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The Theory and Practice of Constructing the Subjectivity of the Educational Consortium of Home-School-Community

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Abstract: This paper takes the subjectivity construction of the "teaching and research association" as the core issue, based on the theory of overlapping influence thresholds, intersubjectivity theory, and modernization of educational governance theory. By using thematic analysis, it systematically analyzes 18 typical regional cases in Hubei Province, and deeply discusses the role positioning, interaction relationships, and practical paths of the three parties of schools, families, and society in the construction of the teaching and research association. The research shows that the subjectivity construction of the teaching and research association needs to be achieved through four-dimensional paths of institutional reconstruction, capacity building, digital empowerment, and cultural cultivation, realizing the transformation from formal cooperation to substantial integration, and finally forming a new pattern of all-round education. Different leading types of teaching and research associations (government-led, school-led, community-led) need to rely on their own advantages to solve the three core issues of subjectivity imbalance, mechanism obstruction, and cultural estrangement, and maximize the synergy of education through diversified collaboration.

Keywords: School-family-community Collaboration; Educational Alliance; Subjectivity Construction; Education Mechanism; Hubei Practice.

1. Introduction

As the process of educational modernization deepens, the traditional single-subject education model is no longer able to cope with the complex and changing educational environment. The solution to prominent issues such as adolescent mental health, vision protection, and obesity prevention requires the collaborative participation of diverse forces [1]. In 2024, the Ministry of Education and seventeen other departments jointly issued the "Joint Education 'Education Union' Work Plan," marking the transformation of China's educational governance from a single subject to a multi-party collaborative paradigm. The "Education Union" has become an important carrier for promoting high-quality educational development [2]. This policy orientation is not only the realistic need to resolve prominent contradictions in the current educational field but also an important measure to respond to the national strategy of innovation-driven development and cultivate composite talents, providing an action guide for the reconstruction of regional educational ecology [3].However, China's traditional school-family cooperation model has long been trapped in the dilemma of "school-led, family passively cooperating, and scattered social resources participating," with the subjectivity of all parties not fully respected and utilized, and collaborative education often remaining at the formal level [4]. As a major educational province, Hubei Province actively responds to the national policy call, launching pilot projects for the construction of educational alliances across the province, forming 18 representative regional practice cases covering different scenarios such as urban and rural areas, basic education and vocational education, providing a rich pool of practical samples for the study of the construction of the subjectivity of educational alliances [5].The core essence of subjectivity construction lies in emphasizing the inter-subjective relationship between schools, families, and society on an equal basis, through role reshaping, clear delineation of rights and responsibilities, and mechanism innovation, forming a cohesive force for education [6]. This article, starting from both theory and practice, combined with typical cases in Hubei Province, systematically explores the internal logic, practical dilemmas, and optimization paths of the subjectivity construction of "education alliances," focusing on the operation models and effectiveness differences of different leading types of education alliances, providing academic references and practical guidance for constructing a new pattern of education that is all-inclusive, all-process, and all-dimensional, and also providing a replicable "Hubei experience" for the construction of education alliances nationwide.

2. Theoretical Foundation and Connotation Analysis

2.1. Theoretical Basis of Subjectivity Construction

The construction of the subjectivity of the educational alliance is not a simple addition of resources, but a systematic reconstruction based on the support of multiple theories, with its core theoretical foundation including the following three major dimensions:

Overlapping Impact Threshold Theory: This theory, proposed by American scholar Epstein, holds that students' growth is influenced by the overlapping impact of three major fields: school, family, and society. The larger the overlapping area, the more significant the educational effect [7]. This theory provides the core logic for the construction of the subjectivity of educational alliances: it is necessary to break through the boundary barriers of the three major fields, expand the overlapping educational area through mechanism design, and achieve a synergistic effect of "1+1+1>3". The "15-minute educational ecosystem" constructed by the

Hong'an Experimental Primary School in Hubei Province is exactly through the integration of school curriculum, family participation, and social resources, forming a comprehensive and overlapping educational area, with the excellent rate of students' comprehensive quality evaluation reaching 82% [8].

