

Innovative Digital Practice Paths for Home-School Collaboration in Kindergartens

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Abstract:With the deep integration of digital technology into education, home-school collaboration in kindergartens is undergoing a transformative shift from traditional methods to intelligent, digital practices. This study systematically explores innovative digital paths for home-school co-education, focusing on three core dimensions: communication and collaboration, joint education, and resource integration. The research finds that digital platforms significantly enhance the efficiency and depth of home-school interactions by enabling real-time communication and collaborative decision-making. For example, the “Three Codes in One” service system and smart kindergarten apps demonstrate how instant response mechanisms and visual tracking processes can improve collaboration.

Keywords:Home-school collaboration;Digital practice; Kindergarten education; Omo model; Smart platform

1.Introduction

Home-school collaboration is a cornerstone of kindergarten education, fostering children’s holistic development through partnerships between families and educational institutions. In the digital era, the emergence of technologies such as mobile internet, artificial intelligence, and big data has catalyzed a shift in home-school cooperation—from traditional, one-way communication to dynamic, interactive collaboration. Digital tools, including smart kindergarten platforms and social apps like WeChat, have enabled real-time sharing of educational content and children’s progress. For instance, the “Three Codes in One” system in Changyi Experimental Kindergarten integrates service functions for consultation, feedback, and evaluation, allowing parents to track issues visually and participate in kindergarten management . Similarly, the “Ziyue Hui” app developed by Hangzhou Zhiying Kindergarten provides a structured digital framework for parent-child reading, encompassing course guidance, thematic activities, and interactive evaluations . These cases illustrate the transformative potential of digital practices in enhancing transparency, efficiency, and engagement in home-school collaboration.

2.Theoretical Framework for Digital Home-School Collaboration

2.1 Communication and Collaboration

Efficient communication is the foundation of home-school collaboration. Digital tools break the temporal and spatial limitations of traditional communication, enabling realency, transparency, and continuity. Similarly, the “Together Grow” digital home-school platform used by Zhonghai First Experimental Kindergartens enables teachers to share classroom updates and activity notifications in real-time, while parents can provide feedback through voting and surveys, creating a closed loop of “collection-analysis-improvement-feedback” . Such platforms transform one-way communication into collaborative, two-way interactions, enhancing parental engagement and accountability.

Table 1: Digital Applications in Home-School Communication and Collaboration

Application Function	Traditional Method	Digital Practice	Impact
Issue Feedback	On-site meetings or phone calls	“Three Codes in One” platform with visual tracking	Improves response efficiency and satisfaction
Activity Notification	Paper notices or oral communication	Push notifications and reminders via apps	Ensures timeliness and reduces omissions
Decision-Making Participation	Limited parent representation	Online voting and surveys for collective opinions	Enhances parental sense of involvement and democracy
Daily Updates	Manual photo sharing or occasional updates	Real-time sharing of videos and images via platforms	Facilitates understanding of children’s progress and kindergarten activities

2.2 Co-Education

Co-education emphasizes the synergy between home and kindergarten in fostering child development. Digital platforms provide diverse scenarios and tools to support this partnership. For instance, the OMO model implemented by some kindergartens in Wenzhou integrates online and offline activities to create immersive co-education experiences . This approach includes parent-child reading programs, thematic discussions, and interactive games that align with kindergarten curricula while encouraging parental involvement at

home. The “Ziyue Hui” app exemplifies how digital tools can deepen co-education efforts. Its “Four-in-One” model includes course guidance, thematic activities, interactive evaluations, and personal collections, enabling parents to participate in reading activities, access micro-courses, and share feedback. The “Read the Same Book” activity, for example, guides parents through a six-step process: theme generation, picture book guidance, parent learning, family reading, online exchange, and picture book classroom. This structured approach enhances parental coaching skills and enriches parent-child interactions^[1].

3. Innovative Paths for Digital Home-School Collaboration

Building on the theoretical framework, this section proposes specific innovative paths for digital home-school collaboration, focusing on intelligent platforms, OMO integration, dynamic resource libraries, and safeguarding mechanisms.

