

Research on the Practice Path of School-Home-Community Collaboration in Nurturing Children under the Concept of Child-Centeredness

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Abstract: Child-centeredness is the foundation of Tao Xingzhi's educational philosophy and the fundamental principle and practical logic for collaborative parenting in the new era among schools, families, and society. Ways to truly implement this concept and provide a conducive holistic developmental environment for children's comprehensive growth is an urgent issue to explore. This paper analyzes the essence and value of Tao Xingzhi's concept of a child-centeredness approach, emphasizing the responsibilities and roles that schools, families, and society should undertake in promoting the practical application of this concept. It discusses how, through measures such as constructing child development communities, creating avenues for child participation, and fostering child-friendly environments, can effectively transform the child-centered concept into action in the collaborative practice of school, home, and community in nurturing children, thereby promoting the full play of children's subjectivity. The study finds that only through concerted efforts of schools, families, and society, together with respecting children's will, addressing their needs, and safeguarding their rights, can a favorable environment for children's development be created, and the concept of child-centeredness truly emphasized. This paper can provide theoretical guidance and practical pathways for promoting the practice of child-centeredness in collaboration among schools, families, and society.

Keywords: Tao Xingzhi's educational philosophy; Child-centeredness; Collaborative parenting

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1. Introduction

1.1. Background of the research

Mr. Tao Xingzhi proposed the educational concept of child-centeredness in the 1920s, emphasizing the importance of respecting children's autonomy and promoting their holistic development^[1,2]. This concept demonstrates Mr. Tao's profound concern for children's rights and aligns with the humanistic values of modern education. As China accelerates its modernization process in the 21st century, the interconnectedness among school education, family education, and societal education is becoming increasingly prominent, highlighting the necessity and urgency of collaborative parenting among schools, families, and communities. In January

2023, the Ministry of Education and 13 other departments issued the “Opinions on Improving the Mechanism for Collaborative Parenting among Schools, Families, and Society,” proposing specific requirements and suggestions to enhance this mechanism. A new pattern of collaborative parenting among schools, families, and society is emerging. Against this backdrop, it is imperative to explore how to truly implement the child-centered concept and create a favorable growth environment for children ^[3].

1.2. Significance of the research

- (1) Theoretical significance: On one hand, this exploration can inherit and develop the theoretical connotations of Tao Xingzhi’s child-centered concept, enriching the theoretical system of child education. On the other hand, it can provide theoretical support for collaborative parenting among schools, families, and society, promoting the optimization of collaborative parenting models.
- (2) Practical significance: Adhering to the child-centered concept is conducive to respecting and protecting children’s rights, promoting their physical and mental health, fostering their innovation awareness and practical abilities, and serving the fundamental interests of the younger generation. Meanwhile, it also facilitates enhancing mutual trust and support among the three parties, forming synergy by constructing a favorable environment for parenting in schools, families, and society.

1.3. Research objectives and contents

This paper aims to explore how to effectively implement Tao Xingzhi’s child-centered educational concept within the context of collaborative parenting among schools, families, and society, creating a conducive growth environment for children and promoting their full play of subjectivity. The main contents include: (1) elucidating the essence and value of the child-centeredness concept in Tao’s philosophy and (2) analyzing the roles and responsibilities of schools, families, and society in advancing the child-centeredness concept. Practical pathways are proposed from three aspects: (1) constructing child development communities, (2) creating avenues for child participation, and (3) fostering child-friendly environments.

2. Tao Xingzhi’s concept of child-centeredness: essence and value

2.1. Background of Tao Xingzhi’s child-centered educational concept

The emergence of Tao Xingzhi’s child-centered educational concept is influenced by various factors. Firstly, he deeply recognized the critical importance of children’s education for the future of the nation amidst the turmoil of war-torn times, emphasizing the urgent need to prioritize children’s comprehensive development. Secondly, his firsthand experience with the backwardness of rural education during grassroots educational practices prompted him to rethink traditional educational models, advocating for the recognition of children’s subjective status. Influenced by thinkers like Dewey, Tao Xingzhi advocated for an experiential and child-centered educational approach, aiming to make education more closely aligned with real-life experiences. Lastly, his hardships led him to attach particular importance to children’s rights, advocating for the respect of children’s dignity. The formation of Tao Xingzhi’s child-centered educational concept is inseparable from complex social environments, educational practices, ideological influences, and personal experiences. While the concept ostensibly advocates for children’s rightful status and development rights, it reflects Tao Xingzhi’s concern for the individual lives of children and his desire for educational reform in the early 20th century. On a deeper level, it expresses his aspirations for national educational reform at the beginning of the 20th century and reflects his profound patriotism. This concept also provides important insights and references for the contemporary education sector ^[4].

