

Education Mechanism of University Affiliated Kindergarten with Four Party of 'University-Kindergarten-Family-Community'

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Abstract. Aiming at the problems that in the multi-stakeholder collaboration mode of current university-affiliated kindergartens, including single cooperation form, fragmented linkage and insufficient community resource development. This paper takes the organization of large-scale activities in a kindergarten affiliated with the Xinjiang Normal University as the application case, and innovatively proposes a "university-kindergarten-family-community" four-party linkage collaborative education mechanism. Consistent with the operational characteristics of university-affiliated kindergartens, this mechanism integrates the advantages of university disciplinary resources, faculty family education strength and community resources, and clarifies the role positioning and collaborative management mode of the four subjects in organizing large-scale kindergarten activities. The results show that this mode can effectively improve the quality of preschool education and children's comprehensive literacy in kindergartens, enhance parental participation and satisfaction, promote the transformation of university teaching and research achievements into preschool education practice, and has strong adaptability and timeliness.

Keywords: Four-party collaboration of 'university-kindergarten-family-community'; Kindergarten Affiliated to University; Activity Organization; Preschool Education.

1. Introduction

The high-quality development of preschool education in the new era has put forward higher requirements for the collaborative education of multiple subjects in kindergartens, emphasizing the integration of resources from families, kindergartens, society and other parties to form an all-round and multi-level educational pattern [1]. Owing to the unique school-running mode, kindergartens affiliated to universities have several inherent advantages, such as access to university disciplinary resources, support for family literacy improvement, and community resource backing, thus demonstrating great potential in collaborative education [2,3]. However, the affiliated kindergartens still encounter numerous challenges in practice. How to effectively integrate various resources and construct a systematic collaborative education mechanism has become an urgent issue [3~6].

However, the two-party or three-party collaborative modes, such as university-kindergarten [4] and family-community-kindergarten [7], still have many problems in the organization of large-scale kindergarten activities. The multi-stakeholder collaborative theory emphasizes the collaboration and interaction among multiple subjects [8~10]. Thus, this paper explores the paths and practical effects of the 'university-kindergarten-family-community' four-party collaborative education mode in the organization of the kindergarten's activities. The application reveals the implementation plan of the four-party collaborative mode in the activities of the university-affiliated kindergartens.

2. Role Orientation of the Four Subjects in the Organization of Activities

2.1 Universities: Professional Guidance and Technical Support

Leveraging the multidisciplinary advantages in education, art, physical education, science and engineering, the universities provide the affiliated kindergartens with the professional support such as curriculum development, activity planning, teacher training and science enlightenment. For example, the university physics teachers can simplify scientific experiments into interactive games to stimulate children's interest in scientific exploration; art teachers can explain the implications of

ethnic culture to help children perceive the charm of diverse cultures; and the sports teams can design winter-themed activities based on winter sports research to enhance children's physical fitness and teamwork awareness.

2.2 Kindergarten: Overall Coordination and Educational Implementation

For organizing the large-scale activities, kindergartens can integrate the professional support from universities, family engagement and diverse community resources in line with children's age characteristics and developmental objectives, and transform them into developmentally appropriate educational activities. During the activities, these kindergarten teachers elaborate on the educational value of each procedure for parents and community volunteers, and encourage the active participation and expression of the children.

2.3 Families: Deep Engagement and Active Co-Construction

Families from university backgrounds usually have high educational literacy and strong ability to participate deeply, thus achieving the transformation from 'passive cooperation' to 'active co-construction'. Especially in organizing large-scale activities, these families can not only assist kindergartens in activity planning and on-site organization, but also provide in-depth support based on their own professional backgrounds. For example, they can take the initiative to participate in the planning of kindergarten theme activities and create a richer and more aesthetic artistic experience for young children from a professional perspective.

2.4 University Community: Resource Allocation and Cultural Support

University communities, with their abundant venue facilities, human resources and unique cultural atmosphere, provide solid venue support and cultural co-construction guarantee for large-scale kindergarten activities. For example, university communities can open laboratories for young children to visit, and college student volunteers can help young children intuitively feel the wonder and charm of science by explaining basic scientific knowledge; secondly, the profound cultural heritage and diverse ethnic cultural atmosphere of university communities inject rich educational connotation into the organization of large-scale kindergarten activities.

3. Organizational Management Mechanism for Large-Scale Activities with Four-Party Collaborative Linkage

This paper summarizes the organization and management mechanism and implementation path of large-scale activities based on the four-party collaborative linkage, as shown in the figure below:

