



A Study on the Problems and Optimization Strategies of the Home-School Collaboration Model in Preschools in the Post-Pandemic Context: A Case Study of HW Preschool

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Abstract: This paper analyzes and explores the home-school collaboration model in kindergartens during the pandemic. At the time of writing, the author reviewed relevant literature and employed a questionnaire survey method to gather data, providing a rich foundation for the study. The paper offers targeted recommendations to address the shortcomings of home-school collaboration in the current social context and draws the following conclusions: The kindergarten studied in this paper should place greater emphasis on home-school collaboration activities, continuously refine and innovate the forms of such collaboration, enhance the professional competence of both teachers and parents, and improve upon the kindergarten's existing facilities. Only in this way can the kindergarten better meet the physical and mental development needs of young children in the post-pandemic era and establish a scientific and efficient home-school collaboration model.

Keywords: Early childhood education, home-school collaboration, post-pandemic era, role identification

0 Introduction

With the development of society and the deepening of quality education, Gao Xiaomin (2022) argues that home-school collaboration is an indispensable component of kindergarten work. Effective home-school collaboration not only strengthens mutual support between home and school but also enhances the effectiveness of early childhood education^[1]. Therefore, in the process of early childhood education, kindergartens, families, and society must reach a consensus and continuously strengthen cooperation between early childhood institutions and parents to promote the healthy physical and mental development of young children. The Chinese Ministry of Education established relevant provisions in the 2001*Guidelines for Preschool Education (Trial)*, stating that "parents should shift their role to become partners with teachers and be encouraged to participate in early childhood education," ensuring the smooth implementation of parent-teacher collaboration activities and strengthening the connection between home and school. Only in this way can a comprehensive platform for communication and exchange be established between parents and teachers to promote the healthy growth of young children.

This study systematically analyzes the development status and prominent problems of the home-school collaboration model in kindergartens in the post-pandemic era, and puts forward targeted optimization strategies for the weak links existing in current home-school collaboration. The research indicates that the pilot kindergarten should further attach greater importance to home-school collaboration, continuously improve and innovate the implementation methods and interactive paths of home-school collaboration, and steadily enhance teachers' professional capabilities and parents' awareness of collaborative participation. Meanwhile, based on its existing facilities and educational resources, the kindergarten ought to continuously perfect the guarantee system for home-school collaboration to adapt to the new characteristics and demands of young children's physical and mental development in the post-pandemic era, so as to establish a scientific, efficient and normalized operation model of home-school collaboration.

1. Literature Review

Regarding home-school collaboration, Greenwood and Hickman (1991) argue that the success of such activities in kindergartens is directly linked to the enthusiasm of parents and teachers, and that the quality of the teaching staff also influences the level of home-school collaboration^[2]. West (1993) points out that when conducting early childhood education activities, parents and teachers need to reach a consensus and share the same expectations for the children; only then can the educational activities better promote the children's growth^[3]. In their study, Hausman C and Goldring E (2000) argued that if parents are not fully satisfied with the preschool their child attends, this will affect the child's development; among the many influencing factors, home-school collaboration is a key indicator^[4]. Research by Decker, Brown (2007), and others indicates that school-family collaboration can be defined as communication between individuals, organizations, and businesses within schools and families, with the aim of promoting students' social, emotional, physical, and intellectual development through direct or indirect means^[5].

Regarding home-school collaboration during the pandemic, Pei Wenyun (2020) noted that in the post-pandemic era, kindergartens must swiftly adjust their approach and adapt to changing circumstances. They should promote and implement an "Internet+Home-School Collaboration" model. In response to the impact of pandemic prevention and control measures on early childhood education and the needs of families at home, she proposed innovative strategic ideas for an "Internet+Ho



me-School Collaboration” model. This involves designing home-school collaboration time based on modularized home activities, focusing on the development of children’s learning qualities, scientifically exploring resources in children’s daily lives, and providing reasonable feedback on children’s growth in alignment with parental expectations [6]. Su Hui (2020) believes that in the post-pandemic era, the internet has become a vital channel for home-school interaction, capable of providing parents with proper educational guidance and support. At the same time, it can also strengthen preschool education. Currently, preschool teachers and parents should use the internet as a channel for interaction and collaboration; based on this cooperation, they can drive the implementation of preschool education reform to improve educational quality [7]. Hong Xiumin (2020) points out that home-school collaboration is one of the key elements in improving preschool education; through educational reform, it promotes children’s comprehensive development and helps them develop their individuality. Especially during the pandemic, the Ministry of Education has recommended “suspending classes and academic activities.” In the post-pandemic era, teachers must continuously enhance their professional competence, explore effective models of home-school collaboration, access a wider variety of educational resources, address various challenges in the child-rearing process, and strive to build a new ecosystem of home-school collaboration to foster a united effort between home and school [8].

