

A Revolutionary Approach to Homeschooling--Exploring the strategy of home instruction for infants and toddlers aged 0-3 years old

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Abstract. One of the effective and convenient modes of home education for infants and toddlers aged 0-3 years old is home guidance, which is based on the actual needs of home education, and also promotes the personalized development of infants and toddlers and one-on-one guidance, which has its unique advantages. In this paper, based on the practice of home instruction in early education, we explore the methods and strategies of home instruction in family education, so that it can become an active contributor to the personalized instruction of early education for infants and toddlers aged 0-3 years old.

Keywords: 0-3 years old infants and toddlers; family early education; home guidance.

1. Introduction

Considering the actual needs of children's personality and psychological development and their family upbringing, I watched the Netflix documentary "Baby's First Year", which reveals the important discoveries of babies in their first year of growth through tracking research, emphasizing the importance of parental love, attention and response, home environment and other factors on the development of baby's brain and emotion, and the importance of only through the scientific research method can we push forward the personalized development of infants and toddlers, and only by improving parents' parenting skills for early infants and toddlers can they respond to their babies scientifically and improve the quality of family education as a whole. In this process, it is the direct interaction between early childhood teachers and the families of infants and toddlers aged 0-3 in the community through in-home guidance that provides parents with face-to-face scientific parenting guidance. Next, I will discuss in detail the advantages of this kind of household guidance, the methods of implementation and the corresponding strategies.

2. Home guidance - the invisible help in family education

As a service mode of parental education, "home guidance" has become quite mature in developed countries and has achieved remarkable results in enhancing parents' parenting ability and promoting the healthy development of infants and young children. "Home-based guidance" is a professional approach to early childhood education, which refers to the provision of personalized guidance and support to families with infants and toddlers between the ages of 0-3 years old by professional early childhood educators who hold the professional qualification of baby-sitters or family planning instructors, and who come to the home to provide guidance and support to the families according to the specific needs of the families. "Home-based guidance can help families take better care of their infants and toddlers.

The core objective of the home-based guidance service is to strengthen parents' capacity in early family parenting and to ensure that infants and toddlers are better cared for and educated at home. Parents are provided with knowledge on the physical and mental developmental patterns of infants and toddlers aged 0-3, and are guided in the implementation of scientific methods of family education. Compared with the traditional mode of parent education, home-based guidance is more targeted and effective. It can provide personalized guidance and advice according to the specific situation and needs of each family, thus better meeting the needs of parents and infants. At the same time, home-



based guidance can also enhance communication and trust between early childhood teachers and parents, promote cooperation and interaction between both parties, and provide more solid support for the healthy growth of infants and toddlers.

2.1. Common needs to individualized needs

Infants and toddlers aged 0-3 years old are still in a budding state physically and mentally, and will rely more on outside help to achieve personalized growth and learning. Babies have their own unique way to perceive and understand the external world. For example, babies around 1 year old will cry when they are hungry or when they pee, and they will only cry to express their needs, so it is necessary for us, as professional teachers, to have a high degree of sensitivity and to accurately identify the individual needs of each baby through the children's exuded "language. Therefore, it is necessary for us as professional teachers to be highly sensitive and accurately identify each baby's individual needs through the "language" he or she exudes, so that we can provide personalized parenting strategies. Each child is unique and has his/her own individual needs. Our focus cannot be limited to the growth and development of the baby, but also to the emotions, cognition, interaction, etc. Based on the results of these concerns, we can accurately give specific evaluations and personalized advice. Communicating with parents and listening to their expectations is also one of the ways to help us understand our babies in a more comprehensive and detailed way. Parents are the ones who have close contact with their babies every day, and they will have a better understanding of their children's personalized needs, for example, my baby kicks the quilt in the night time; my baby can obviously walk, but why is he afraid to let go of the quilt? This understanding can only help us to provide accurate and effective personalized guidance. Every child has different needs. For infants and toddlers, such things as eating, sleeping and playing are common, but we should pay more attention to individualized parenting styles. Only subtle observation and professional guidance from teachers can provide practical support for the healthy growth of babies.