3.1 Building Intelligent Home-School Communication Platforms

Intelligent platforms are essential for achieving efficient, transparent, and equitable home-school communication. These platforms should integrate multiple functions, such as notification delivery, progress tracking, data analysis, and decision-making participation. For example, the “Three Codes in One” system employs a structured process for issue resolution, involving issue submission, automatic classification, assignment to relevant staff, and closed-loop feedback. This approach not only improves response efficiency but also enables data-driven management through intelligent early warning systems that trigger alerts when similar issues recur^[2].

Additionally, kindergartens can leverage social media tools, such as WeChat groups and official accounts, to complement their dedicated platforms. These tools facilitate real-time interaction and content sharing, as evidenced by the use of WeChat for disseminating educational information and organizing online activities. However, to avoid information overload and ensure effective communication, it is crucial to establish usage norms and management rules, such as defining appropriate content and timing for messages.

3.2 Deepening Digital Co-Education Models

Digital co-education models should combine online and offline activities to create continuous, engaging learning experiences. The OMO model is particularly effective in achieving this integration. For instance, parent-child reading projects can be conducted through a hybrid approach: teachers introduce books and provide guidance online, parents and children read together offline, and both parties share and reflect on their experiences through digital platforms. This model bridges home and kindergarten environments, promoting consistent educational involvement.

Thematic activities are another avenue for digital co-education. For example, kindergartens can design themed projects around nature exploration or cultural events, where parents and children collaborate on tasks, document their processes through digital tools, and contribute to online discussions. These activities foster shared educational goals and enhance parent-child relationships. As observed in Zhonghai First Experimental Kindergartens, such practices transform parents from bystanders into active participants, strengthening the home-school partnership^[3].

3.3 Constructing Dynamic Resource Sharing Mechanisms

Dynamic resource libraries are critical for providing accessible, high-quality educational content to both families and kindergartens. These libraries should offer diverse resources, such as parenting tutorials, expert lectures, and activity plans, tailored to the needs of children, parents, and teachers. For instance, the “Ziyue Hui” app includes a “Ziying Academy” section with expert opinions and guidance, micro-courses on reading methods, and storytelling audio resources. Such resources enhance parental literacy and provide practical support for home-based education.

To ensure sustainability, resource libraries should incorporate mechanisms for regular updates and quality assurance. This can be achieved through collaborative contributions from teachers, parents, and external experts. For example, kindergartens can incentivize teachers to create and share micro-courses or teaching materials, while encouraging parents to contribute their professional expertise or feedback. In Wenzhou Government Kindergartens, the cloud resource library supports continuous updates and resource optimization, fostering a vibrant community of practice^[4].

3.4 Safeguarding Mechanisms and Future Outlook

To maximize the effectiveness of digital home-school collaboration, it is essential to establish comprehensive safeguarding mechanisms. These include strengthening teacher training, ensuring data privacy and security, and addressing the digital divide.

Teacher training should focus on enhancing digital literacy and platform operation skills. For example, a kindergarten implements a tiered training system where experts train key staff, who then train other teachers and parents. This approach ensures that all stakehold-

ers are equipped to use digital tools effectively.

Data security is another critical consideration. Kindergartens should adopt strict data protection measures, such as encryption protocols, access controls, and compliance with international standards (e.g., ISO 27001). Additionally, obtaining user consent and anonymizing sensitive information can help mitigate privacy risks.

To address the digital divide, kindergartens can offer alternative access methods for disadvantaged groups, such as simplified interfaces or offline support. Ensuring equitable participation is vital for inclusive education.

Looking ahead, future developments should explore the integration of emerging technologies, such as AI and big data, to enable more personalized and intelligent home-school collaboration. Furthermore, research on the long-term impact of digital practices on child development and home-school dynamics will provide valuable insights for continuous improvement.

4. Conclusion

The digital transformation of home-school collaboration in kindergartens represents a paradigm shift in early childhood education, enhancing communication, co-education, and resource sharing. Through intelligent platforms, OMO models, and dynamic resource libraries, kindergartens can foster deeper partnerships with families, promoting children's holistic development. However, successful implementation requires a holistic approach that combines technological innovation with mechanism optimization and capacity building. By addressing challenges related to digital literacy, privacy, and equity, kindergartens can unlock the full potential of digital practices. This study's findings offer a framework for advancing home-school collaboration, contributing to the creation of a collaborative, digitalized educational ecosystem.

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