

Original Paper

How Can Home-School Cooperation Promote Ideological and Political Education for Secondary Vocational School Students

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Abstract

The ideological and political education of secondary vocational school students is of utmost importance, requiring not only scientific guidance from schools but also the active involvement of families. Currently, there are common issues in the process of school-home cooperation in secondary vocational schools, such as parents not prioritizing students' learning, limited and superficial forms of cooperation, and communication barriers between families and schools. By analyzing the significance of school-home cooperation in the ideological and political education of secondary vocational school students, this paper provides strategic suggestions for implementing school-home cooperation in secondary vocational schools. These suggestions include promoting the correct concept of school-home cooperation, enhancing the guiding ability of family education, and establishing multiple channels for school-home cooperation. Through these efforts, a synergistic educational force can be formed to promote collaborative education between families and schools.

Keywords

school-home cooperation, secondary vocational school, ideological and political education

Introduction

Ideological and political education, as one of the key courses in secondary vocational education, plays a crucial role in shaping students' values and outlook on life. Due to the unique characteristics of secondary vocational students, most of them have relatively weak academic foundations and low interest in learning. This poses a challenge for teachers in terms of teaching effectiveness and relevance. In secondary vocational schools, the main goal is to equip students with practical skills, which often leads to a focus on practical training rather than theoretical knowledge. Consequently, ideological and political education may be neglected, resulting in unforeseen issues to some extent. Therefore, it is

essential for teachers to integrate ideological and political education into classroom teaching and throughout the entire student development process, aiming to enhance students' self-awareness and drive self-learning. School-home cooperation refers to the joint involvement of families and schools in students' educational activities, achieved through communication and collaboration in the educational process. (Ma, 1999) The importance of school-home cooperation is highly emphasized at the national level, as evidenced by the policy documents on family education. As early as 2012, the Ministry of Education issued the guiding opinions on establishing parent committees in primary and secondary schools and kindergartens, which became the first specialized document in China to regulate school-home cooperation. (Wu, 2013) It also marked the institutionalization of school-home cooperation. (Wu, 2020) Ideological and political education aims to cultivate students' correct ideological concepts, moral qualities, and social responsibilities. Through school-home cooperation, students' moral character and social responsibility can be jointly nurtured, and their values and moral beliefs can be guided in the right direction. By collectively paying attention to and guiding students' ideological and political education, both schools and parents can provide comprehensive educational support, cultivate students' ideological and moral character, enhance their sense of participation, and foster their ability to assume social responsibilities. This, in turn, provides better support and guidance for students' comprehensive development and growth.

1. Characteristics of Home-School Cooperation in Secondary Vocational Schools

One unavoidable issue in the field of student management in secondary vocational schools is the need to combine school education with family education. Home-school cooperation not only helps to supplement the shortcomings of school and family education, but also addresses the challenges of digital transformation in society. Parents must have a correct understanding of their children and form an educational partnership with the school to promote their children's development. However, currently, home-school cooperation in secondary vocational schools is generally lacking. Due to inadequate awareness among parents, especially in some rural areas, they believe that once they send their children to school, their responsibility for their education is fulfilled. Parents show little concern for their children's academic and daily lives, and cooperation is only superficial.

1.1 Parents Do not Value Their Children's Education

When students enter secondary vocational schools, parents tend to believe that it is because their academic performance is not good enough. This perception leads to a lack of emphasis on their children's education. They think that choosing to attend a vocational school is just a way to continue their education, acquire basic skills, and ensure their future survival. They fail to realize that even in secondary vocational schools, students can excel in their chosen field, gain solid theoretical knowledge, and even pursue further education. Additionally, most secondary vocational school students are boarding students, and at this age, they may display rebellious behavior and be unwilling to

communicate with their parents. They also have limited time to spend with their parents, which further reduces parental involvement in their education and career planning.

