

The Roles of Head Teacher in Home School Co-education in Modernization

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Abstract: In 2021, Chinese government has issued the <Family Education Promotion Law of the People's Republic of China>, which is pointing out the importance of family education for student development, and emphasizing the task of building the home school cooperation. Home school co-education promotes effective communication between parents and teachers, and provides a deeper understanding of students' needs in learning and life, which bringing great significance for the students' comprehensive development and the improvement of educational quality. Based on the current problems of little awareness of family education among parents, insufficient skills of home-school cooperation among head teachers, and poor communication effectiveness between families and schools in home school co-education, guided by the concept of home school co-education, head teachers can establish cooperative relationships with parents by playing roles such as communication coordinators, development planners, legal promoters, educational guiders, and activity organizers.

Keywords: Role; Head Teacher; Home School Co-education; Modernization

1. Introduction

Home school co-education refers to the educational concept of mutual connection, support, and closely cooperation between families and schools to promote the comprehensive development of students. In this process, families participate in the school education, and schools guide the family education, forming a mutually beneficial interaction of educating the students. The biggest characteristic of home school co-education is student-centered, where

parents and head teachers work together to establish a cooperative relationship, optimize student education management, and create a good environment for students' learning and growth. This is a transformation from a school centered education model to a concept of joint education between schools and families. The smooth development of home school co-education can better meet the development needs of different students, promote educational equity and personalized development of students, improve their comprehensive quality to a certain extent, and better promote the sustainable development of the education industry.

2. Current problems in Home School Co-education

(1) Little awareness of family education among parents

Due to various factors such as the long-term development of education in China, parents pay most attention on the academic achievement of the students. In the family, besides meeting the material needs of their children, most parents only pay attention to whether their children have completed their homework and how their academic grades are, they rarely care about the details of their children in school and whether they are happy or not.

For home school co-education, most parents have relatively little understanding, and some parents often neglect to participate in home education due to reasons like lack of professional knowledge, busy in work, and inability to educate their children. When a child makes a mistake, some parents may ask the following questions: "Did your teacher teach you this way?" "I will report to your teacher and ask him to punish you." These parents almost completely entrust their child's education to the teacher. They believe that

how well the child learns is something that the teacher should be responsible for, they think the teacher is omnipotent. However, parents have not realized that the growth of their children requires the joint efforts of teachers and parents, which is called home school co-education. For children, parents are their first teachers, and family education plays a very important role in cultivating their personality. Therefore, how to guide parents to learn about the correct concept of family education is a compulsory course for head teachers in home school co-education.

(2) Insufficient skills of home-school cooperation among head teachers

Encouraging teachers to continue their education and training, cultivating lifelong learning habits, and gradually improving the quality of the teaching staffs is the foundation and guarantee for continuously improving the quality of education.[1] Due to the parents have significant differences in educational concepts, cooperation awareness, and action ability, the growth environment, family education strategies also lead to differences in the students' personality traits, cognitive abilities, psychological status, and communication methods.[2] In the process of implementing home school co-education, the head teacher needs to consider numerous factors and collect a large amount of information, which tests the teacher's comprehensive qualities such as coordination ability, communication ability, and psychological resilience.[3] However, currently, most head teachers received training in professional abilities during their previous learning stages, were mainly about the specific subject teaching skills. Facing with the heavy workload of school teaching, head teachers rarely have the opportunity to concentrate or find effective ways to participate in a series of training on family guidance ability and psychological counseling. How to provide parents with timely, specific, and targeted scientific family education guidance in personalized student development, and achieve collaborative education between home and school, is a great test for head teachers. The head teacher needs to master a more systematic and professional series of family education guidance abilities and methods for home school co-education.