2 Research Methods

2.1 Questionnaire Survey

In conducting this study, utilized a questionnaire-based survey. The questionnaire was scientifically and reasonably designed at two levels (see Appendices A and B for details) and administered to teachers and parents at HW Kindergarten to gain an understanding of the current status of home-school collaboration at HW Kindergarten, including its objectives, formats, content, and management. First, the questionnaire targeting parents consisted of 15 questions. The content covered their understanding of home-school collaboration, their level of active participation in related activities, and the impact of home-school collaboration in the post-pandemic era on young children. A total of 90 questionnaires were distributed using random sampling throughout the process, and all 90 were returned, resulting in a 100% response rate for the entire survey. Separately, a questionnaire consisting of 10 questions was distributed to teachers. Using a random sampling method, 30 teachers were selected to analyze and discuss the current implementation of home-school collaboration at HW Kindergarten. The analysis focused primarily on the forms of home-school collaboration and the benefits to the children, providing a comprehensive and detailed understanding of the children’s current situation.

2.2 Limitations of the Study

This research was conducted in HW City with a relatively narrow research scope. It is suggested that future researchers expand the scope and research subjects to a national scale. In addition, the participants of this study are kindergarten children, leading to a limited sample range. Accordingly, the findings cannot be generalized. Future research should further enlarge the sample size, and primary and secondary school students in compulsory education or other groups can also be selected as research subjects.

This study solely adopts questionnaires as a quantitative research method, resulting in a single methodological design. Future researchers are recommended to incorporate qualitative research and optimize data collection procedures to reduce psychological bias among respondents. Supplementary methods such as interviews and observations can be adopted to improve data authenticity and minimize various errors. In-depth interviews can capture children’s inner feelings and reflect real-life situations, providing specific, accurate and first-hand original data, so as to enhance the representativeness of relevant research.

2.3 Analysis of Survey Results

After completing the survey, the collected data was analyzed to outline the current status of home-school collaboration at HW Kindergarten. This analysis, combined with an identification of existing shortcomings, provides a foundation for proposing improvement strategies in subsequent stages.

2.2.1 Survey of Basic Information

The basic information regarding the parent group and the teacher group is detailed in Tables 1 and 2 below:

Table 1: Basic Information on Parents

Basic Information	Sample Breakdown	Sample Size	Percentage
Age	23–30 years old	20 people	22.22%
	30–35 years old	52 people	57.78%
	35 and older	18 people	20%
Educational Attainment	College or below	43 people	47.48%
	Bachelor’s degree	33 people	36.67%
	Master’s degree	9 people	10%
Employment Type	Master’s degree or higher	5	55.56%
	Private Companies	31	34.44%
	State-Owned Enterprises	12 people	13.33%
	Public Institutions	14 people	15.56%

	Civil servants	6 people	6.67%
	Teachers	8 people	8.89%
	Doctors	3 people	3.33%
	Other	16 people	17.78%
Salary Range	3,000–6,000 yuan	30 people	33.33%
	6,000–10,000 yuan	43 people	47.48%
	Over 10,000 yuan	17 people	18.89%

Table 2: Basic Information on Teachers

Basic Information	Sample Classification	Sample Size	Percentage
Age Range	18–22 years old	8 people	26.67%
	22–28 years old	13 people	43.33%
	Ages 28–35	6 people	20%
	Aged 35 and older	3 people	10%
	Less than 1 year	3 people	10%
Years of Teaching Experience	1–3 years	14	46.67%
	3–5 years	8 people	26.67%
	5+ years	5 people	16.67%
Education Level	Associate's degree	21 people	70%
	Bachelor's Degree	8 people	26.67%
	Master's degree	1	3.33%

2.2.2 Survey Dimensions

In designing the research questions on home-school collaboration, this study primarily explored the following dimensions: awareness, attitudinal tendencies, methods and content of participation, and supervision.