Inter-subjectivity Theory: The inter-subjectivity theory from the philosophical field emphasizes that the various subjects in educational activities are not isolated but form a symbiotic relationship through equal dialogue and mutual understanding [9]. In the construction of educational alliances, this theory requires the abandonment of "school-centeredism" and "government-ledism" and other single-subject thinking, respecting the subject status of the family and society, and building a collaborative relationship of "equal dialogue, shared responsibility, and shared achievements". HanYang District FangCao Primary School's educational alliance has built a platform for dialogue between families, schools, and society through the "micro-collaborative class advisor alliance," promoting parent meetings from "teacher-led" to "home-school resonance," with a parent participation rate of 92.1%, which verifies the practical value of the inter-subjectivity theory [10].

Educational governance modernization theory: The modernization of educational governance emphasizes the participation of multiple subjects, legal guarantees, technological empowerment, and performance evaluation, with the core being the transformation from "management" to "governance" [11]. As an important practice form of educational governance modernization, the construction of the educational alliance body needs to follow the logic of governance: at the government level, strengthen institutional supply and overall coordination; at the school level, play the role of professional guidance and resource hub; at the family and social level, actively participate in the governance process, and form a multi-party governance pattern of education. The educational alliance system constructed by Qianjiang City through the "Five Links, Five Entries, and Five Buildings" mechanism is a specific application of the theory of educational governance modernization in regional practice [12].

2.2. Multidimensional Connotation of the Subjectivity Construction of the "Educational Federation Body"

The construction of the main body of the educational alliance essentially involves reshaping and optimizing the traditional role of the educational subject, and achieving a transformation from "passive participation" to "active action" by clarifying the core positioning and collaborative relationships of all parties. Its multi-dimensional connotation can be reflected through the evolution of the main role and the reconstruction of the core function (see Table 1):

Table 1. School-Home-Society "Teaching Union" Multi-subject Role Orientation and Functional Evolution

Subject	Traditional Roles	Subjectivity Construction After Role	Core Function
School	Knowledge Transmission Main Frontline	Cultural Connector and Resource Coordinator	Curriculum development, literacy cultivation, collaborative platform construction, professional empowerment
Family	Passive Collaborator	Emotional Support and Personalized Guide	Personality cultivation, habit formation, parent-child interaction, demand feedback
Society	Resource Assistant	Practical Empowerment and Value Co-creator	Scenario provision, resource support, practical education, cultural inheritance
Government	Administrative Manager	Coordinated leadership and institutional suppliers	Policy design, resource allocation, performance evaluation, mechanism guarantee

From the perspective of connotative characteristics, the construction of the educational federation's subjectivity has three core features: first, equality, that is, to break the traditional hierarchical relationship, to grant families and society equal participation rights and discourse power, as the "online school affairs meeting" of Hong'an County Experimental Primary School allows parents and community representatives to vote democratically on school management matters; second, interactivity, achieved through a normalized communication mechanism to realize the benign interaction of all parties, the "joint meeting system", information exchange system, early warning and intervention system" established in Xiaonan District provides institutional guarantees for the interaction of the main bodies [13]; third, symbiosis, all parties form a community of destiny based on a common educational goal, realizing "resource sharing, joint responsibility, and growth symbiosis," and the "school-family-community-medicine" four-in-one model constructed by Tianmen City is a typical embodiment of symbiosis [14].

3. Practice Exploration: Regional Case Studies and Pattern Comparison

3.1. Innovative Practice of the Hubei Regional Education Consortium Construction

Hubei Province, as a pioneering province in the construction of educational alliances, has formed a rich array of innovative practices throughout the province. 18 typical cases cover different regions, different educational stages, and different leading types, showcasing the diverse paths of the construction of the subjectivity of educational alliances. The following selected representative cases are analyzed in detail:Government-led educational alliance: institutional coordination and resource integration

The government-led educational alliance is centered around administrative power, achieving collaborative education through multi-departmental coordination and system construction. Its core advantage lies in strong resource integration capabilities, strong policy guarantees, and a wide coverage range. The "Five Links, Five Entries, and Five

Buildings" mechanism in Qianjiang City is a typical representative of this type. Qianjiang City promotes policy publicity, care services, convenient services, high-quality resources, and exemplary leadership through the "Five Links" mechanism of "home-school interaction, physical education and education integration, medical education assistance, social education synchronization, and police-school synchronization." At the same time, it has built a comprehensive and three-dimensional collaborative education pattern by establishing a comprehensive planning center, a smart platform, a demonstration base, a professional team, and a brand activity support system. In specific practice, Qianjiang City established a home-school-community collaborative education guidance center, hired experts in the fields of social work, mental health, and family education to form a professional support team, integrated social resources through the open university platform, and provided solid institutional guarantees and professional support for the construction of the educational alliance.

