

# A study on teachers' practical dilemmas and countermeasures in family-school-society collaborative education

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**Abstract:** With the backdrop of the implementation of the double reduction policy and the construction of a high-quality education system, the importance of family-school-society collaborative education has been raised to an unprecedented level. However, there are still some dilemmas in the current practice of collaborative education by teachers. Teachers have inadequate collaborative education literacy, low willingness to take responsibilities and high burnout in practice. Therefore, corresponding countermeasures are proposed: promoting lifelong development of teachers, clarifying teachers' responsibilities and reducing burden on teachers.

**Key words:** teacher practice; family-school-society collaborative education; teacher development

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## 1 Introduction

The importance and urgency of collaborative education among families, schools and society have been raised to an unprecedented level by calls from the implementation of the double reduction policy, the establishment of moral education, the construction of a high-quality education system, the improvement of the lifelong learning system, and the acceleration of the construction of a learning society. Teachers are the first resource of education, and are key players in the production and transmission of social knowledge and social change. Collaborative education among families, schools and society gives teachers a new mission and responsibility. This study explores the dilemmas of teachers' participation in family-school-society collaborative education, and puts forward corresponding countermeasures.

## 2 Teachers in family-school-society collaborative education

In the case of family-school-society collaborative education, the boundaries are created by the spatial and temporal division among family, school and society, as well as the different resources of the people involved. To a certain extent, this barrier hinders the process of co-operation in parenting, but the family-school-society is irreplaceable due to their different strengths. Therefore, family-school-society cooperative parenting means that family education, school education and social education coordinate and cooperate with each other under the guidance of national education policy, giving full play to their respective strengths and joining in parenting activities, so that the function of parenting can be effectively implemented.

The family, school and society are the three main actors in the process of collaborative education. Teachers are human resources, and the counterparts of the family and society are parents and members of various social organizations. School

education has the highest professionalism among the three, and teachers, as the transmitters of the school's educational philosophy, are important forces in the implementation of family-school-society collaborative education [1]. Therefore, teachers in collaborative education are coordinating and cooperating with the main members of the family and society, giving full play to their own and the group's strengths to effectively implement collaborative education.

### **3 The dilemmas of teachers' participation in collaborative education**

#### **3.1 Lack of collaborative education literacy**

There is a significant proportion of practitioners in the current teaching force who have not received systematic development and training in collaborative education. Such teachers practise collaborative education on the basis of their own experience and that of their colleagues. They usually adopt an authority approach, such as parent-teacher conferences and home-school communication, which makes collaborative education superficial. Teachers who have received higher education understand the significance and value of collaborative education, but they lack the ability to guide and promote the effective participation of parents and the community, and ultimately succumb to the traditional ecology and fail to improve their practical literacy. Teachers with insufficient literacy will find it difficult to establish a correct cognition of collaborative education.

#### **3.2 Low willingness to take responsibilities**

In order to carry out their mandates well and in accordance with their respective specializations, the structure, composition and personnel of the different bodies should be functionally commensurate [2]. School responsibilities cover teacher responsibilities but there is still a boundary between the two, and the current contradiction is that the boundary is blurred. In the practice of collaborative education, teachers have vague or even erroneous perceptions of the work and the duties they should undertake, and they do not have a clear concept of the results of their behaviour, which leads to a low willingness to take responsibilities. Moreover, the incentives and monitoring mechanisms for teachers to engage in collaborative education are not yet mature, and there is a lack of corresponding rewards for their efforts, which decreases teachers' motivation.

#### **3.3 High burnout in practice**

Long and varied hours of hidden work seems to be the norm for teachers, who are unwilling and unable to cope with collaborative education work that objectively adds to their workload. The different arenas of collaborative education further increase the complexity of the work, making it difficult for teachers to cope with it and filling them with burnout in their daily work. The information age has enhanced teachers' ability to utilize digital resources to promote collaborative education in schools, families and society, and exploring the use of digital technology further increases teachers' tasks and even poses a major obstacle for many of them.

### **4 Suggestions on teachers' participation in collaborative education**

#### **4.1 Promoting lifelong development of teachers**

Teacher training is the accumulation stage of a teacher's career, and the development of collaborative education skills needs to be emphasized. The cultivation of teacher trainees' capacity for collaborative education needs to start with the formulation of standards, so as to provide basic regulations on the content of collaborative education in teacher education programmes and the capacity that teacher trainees should possess. Accordingly, institutions of higher education should improve the content and assessment of collaborative education literacy training in the process of teacher training. Secondly, teachers are encouraged to understand and integrate the cultural contexts of the induction unit and students' families, and field interactions in the community, schools and families are supported, with new teachers exploring cultural capital and supplementing it in their teaching activities to promote reflection on collaborative education [3].

## 4.2 Clarifying teachers' responsibilities

Teachers' responsibilities for collaborative education need to be further refined. Each teacher carry out his or her responsibilities and mandatory tasks within the boundaries that have been defined. Clarifying roles and constructing identities ensure that they have the authority and standards to fulfil their responsibilities. There is a need to clarify not only the knowledge, skills and character required of teachers in collaborative education, but also the boundaries and responsibilities of teachers in teaching and learning, home-school communication and school-society collaboration. At the same time, supporting monitoring mechanisms, incentives and accountability systems should also be followed up, so that responsibilities can be visualized and operationalized.

## 4.3 Reducing burden on teachers

The family, school and society cannot simply hand over the task of collaborative education to teachers. It is vital to cut the collaborative education work into pieces and integrate it into the teacher's career in a subtle way. In the case of Northern Illinois University's Parent Involvement Programme, for example, rather than adding new courses to the curriculum, the teacher education programme embeds activities into each semester's curriculum throughout the entire teacher education process. Thus, teachers' collaborative education training courses can be designed to replace the addition of a portion of new courses with the optimization of existing courses, incorporating the concept of collaborative education into these existing courses while emphasizing the importance of collaborative education with families and communities and its broader connection to teacher responsibilities [4].

## 5 Conclusion

Teachers, as the most valuable human resources of schools, are the key to the effective implementation of family-school-society collaborative education. In practice, teachers suffer from insufficient collaborative education literacy, low willingness to take responsibilities, and high burnout. Only by promoting lifelong development, clarifying teacher responsibilities, and reducing work sharing can teachers get out of these dilemmas. Only then can they participate in family-school-society collaborative education with high literacy, high willingness, and low burnout to truly fulfill their roles. Although this study has initially revealed the dilemmas faced by teachers participating in family-school-society collaborative education and the solution paths, there is still room for deeper exploration. Future research could further refine the analysis, aiming to explore whether there are mediating variables influencing the process and analyse other potential factors that may affect teachers' collaborative education practices.

### Conflicts of interest

The author declares no conflicts of interest regarding the publication of this paper.

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