

## Constructing a Community-based Parent-child Reading Ecosystem for Sustainable Family Education

Junyan Guo<sup>1\*</sup>

<sup>1</sup>Wuxi University, China

---

**Accepted**

**2025-11-03**

**Keywords**

parent-child reading; ecosystem; family education; community

**Corresponding Author**

Junyan Guo

**Copyright 2025 by author(s)**

This work is licensed under the  
CC BY 4.0



<https://doi.org/10.70693/itphss.v2i11.1577>

---

**Abstract**

Parent-child reading, as a key form and pathway of family education, plays an irreplaceable role in the entire family education structure. With the transformation of social structures and updates of educational philosophy, family education is undergoing a significant social turn from individual families to social network extension, whose educational functions have broken the traditional family boundaries and been demonstrating a more extensive radiation effect. Under these circumstances, communities, with their public nature and resource synergy capabilities, have gradually evolved into an important vehicle to provide social support for family education. Based on the *Heyun* Community case study, this paper analyzes the construction of a community-based parent-child reading ecosystem designed to support family education. Through building a family reading circle, constructing a community supporting network and synergizing social resources, *Heyun* Community successfully established this ecosystem in a gradual implementation process. The results of the study have shed light on the role of communities in family education.

---

### 1. Introduction

Family plays a critical role in the upbringing of children. With the rapid development of globalization and informatization, the importance of family engagement in education has become increasingly prominent and profoundly interpreted by Chinese President Xi Jinping in the 2018 National Education Conference, “Family is the first school in life, and parents are children’s first teachers. We should teach children the first lesson and help them fasten the first button of their life” (Xi, 2018). Family education refers to the cultivation, guidance, and influence that parents, caregivers or other guardians exercise over minors to promote their all-round and healthy development. It encompasses moral qualities, physical fitness, life skills, cultural accomplishment, behavioral habits and other aspects of personal growth (Ministry of Education, MOE, 2021). Family education, particularly in early childhood education, contributes significantly to promoting children’s physical and mental health, cultivating moral quality, fostering future holistic development and, more importantly, strengthening family cohesion and harmony. As an important part of and an effective way to realize family education, parent-child reading has aroused widespread concern. Parent-child reading is defined as the reading activity co-participated by parents and children, normally including reading, discussing and other extension activities. Evidence suggests that parent-child reading is a key facilitator of children’s language and literacy development, critical thinking, and school achievement (Farrant, 2012; Law et al., 2018; Zivan & Horowitz-Kraus, 2020). This shared experience also strengthens

parent-child relationships, enhances their social and emotional skills, and helps them develop a lifelong love of reading and learning.

The last decade has witnessed China's increasing attention to and emphasis on reading for all, particularly children's and adolescents' reading. Since 2014, reading has been consecutively written into the *Report on the Work of the Government*, from advocating nationwide reading, vigorously promoting nationwide reading, further promoting nationwide reading, to deepening nationwide reading activities. The connotation of reading has been constantly enriched and its significance profound. In October 2020, the *Opinions on Promoting National Reading* issued by the Publicity Department of the Communist Party of China (CPC) stated explicitly that active efforts need to be made to promote youth reading and family reading. In the following year, September 2021, *Guidelines on Children Development in China (2021-2030)* was released by the State Council, further underscoring the importance of supporting families to carry out parent-child reading, strengthening the guidance of parent-child reading, and improving children's community reading places and functions. On 27<sup>th</sup> March 2023, Ministry of Education together with other seven departments (Publicity Department of the CPC, Cyberspace Administration of China, Ministry of Culture and Tourism, All-China Federation of Trade Unions, Communist Youth League of China, All-China Women's Federation, and China Association for Science and Technology) issued a notice on the *Implementation Plan for the National Youth Reading Initiative* (MOE, 2023b). As stipulated in the plan, students' reading needs to be enriched, frameworks for reading be innovated, and long-term mechanisms of reading be improved. In the following month, five departments (All-China Women's Federation, Publicity Department of the CPC, Ministry of Education, Ministry of Culture and Tourism, and Office of the State Council Working Committee on Women and Children) jointly issued the *Implementation Opinions on Launching the 'Fragrant Books in Ten Thousand Homes' National Family Initiative*. This initiative aims to strengthen guidance services and establish experience centers for parent-child reading, and help parents and children cultivate good reading habits (MOE, 2023a). On 21<sup>st</sup> March 2025, *Regulations on Promoting National Reading (Draft for Soliciting Comments)* were released to seek public opinions, and on October 16<sup>th</sup>, the State Council agreed to set the fourth week of April as the National Reading Week starting from 2026. Despite the national level emphasis on reading, many families still came across a series of difficulties in the actual implementation process, including the unbalanced development of parent-child reading, the varied qualities of reading materials, and a lack of scientific and systematic guidance (Epstein, 2011).

