

# Exploration of Practice and Strategies for Building a Community of Home School Education from the Perspective of Early Childhood Transition

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## Abstract

The transition from kindergarten to primary school is a new practical issue that has emerged in the context of the continuous improvement of the quality of preschool education in China. Preschool education is the starting point of life education, and the comprehensive development of children's minds is the foundation of preschool education. The transition from kindergarten to primary school is a crucial step in children's lives. Therefore, effectively connecting young children's enrollment stage is an important part of ensuring their healthy growth, and the home school education community is also an important component of the transition from early childhood to primary school. In view of this, this article explores how to enhance the quality and efficiency of the home education community through digital empowerment, and promote seamless integration between preschool education and basic education. Although home school co education has been widely recognized, it still faces problems such as outdated educational concepts and lack of close cooperation in practical implementation. This article proposes to enhance home school collaboration through digital platforms, combined with interdisciplinary educational concepts such as STEAM education, to further promote innovation and integration in home school education, improve the quality of education for early childhood transition, and provide practical value for promoting educational equity and reform.

## Keywords

Transition from kindergarten to primary school; Home education community; Digital empowerment; Home school co education.

## 1. The Background and Significance of Building A Community of Home and School Education

In recent years, the importance of preschool education has been continuously increasing, and the task of connecting primary and secondary education has gradually become a focus of education reform [1-5]. Preschool education is an important component of a country's national education system. Only by promoting the effective connection between preschool education and basic education can we cultivate new era talents with ideals, abilities, and responsibilities. This provides guidance for us to build a community of home and school education.

At the policy level, the "Outline of Education Plan (2021-2035)" clearly states that it is necessary to "promote seamless integration between preschool education and basic education, and promote educational reform that connects early childhood and primary education. At the same time, the "Regulations on Preschool Education Work" also point out the need to "strengthen the connection between preschool education and primary education, promote home school

cooperation, and ensure the smooth development of young children during the transition period". These policies provide direction for reform for grassroots educators. At the societal level, due to the constantly changing educational concepts of parents, the awareness of home school co education is gradually being accepted by more and more families.

The Education Department of Gansu Province attaches great importance to the value of home school co education. Its "Implementation Plan for the Development of Preschool Education in Gansu Province" emphasizes the importance of the home school education community, proposing to improve the overall level of home school co education in Gansu Province and enhance the quality of education in Gansu Province through three ways: strengthening school construction, family education guidance services, and digital education platform construction. The plan also points out that digital empowerment is an important means to enhance the effectiveness of the home education community [6]. Digital empowerment can achieve the sharing and innovation of educational resources, providing new practical significance for home school co education [7], and can also promote the transformation of education models, enabling the home school education community to operate more efficiently [8].

## **2. The Practical Constraints Faced By The Transition from Kindergarten to Primary School**

The transition from early childhood to primary education is an important transitional stage between preschool education and basic education. It not only involves the connection of subject knowledge, but also relates to the development of children's psychological changes, behavioral habits cultivation, school environment adaptation, and other aspects [9]. There are many challenges and difficulties in the practical operation process of promoting the transition from kindergarten to primary school [10], and whether these problems are solved or not greatly affects a child's personality, which in turn greatly affects their own life. Therefore, the transition from kindergarten to primary school requires educators and parents to overcome the difficulties faced in practice, only in this way can it bring good effects to children and help them learn and develop in the future [11].

The lagging concept of early childhood transition education is the core problem in the current work of early childhood transition [12-14]. At present, the concept of home school co education has not been widely recognized, and some parents and teachers still have a very shallow understanding of the transition from primary to secondary school, especially in terms of educational emphasis [15-17]. Traditional educational concepts overly emphasize the imparting of subject knowledge, while neglecting the emotional development and social adaptability cultivation of children [18]. Therefore, in order to provide comprehensive education for children, the Ministry of Education proposed in the "Guidelines for Preschool Education (Trial)" that "preschool education must pay attention to the comprehensive development of children, cultivate their thinking ability, social ability, and emotional expression." However, even so, primary school education is still mainstream, and some grassroots educators and parents believe that imparting subject knowledge to children too early is more conducive to their future learning [19-20]. It is precisely this "early learning, early success" viewpoint that has led some families to neglect cultivating children's behavioral habits, as well as their inner state. This kind of education cannot effectively exercise children's minds and may have a negative impact on them. In the article "The Significance, Content, and Path of Kindergarten Home School Cooperation from the Perspective of Early Childhood Transition", it is mentioned that "parents lack expectations for the adaptation period their children will face after enrollment, and will not actively participate in their children's educational transition, resulting in their children being unable to adapt to the learning environment of primary school after enrollment and encountering various problems." This indicates that parents need to fundamentally change

their thinking of "separating preschool education from primary school education" and realize that home school cooperation is an important way to achieve a smooth transition from early childhood to primary school.