In conducting a survey on home-school collaboration models in kindergartens under the post-pandemic context, a questionnaire analysis was performed to assess the perceptions of parents and teachers regarding collaborative activities. The results showed that 85.4% of teachers and 49.8% of parents believe that family education and the guidance provided by school teachers are crucial to children's development; the two complement each other and ensure children's healthy and happy growth. The study highlights that actively carrying out home-school collaboration activities can enhance young children's healthy and happy development.

Currently, with improving economic conditions, educational activities have become a key priority for societal development. Especially in the post-pandemic era, we must not neglect early childhood education due to these external factors. Parents should prioritize and actively participate in home-school collaboration activities. To understand parents' attitudes and preferences, this study randomly selected 90 parents. Among them, 69.5% viewed themselves as information recipients in educational activities; 7.2% believed they played the role of information providers in home-school collaboration; approximately 7.2% considered themselves observers; and 10.9% saw themselves as both information recipients and providers.

To effectively improve the quality of home-school collaboration, HW Kindergarten should actively organize home-school collaboration activities. Especially in the post-pandemic era, when young children are particularly vulnerable to illness, the kindergarten should prioritize developing high-quality home-school collaboration programs and actively utilize various internet platforms to ensure the smooth implementation of all activities. As for the teaching staff, if the kindergarten wishes to conduct home-school collaboration activities normally during the pandemic, it needs to make full use of online platforms, such as WeChat official accounts and QQ groups. These platforms are convenient and facilitate parental participation.

By utilizing these channels, the kindergarten can encourage all parents to take part in various activities, thereby ensuring the quality and significance of each activity. It is evident that, for both parents and teachers, overcoming the challenges posed by the pandemic requires placing greater emphasis on the methods of information dissemination when conducting home-school collaboration activities. This ensures the overall efficiency and quality of such collaboration. However, some parents remain primarily in the role of information recipients during this process, carrying out activities mainly based on the kindergarten's arrangements; their overall level of participation still needs to be further strengthened.

3. Results

3.1 Home-School Collaboration Formats Are Too Limited

The survey results indicate that the home-school collaboration formats currently adopted by HW Kindergarten remain relatively traditional, outdated, and limited in variety, with parent meetings, parent-child sports days, and open houses being

the most common formats. The long-term use of these formats has failed to effectively engage parents. Some parents find them unoriginal, noting that events are largely similar each time. When these home-school collaboration activities are conducted, they often feel like mere formalities or rituals, thereby losing their intended purpose. Not only do they fail to produce positive outcomes, but they also interfere with parents' personal schedules. Over time, parents may begin to neglect these activities organized by the kindergarten. This is particularly true during the pandemic lockdowns, when parents are busy with their own affairs and rarely have sufficient time to participate in various educational activities, which has impacted the smooth implementation of these programs to some extent. According to a survey, the main formats for home-school collaboration activities at HW Kindergarten include parent-teacher conferences, open house events, parent-child sports days, and other formats, accounting for 28%, 23%, 25%, and 24% of all activities, respectively. However, various challenges still exist in the implementation of these home-school collaboration activities. To address these issues, HW Kindergarten should continue to diversify the formats of these activities—taking into account the current pandemic situation and the nature of home-school collaboration—to ensure parental participation.

3.2 The Content of Home-School Collaboration Is One-Sided

Currently, the content of home-school collaboration at HW Kindergarten is primarily designed around children's learning and activities at the kindergarten, with the main objective of motivating parents to participate in these activities. This helps parents better understand the significance of home-school collaboration for their children. In the future, parents will be able to provide more support to teachers during educational activities; through joint efforts, the quality of home-school collaboration will be improved, helping to create a suitable environment for children's growth. To achieve this goal, the implementation of home-school collaboration models should also be given due attention. It is essential to adopt a pragmatic approach that considers both the parents' and the children's perspectives, thereby creating more home-school collaboration models suitable for their participation. However, survey research indicates that at HW Kindergarten, the design of home-school collaboration activities currently focuses solely on the kindergarten's development, to some extent neglecting the needs of children and parents. Consequently, the designed collaboration models inevitably exhibit a certain degree of one-sidedness. Parent satisfaction with the home-school collaboration activities designed by HW Kindergarten was categorized as "very satisfied," "somewhat satisfied," "neutral," and "dissatisfied." Analysis of the survey results showed that these categories accounted for 21%, 24%, 32%, and 13%, respectively, as illustrated in Figure 8 below. Overall, satisfaction levels were not particularly high, which has impacted the effectiveness of home-school collaboration.