Xiaonan District, as a "National Experimental Area for Collaborative Education between Schools, Families, and Society," has established a government-led educational alliance with a three-level early warning and intervention system. The district has established a collaborative education center led by the education department, involving multiple departments such as women's federations, civil affairs, youth leagues, and judiciary, and has established three-level entity platforms at the town, village, and school levels. Through the "Joint Meeting System, Information Exchange System, and Early Warning and Intervention System," it achieves precise assistance to special students. Since the mechanism has been in operation, Xiaonan District has handled over 2,600 cases of special family information, properly disposed of 28 emergency cases, and the mental health status of young people in the region has significantly improved. The experience lies in breaking down departmental barriers through government coordination and forming a rapid response collaborative service system.

School-led educational alliances take the school as the core hub, achieving collaborative education through curriculum development, teacher construction, and resource integration. Their core advantage lies in high educational professionalism, distinct school-based characteristics, and focus on student development. Hong'an County Experimental Primary School, as one of the "first batch of demonstration educational alliances" in Hubei Province, has constructed a collaborative model of "three-dimensional linkage mentorship" and "resource integration research matrix." The school takes "resource sharing, joint responsibility, and growth synergy" as its core concept, innovatively launching a "growth community" of "1 teacher + 1 parent + 1 social mentor." Teachers are responsible for academic planning and psychological counseling, parents provide feedback on family education needs, and social mentors offer practical resources, forming a personalized education closed loop. In terms of resource integration, the school has collaborated with over 30 units to create a "15-minute educational ecosystem," developing three major research and study curriculum systems of "venue +", "community +", and "enterprise +". Among them, the "Hong'an Embroidery" intangible cultural heritage course has realized the living inheritance of national culture, and the "Future Career Laboratory" allows students to experience cutting-edge technology fields. In addition, the school independently developed the "See the Future" digital platform, integrating multi-dimensional data to generate personalized development suggestions. Parents and community representatives can participate in school management through "online school affairs meetings," achieving subject collaboration empowered by technology.

Wuhan No.3 High School Education Union takes the "Five Union" curriculum system as the core, constructing a collaborative model led by the school and involving multiple parties. The school defines the education union as "a long-term ecological reconstruction of education," integrating resources from 12 units including universities, famous enterprises, and communities through the five mechanisms of "union of responsibility, union of curriculum, union of resources, union of activities, and union of evaluation," and developing collaborative courses such as STEM, mental health, and career experience. In practice, the school leads the curriculum design, families deeply participate in practical education, and society provides resources such as college preparatory courses, enterprise practice bases, and museum practice classrooms, forming a collaborative pattern of "school organizers, parents as companions, and social second classroom." Professor Liu Changhai of the School of Education Science at Huazhong University of Science and Technology commented that this model "weakens the screening function of education and turns to help adolescents learn to live and learn to be a person," highlighting the professional advantages of the school-led education union. [15]

Community-led educational alliances take the community as the core carrier, focusing on the needs of people's livelihood to revitalize local resources, and achieve collaborative education through diverse service scenarios. Their core advantage lies in being close to residents' needs, flexible activity forms, and tight emotional connections. The Yanglan Primary School educational alliance in Ezhou City has built the "Walking Ideological and Political Education Class" brand, realizing resource flow through school-community co-education [16]. The school has collaborated with Shouchang Community to establish the "Home Love Academy," conducting public lectures on family education; organizing students to visit the Dongshan Education Base and the Aviation College of Ezhou University for practical study tours; and jointly setting up the "Parent Growth Plan" with public welfare organizations, introducing the One Foundation Survival Training Camp and the Fire Department's "Blue Friend Classroom," forming diversified collaborative service scenarios. In terms of institutional construction, the school establishes a three-level parent committee of "family - class - grade," develops an online communication platform for dynamic tracking of student situations, and at the same time integrates the professional strength of the city's family education guidance service center to provide customized consulting services for parents, achieving precise matching of community needs and educational resources.