2.2. Interpretation of Tao Xingzhi's child-centered educational concept

Tao Xingzhi's child-centered educational concept embodies his "life education" philosophy. In life-oriented education, he emphasizes integrating education into daily life, using children's life experiences as the basis for teaching content, and promoting comprehensive development through practice and experience ^[5]. This educational approach enables children to acquire knowledge and skills through practice, fostering problem-solving abilities, and stimulating their interests and creativity. Therefore, placing children at the core of educational activities to meet their life needs and interests is a central aspect of life-oriented education. However, interpreting the child-centered educational concept solely as an educational strategy is superficial, instead, we should analyze its rich implications from multiple perspectives:

- (1) It emphasizes subjectivity ^[6]. Tao Xingzhi stresses respecting the subjective status of children, considering them as the subjects of educational activities, and genuinely respecting their dignity and rights, including the rights to education, development, and participation. He upholds children's fundamental human rights, emphasizes respecting their subjective consciousness, encourages them to express their thoughts, cultivates independent thinking abilities, and views them as individuals with thoughts and opinions rather than passive recipients of education.
- (2) It emphasizes diversity ^[7]. Tao Xingzhi particularly emphasizes respecting the individual differences of children, implementing personalized teaching, fully considering the unique needs of each child, and focusing on their distinctive personalities and potentials. He emphasizes developing children's multiple intelligences, believing that each child's intellectual structure is different, and education should be tailored accordingly to cultivate their abilities in logic, language expression, and other aspects. He also emphasizes valuing children's practical abilities, nurturing their hands-on skills and innovative consciousness through a rich curriculum of labor education, and achieving integration of knowledge and action.
- (3) It focuses on comprehensive development ^[8]. Tao Xingzhi believes that traditional education overly emphasizes intellectual development while neglecting the physiological and psychological needs of children. He advocates fostering children's physical fitness and positive attitudes through games, labor, and social practices. Tao Xingzhi was one of the earliest proponents of the "Fivefold education" approach, proposing that comprehensive education should include moral, intellectual, physical, group, and aesthetic education, aiming to balance the development of children's moral qualities, intellectual levels, physical literacy, social adaptability, and aesthetic sentiments. The child-centered concept embodies comprehensive development, including balanced development in various aspects such as intellect, physique, and aesthetics, emphasizing the cultivation of children's independent personalities and innovative practical abilities, which aligns with the goals of modern quality education.
- (4) It emphasizes scientificity ^[9]. Tao Xingzhi adheres to the physiological and psychological laws of children, starting from their interests and hobbies, creating a life-oriented educational environment, and cultivating children's independent abilities. He recognizes that children are in a special stage of growth and development, so it is inappropriate to simply apply adult's thinking patterns. Instead, he fully utilizes non-intellectual factors in children, using lively and vivid teaching activities to stimulate children's interest in learning, and providing emotional support in a democratic and harmonious atmosphere. Tao Xingzhi also emphasizes the importance of cognitive laws, believing that education should follow the objective laws of children's cognitive development, progressively guiding them from sensory perception to rational understanding.
- (5) It highlights practicality ^[10]. Tao Xingzhi not only advocates for children's rights verbally but also calls

for society to value children's education, proposes theoretical reforms in education, and personally engages in rural educational practices, advocating for collective attention to children's healthy growth across society. In terms of practical implementation, Tao Xingzhi firmly opposes treating children as "miniature adults", advocating for full respect for children's nature, allowing them to develop freely in a relaxed environment, and cultivating independent and innovative personality traits. It is these educational practices and activities that provide the fertile ground for the widely spread stories of Tao Xingzhi's education to truly occur.

2.3. Contemporary significance of the child-centered educational concept

Over a hundred years ago, Tao Xingzhi proposed his child-centered educational concept, advocating for the respect of children's personalities and interests, opposing the constraints imposed by feudal ethics, emphasizing educational accessibility and equality, and prioritizing teacher training ^[11]. Through initiatives like the creation of Xiaozhuang Normal School, he cultivated a group of teachers with modern educational ideas and practical experience, exerting a positive and far-reaching influence on education during the Republic of China period, thus propelling China's educational development. Today, as China has fully entered a modern society and implemented compulsory education, the demand for high-quality basic education is particularly urgent. However, this has indirectly led to a struggle between quality education and exam-oriented education, imposing significant academic pressure on children.