2.2. Passive to active guidance

Early childhood teachers are perceived by many families as sending their children to early childhood institutions themselves. However, in view of the needs of each family, time and various other factors, some parents are deterred, and teachers to a certain extent may make parents feel a sense of distance, so that home guidance is in a passive state of acceptance. Therefore, when the early childhood teachers go into the families in need, the babies are also in a familiar environment without the anxiety caused by unfamiliarity, and the parents will behave more naturally and feel more at ease in the atmosphere of the home. In this safe environment, parents will be more likely to establish an alliance of trust with the teacher, the teacher as a friend through communication to solve the current problems encountered in parenting, in this relationship, when the teacher puts forward the proposal, the parents will be more likely to accept, but also with the teacher to discuss their own methods of parenting, and jointly discuss each other, together to solve the problem, in a relaxed and happy atmosphere in the learning experience. Therefore, compared with other forms of early childhood education, home-based guidance is more likely to promote a relationship of trust between teachers, parents and babies, and through intimate exchanges and effective synergy, the healthy growth of infants and toddlers can be better promoted.

2.3. Custodial to developmental parenting

The goal of developmental parenting always focuses on children's development, and it emphasizes that the content of parenting should be close to daily life and integrated into the family environment. In-home guidance becomes an efficient and practical way to do this, with a clear goal of focusing on the development of infants and toddlers, which is not only the focus of the parents, but also the focus of the guidance teachers.

In the process of in-home instruction, teachers are able to more easily observe the behavior of infants and toddlers in real-life situations at home, and to grasp the point of view in order to find the most

appropriate entry point for the child's characteristics. As parents care for their infants and toddlers, they can naturally identify parenting experiences and growth points that are closely related to the routines of family life, making it easier for parents to utilize these routines to enhance their own parenting. Through this kind of effective guidance, parents and teachers can work together to promote the healthy development of infants and toddlers, realize the relevance of parenting content and family-oriented, so that education is no longer confined to the classroom or institutions, but penetrates into the daily life of infants and toddlers.

3. Home-based guidance - exploration of strategies and methods

In-home guidance plays an irreplaceable role in the field of early childhood education. We focus on exploring and optimizing the methods and strategies of in-home guidance, and we have developed the “Five Steps to In-home Guidance”, which include: Talking about family matters, to bring infants and toddlers and their parents closer in a relaxed way; Playing games, to enhance the emotional connection and interaction between parents and children through parent-child games; Explaining the doubts and questions, to provide answers and suggestions to the problems encountered by parents in the process of parenting; Providing advice and suggestions to the parents in the process of parenting. Giving gifts to express our love and blessings to infants and toddlers; Listening to feedback to listen carefully to parents' feedback so that we can continuously improve and enhance the quality of our services. Meticulous preparation before entering the home ensures the systematicity and effectiveness of the guidance service.

By truly understanding the parenting styles of families, the in-home guidance can be targeted to provide parenting support that is more in line with the age-specific characteristics of infants and toddlers, and this model can bring high-quality early education support to more families.

3.1. Program construction of diversified in-home guidance

The initiation of early education services begins with the initial contact between early education teachers and parents of school-age infants and toddlers in the community. Teachers will communicate with parents over the phone, and we identify those who are willing to receive the in-home guidance service based on the principle of parental autonomy and voluntarism. The first step is to introduce oneself, then the teacher will ask about the baby's basic situation and family background, and register the necessary information to lay the foundation for the subsequent development of a personalized guidance program. In order to establish a trusting relationship with the parents and to ensure the smooth running of the program, the teacher will conduct a second phone call after identifying the service recipients, with the aim of inviting the parents to participate in and experience the parent-child activities. During this process, the teacher will introduce to the parents in detail the personalized guidance plan developed for their babies and let them know the professional background and qualifications of the early childhood guidance teacher. At the same time, teachers will further publicize the importance and significance of in-home guidance to help parents understand and accept this mode of service.

In addition to telephone communication, teachers have to prepare in advance various materials required for home visits, such as registration forms, suitable play aids for babies, cameras for recording activities, professional work clothes and work tags, etc. The purpose of these preparations is to ensure that parents understand the importance and significance of home visits. The purpose of these preparations is to ensure the smooth running of the guidance activities, and also to show parents the professionalism and meticulousness of the teachers and further enhance their trust in the early childhood education service.