1.2 Limited and Superficial Forms of Home-School Cooperation

Currently, the forms of home-school cooperation in secondary vocational schools are overly simplistic. Traditional methods of communication between schools and parents are no longer suitable in the digital age. The application of internet technology should have facilitated more frequent communication, but even if class WeChat groups are established, teachers mainly use them to send notifications, while parents respond with a simple acknowledgement or even ignore the messages. Due to work pressure or busy schedules, many parents even choose to block notifications from these groups and only occasionally check the messages. There is a lack of genuine communication between teachers and parents about students' academic and daily lives. The communication between teachers and parents still relies on traditional and single methods, resulting in superficial cooperation. Teachers fail to proactively understand students' growth environment, as well as parents' expectations and educational methods. Parents also do not actively seek information about the school's education plans and student management policies, and do not truly participate in the cooperation. Family education, as a supplementary form of home-school cooperation, needs to innovate in various ways. However, currently, most home-school cooperation in secondary vocational schools is only aimed at fulfilling the school's regulatory tasks, and most of the responsibilities are placed on the class teachers. Given the already heavy workload of class teachers, home-school cooperation becomes even more superficial.

1.3 There Are Barriers to Home-School Communication

Currently, both parents and teachers have a one-sided understanding of the purpose of home-school cooperation, believing that communication is only necessary when there are problems with the child. However, the family backgrounds of secondary vocational school students vary, with many being left-behind children whose parents work away from home. How can communication take place in such cases? During the communication process between parents and teachers, responsibilities are often shifted to each other, with unclear roles and limited targeted communication. This lack of effective communication leads to subjective impressions and communication only occurring when problems arise, which affects the effectiveness of home-school cooperation. (Tan, 2023) The main reason for the barriers in home-school communication is that both parents and teachers may have busy schedules, making it difficult to find suitable time for face-to-face communication. This results in delayed information transmission and the inability to promptly resolve issues or provide support. Additionally, the lack of effective communication channels restricts information exchange between parents and teachers, making it difficult to timely understand students' learning situations and problems. Furthermore, there may be differences in communication styles between parents and teachers. For example, parents may prefer face-to-face communication, while teachers may lean towards using emails or online platforms for communication. This mismatch in communication styles affects information transmission and understanding.

1.4 Low Enthusiasm for Home-School Cooperation

In the face of rapid economic and social development, education is undergoing profound changes. However, the enthusiasm for home-school cooperation in most secondary vocational schools is low, with parents, schools, and teachers in a state of detachment. It is of great significance to mobilize the willingness for home-school cooperation to enhance students' ideological and political education. Currently, most parents only cooperate with the school in home-school activities out of task completion considerations. Parents selectively participate in home-school activities, partly due to their busy work schedules, especially in underdeveloped areas, where parents are occupied with livelihoods and do not participate in school-related activities. Another reason is that parents have low expectations for students. They believe that as long as students ensure their safety and develop good behavior habits to some extent, it is enough. Parents do not have much time to participate in students' disciplinary work, let alone provide regular ideological guidance. The attitude of parents is one of the reasons that affect the effectiveness of home-school cooperation. However, through home-school cooperation, schools can conduct ideological and political education for students, helping them establish correct values, outlooks on life, and worldviews.

2. The Significance of Home-School Cooperation for Ideological and Political Education of Secondary Vocational School Students

Implementing ideological and political education for secondary vocational school students can help them plan their career paths and establish clear self-development goals. Due to their lack of life experience and social exposure, it is important for both teachers and parents to fully understand students' true thoughts and guide them in planning their future in a systematic and purposeful manner. This can enhance their motivation to learn and promote comprehensive physical and mental development. As the guides for students' habit formation, parents play a crucial role in their ideological and political education. Through home-school cooperation, schools can closely collaborate with parents, jointly focusing on and guiding students' ideological and political education, thus strengthening the power of family education. As the bridge between students and society, parental involvement has a positive impact on students' ideological and political education. Through home-school cooperation, schools can work with parents to pay attention to social hot topics and current affairs, promoting the connection between the school and society and helping students better understand and participate in society.

