

# Expansion of Educational Management Boundaries and Responsibility Reconstruction in Middle Schools under the Concept of Home-School-Community Co-education

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**Abstract:** In the context of modern educational reform, the traditional closed management model of middle schools is increasingly unable to meet the holistic development needs of students. The concept of home-school-community co-education has emerged as a transformative paradigm, calling for the expansion of educational management boundaries beyond the school walls and the reconstruction of responsibility allocation among stakeholders. This paper explores the theoretical basis and practical pathways of expanding educational management boundaries and reconstructing responsibilities in middle schools under the co-education concept. Through a combination of literature review and case analysis, the study identifies the current limitations of middle school educational management, including the narrow scope of management, the fragmented division of responsibilities, and the lack of effective collaboration mechanisms. It then proposes a framework for boundary expansion, which integrates family education resources, community practical platforms, and school professional advantages, and a responsibility reconstruction model that clarifies the roles and obligations of schools, families, and communities. The findings suggest that the expansion of boundaries and responsibility reconstruction can enhance the effectiveness of middle school education, promote the all-round development of students, and build a collaborative educational ecosystem. The study also offers practical recommendations for implementing the co-education model, aiming to provide theoretical and practical references for middle school educational management reform.

**Keywords:** Home-School-Community Co-education; Educational Management Boundaries; Responsibility Reconstruction; Middle School Education

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## 1 Introduction

With the deepening of educational modernization, the development of students is no longer the sole responsibility of schools. The concept of home-school-community co-education emphasizes the joint participation of schools, families, and communities in the educational process, forming a collaborative educational force. However, the traditional educational management model of middle schools is characterized by a closed system, where the school is the only core subject of management, and the management boundaries are strictly confined to the campus. This model leads to a disconnection between educational resources and the actual needs of students, and a lack of coordination in responsibility allocation, which restricts the quality of education.

The expansion of educational management boundaries refers to breaking the closed boundaries of school management, integrating external educational resources from families and communities, and forming an open management system. Responsibility reconstruction, on the other hand, involves redefining the responsibilities of schools, families, and communities in the educational process, establishing a clear and coordinated responsibility system. Under the concept of home-school-community co-education, these two processes are interdependent and mutually promoting. This paper aims to analyze the necessity of expanding educational management boundaries and reconstructing responsibilities in middle schools, explore the practical paths of this transformation, and provide feasible suggestions for the implementation of the co-education model.

## 2 Theoretical Basis of Home-School-Community Co-education and Its Implications for Educational Management

### 2.1 Core Connotation of Home-School-Community Co-education

Home-school-community co-education is a collaborative educational model that advocates the joint participation of schools, families, and communities in students' education. The school serves as the professional guidance center, providing systematic knowledge education and professional educational services. The family acts as the foundation of students' growth, providing emotional support and moral cultivation. The community functions as a practical platform, offering social practice opportunities and cultural enrichment. The core of this model is to break the boundaries between educational subjects, form a synergy of educational forces, and promote the holistic development of students.

### 2.2 Implications for Educational Management

The concept of home-school-community co-education has profound implications for middle school educational management. Firstly, it challenges the traditional closed management model, requiring schools to open their management boundaries and actively integrate external resources. Secondly, it redefines the subjects of educational management, expanding from a single school-centered model to a multi-subject collaborative model involving schools, families, and communities. Thirdly, it requires a reconfiguration of educational management responsibilities, clarifying the respective responsibilities of each subject and establishing a mechanism for coordination and cooperation, to avoid overlapping or missing responsibilities.

## 3 Current Limitations of Educational Management in Middle Schools

### 3.1 Narrow Management Boundaries

The current educational management of middle schools is mostly confined to the campus. The management scope focuses on teaching

management, student discipline management, and campus safety management, ignoring the integration of family and community resources. For example, in moral education, schools often rely on classroom teaching and campus activities, lacking effective connection with family education and community practice, which leads to a disconnect between moral education and students' real life, reducing its effectiveness.

### **3.2 Unclear Responsibility Allocation**

In the traditional educational management model, the responsibility boundaries between schools, families, and communities are unclear. Schools often take on excessive responsibilities, including students' daily life management, psychological health guidance, and even family education guidance, while families and communities have weak responsibility awareness, resulting in a phenomenon of "schools taking the lead, families and communities watching". For instance, in students' academic performance management, families often shift the responsibility to schools, lacking active participation in students' homework guidance and study habit cultivation.

### **3.3 Lack of Effective Collaboration Mechanisms**

Even though some middle schools have recognized the importance of home-school-community cooperation, there is a lack of effective collaboration mechanisms in practice. The cooperation between schools and families is mostly limited to parent meetings and occasional communication, lacking systematic and continuous cooperation plans. The cooperation between schools and communities is often superficial, mainly in the form of occasional activities, without forming a long-term mechanism for resource sharing and joint education. This lack of collaboration mechanisms leads to the inability to effectively integrate educational resources and form a synergy.

## **4 Paths for Expanding Educational Management Boundaries in Middle Schools**

### **4.1 Integration of Family Education Resources**

The expansion of educational management boundaries should first focus on the integration of family education resources. Schools need to establish a two-way communication mechanism with families, guiding families to participate in school educational management. For example, schools can set up parent committees, allowing parents to participate in the decision-making of school management, such as curriculum setting and student activity planning. Schools can also provide family education guidance services, helping parents improve their educational concepts and methods, so that family education can be consistent with school education, forming a synergy.