The Zengdu District Baiyunhu Primary School Education Federation takes community public welfare practice as its feature, promoting education to go beyond the campus [17]. The school organizes students and teachers with calligraphy special skills to enter the community to carry out the public welfare activity of "Welcoming the New Year and Sending Spring Couplets", writing more than 1200 spring couplets in a year, combining the inheritance of traditional culture with volunteer service; implements the "Parent Classroom", inviting parents with professional skills to serve as "part-time

teachers", conducting courses on science popularization knowledge, traditional culture, and career experience; holds parent open days every semester, allowing parents to enter the classroom to understand the teaching situation, forming a positive interaction atmosphere between schools, families, and communities. The advantage of community leadership is reflected in this case as: through close-to-life practical activities, it enhances the practicality and fun of education, the enthusiasm of parents' participation is high, and the contradictions between schools and families are significantly reduced.

3.2. Comparative Analysis of Different Regional Federation Patterns

Through a systematic analysis of 18 educational alliances in Hubei Province, three typical models can be summarized: government-led, school-led, and community-led. Their core characteristics, advantages, and challenges show significant differences (see Table 2):

Table 2. Comparison of Three Major Models of Collaborative Education among Schools, Families, and Societies in Hubei Province

Pattern Type	Core Features	Typical Case	Advantages	Challenge
Government-led	Administrative power overall system improvement	Qianjiang city "Five Links, Five Advances, Five Establishments" mechanism; Xiaoshan District three-level early warning intervention system "school, family, community, and medical" four-in-one	Resource integration strong policy guarantee is effective > Wide coverage	Insufficient vitality at the grassroots level, low flexibility, and superficialization
School-led	Course innovation leading role	Hong'an Shixiao "Three-dimensional linkage mentor system"; Wuhan No.3 High School "Five-link" curriculum system; Huacheng High School "Chasing the Light Boys" empowerment curriculum	Highly professional in education, distinctive features, focused	Inter-school resource imbalance weakens schools
Community-led	People's livelihood demand-oriented service scenarios are diverse	Yanglan Primary School "Walking Ideological and Political Education Class"; Baiyunhu Primary School Community Public Welfare Practice Town "School, Family, and Community Hand in Hand" Plan	Close to residents' needs, emotional connection is tight.	Insufficient professional support, weak curriculum system, and lack of guarantee.

From the perspective of regional distribution, government-led educational alliances are mainly concentrated in relatively developed economic areas such as Wuhan, Qianjiang, Xiaogan, etc., which have strong administrative coordination capabilities and a solid foundation for resource integration; school-led educational alliances are relatively evenly distributed throughout the province, including both urban quality schools such as Hong'an Shixiao and Wuhan No.3 Middle School, as well as rural schools such as Liuchuan City Zhonglu Town Junior High School, reflecting the universality of schools as the main battlefield for education; community-led educational alliances are mostly concentrated in urban-rural junctions and county-level areas, such as Ezhou Yanglan Primary School and Chibi Zhonghuopu Town Middle School. In these areas, community resources are relatively concentrated, and residents' needs are clearly oriented [18].

From the perspective of practical effectiveness, all three models have achieved stage achievements: the policy implementation effect of the government-led educational alliances is significant, Xiaonan District has increased the efficiency of dealing with youth mental health issues by 40% through a three-level early warning system; the student development effectiveness of the school-led educational alliances is outstanding, the complaint rate of family-school conflicts at Hong'an school has decreased by 76%; the parent participation rate of the community-led educational alliances is high, and the participation rate of the Parent Open Day at Baiyunhu school has reached 85%. However, all three models also face their respective challenges, which collectively point to the core issue of the subjectivity construction of educational alliances.

4. Core Issue Diagnosis and Advancement Strategies

4.1. Core Issue Diagnosis

Through in-depth analysis of 18 cases in Hubei Province, combined with survey and interview data (including more than 200 teachers, more than 300 parents, and more than 50 community workers), it was found that the construction of the main body of the educational alliance faces three core issues, which restrict the transformation of collaborative education from formal cooperation to substantial integration:

4.1.1. Subjectivity Imbalance: Unequal Status of Multiple Subjects

Subjectivity imbalance is the most prominent issue in the construction of educational alliances, mainly manifested in two dimensions: first, the inequality of subject power, with excessive administrative intervention in government-led educational alliances, the discourse power of families and society weakened, as evidenced by the low participation rate of only 30% in the Parent Open Day of Xiaoguan High School, with most parents expressing that "there is a lack of substantial participation channels"[19]; in school-led educational alliances, schools often occupy an absolute dominant position, with families and society reduced to "supporting roles," with some "Enterprise +" curriculum merely taking the form of visits, and insufficient educational transformation of social resources. Second, the imbalance of subject capabilities, with weak subject capabilities of parents and communities in rural areas and weak schools, as shown in the survey of Zhonglu Town Junior High School in Lichuan City, 60% of rural parents lack scientific parenting knowledge, and communities lack professional educational guidance forces [20]; while in educational alliances of high-quality

urban schools, parents have abundant resources but insufficient motivation to participate, presenting a contradiction of "strong capabilities and weak participation."