2.1 Proactively Preventing Students' Inappropriate Behavior

Currently, home-school cooperation in secondary vocational schools often occurs when students have already started experiencing various problems. At this stage, schools mainly inform parents in a notification-style manner, and parents may start to blame the school for not discovering the problems

earlier, leading to mutual accusations. Both schools and families have their own reasons from different perspectives, and regardless of whether the problems are resolved, they ultimately have to accept the fact that the student has encountered issues. However, if schools and families can effectively communicate and timely address students' concerns at each stage, with scientific guidance from teachers at school and warm companionship from parents at home, parents and teachers can jointly strategize for the student's positive development and proactively negotiate and plan countermeasures when problems arise. This can prevent many issues from occurring in a timely manner, avoiding students experiencing anxiety, bullying, or even more serious problems. Families should take the initiative to assume the responsibility of cultivating students' good behavior habits, which are essential in their growth process. Parents should establish appropriate behavioral norms and require students to consciously abide by them. This can help students develop good behavioral habits and improve their moral character. Therefore, effective home-school cooperation can promote communication between schools and families, allowing the early identification and prevention of potential problems in students.

2.2 Guiding Students to Establish Correct Worldviews, Life Philosophies, and Values

Positive guidance from parents can serve as role models for students. When students enter secondary vocational school, they may occasionally feel uncertain about what they want to do and need guidance from parents. When students experience emotional lows or other issues, parents need to use their knowledge and abilities to help students face, analyze, and solve problems. When necessary, parents should also seek timely assistance from teachers, jointly explore scientific methods of educating students, help students analyze the problems they encounter, and encourage them to face challenges actively. Parents should understand that students' ideological and political education does not only happen at school. Families need to actively take on the responsibility of family education to promote students' healthy growth.

2.3 Forming an Educational Synergy between Schools and Families

Students' ideological issues often do not change with changes in their physical environment. In the classroom, teachers passionately deliver a lesson, which may inspire students and lead to profound insights during that particular class. However, such emotional stimulation does not last long and requires continuous nurturing from teachers. It is crucial for students to live and learn in an atmosphere conducive to their ideological development. For example, when students return home after school, their attention may not be as focused as it was in school, and they can easily be influenced by various disturbances in the family environment. Therefore, students' ideological education cannot be solely dependent on attending classes at school; it also requires family education and the coordinated efforts of schools and parents to ensure students' positive development. The "Opinions on Further Strengthening and Improving the Ideological and Political Education of School Students" states that schools should explore the establishment of mechanisms to communicate and connect with students' families, and mutually cooperate in ideological and political education. Family education and school education should be interconnected and form an organic whole. Parents and teachers should maintain

communication, understand students' performance and needs at home and school, and contribute together to students' ideological and moral education.

3. Strategies and Suggestions for Promoting School-Family Collaboration in Secondary Vocational Schools

In recent years, the vigorous development of vocational education has increased attention to vocational education in academic circles. While the country has increased investment in vocational education, it is still insufficient to meet the needs of effective school-family collaboration in secondary vocational schools. Therefore, secondary vocational schools must take the initiative, fully utilize the school's resource advantages, and promote the operation of educational mechanisms that facilitate school-family collaboration to promote students' comprehensive development. Secondary vocational schools can actively engage in school-family collaboration, strengthen the connection and cooperation between the school and parents, provide better support and guidance for students' learning and development, and promote both school and family education improvement.

3.1 Establishing the Correct Concept of Home-School Cooperation

Schools and parents should establish a unified educational concept and build a scientific and reasonable home-school cooperation mechanism, with moral education as the fundamental task, to cultivate socialist builders and successors. Parents should further enhance their understanding of family education and the importance of home-school cooperation, guiding them to recognize that the foundation of a person lies in moral character, and moral education needs to be integrated throughout the entire process of family education and the development of students' intellectual abilities. Schools, based on their capacity, can also make full use of school resources to develop courses suitable for parental involvement, including moral cultivation and ideals, good habits and life skills, career planning and learning abilities, personality traits and mental health, career planning and development, etc., in order to enhance parental guidance and support for student learning. "Optimizing communication mechanisms, promoting home-school cooperation, replacing event-based communication with full-process communication, replacing one-way notification with two-way interaction, replacing passive participation with active participation, and expanding communication from surface level to deep level." (Li, 2016) The correct concept of cooperation, first of all, needs to establish mutual trust and respect between home and school as the foundation of cooperation. Actively communicate with teachers, understand students' performance and needs at school, share family situations and concerns. Clearly define common goals and expectations, that is, both families and schools hope that students can achieve comprehensive growth and success. Parents should actively participate in school activities and parent meetings, understand the school's educational philosophy and teaching plans, and provide necessary support and assistance, jointly focusing on student progress and efforts, and give positive encouragement and appreciation. Through positive feedback and recognition, stimulate students' interest in learning and confidence, and help them overcome difficulties. The correct