It is worth noting that the uneven distribution of educational resources is an important reason for the incomplete development of the transition from primary to secondary school. The distribution of educational resources varies greatly between different regions and schools, especially in rural areas. Rural areas have weak teaching staff, poor teaching facilities, and often lower quality of preschool education. In reality, the low level of digital popularization in remote rural areas is still an obstacle to the transition from primary to secondary education, and an important reason for the construction of the home school education community.

In terms of educational evaluation system, traditional education evaluation system focuses more on subject performance and knowledge transmission, but does not pay attention to children's emotional and social skills development. However, these skills may even have a greater impact on children in the future than knowledge and grades, which is also a content that traditional education lacks. The implementation of home school co education is not only to improve children's academic performance, but also to promote their comprehensive development in terms of emotions, social skills, and behavioral habits, so that children can fully bloom in morality, intelligence, physical fitness, aesthetics, and labor. Therefore, establishing an educational evaluation system that is in line with the development of the new era is an important part of the current work of home school co education. The progress made in the introduction and implementation of policies for the transition from primary to secondary education is far from enough, and problems such as outdated educational concepts and weak cooperation between schools and families still exist in the current grassroots education. To solve these problems, it is necessary to start from multiple aspects such as concepts, mechanisms, curriculum systems, and educational resource allocation, to build a more complete home education community, promote the smooth transition of young children, and lay a solid foundation for their future learning and social life.

The lack of effective cooperation between teachers and parents is also an important reason for the insufficient practical effect of home school co education<sup>[21, 22]</sup>. The parent-child activities in schools are limited to single forms such as home visits and parent teacher conferences, lacking continuity in daily interactions and making it difficult to build a stable educational synergy<sup>[23]</sup>. Why does the problem of early childhood transition arise? Because kindergarten emphasizes gamified exploration activities, while primary school shifts towards subject knowledge systems and teaching models shift from open interaction to classroom instruction, children face dual adaptation pressures. However, the teachers in these two stages did not specifically design transitional courses, which can exacerbate the maladjustment of young children during the transition. Although there are clear requirements for policy coherence, there is still a phenomenon of "planning suspension" in implementation, and specific operational norms need to be refined. How can we solve this difficult problem? This article believes that it is necessary to build a multidimensional interactive network at the practical level: establish a daily communication platform, strengthen teachers' ability to guide family education; Develop a curriculum resource package to promote the construction of a cross disciplinary teacher research community; Improve the supervision and evaluation mechanism, and incorporate the effectiveness of linkage into the education quality evaluation system. Only by achieving substantial integration of educational scenarios can we build a continuous growth ladder for children.

### 3. Implementation Strategies for Building A Community of Home and School Education

The above problems are challenges that current educators face in the transition from kindergarten to primary school, which requires them to conduct systematic research, innovate teaching methods, and actively communicate with children and parents to solve the current difficulties [24]. Effectively integrating the strengths of families and schools in the construction of a community of home and school education, and promoting the smooth transition of young children's education, is the key to education reform [25]. Although the current model of promoting home school co education has been recognized by everyone, it can be found that there are still many limitations in practical operation. Problems such as lack of close cooperation between home and school, and deviation in educational philosophy. To address these issues, we need to explore a deeply integrated home school co education mechanism to help parents and teachers establish long-term and stable cooperative relationships. Relying solely on short-term home visits or parent teacher conferences cannot fundamentally solve the current problem.

The important way to achieve this goal is to establish a daily communication and data sharing mechanism, using digital technology to enable parents and teachers to interact in a timely and effective manner. This can ensure the continuity and consistency of educational work, which is an important way for parents to obtain more real-time information about their children's performance in school. Teachers can adjust their educational strategies based on the child's growth in the family, further enhancing the coordination of home school education. When teachers ensure the coordination of this work, the effectiveness of home school education will be greatly improved.

Parents play an important role in the process of home school co education, and their auxiliary education has a great impact on the effective connection between home school co education. However, many parents are not fully aware of their importance in their children's education process, resulting in a lack of dedication in terms of responsibility and ability. For this, educators should take on their responsibilities, such as organizing family education training, parent-child activities, educational lectures, and other forms to help parents improve their educational level and participation awareness, so as to fully exert the effectiveness of home school co education. Of course, educators helping parents improve their educational abilities can not only enhance their sense of participation in daily education, but also further optimize the implementation effect of home school co education. The changes in family education can also enable parents and schools to work together to create a good growth environment for their children, creating a more supportive and challenging learning environment, thus forming an educational synergy and helping children develop comprehensive qualities.

Digital platforms are also restructuring educational interactive scenarios. Digital technology enables teachers and parents to participate in their children's growth process together, and can also timely understand their performance and emotional state in school. This process allows teachers to tailor learning plans for children based on their growth needs, addressing their personalized education needs. At the same time, it can also allow parents to see their children's education situation at any time and have a clear understanding, which will not delay their own work. Because when the system analyzes that a child encounters learning disabilities, it can promptly remind teachers and parents; The system recognizes the child's shining points of interest and immediately generates extended practice tasks. Both families and schools can achieve streaming sharing of educational resources through mobile devices. Parents can obtain scenario based parenting guidance videos, while schools can accurately deliver project-based learning previews, forming a resonance of educational synergy. In summary, it refers to the construction of a three-dimensional interactive system between teachers and parents to jointly

create growth profile samples - teachers track cognitive development trajectories in real time, parents intervene in emotional cultivation simultaneously, and both parties jointly design training paths based on visual data graphs.