To alleviate students' academic burden and enhance their comprehensive quality and innovative ability, China is gradually shifting from emphasizing rote learning to focusing on quality education and personalized development. Implementation of policies aimed at reducing academic workload has effectively addressed the issue of excessive burden on children. Additionally, new models of education are emerging, utilizing online and remote education, as well as leveraging technologies such as big data and artificial intelligence (AI) to improve teaching efficiency and quality. Moreover, collaborative efforts between schools, families, and society are being promoted for holistic child development ^[12].

The future development trend of Chinese education will emphasize more on quality and effectiveness, with the core objective being the cultivation of talents adaptable to the demands of the 21st century. Tao Xingzhi's child-centered educational concept retains unique contemporary significance.

Firstly, education must focus on students' experiences, integrating real-life scenarios with educational learning. Tao Xingzhi believed that education should be integrated into life and nature, aligning with policies encouraging schools to reduce exam-oriented education and increase practical activities. This focus on student experiences implies considering students' personal backgrounds, interests, and experiences when designing curriculum content and teaching methods. Teachers should introduce real-life examples into teaching, linking course content with students' real-life experiences. Participatory teaching methods should be employed, encouraging students to engage in classroom discussions and share their experiences and thoughts, thereby enhancing interactive and dynamic learning. Practical project-based learning tasks allow students to apply theoretical knowledge to solve real-world problems. Reflective learning should be emphasized, guiding students to reflect on their learning processes, understand their strengths and areas for improvement, and cultivate self-assessment and lifelong learning skills. By adopting flexible and diverse teaching methods and always keeping students at the center of the educational process, student engagement and motivation can be enhanced, facilitating better understanding and absorption of knowledge ^[13].

Secondly, school education must respect children's individuality, follow educational laws, uphold moral education, and promote comprehensive development. The essence of child-centered education lies

in understanding that each child is a unique individual with different interests, abilities, and learning paces. Therefore, school education should implement personalized teaching, providing customized learning plans for children and adjusting teaching content and pace based on student's abilities and interests. Multiple assessments should be conducted, moving beyond traditional examination-based evaluation systems to include various methods such as project assignments and team collaboration to assess student learning outcomes. Autonomous learning should be advocated, encouraging students to explore knowledge based on their interests and fostering self-learning and problem-solving abilities. Diverse curriculum offerings should be provided to meet the needs of different students, including arts, sports, and sciences.

Thirdly, the importance of family education should be emphasized. Tao Xingzhi believed that the family is the cradle of a child's growth, and family education plays a crucial role in the child's development process. This viewpoint inspires us to value the role of family education, guide parents to adopt correct educational concepts and create a positive family environment for children ^[14].

Fourthly, community education functions should be strengthened. Tao Xingzhi advocated for the entire society to be an educational space, utilizing community resources to conduct educational activities. This inspires us to actively develop and utilize community education resources, promote community involvement in education, and provide children with richer and more diverse educational opportunities.

Lastly, teacher training should be strengthened. Tao Xingzhi emphasized teacher training and established the renowned Xiaozhuang Normal School, cultivating a group of teachers with modern educational ideas and practical experience. This inspires us to enhance teacher training, improve teachers' professional competence and practical abilities, and provide strong support for home-school-community collaborative education.

Tao Xingzhi's child-centered educational concept not only provides a theoretical basis for reducing student burdens and promoting comprehensive student development but also guides educational reform and innovation, thus possessing significant guiding value for contemporary educational practices.

3. School, family, and community collaboration in child development

3.1. Responsibilities and roles of schools

Schools play a crucial role in the learning and growth of children, bearing significant responsibilities in implementing child-centeredness principles. It is imperative for schools to ensure a safe and healthy campus environment to safeguard the well-being of children. Their mission lies in creating an atmosphere of respect, support, and care to foster the holistic development of children. Collaboration among schools, families, and communities becomes pivotal in realizing child-centeredness principles. Close cooperation among schools, families, and communities is necessary to provide comprehensive support and assurance for children's growth. The responsibilities and roles of schools include:

- (1) Updating educational philosophies: Schools should update their educational philosophies by fostering a child-centeredness consciousness, viewing children as the subjects of education, and respecting their individual differences and developmental needs. They should provide personalized education and services for children.
- (2) Optimizing curriculum design: Schools should optimize their curriculum design, offering diverse courses to meet the multifaceted needs of children. Course content should focus on cultivating children's academic literacy, critical-thinking skills, and social responsibility.
- (3) Improving teaching methods: Schools should improve teaching methods, employing heuristic and inquiry-based approaches to stimulate children's interest in learning and cultivate their autonomy in learning ^[10].