(3) Poor communication effectiveness

between families and schools

Some parents were unable to participate in the activities carried out by the school. Most of them refuse to attend parents meetings because they are too busy with work, or have their grandparents to be representatives. These types of parents have little interaction with the head teachers, and they do not have a comprehensive understanding of their children's education in school. They often only rely on mid-term or final grades to judge their children's learning situation, and their understanding of their children's growth usually lacks systematicness and timeliness. For the school letters, family learning materials, and parent-child education video links distributed by the head teacher, perhaps due to the lengthy text and long video time, some parents only browse hastily, which greatly reduces the effectiveness of home school co-education. Meanwhile, due to the busy work of the head teacher with student affairs, there is also a lack of understanding of the needs from parents. Therefore, how to use the modern Internet, a popular and convenient platform, to achieve effective interaction and communication with parents is a major difficulty that the head teacher needs to overcome.

3. The Roles of Head Teachers in Home School Co-education

Mencius believed that "The foundation of the world lies in the country, and the foundation of the country lies at home." [4] Sukhomlinsky proposed that "The most complete education is the cooperation between schools and families." [5] Guided by the concept of home school co-education, head teachers can play different roles such as communication coordinators, development planners, legal promoters, education guiders, and activity organizers, to fully communicate with parents, enhance parents' awareness of home school cooperation, so that to achieve the implementation of home school co-education and promote the healthy, happy and joyful growth of the students.

(1) The head teacher is a communication coordinator

Communication work is a test of the comprehensive ability of the head teacher, which is a persistent battle in educational work. The head teacher needs to invest a lot of effort,

patience, and skills in communicating with parents. Faced with this task, the head teacher should not be swayed by the large workload and complexity, but should strive for a better future for students, the harmonious development of home school cooperation, and persist in doing a good job in home school communication and coordination.

Both the head teacher and parents play a major role in home school co-education. In the modernization, homeroom teachers should establish equal, friendly communication and cooperation relationships with parents. The head teacher should timely know about the needs and ideas of parents and students, and make sufficient preparations for the next development of educational works. The head teacher can invite students to fill out anonymous sharing letters, one-on-one private communication, and some other methods to allow students to speak freely. In terms of parents, the head teacher can regularly use strategies such as phone and Wechat to understand the performance of students in the family, as well as the communication between parents and children. To further understand the students, the head teacher should conduct planned home visits. By home visits, head teacher can comprehensively understand the students' family background and growth environment, as well as the communication methods between students and parents at home. This will ultimately lead to the development of a personal growth plan for the students together with their parents. In home visits, the head teacher can pay attention to listening and registering parents' descriptions about their children's strengths, such as reading, doing housework, respecting the elderly and caring for the young. Afterwards, the head teacher can share this information with the students in the class, encouraging them to motivate each other. The head teacher should regularly integrate the problems and information reported by parents and students, adjust the educational methods in a timely manner, and provide satisfactory education for parents and students.

(2) The head teacher is a development planner
The homeroom teacher is an important planner for the development of the class. At the beginning of each semester, teachers should fully plan and arrange the teaching activities

and opportunities for home school cooperation for that semester, so that the home school co-education activities can be implemented in an orderly manner.

In <Sun Tzu's Art of War>, it proposed "Strategy for Attacks", and it was mentioned that "knowing oneself and one's enemy leads to victories in every battle." [6] At the beginning of developmental planning to do a good job in home school co-education, the head teacher should combine the characteristics of the students, fully understand the thoughts of parents through questionnaire surveys, parents meetings, Wechat contacts, so that to work together with students and parents to formulate short-term, medium-term, and long-term development goals for the learning and development of the students. When setting the class goals, teachers can adopt the SMART principle proposed by Peter Drucker[7] to make the goals more specific, measurable, achievable, relevant to other goals, and with clear completion dates. Head teacher can guide the parents and students to set out goals together, for example: In this semester, each student should participate in at least two public welfare education activities; In this semester, each parent need to share a parent-child education material and one parent-child education experience at least 50 words in the Wechat parent group every day, including books, short videos, news reports, etc.