4.1.2. Mechanism Obstruction: Lack of Institutional Guarantee for Collaborative Operation

Mechanical obstruction is mainly reflected in two aspects: digital divide and departmental barriers. At the level of digital empowerment, there is a significant digital divide between urban and rural areas, and among regions. The investigation of Huangshi Xialu District shows that 40% of mountainous schools still rely on paper "parent mailboxes" for communication, lacking intelligent collaboration platforms [21]; even in urban areas, the application of digital platforms also has the problem of "heavy construction, light use", and some schools' online communication platforms are only used for notification release, without realizing interactive participation functions. At the level of departmental collaboration, the data systems of departments such as education, civil affairs, women's federation, and health and health care are not interconnected. The practice report of Tiandamen City points out that "difficulty in information sharing between departments leads to the difficulty in accurately implementing assistance measures for special students"; in addition, the collaborative mechanism lacks long-term effectiveness, and most cooperative bodies of educational alliances depend on personal relationships, lacking institutionalized division of rights and responsibilities and interest coordination mechanisms, such as some community-led educational alliances that have been interrupted due to lack of funds and personnel changes.

4.1.3. Cultural barriers: Conflict between values and educational guidance

Cultural barriers are mainly manifested as conflicts in educational concepts and a breakdown in cultural heritage: At the level of educational concepts, there is a significant conflict between parents' utilitarian educational views and the quality-oriented guidance of schools. A survey shows that 78.5% of teachers reflect that "parents pay too much attention to scores and insufficiently emphasize the cultivation of qualities such as practical activities and mental health," and this concept conflict makes it difficult to unify the goal of collaborative education [22]; at the level of cultural heritage, there is a problem of heritage breakdown between ethnic areas and culturally rich areas. The Tujia language curriculum in Hong'an County is difficult to sustain due to a shortage of teachers, and the traditional cultural practice activities at Baiyunhu Primary School lack systematic design and are difficult to form a long-term educational effect. In addition, trust relationships between different subjects have not been fully established, some parents question the educational decisions of schools, and community resource providers have an insufficient understanding of educational needs, which affects the effectiveness of collaborative education.

4.2. Four-dimensional propulsion strategy and path optimization

In response to the core issues facing the construction of the educational alliance body, combining the practical experience of Hubei Province and advanced cases at home and abroad, this paper proposes a four-dimensional advancement strategy of institutional reconstruction, capability building, digital empowerment, and cultural cultivation, providing a systematic solution for the construction of the educational alliance body:

4.2.1. System Reconstruction: Building a Collaborative Governance Responsibility Network

The core of institutional reconstruction is to clarify the rights and responsibilities of all parties, establish dynamic adjustment mechanisms, and resolve the issue of imbalance in subjectivity. First, establish a hierarchical empowerment mechanism, refer to the experience of Qingyang District, Chengdu's "42 quantitative indicators," and formulate a list of rights and responsibilities for the main body of the educational alliance, clearly defining the school's right to design curricula, the family's right to supervision and evaluation, the community's right to propose resources, and the government's right to overall planning and guarantee [23]. For example, in curriculum decision-making, parent representatives should account for more than 30% of the decision-making committee, and community representatives should participate in the design of practical courses to ensure equal participation of diverse subjects. Second, improve the dynamic adjustment system, imitate Xiaonan District's "early warning and intervention system," and build a "demand-response-evaluation" closed-loop mechanism, regularly collecting the needs of all parties through questionnaires, symposiums, and other forms, and adjusting collaborative strategies in a timely manner. Hong'an County's Experimental Primary School has reduced school-family conflicts by 12% per month through monthly joint meetings of schools, families, and communities, and this dynamic adjustment mechanism is worth promoting. Third, improve the mechanism for coordinating interests. For community-led educational alliances, it is possible to explore a diversified financing model of "government procurement of services + corporate sponsorship + public donations" to solve the problem of funding shortages; for school-led educational alliances, establish a mechanism for sharing resources between schools, promoting the development of weak schools through high-quality schools, and narrowing regional gaps [24].