- (4) Enhancing teacher professionalism: Schools should strengthen the professional development of their teaching staff, helping teachers better understand and practice child-centeredness principles.
- (5) Creating a safe and healthy campus environment: Schools should establish a safe and healthy campus environment conducive to children's growth and development.

3.2. Responsibilities and roles of families

As the primary environment for a child's growth, families hold unique responsibilities and roles in practicing child-centeredness principles. Families should provide an environment filled with love, respect, and support to facilitate children's healthy development. Collaborative efforts among schools, families, and communities are vital in implementing child-centeredness principles. Schools, families, and communities need to work together to support children's development. The responsibilities and roles of families include:

- (1) Creating a warm and democratic family atmosphere: Families are essential places for children's learning and growth. A warm and democratic family atmosphere can help children grow up healthily and happily. Parents should respect children's dignity, communicate with them as equals, and encourage them to express their thoughts and feelings ^[15].
- (2) Promoting children's physical and mental health: Parents should pay attention to children's diet, rest, physical exercise, and mental health to provide a healthy living environment and necessary medical services. Additionally, they should address children's psychological development, understand their mental states timely, and help them solve psychological problems.
- (3) Cultivating good learning and living habits: Parents should help children develop good learning and living habits, such as completing homework seriously, maintaining regular routines, and keeping their surroundings tidy. These habits can enhance children's learning efficiency and quality of life.
- (4) Encouraging active participation in social activities: Parents should encourage children to actively participate in social activities, such as volunteering and public service, to help them understand and integrate into society.
- (5) Strengthening parent-child communication: Parents should engage in effective communication and interaction with their children, understanding their thoughts and feelings to enhance parent-child relationships.

3.3. Responsibilities and roles of communities

Efforts from society can contribute to creating a safe, healthy, loving, and caring environment for children's growth. Collaborative parenting among schools, families, and communities is a crucial approach to implementing child-centeredness principles, requiring joint efforts to support and ensure children's comprehensive development. The responsibilities and roles of communities include:

- (1) Creating a safe and healthy environment: Communities should provide a safe and healthy environment for children, including improved infrastructure, elimination of safety hazards, enhanced environmental sanitation, reduced pollution, and conduct of safety education to raise children's safety awareness ^[16].
- (2) Providing diverse activity opportunities: Communities should offer diverse and colorful activity opportunities for children, such as cultural and sports activities to promote their physical and mental health, organizing voluntary service activities to cultivate their sense of social responsibility, and providing interest and hobby training to meet their diverse needs.
- (3) Building child-friendly communities: Communities should actively construct child-friendly environments, providing children with safer, healthier, more convenient, and friendlier growth

environments.

- (4) Strengthening connections with schools and families: Communities should strengthen connections with schools and families, forming a joint force to promote children's healthy development.

In conclusion, communities should provide a safe, healthy, vibrant, and caring environment for children to support their comprehensive development. Collaboration among schools, families, and communities in parenting is a critical approach to implementing child-centeredness principles. Schools, families, and communities should work together to provide support and assurance for children's growth. Schools should create a respectful, supportive, and caring learning environment for children to facilitate their comprehensive development. Families should provide a loving, respectful, and supportive environment for children to help them grow up healthily and happily. Through the joint efforts of schools, families, and communities, a better environment that suits children's growth can be created to help them grow up healthily and happily.

4. Practice paths for schools, families, and society to collaboratively nurture children under the child-centeredness concept

4.1. Establishing child development communities

In the current era, building child development communities is an important path for the collaborative nurturing of children by schools, families, and society to implement the child-centeredness concept. This reflects society's new understanding of child education, expanding education beyond schools and families to include communities, and providing children with broader and more diverse growth resources^[17]. Furthermore, by creating a green and healthy community environment, society pays attention to the physical and mental health of children, echoing the current societal emphasis on a healthy environment and meeting the parents' and society's expectations for children's growth environments.

In this path, the collaboration between schools, families, and society not only strengthens the nurturing force but also promotes the effective utilization of social resources. Emphasizing children's participation and leadership roles, gives children more voice, aligns with the current advocacy for the protection of children's rights, and can better stimulate children's initiative and creativity. Government policy support and funding provide assurance and support for community development, further advancing the practice of child development communities. Therefore, building child development communities is not only an initiative to meet current societal development needs but also a concrete safeguard for children's rights, providing strong support for their comprehensive growth.