3.3 Inaccurate Perception of the Teacher's Role

During the implementation of home-school collaboration activities at HW Kindergarten, the teaching staff received necessary training. The purpose was to enhance teachers' professional awareness, actively carry out various home-school collaboration activities, fully demonstrate the teachers' status as guides and service providers, and encourage parental participation in these activities. This ensures that both parents and children benefit from the various activities, which plays a vital role in and holds significant meaning for the children's growth. However, a questionnaire survey of the teaching staff at HW Kindergarten revealed that some teachers do not accurately perceive the roles they play in home-school collaboration activities. The specific findings are shown in Table 3:

Table 3: Teachers' Perception of Their Own Roles

Teacher Role Perception	Number of Teachers (persons)	Percentage (%)
Director	25	27.78
Service Provider	18	20
Collaborators	17	18.19
Manager	27	30
Participants	13	14.44

It is evident that not all teachers currently have a clear understanding of their role in home-school collaboration activities. Consequently, they are unable to play an effective role in carrying out these activities, making it difficult to provide parents with necessary guidance, which in turn affects the overall effectiveness of home-school collaboration.

3.4 Inadequate Infrastructure for Home-School Collaboration

In the post-pandemic era, schools must periodically conduct online classes. To ensure effectiveness, schools must guarantee that existing internet infrastructure meets the needs for timely communication with parents, thereby achieving learning objectives. The same applies to kindergartens: facilities should meet internet connectivity requirements. Even when remote learning is not in effect, this will improve overall operational efficiency, enabling the smooth implementation of various home-school collaboration activities. Survey research indicates that the internet-enabled devices used at HW Kindergarten are relatively outdated. During the period of remote work, teachers primarily communicated with parents as shown in Figure 10 below: When organizing various educational activities, teachers relied solely on WeChat for communication and failed to make full use of video conferencing to facilitate interaction, which hindered mutual exchange and communication. Consequently, home-school collaboration activities were difficult to carry out. Failure to continuously update modern infrastructure

structure will severely impact the efficiency of home-school collaboration. The kindergarten must also prioritize improving its communication models with parents to facilitate the smooth implementation of home-school collaboration.

4. Strategies for Optimizing the Home-School Collaboration Model at HW Kindergarten in the Post-Pandemic Context

4.1 Collaborative Implementation and Shared Responsibility

To better adapt to the characteristics of educational development in the post-pandemic era, the level of mutual cooperation should be strengthened. Teachers should organize lectures to educate parents on various aspects of child-rearing; this will encourage parents to participate more willingly. Whether at home or during regular school hours, parents can actively support the quality of home-school collaboration and jointly develop early childhood education activities. Parents should also consult teachers frequently to gain a clear understanding of the specific forms, content, and approaches of home-school collaboration. When kindergartens organize home-school collaboration activities, they should support teachers in carrying out their work. Through joint efforts, both parties can facilitate the smooth implementation of these activities and help create a positive environment for young children. This fosters a virtuous cycle between home and school, promoting the healthy development of young children.

Home-school collaboration requires participation from both parties. It is not only necessary to carry out activities together but also to recognize each party's responsibilities; only then can parents and teachers devote more time and energy to ensuring the smooth implementation of these activities. Therefore, when organizing various home-school collaboration activities in the future, it is essential to clarify the responsibilities of both parties. For example, teachers should determine the format, specific timing, and procedures for these activities; actively organize parents and children to participate; and provide necessary guidance throughout the process. Parents, for their part, should take on the responsibility of cooperating with teachers in all tasks. During the activities, they should not only assist teachers in carrying out their duties but also actively participate in the activities, thereby fostering a positive environment for the children's growth and development. In summary, whether in the current context or during periods of home confinement due to the pandemic, parents and teachers should clearly understand their respective roles and responsibilities. When conducting home-school collaboration activities, they should jointly fulfill their duties and fully leverage the benefits of this partnership.

4.2 Comprehensive Development and Diversification of Content

To further strengthen online interpersonal interaction skills, emphasis should be placed on continuously enriching home-school collaboration activities to ensure they meet the demands of online instruction in the post-pandemic era. This will enable children at home to participate normally in the home-school collaboration activities organized by the kindergarten during their time at home, truly implementing these activities in every family and making them a daily practice that supports children's healthy growth. In this context, this paper argues that kindergartens, teachers, and parents alike must actively participate in the design and implementation of home-school collaboration activities, innovating their formats so that, through the joint efforts of both parties, these activities can proceed smoothly whether conducted online or in person. For example, kindergartens can leverage online platforms to host parent-teacher exchange sessions, where they share educational and parenting experiences to enhance parents' child-rearing capabilities and skills during the stay-at-home period, alleviate the challenges parents face in educating their children at home, and smoothly resolve various educational concerns. Throughout this process, kindergartens, teachers, and parents should all prioritize contributing constructive ideas; through continuous effort, they can elevate the overall standard and quality of home-school collaboration activities.