List of Home Instruction Programs

(1) Knowledge of physical and mental development of infants and toddlers aged 0-3 Stages and characteristics of development

Adaptive practices of development

Home environment

Medical Care

Nutrition and feeding

(2) Parent-Child Play Family Parent-Child Play

(3) Communication, Response, Sensitivity Emotional Communication

Parent-Child Interaction

Positive Response and Sensitivity

(4) Management of Rules and Habits Attitudes about Parenting Behavior

Attribution of Baby's Behavior

Monitoring and management

Appropriate Punishment

Problem solving

Responding consistently

(5) Promote your baby's social and emotional growth. Social-emotional development

(6) Promotes baby's cognitive development Language development

Ability to learn

(7) Promote baby's physical development Health and Development

3.2. Changing attitudes and guiding scientific parenting methods

Parents of this generation are mostly of the “only generation”, but they often lack parenting experience. Although grandparents have had experience in bringing up babies, with the development of the times, such experience has gradually become less scientific. As a result, they may pay too much attention to every detail of their children's upbringing or blindly follow the practices of others.

Teachers all play a very important role in conducting home-based guidance because they have professional knowledge and experience in guiding young children, so that they can provide parents with scientific child-rearing methods and suitably remind them of certain misconceptions about education. For example, some parents may think that babies and young children's bodies are still developing and they need to keep warm more than adults, so they will still put on a lot of clothes for their children when the weather is hotter, worrying that they will catch a cold if they wear less clothes; for example, some parents think that nowadays the living conditions are good, so they don't need to starve their children, and their children can eat whatever they want to eat, and they are lacking in rationality. In this regard, teachers can guide parents to probe the back of the neck of infants and toddlers with their hands to feel the temperature of the baby according to the actual situation of the baby, guide parents to touch the back of the baby more often, and judge whether the baby is overclothed by whether the back is sweating. Children are in the high-speed development of the age, eat too much rather than in line with the scientific approach to feeding, to feed degrees, regular quantitative, of course, can not be too abide by the “amount”, according to the baby's day of the amount of exercise, the palatability of the meal and other aspects of the appropriate amount of increase or decrease, in this way not only to reduce unnecessary waste, but also allow parents to understand the child's real needs, through the subtle guidance. The real needs of the child, through subtle guidance, parents can avoid conceptual misunderstandings, and gradually grasp the scientific parenting methods, but also to lay a solid foundation for the healthy growth of the baby.

3.3. Answering questions and solving puzzles to improve parents' parenting skills

Lack of parenting knowledge is a common challenge faced by parents. In the entire process of providing home-based guidance services, the early childhood teachers need to maintain a high level of listening skills in order to accurately capture parents' confusion, analyze the problems and solve them based on their professional knowledge and experience. This is not only a challenge to the listening, judging and analyzing abilities of early childhood teachers, but also requires them to be keen in capturing educational opportunities. It is also a test of their professional experience.

Early childhood teachers also need to guide parents to master scientific parenting methods and skills, which are not only related to the care of infants and toddlers in daily life, but also include the development of emotional, cognitive, linguistic and social skills. For example, teachers can teach parents how to interact positively with their children, help infants and toddlers form good habits through professional guidance, design age-appropriate games, and effective fine motor development training.

3.4. Tracking development and adjusting further guidance programs at the right time

Early childhood teachers need to be familiar with the common characteristics of infants and toddlers aged 0-3 years old, and at the same time need to understand each baby's personality in detail, while the establishment of individual infant and toddler profiles will help teachers to comprehensively grasp the developmental status of each baby, personality traits and growth problems.

After entering the home, the early childhood teachers should make a return visit through telephone, WeChat and other means to understand the effect of the guidance on the baby's personalized development and to ensure that the guidance program matches the baby's growth needs. Of course, parents' feedback and questionnaires will be an important source for teachers to understand the needs of the target group, and these feedbacks will help teachers to identify problems in time, and also provide a basis for the adjustment of the next guidance program in the home.

4. Home-based guidance - looking forward to the future and discussing value

The community, families and mentors need to work together in order to build a solid foundation for household guidance. The community is the link between the family and the instructor-teacher, which can provide venues for early childhood education centers and can also do a good job of practical publicity for early childhood education, while early childhood education teachers need to have excellent professionalism, be familiar with the age and development of infants and toddlers and be good at interpreting the behavioral language of infants and toddlers in order to get the approval of parents. At the same time, parents need to strengthen communication with the community, teachers and active cooperation, in order to make the “home guidance” more in-depth into the family, in order to widely enhance the 0-3 years old infants and young children's caregivers of the scientific parenting skills, which can make the “home guidance” in every This is the only way to make “home-based guidance” blossom in every family with infants and young children.

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