Regarding the "Implementation of collaborative nurturing by schools, families, and society", let's take the example of education in Wuxi.

- (1) Case 1: "Families, Schools, and Society Jointly Pursue Scientific Dreams of Youth" is an initiative by Xinqiao District, Wuxi City, actively conducting science practices closely related to life and closely linked to cutting-edge technology through family-school-community collaboration to enhance students' scientific literacy. This series of reports, jointly launched by the Jiangsu Provincial Department of Education and Jiangsu News Broadcasting, "Me in the 'Prosperous Country through Science and Education: Double Reduction Policy and Scientific Education,'" takes us to Xinqiao District, Wuxi City, to see how families, schools, and society jointly build the scientific dreams of young people^[18].
- (2) Case 2: Binhu Central Primary School in Wuxi regularly collaborates with the community and families to carry out labor practice activities^[19]. Through these cases, the active participation of organizations such as the Education Bureau and schools fully implements collaborative nurturing by schools, families, and society.

4.2. Creating paths for child participation ^[20]

In the practice of collaborative nurturing by schools, families, and society to implement the child-centeredness concept, creating paths for child participation involves considering the following aspects.

4.2.1. Family aspect

- (1) Clarifying the meaning and value of child participation: Child participation refers to children actively participating in decision-making, expressing opinions, and taking on responsibilities in family, school, and community life. The value of child participation is mainly reflected in the following aspects:
 - (a) Promoting comprehensive child development: Child participation helps children develop autonomy, social skills, and a sense of responsibility, enhancing their cognitive, linguistic, practical, and social adaptation abilities.
 - (b) Improving educational quality: Child participation helps schools and communities better understand children's needs and ideas, improve education and services, and enhance educational quality.
 - (c) Building a harmonious society: Child participation helps children establish a sense of ownership from an early age, and learn to cooperate, communicate, and negotiate with others, laying the foundation for building a harmonious society.
- (2) Building a collaborative nurturing mechanism for child participation: Establish a mechanism for collaborative nurturing by schools, families, and communities, jointly supporting and guaranteeing child participation.
- (3) Developing implementation plans for child participation: Clarify the goals, content, methods, and evaluation mechanisms of child participation, and conduct effective communication and cooperation among schools, families, and communities.
- (4) Encouraging child participation at the family level: Parents should respect children's opinions and suggestions, and involve them in family decision-making processes such as establishing family rules and arranging family activities.
- (5) Guiding children to take on family responsibilities: Assign appropriate household chores based on children's abilities and characteristics to cultivate their sense of responsibility and work ethic.
- (6) Supporting children's participation in community activities: Encourage children to participate in community activities such as volunteering and public service to help them understand and integrate into society.

4.2.2. School level

- (1) Establish mechanisms for child participation: Set up children's councils, student unions, and other organizations to provide platforms for children to participate in school management and decision-making.
- (2) Organize curriculum and activities for child participation: Develop courses and activities tailored to children's characteristics to encourage their active participation and self-expression.
- (3) Establish an evaluation mechanism for child participation: Establish an evaluation system for child participation to assess the process and results of children's participation, promoting their continuous development.

4.2.3. Community level

- (1) Establish platforms for child participation: Set up children's homes, playgrounds, and other venues to provide opportunities for children to participate in community activities.

- (2) Organize community activities for child participation: Organize children to participate in community planning, environmental improvement, cultural activities, etc., to help them understand and serve the community.
- (3) Protect the legal rights and interests of child participation: Safeguard children's rights and safety, and provide a good environment and conditions for children's participation.

5. School, family, and society collaborative education safeguards

5.1. Policy guarantee

Establishing relevant policies for collaborative education among schools, families, and society is the core of implementing the child-centeredness concept in practice. By improving laws and regulations, strengthening policy design, increasing financial support, perfecting mechanisms for protecting children's rights, and enhancing the training of child workers, we can create a better growth environment and help children grow up healthy. Formulating and improving policies for the collaboration of families, schools, and communities is an important move for promoting the child-centeredness concept. We need to start with the following aspects:

- (1) Perfecting relevant laws and regulations: Formulating and improving laws and regulations on the protection of children's rights, education, and the protection of minors, clarifying the rights and obligations of children in families, schools, and communities, and providing legal protection for children's healthy growth.
- (2) Strengthening top-level policy design: Formulating plans and policies for children's development, clarifying goals and tasks for children's development, and providing policy guidance for children's development. Increasing financial investment in children's education, medical care, health care, etc., to provide high-quality public services for children.
- (3) Improving the mechanism for protecting children's rights and interests: Establishing a complaint reporting system for the protection of children's rights, simplifying channels for the protection of children's rights, and resolving events that infringe on children's rights on time.
- (4) Strengthening the training of child parenting workers: Strengthening the training of teachers, parents, community workers, and others, enhancing their understanding of children and their ability to work with children.

