so as to strengthen the communication and cooperation between parents and kindergartens. Third, hold parent-child activities: shorten the distance between children and parents and enhance parent-child relationships by holding various parent-child activities, such as handicrafts, games, public welfare activities, etc. These activities can not only promote the interaction between parents and children, but also strengthen the connection between parents and kindergartens and promote the implementation of home co-education. Finally, parents' experience exchange meeting: parents' experience exchange meeting will be held regularly to let parents share the educational concept and experience of parenting. Such exchanges can enable kindergartens and parents to learn from each other, promote each other, make common progress, and strengthen the effect of family-school collaboration.

Through various forms of exchange activities, such as kindergarten forums, parents' exchange groups, etc., we can better achieve the goal of family-school collaboration and promote effective communication and cooperation between parents and kindergartens. Finally, parents and kindergartens can work together to provide a good learning and growth environment for children.

### **3.3 Carry out colorful parent-child activities**

In order to build a good family-school collaboration platform, the kindergarten can regularly organize parents to come to the kindergarten to carry out parent-child activities, such as seasonal handmade activities. For example, parents and children can be organized to make kites in autumn, and ice cream or fruit salad can be made together in summer. These activities can let children and parents practice together, enhance the feelings between parents and children, and cultivate children's practical ability and creativity through the process of handmade.

In addition, the kindergarten can also organize some outdoor activities, such as picnics and outings, so that parents and children can enjoy the fun of nature together. Through outdoor activities, children can experience the beauty of nature with their parents and learn the ability to explore and observe. These colorful parent-child activities can not only promote emotional exchanges between children and parents, but also enable preschool teachers and parents to understand each other more deeply, which is conducive to building a good family-school collaboration environment.

## **4. Conclusion**

To sum up, in the new era, kindergartens should establish the concept of big education, break the traditional situation of making cars behind closed doors, and realize the importance of family-school collaboration. On this basis, we should establish a good cooperative relationship with the family, and play our guiding role in the process of family-school collaboration. Through rich and colorful parent-child activities, we can promote children's learning enthusiasm, enhance the feelings between teachers and children, and enhance children's compliance with teachers, so as to achieve twice the result with half the effort.

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