(3) The head teacher is a legal educator

In 2021, China has issued the <Family Education Promotion Law of the People's Republic of China>.[8] In modernization, head teachers should take it as an opportunity to popularize the <Family Education Promotion Law> for parents, to help parents have a deep understanding of it. The head teacher can help parents interpret and analyze each item through case studies, making them understand the importance of family education. Head teachers should emphasize to parents that parents are the first teachers of their children's development. Parents have a legal obligation to create a happy and great living environment and atmosphere for their children's growth. At the same time, parents should consciously cooperate with the head teacher, master the correct parenting methods, strengthen communication and cooperation with the school. The head teacher should make parents aware of the rapid development of modern

education in China, and our country attaches great importance to family education, to enhance their confidence in ethnic education. Head teacher need to guide the parents to know that caring for and guiding children is not only the responsibility of parents, but also the requirement of the modern society for every parent.

(4) The head teacher is an educational guider Regardless of the level of educational development, the first priority is to cultivate moral character. Head teachers should guide parents to work together and guide students to establish correct worldviews, outlooks on life, and values. They should teach students to have the ability, responsibility, love, comprehensive development, and learning to become useful individuals for our society. Due to the varying personal qualities of parents, the head teacher can guide parents in family education by distributing manuals, holding parents meetings, conducting phone calls, and posting parenting tips on Wechat groups to promote advanced educational concepts and methods, continuously enriching parents' parenting knowledge. The head teacher should guide parents in family education, not only to care about their children's academic performance and material needs, but also to pay attention to their children's psychological development status. For example, a head teacher can guide parents not to immediately say "go to do your homework" to their children when they return home after school, but to spend 3 to 5 minutes communicating with them and asking about their situation at school that day. Like "What did you learn at school today?" "What left a deep impression on you?" "What was your most happy thing today?" "What was your unhappy thing?" The head teacher should guide parents to enjoy the fun of communicating with their children, and fully participate in educational affairs for their children's growth.

In terms of students, the head teacher should guide parents to create a good learning environment for their children at home, such as having a clean, tidy, appropriately high, and comfortable set of study tables and chairs. The learning area should be set up in a quiet space, rather than in the living room where interesting TV programs such as cartoons are played, or next to the kitchen where parents cook delicious food. A good learning

environment can help students truly calm down and think about problems to double their learning efficiency. In terms of parents, for the materials of family education courses, the head teacher should consciously release interesting and short videos of family education materials to attract the attention and interests of parents, to fully guide the parents to do well in family education.

(5) The head teacher is an activity organizer In modernization, head teachers should regularly organize public welfare family education guidance services and practical activities through cooperation with the community. With the help of the community, a series of tasks such as funding, venue, event design, and event reporting have been easily solved, while achieving the perfect cooperation goal of integrating home, school, and society.[9]

The head teacher and community should combine the actual needs of parents and students, and invite parents to participate in activities through careful planning in the early stage. The activities can be beautifying community environments, parent-child fun sports events, handicraft DIY activities, campus parent open days, etc. In addition to community cooperation activities, the head teacher can also organize the following parents teacher meetings to promote home school co-education: a. Discussion based parents meetings: The head teacher randomly divides the parents into groups, and each group discusses and provides strategies based on a certain topic of parent-child education, such as difficulties and strategies in parent-child communication, small tricks to deal with children's internet addiction problems, and steps to cultivate good living habits for children. b. Report based parents meeting: The head teacher prepares materials for each student and distributes them to parents, allowing them to understand the monthly, semester, and annual learning and performance of the students, and then the head teacher can further obtain the support and cooperation from parents, laying a foundation for better home school cooperation in the next step.

4. Conclusion

In the process of home school co-education, the head teacher can play various roles, serving as a communication coordinator for

parent-child communication, a development planner for the home school co-education plan, a legal promoters of family education legal knowledge, an educational guide for family education guidance methods, and an organizer of home school communication and cooperation activities. The head teacher and parents can deepen the goal of home school collaborative education by actively understanding, cooperating, and supporting each other, and to promote the healthy, happy, and joyful growth of the students.

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