On the other hand, specific measures can also be taken to implement the child-centeredness concept to create a safe and beneficial community environment for children and promote their healthy growth, such as:

- (1) Establish standards for building child-friendly communities;
- (2) Establish mechanisms for child participation to ensure their right to participate in community governance;
- (3) Hold themed activities for children, enriching their extracurricular lives;
- (4) Strengthen child safety protection, prevent and stop illegal acts infringing on children's rights.

5.2. Financial guarantee

Financial security is an important foundation for implementing the child-centeredness concept in practice ^[21]. Through increasing government investment, expanding funding sources, regulating the use of funds, and improving efficiency, we can provide solid material support for children's development and help them grow up healthy and happy. School, family, and society collaborative education is a key pathway to realizing the child-centeredness concept.

To promote children's development, we need to take the following measures:

- (1) Increase government investment, include children's development in the government's annual budget, specify the proportion of special funds for children's development, and establish a child's development fund to support relevant projects and activities.
- (2) Broaden funding sources, encourage social organizations, enterprises, and individuals to donate to education, raise funds through charity events and fundraising, etc.
- (3) Regulate the use of funds, formulate management measures for children's development funds, specify the scope, standards, and procedures for fund use, and strengthen fund supervision to ensure rational and effective use.
- (4) Improve the efficiency of fund use, evaluate the performance of children's development projects, establish a supervision mechanism, ensuring funds play the greatest benefits, to prevent waste and embezzlement.

5.3. Human resources guarantee ^[20,22–24]

Human resource security is an important pillar for realizing the practice of the child-centeredness concept. Through strengthening the construction of the teacher team, improving parental education, strengthening the community child worker team, and establishing a collaborative education mechanism, we can provide more powerful talent support for children's development and help them grow up healthy and happy. To achieve this, the following measures need to be taken:

- (1) Strengthen the construction of the teacher team, improve teacher treatment, attract outstanding talents to join the teacher team, and enhance teacher professionalism through continuous training.
- (2) Cultivate parental education capabilities, conduct parental education training, improve parents' parenting skills, and establish parent schools to provide learning and exchange platforms for parents.
- (3) Strengthen the community child parenting team, recruit full-time child parenting workers responsible for community child work, and cultivate volunteer teams to enable more people to participate in community child work.
- (4) Establish a collaborative education mechanism, and clarify the responsibilities of schools, families, and communities, to ensure the effective operation of the collaborative education mechanism, thus forming a joint force for education and providing a better growth environment and support for children.

In conclusion, against the backdrop of education reform and the widespread use of artificial intelligence in China, the child-centeredness education concept is particularly crucial in the collaborative education practices among schools, families, and society. With the assistance of artificial intelligence technology, we can meet the personalized learning needs of each child, establish community platforms integrated with artificial intelligence to promote home-school cooperation and utilize intelligent technology to create child-friendly environments. By strengthening cooperation, promoting technological application, and enhancing educators' literacy, we can better implement this concept, provide a comprehensive growth environment for children, and promote their full development as individuals.

As artificial intelligence technology rapidly develops, education is also facing a series of opportunities. Personalized learning provided by AI makes customized education possible, and learning efficiency will also be greatly improved. The unlimited expansion of educational resources can help provide children with high-quality learning environments, motivate them to explore, create, and innovate while broadening their learning horizons. For teachers, artificial intelligence can take on some repetitive tasks, such as grading homework, allowing teachers to have more time to focus on other needs of children, and so on. On the other hand, education will also face many challenges, such as how to protect children's data from being abused, how to enable teachers

to quickly change roles to adapt to new technologies and update teaching methods, how to avoid the lack of interpersonal communication skills in children due to excessive reliance on AI, etc. These all require schools, families, and society to explore, adapt, and improve to utilize these new tools and provide a better educational experience for children while ensuring that they can successfully adapt to and develop in future society.

Disclosure statement

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