### **4.2 Utilization of Community Practical Resources**

Communities are an important platform for students' social practice and comprehensive development. Middle schools should actively expand the connection with communities, integrating community practical resources into educational management. Schools can cooperate with communities to establish practice bases, organizing students to participate in social practice activities such as community service, public welfare activities, and cultural activities. Through community practice, students can not only improve their practical abilities but also enhance their social responsibility and sense of belonging, and schools can also enrich educational content and expand the space of educational management.

### **4.3 Construction of an Open Management Platform**

To achieve the expansion of educational management boundaries, middle schools need to build an open management platform. This platform can integrate educational resources from schools, families, and communities, and provide information exchange, resource sharing, and collaborative management functions. For example, schools can develop a home-school-community cooperation information platform, where schools can release educational information and activity plans, families can feedback students' home performance, and communities can provide practical resources and activity opportunities. Through the platform, the three parties can achieve real-time communication and efficient cooperation, breaking the information barriers and promoting the integration of educational resources.

## **5 Reconstruction of Responsibility Allocation in Middle School Educational Management**

### **5.1 Clarifying the Core Responsibilities of Schools**

In the process of responsibility reconstruction, schools should clarify their core responsibilities. As the main body of professional education, schools are responsible for providing high-quality teaching services, formulating scientific educational plans, and cultivating students' knowledge and skills. In addition, schools should also take the responsibility of coordinating home-school-community cooperation, guiding families and communities to participate in education in an orderly manner. For example, schools should organize regular parent meetings and home-school communication activities, provide family education guidance, and establish cooperation agreements with communities to plan and organize joint educational activities.

### **5.2 Strengthening the Primary Responsibility of Families**

Families are the first station of students' growth and bear the primary responsibility for students' education. In the responsibility reconstruction, families should strengthen their primary responsibility awareness, actively participate in students' education. Parents should pay attention to students' study and life, communicate with schools in time, cooperate with schools in educational activities, and create a good family educational environment. For example, parents should help students develop good study habits, supervise students' homework, and participate in school parent training activities to improve their educational ability.

### **5.3 Defining the Supportive Responsibilities of Communities**

Communities should undertake supportive responsibilities in middle school educational management. Communities can provide students with practice platforms, cultural activities, and social support, supplementing school and family education. For example, communities can organize cultural lectures, volunteer activities, and provide venues for students' extracurricular activities. Communities can also cooperate with schools to carry out safety education and psychological health services, providing a safe and healthy growth environment for students.

### **5.4 Establishing a Collaborative Responsibility Mechanism**

To ensure the effective implementation of responsibility reconstruction, it is necessary to establish a collaborative responsibility mechanism. This mechanism includes the establishment of a coordination organization, such as a home-school-community cooperation committee, which is responsible for coordinating the cooperation among the three parties, formulating cooperation plans, and solving cooperation problems. It also includes the formulation of a responsibility list, clarifying the specific responsibilities and tasks of each subject, and establishing a supervision and evaluation system to regularly evaluate the implementation of responsibilities, so as to ensure the effective execution of responsibilities.

## 6 Practical Challenges and Countermeasures

### 6.1 Practical Challenges

In the process of expanding educational management boundaries and reconstructing responsibilities, middle schools face some practical challenges. Firstly, there is a lack of awareness of cooperation among stakeholders. Some schools are used to the closed management model and lack the initiative to open up and cooperate. Some families have weak responsibility awareness and lack the understanding of the importance of participating in school education. Secondly, there is a lack of resources. The resources of families and communities are unevenly distributed, and some families and communities lack the ability to provide high-quality educational resources. Thirdly, there is a lack of institutional guarantee. There is no clear policy and system support for home-school-community co-education, and the cooperation lacks standardization and sustainability.

### 6.2 Countermeasures

To address these challenges, the following countermeasures can be taken. Firstly, strengthen publicity and guidance to improve the awareness of cooperation among schools, families, and communities. Schools can hold special lectures and training sessions to popularize the concept of co-education and enhance the cooperation awareness of all stakeholders. Secondly, integrate resources and optimize allocation. Schools should actively explore and integrate educational resources from families and communities, and for resource-deficient families and communities, provide corresponding support and assistance. Thirdly, improve the system and provide institutional guarantee. The government should formulate relevant policies and regulations to clarify the responsibilities and obligations of schools, families, and communities in co-education, and establish a supervision and evaluation mechanism to ensure the orderly and effective implementation of co-education.

## 7 Conclusion

Under the concept of home-school-community co-education, the expansion of educational management boundaries and responsibility reconstruction in middle schools are inevitable requirements for promoting educational modernization and cultivating all-round developed students. The current educational management of middle schools has the problems of narrow boundaries, unclear responsibility allocation, and lack of collaboration mechanisms, which restrict the improvement of educational quality.

The expansion of educational management boundaries requires the integration of family education resources, the utilization of community practical resources, and the construction of an open management platform. The reconstruction of responsibility allocation needs to clarify the core responsibilities of schools, strengthen the primary responsibility of families, define the supportive responsibilities of communities, and establish a collaborative responsibility mechanism. Although there are some practical challenges in the process of transformation, through strengthening publicity and guidance, integrating resources, and improving the system, these challenges can be effectively addressed.

The implementation of expanding educational management boundaries and responsibility reconstruction can not only enhance the effectiveness of middle school education, promote the holistic development of students, but also build a collaborative educational ecosystem. In the future, middle schools should continue to deepen the practice of home-school-community co-education, constantly optimize the management model and responsibility system, and provide strong support for the cultivation of high-quality talents.

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