4.2.2. Capacity Building: Cultivate Professionalized Collaborative Entities

The core of capacity building is to empower through professional training and practice, enhance the collaborative literacy of all parties, and solve the problem of unbalanced subject capabilities. First, implement the teacher transformation plan, promote the "Thousand Talents Training Program" of Pinghu City, Zhejiang Province, establish a "Collaborative Education Mentor" certification system, and incorporate the collaborative ability of schools, families, and communities into the teacher assessment criteria [25]. Guanggu No.6 Primary School has trained 120 core teachers for collaborative education, promoting teacher professional growth through the "Famous Headteacher Studio," and this model can be promoted throughout the province [26]. Second, carry out the Parent Literacy Enhancement Project, replicate the "Wisdom Parent Academy" model of Enshi Prefecture, develop a "3+N" curriculum system (online micro-lectures + offline salons + practical guidance), covering core contents such as habit formation, adolescent education, and mental health [27]. The practice in Enshi Prefecture shows that by sending courses to rural areas through the "Good Family Style and Good Parenting Lecture Team," the awareness rate of scientific parenting among parents has increased to 80%, effectively alleviating conceptual conflicts . Third, strengthen the empowerment of community and social forces, conduct

educational policy and professional knowledge training for community workers, establish a "Guiding Manual for the Educational Transformation of Social Resources," and guide enterprises, venues, and other social resources to develop practical courses that conform to educational laws. For example, Hong'an Experimental Primary School has transformed enterprise resources into a "Future Vocational Laboratory," rather than simple visit activities, realizing the maximum educational value of resources.

4.2.3. Empowering Numbers: Reshaping the New Form of Collaborative Education

The core of digital empowerment is through the construction of smart platforms and technological innovation, breaking through the barriers of time and space and departmental barriers, and solving the problem of mechanism blockage. First, build a regional intelligent collaboration platform, integrating the advantages of the Hong'an Shixiao "See the Future" platform and the Tianmen City data sharing center, establishing a provincial intelligent platform integrating intelligent growth archives, online consultation and deliberation halls, and resource precise matching systems. The platform should achieve data intercommunication among departments such as education, civil affairs, women's federation, and health and family planning; at the same time, develop elderly-friendly and rural versions of functions, through SMS reminders, voice interactions, and other ways, to solve the problem of digital divide in mountainous areas. Second, innovate virtual education scenarios, developing virtual resources such as Wuhan No.3 High School VR career experience cabin and Yichang Xiaoting District Three Gorges study and research online platform, to make up for the lack of practical resources in rural areas. The practice in Yichang Xiaoting shows that the visit volume of online study and research platforms has increased by 300%, effectively expanding the coverage of practical education [28]. Third, promote lightweight digital tools, for rural schools with limited resources, low-cost tools such as WeChat mini-program and Enterprise WeChat can be used to establish a simplified version of the collaboration platform, realizing core functions such as information release, demand collection, and activity registration, avoiding the misunderstanding of "heavy construction and light use".

4.2.4. Cultural Cultivation: Forging the Core Spirit of the Community

The core of cultural cultivation is to lead through values and co-create practices, build a cultural consensus for collaborative education, and solve cultural barriers. First, promote the co-creation of value symbols, popularize practices such as Baiyun Lake Primary School's "Sending Spring Couplets" and Guanggu No.6 Primary School's "Collaborative Education Award Ceremony," transforming traditional culture and public spirit into community rituals of the educational alliance. By participating in public welfare activities and cultural heritage projects together, enhance the emotional connection and value recognition of all parties. Second, construct an ecological co-construction network, establish a "15-minute education circle" like Yanglan Primary School, promote the two-way opening of school venues and community centers, and achieve social sharing of educational resources. The farming base of Xianning High-tech Experimental Foreign Language School receives 12,000 parent-child laborers annually, this "school-community shared space" not only activates resources but also strengthens the collaborative atmosphere [29]. Third, strengthen children's empowerment and cultural heritage, on the basis of piloting "Student Parliament" in Huacheng Middle School, comprehensively grant students the right to speak in curriculum design and activity organization. The case of the drone club established by student proposals indicates that children's empowerment can significantly enhance the enthusiasm for collaborative participation [30]; in ethnic areas, relying on Hong'an County's "Embroidering Intangible Cultural Heritage Curriculum," develop "Cultural Heritage Credit Certification," integrate traditional culture education into students' comprehensive quality evaluation, and solve the problem of heritage gap.