To better adapt to the developmental characteristics of society in the post-pandemic era, kindergartens must prioritize the effective use of internet platforms. By integrating these platforms with the specific operational and developmental characteristics of each kindergarten, they can establish specialized communication platforms for home-school collaboration, thereby ensuring the quality of these activities. These platforms should be designed to be convenient and practical, ensuring that parents can easily navigate them and minimizing any obstacles that may arise during the development process. At the same time, teachers should prioritize providing guidance on the use of the home-school collaboration online platform, helping parents master a variety of methods. Once parents become proficient, their active participation in home-school collaboration activities will naturally lead to improved outcomes. On the online communication platform, parents can share essential parenting experiences and exchange educational insights. They can also create parent-child activities on the platform and, under the guidance of teachers, assist parents and young children in carrying out these activities to achieve educational goals. Kindergartens must therefore prioritize the effective development of this communication platform.

4.3 Enhancing Competence and Clearly Defining Roles

The most important goal of home-school collaboration activities is to foster a healthy mindset in young children. When conducting these activities, teachers should establish specific developmental goals for the children, implement practical home-school collaboration measures, strengthen their awareness of child development, actively prepare lesson content for each session, and disseminate professional knowledge on mental health education with both quality and quantity. Regarding the issue mentioned above—that some teachers have not yet mastered comprehensive theoretical knowledge—this paper argues that both kindergartens and teachers must attach great importance to this matter, establish correct educational philosophies, and continuously improve teaching competence. On the one hand, kindergartens should prioritize organizing various forms of educational training activities and invite industry experts to disseminate professional knowledge to their teachers. This will further enhance teachers' professional competence and ensure the quality of teaching activities. On the other

hand, emphasis should be placed on continuously enhancing teachers' practical skills. When conducting early childhood education activities, teachers should fully utilize their knowledge and integrate it with actual teaching practices to ensure classroom efficiency. At the same time, it is important to foster good relationships with parents, convey modern concepts of child development to them, and help children deeply appreciate the practical value of mental health education during the learning process. Through these joint efforts, the overall quality of education can be improved.

4.4 Strengthening the Infrastructure for Home-School Collaboration

The importance of home-school collaboration is self-evident; it ensures healthy development. To achieve this goal, both kindergartens and families must participate in various activities. Only by working together to nurture children can we integrate educational resources effectively, enabling young children to grow up healthily and helping them transition smoothly into elementary school. To realize this educational objective, we must strengthen home-school collaboration activities and enhance communication between teachers and parents. For example, kindergartens can organize various themed activities to help parents gain a deeper understanding of their children's daily routines and interactions with peers. Common formats include kindergarten open houses, parent-child sports days, and food festivals. By creating these diverse activities, kindergartens provide a platform for parents to participate in their children's daily lives and learning environments firsthand. Only by gaining a deeper understanding of a child's behavior, identifying their shortcomings and vulnerabilities, and providing them with attentive care and affection can children grow up more happily. This fosters a positive mindset and enhances their ability to adapt. In addition to these efforts, parents should actively participate in their children's daily learning activities. They should maintain timely communication with teachers to stay informed about their child's behavior both at home and at preschool, reach a consensus on the child's education, and be able to identify and address any unusual behaviors that may arise during daily activities. Necessary psychological guidance should be provided to help children develop good daily habits. Only by continuously helping children develop a healthy mindset and good daily habits can their inner resilience be strengthened, their adaptability improved, and any anxieties or concerns about starting elementary school be alleviated, enabling them to actively integrate into elementary school life.

4.5 Improving the Home-School Co-education Oversight Mechanism

An information management system primarily relies on internet-based information systems to achieve interconnectivity. These systems break down the barriers of time and space, enabling the smooth transmission of information; they represent the most critical technological tools in today's society and are vital to social development. When kindergartens conduct home-school collaboration activities, they should also prioritize fully leveraging the capabilities of information technology to establish an information management system and strengthen communication between teachers and parents. Even when children are at home, teachers can use information technology—including communication platforms and software—to promptly contact parents and stay informed about the children's current developmental progress. At the same time, by soliciting parental feedback on home-school collaboration activities and gaining parental approval through online channels, parents can overcome various obstacles, actively participate in these activities, and truly benefit from them. Therefore, in the post-pandemic era, kindergartens must prioritize the development of an information management system to establish a stable framework for home-school collaboration.