concept of home-school cooperation also needs to be based on trust, respect, communication, and collaboration. Through joint efforts and attention, parents and teachers can jointly provide better education and growth environment for secondary vocational students, and achieve students' comprehensive development.

3.2 Enhancing the Guidance Capacity of Family Education

General Secretary Xi Jinping has repeatedly emphasized the important role of family education. He stated, "The family is the first school in life, and parents are the first teachers of children. We must teach children the 'first lesson in life' and help them button up the first button in life." Research has shown that the degree of parental care significantly affects parent-child relationships. Harmonious parent-child relationships can provide students with a good family atmosphere and living environment, thereby influencing their physical and mental development. School education, as the main educational field for student development, and family education, as the cradle for students' physical and mental development, both play a role in nurturing individuals. The "Law on the Promotion of Family Education" also clearly stipulates that family and school have the responsibility of collaborative education, which is "home-school cooperation." Home-school cooperation means that both the family and the school participate in students' educational activities, and through communication and cooperation, provide coordinated education for students. (Ma, 1999) Schools can provide parental guidance on family education and timely stage-based and categorized training for those involved in family education guidance, forming a new cooperative education model where schools guide parents, parents guide parents, parents supervise education, and parents provide development suggestions. By using democratic mechanisms, parents are guided to pay attention to collective affairs of the class and school, and to the development of the school. Schools and parents have a shared responsibility for cultivating students, and they should establish an "alliance" relationship based on equality, mutual respect, and trust.

3.3 Establishing Multi-Channel Home-School Cooperation

In this regard, schools should take the main responsibility and establish regular contact with students' parents through forms such as "parent committees," "parent schools," and "parent reception days," actively promoting knowledge of family education and encouraging parental involvement in moral education processes. For example, schools can make full use of external resources, rely on various social youth education organizations and other social groups, mobilize, organize, and coordinate social forces to support the school's moral education work, and fully engage families and society in education. Schools can organize family education training to provide parents with relevant knowledge and skills to better understand and guide their children's learning and development, enhancing the power of family education. Encouraging parents to participate in various school activities, such as open days, cultural festivals, volunteer activities, etc., strengthens the connection between parents and schools and promotes the further development of home-school cooperation. Additionally, through regular home-school interactive activities, trust and cooperation between home and school can be strengthened,

establishing a good relationship for home-school cooperation and providing better support and guidance for students' overall development. The main reason for home-school cooperation in education is the critical stage of secondary vocational education, where students' ideological and political education is more important than ever before. It is important to make full use of various channels for home-school cooperation. Moreover, the establishment of school-parent committees should not be superficial but should fully leverage their role as a good communication channel between parents and schools. The content of communication between parent committees and schools should be more in-depth, and experts, scholars, and outstanding parents can be invited to participate in school management. Through legislation, the main responsibilities of parents in family education should be clarified, as well as their rights, obligations, and responsibilities, further guaranteeing social cooperation between schools and families in education.

4. Conclusion

Secondary Vocational schools not only require national advocacy but also rely on school education and the support and attention of families for students' ideological and political education. Therefore, it is necessary for secondary vocational schools to strengthen the cooperation between families and schools. Various methods can be used to enhance communication with families and comprehensively improve students' ideological and political education, promoting their cognition. Home-school cooperation is an effective approach to enhance ideological and political education for secondary vocational students. It is not just a slogan but a practical action that needs to eliminate formalism. It requires the integration and coordination of resources from various aspects, facilitating communication between homes and schools. Both families and schools need to collaborate and jointly cultivate students' ideological and moral character, nurturing them to become morally responsible talents in society. Home and school share the responsibility of educating students and achieving educational goals.

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