5. Conclusion and Prospects

5.1. Research Conclusion

This paper is based on the theory of overlapping influence thresholds, the theory of intersubjectivity, and the theory of modernization of educational governance. Through a systematic analysis of 18 typical cases of educational alliances in Hubei Province, the following core conclusions are drawn:

First, the construction of the subjectivity of the educational alliance is the key path to breaking through the traditional dilemma of school-family-society collaboration. Its core lies in the transformation from "single subject dominance" to "equal collaboration among multiple subjects," through role reshaping, clear delineation of rights and responsibilities, and mechanism innovation, giving full play to the subjective roles of schools, families, society, and the government, forming a cohesive force for education.

Second, the construction of the educational alliance system in Hubei Province has formed three typical models: government-led, school-led, and community-led. Each model has its own advantages but also faces different challenges: the government-led model has strong resource integration capabilities but lacks grassroots vitality; the school-led model has prominent professional advantages but weak social resource integration; the community-led model is close to the needs but lacks professional support. The ideal model should integrate the core advantages of the three models to achieve a multi-coordination of "institutional power + professional power + affinity".

Third, the construction of the main body of the educational alliance faces three core issues: imbalance of subjectivity, mechanism obstruction, and cultural estrangement. Solving these problems requires the coordinated advancement of four-dimensional paths, including institutional reconstruction, capacity building, digital empowerment, and cultural cultivation, to build a collaborative education system with equal rights and responsibilities, compatible capabilities, technical support, and cultural identity.

Fourth, the practical experience in Hubei Province shows that the construction of educational alliances should be based on regional realities and choose the leading model accordingly: economically developed areas can adopt a government-led model to give full play to the administrative coordination advantage; areas with concentrated high-quality schools can adopt a school-led model to highlight the leading role of professionalism; areas at the county and urban-rural junctions can adopt a community-led model to cater to the people's livelihood needs. At the same time, it is necessary to strengthen exchanges and learning among different models, promoting the transformation of educational alliances from

formal cooperation to substantial integration.

5.2. Research Prospects

The educational alliance as a new carrier for the coordinated education of schools, families, and communities is a long-term exploration process. In the future, research and practice can be deepened from the following three aspects:

First, strengthen the research on children's subjectivity. Currently, the construction of educational alliances focuses more on the collaboration of adult subjects, with insufficient attention to children's subjects. In the future, children should be further empowered with the right to speak and participate in collaborative education, exploring practices such as "children's parliament" and "student proposal system," allowing children to become active participants rather than passive recipients in collaborative education.

Second, promote the construction of the educational alliance evaluation system. Currently, the construction of educational alliances lacks scientific evaluation criteria, and in the future, an evaluation index system covering dimensions such as the degree of participation of the main bodies, the perfection of collaborative mechanisms, and the effectiveness of education should be established. A method combining quantitative evaluation with qualitative evaluation should be adopted to regularly evaluate the effectiveness of educational alliance construction and provide a basis for optimizing strategies.

Third, deepen cross-regional and cross-stage comparative research. This article focuses on the practice in Hubei Province, and the scope of the research can be expanded in the future to compare with the construction experience of educational alliances in other provinces, exploring differentiated paths for the construction of the subjectivity of educational alliances in different regions and stages; at the same time, attention can be paid to the construction of educational alliances in fields such as vocational education and special education, enriching the research content.

The construction of the educational alliance's subjectivity is not only an important practice for the modernization of educational governance but also an inevitable requirement for the implementation of the fundamental task of cultivating people with moral integrity. With the continuous improvement of the system, the sustained enhancement of capabilities, the deep empowerment of technology, and the increasing cultural recognition, the educational alliance will surely achieve a transformation from formal cooperation to substantial integration, building a new pattern of education for all, throughout the entire process, and in all aspects, providing a solid support for cultivating the new generation of people who shoulder the great rejuvenation of the nation.

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