The synchronous introduction of interdisciplinary educational concepts STEAM (Science, Technology, Engineering, Arts, and Mathematics) also provides innovative perspectives and methods for home school co education. STEAM education not only focuses on imparting subject knowledge, but also emphasizes the cultivation of children's comprehensive abilities, such as innovative thinking, hands-on practice, and interdisciplinary collaboration. When the system detects that children encounter learning disabilities, it automatically triggers layered resource package push; Identify the shining points of interest and immediately generate extended practical tasks. Both families and schools can achieve streaming sharing of educational resources through mobile devices. Parents can obtain scenario based parenting guidance videos, while schools can accurately deliver project-based learning previews, forming a resonance of educational synergy. The combination of home school education and interdisciplinary learning can effectively promote children's exploration and problem discovery in practice, enhance their teamwork and problem-solving abilities. Parents can also participate in scientific experiments or artistic creations with their children, encouraging them to create new things and learn content they enjoy. This approach not only helps to build parent-child relationships between parents and children, but also effectively bridges the gap between preschool education and primary education, helping children smoothly adapt to the learning style of primary school during the transition period.

In addition, innovation in the education evaluation system is equally crucial. Traditional educational evaluation methods overly rely on exam scores and single subject evaluations, neglecting children's emotional and social development, which have a significant impact on their future. Home school co education requires a constantly evolving evaluation system, which should be more diversified and cover multiple dimensions such as children's emotional development, behavioral habits, and social skills. This comprehensive evaluation system should not only provide parents and teachers with more comprehensive educational feedback, but also promote the continuous optimization of educational content and methods.

The key to solving the problem of connecting primary and secondary education lies in building a "complete education chain". The cross school growth record system developed in a pilot zone in Shanghai can intelligently predict the risk points for students to adapt to primary education. This preventive education concept, combined with the continuous empowerment of home school co education workshops, makes the educational support in the transitional stage more forward-looking. With the gradual implementation of metaverse education scenarios, it is possible to achieve "accompanying" growth support in the future, making education truly a dynamic and evolving life form.

#### **4. Conclusion and Prospect of Promoting the Construction of Home School Education Community**

The transition from preschool to basic education is a crucial stage, and its quality directly affects children's physical and mental development as well as their social adaptability. The current reform of preschool education that connects primary and secondary education faces multiple practical challenges: outdated educational concepts lead to excessive emphasis on subject knowledge and neglect of emotional and social skills development; Loose cooperation between families and schools, lacking daily interactive mechanisms; Unequal distribution of educational resources between urban and rural areas, and insufficient digital popularization in rural areas; The traditional evaluation system overemphasizes academic performance and neglects comprehensive quality evaluation.

The article proposes a systematic strategy for this: firstly, relying on digital platforms to establish real-time communication and resource sharing mechanisms between families and schools, enhancing educational collaboration, such as achieving personalized education through growth record tracking and data graph analysis; The second is to introduce the STEAM educational concept, design interdisciplinary practical tasks, and promote the development of children's innovative thinking and collaborative abilities; The third is to reconstruct a diversified education evaluation system, focusing on multidimensional growth such as emotions and behavioral habits. In addition, it is necessary to strengthen policy support and resource allocation, promote urban-rural education equity, and enhance the cooperation ability of both parties through teacher training and parental guidance.

In the wave of future education reform, it requires policy support, systematic planning, and the joint efforts of educators and parents. At the policy level, the government needs to increase and continue investing in preschool education, support the construction of home school co education platforms, and provide solid guarantees for this work; In terms of system planning, it is necessary for people to transform the traditional education methods, rethink the way children are educated with the courage to break prejudices, and quickly research and implement new era education methods. The introduction of interdisciplinary education concepts, especially the application of STEAM education, has added new impetus to home school co education, helping children develop comprehensively in a diversified learning environment and solving the problem of disconnection between preschool education and primary education; At the level of teachers and parents, the efforts of both parties are an important part of addressing the disconnect between preschool education and primary education. Teachers and parents need to work together, and teachers need to pay more attention to children's inner and social aspects. Parents need to communicate with teachers in a timely manner and give them enough trust to fully play their role.

In a word, the construction of the home school education community provides new perspectives and practical paths for the transition from kindergarten to primary school. With the deepening of education reform and the joint efforts of all sectors of society, the home school education community will play a more important role in the future, not only improving the quality of education, but also creating a better educational environment for children, and cultivating more healthy, comprehensive, and innovative talents for society. We firmly believe that through continuous exploration and innovation, home school co education will pave a broader path for children's future growth.

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