Home-school collaboration activities require the establishment of a comprehensive "tripartite co-management model" among kindergartens, families, and society, with a shared consensus on early childhood development. Only in this way can a sound home-school collaboration model be established across society, providing the necessary conditions for nurturing young children. As for kindergartens, they must grasp the characteristics of early childhood education in the current post-pandemic era, innovate and enrich the content of home-school activities, and create a comprehensive platform for parents and children to participate in home-school collaboration. Encouraging parents to engage more effectively will ensure the quality of home-school collaboration. As for families, parents should adopt modern parenting philosophies, shift away from previous one-sided educational concepts, communicate frequently with teachers, and actively participate in various school-organized activities. Through this participation, they can enhance their self-awareness, develop a coherent family education philosophy, and actively collaborate with teachers on home-school partnership activities. Finally, at the societal level, it is essential to foster a positive atmosphere for educational activities. Emphasis should be placed on establishing scientific educational concepts throughout society, providing necessary support to kindergartens, and effectively resolving various issues that arise during the implementation of home-school collaboration activities. Only through the joint management of these three parties can a comprehensive "three-party co-management model" be truly established, thereby enhancing the quality of home-school collaboration.

5. Conclusions

This paper mainly analyzes and discusses the development status of the home-school collaboration model in kindergarten against the backdrop of the post-pandemic era. Its innovations are as follows. On the one hand, most existing literature on home-school collaboration was published before the outbreak of the pandemic and fails to incorporate the impacts of the pandemic. Consequently, relevant previous theories are somewhat one-sided and can no longer support the smooth implementation of contemporary home-school collaboration activities. This study fills such research gaps. Rooted in the social context of the post-pandemic era, it conducts an in-depth analysis of scientific forms of home-school collaboration adapted to current social development, so as to raise parents' awareness and encourage their active and sustained participation in collaborative activities. On the other hand, this paper comprehensively elaborates on the development status, various existing problems and underlying causes of the kindergarten home-school collaboration model. On the basis of sorting out

ilable materials, it verifies and analyzes existing viewpoints and puts forward appropriate supplements, laying a solid foundation for improving the overall quality of home-school collaboration in kindergartens.

In summary, this paper analyzes and discusses the home-school collaboration activities currently conducted in kindergartens. The analysis clearly shows that these activities have become a vital component of kindergarten operations and development. Through such collaboration, mutual understanding and recognition are enhanced, a consensus on children's development is formed, and the quality of children's growth is improved. Therefore, in home-school collaboration activities, it is essential to continuously boost the enthusiasm of both teachers and parents for participation. Furthermore, we must adapt to the characteristics of Chinese education in the pre- and post-pandemic eras, innovate the forms of home-school collaboration, and ensure that such activities can continue to be carried out normally even under home-based conditions. Through this paper, the discussion primarily combines the use of various methods, including questionnaire surveys and case studies. It explores the implementation of home-school collaboration in various kindergartens during the post-pandemic era. It summarizes the various issues identified and offers targeted recommendations for resolution. When considering future home-school collaboration activities in kindergartens, it is essential to ground efforts in social realities and continuously refine the collaboration model. Improvements can be made in the following areas: First, continuously optimize home-school collaboration efforts. By refining the formats of these activities, we can attract greater parental participation. Second, comprehensively develop and diversify the content to enrich the forms of home-school collaboration. Third, enhance professional competence, clearly define roles, and fully demonstrate the functions and roles of each party. Additionally, continuously strengthen the infrastructure for implementing home-school collaboration to provide a solid foundation for its development. Finally, improve the supervision mechanism for home-school collaboration and use this mechanism to standardize related activities. Only through joint efforts can the quality of home-school collaboration activities be gradually improved. In summary, moving forward, it is necessary to develop a comprehensive home-school collaboration model in line with contemporary developments. This will better ensure the effectiveness and relevance of such activities, providing the conditions for kindergartens to efficiently carry out home-school collaboration initiatives in the post-pandemic era. Only in this way can kindergartens achieve stable development and ensure the healthy growth of young children.

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