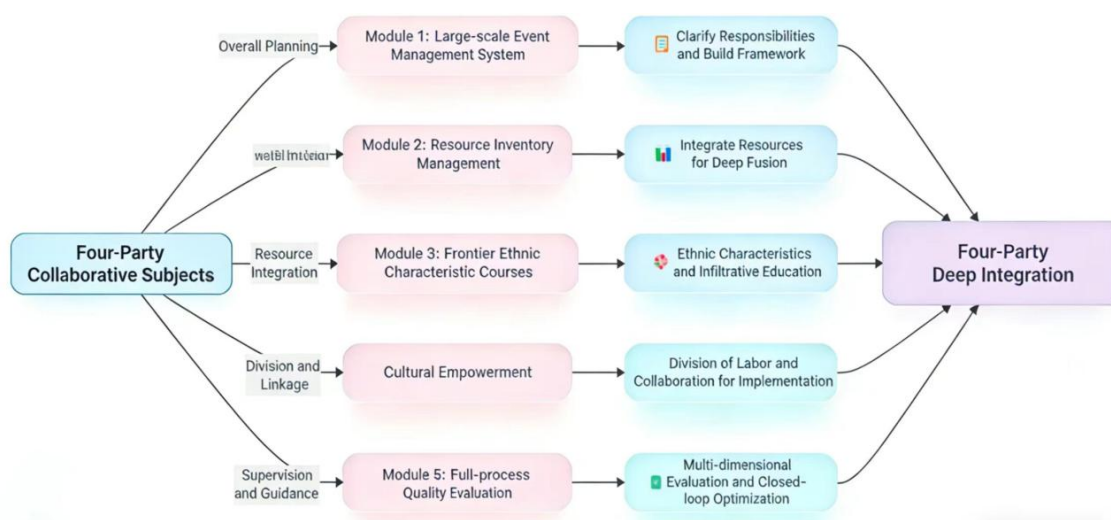


Fig. 1 Organization Mechanism of Activities Based on Four-Party Collaborative Linkage

3.1 Large-Scale Event Management System based on the Four-Party Coordination

First, a four-party collaborative management committee should be established for serving as the core decision-making, overall planning and coordination body for large-scale activities. This committee ensures the effective implementation of the collaborative education goal and helps young children grow up in an all-round and healthy way. In practice, all parties have clear divisions of labor and work in synergy. University functional departments focus on the supply of disciplinary resources and intellectual support, providing relevant professional guidance, venue and equipment support, etc. The kindergarten teacher teams formulate overall plans that balance educational and interesting elements. Then the parent committees participate in the planning and supervision of the entire activity process and coordinate the organization of young children's participation.

3.2 Listed Resource Management Facilitates Linkage and Integration Among the Four Parties

The list-based management of resources breaks resource barriers, achieves complementary advantages, and maximizes the educational and practical value of resources through systematic sorting, standardized filing, and precise connection. Firstly, establish a four-party resource pool and sort out various types of resources by category. The universities focus on sorting out disciplinary, scientific research, venue resources, as well as human resources such as faculty and volunteers; families focus on characteristic resources such as parents' skills and disposable time; communities integrate resources such as cultural venues, convenient facilities and ethnic activities. In the early stage of large-scale activity planning, rely on the list to accurately connect needs and improve resource utilization from the source.

3.3 Collaborative Implementation of Activities Based on Multi-Role of Labor and Cooperation

The division of labor and cooperation among the four parties can ensure the efficient and orderly conduct of the activity. Specifically, kindergartens assume the core responsibilities of overall organization, coordination and educational guidance, acting as the key link to connect resources from all parties and steer the direction of the activity. Universities provide precise and professional support for the activity, covering core links such as activity planning, content development and process optimization. Parents are deeply involved in on-site order maintenance, process assistance and other related work, facilitating home-kindergarten collaborative education. The university community links forces from all sectors to provide venue guarantee and cultural resources.

4. Effectiveness of Four-Party Collaboration in the Activities Organization

4.1 Promote the All-Round Development of Young Children's Quality and Abilities

The four-party collaboration mode has built diversified learning scenarios for young children's growth, provided a variety of activity forms and approaches, and effectively expanded the boundaries of young children's learning experience. The integration of university disciplinary resources stimulates young children's curiosity and thirst for knowledge through interesting exploration; cultural and sports activities carried out based on the natural and humanistic environment of the community not only exercise young children's physical fitness, but also cultivate their strong will and independent living ability. These carefully designed and organized activities accurately align with the core goal of high-quality preschool education development and comprehensively help the young children achieve comprehensive and balanced growth in multiple dimensions, including cognitive ability, emotional cultivation and social development.

4.2 Promote the Empowerment and Transformation of Research Achievements in University

In the four-party collaborative mode, the kindergartens usually act as important practice bases for university teaching and scientific research, offering a solid platform for translating university

academic resources into the field of preschool education. Drawing on their own disciplinary features and regional advantages, various universities select and restructure characteristic resources such as ethnic culture, turning them into educational activities that align with young children's cognitive rules and interests. Leveraging the strengths of university physical education disciplines, they develop fun games and skill-based courses tailored to young children.

5. Conclusion

The 'university-kindergarten-family-community' four-party collaborative education mode proposed in this paper provides a new cognitive perspective and theoretical basis for the high-quality development of university-affiliated kindergartens. Integrating the kindergartens' characteristics and multi-dimensional advantages, it forms an education community with resource interconnection, responsibility sharing, process promotion and achievement sharing. By clarifying the four parties' role positioning, functional boundaries and optimizing the collaborative management mechanism, it effectively solves the problems in organizing large-scale kindergarten activities, and enhances parental participation and satisfaction.

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