Based on China's historical tradition and practical needs of "family culture" and "isomorphism of family and nation", as well as the continuous innovation in education philosophy, family education is gradually transferring from the traditional private domain to a public-oriented approach that involves the collaboration between families, schools and communities. Furthermore, the implementation of the *Law of the People's Republic of China on the Promotion of Family Education* consolidated the social responsibility of family education. Under these circumstances, communities, as a significant link between families and schools, have unique advantages in enhancing family education. A community is defined as a social living collective composed of people living within a certain geographical area. Urban communities generally refer to areas under the jurisdiction of residents' committees that have undergone restructuring after community system reforms; rural communities mean natural villages, or administrative villages at the lowest level in terms of administrative units (Chen & He, 2025). It has become a new focus and key issue for academia and education practitioners to study how to coordinate resources and innovate models through communities, and construct sustainable parent-reading ecosystems to promote the

integration of family education and community education. The *Heyun* Community (in Jingkai District, Wuxi, China) has actively explored the deep integration of family education and community-based culture development through building a family reading circle, constructing a community support network, and synergizing social resources and thus formed a relatively sound ecosystem of parent-child reading. This innovative measure not only addresses the expectations of government policies for community educational functions, but also provides samples for family education in the new era, as well as significant research value for strengthening the mechanism for collaborative education involving families, schools and communities.

This study analyzes the construction logic of the parent-child reading ecology in *Heyun* Community, reveals the resource integration and synergistic mechanism of various elements in family education, helps to enrich the theoretical system of family education and community education and provides a new perspective for the collaborative education for families, schools and communities. Meanwhile, based on *Heyun* Community's experiences in designing parent-child reading activities, multi-party collaborative mechanisms, and long-term operating modes, this study summarizes feasible family education models, providing actionable insights for other communities to carry out family education services. In addition, the results of this study can also verify the value of community in encouraging nationwide reading, promoting education equality, building a society of lifelong learning pursued by all, and offering local-level experiences for the implementation of education policies.

## 2. Literature Review

Existing literature on family education and parent-child reading mainly focuses on reading promotion cases, agents and strategies.

As an important component of family education, parent-child reading has garnered widespread attention across the globe. Many countries and areas have conducted extensive reading promotion projects and formed representative practical cases, such as *Bookstart*, *Time to Read*, *Summer Reading Challenge* and *Chatterbooks* in the UK, *Dolly Parton's Imagination Library*, *Family Place Libraries*, *Every Child Ready to Read@Your Library* and *1,000 Books Before Kindergarten* in the US (Xu & Wang, 2023). All these projects aimed to enhance children's reading interest and capabilities through early reading intervention. Via cooperating with public libraries and social organizations, these projects offered free books and reading guidance for families to support the sustainable development of parent-child reading. The *BoekStart* project in the Netherlands also emphasized the significance of early reading and provided reading resources for families through cooperation with the government, libraries, universities and social organizations (Kim & Byington, 2016; Tang, 2021). Similarly, drawing on the UK model, the Taiwan version of *Bookstart* has boosted the establishment of a family reading culture through reading promotion services such as book donations, parent reading guidance lectures and parent-child reading clubs (Dai, 2016). Within mainland China, the *Yue du bao bei* project in Suzhou, through collaborative efforts between government, libraries and communities, provided high-quality reading resources for children (Chen, 2018). All these cases have presented rich and practical experiences for integrating family education and parent-child reading, yet most of these projects revolve around pre-school children (except *Summer Reading Challenge* and *Chatterbooks*). Once children start school, their learning and reading needs begin to change. However, research on parent-child reading during this stage is scarce.

Another line of research focuses on different agents and their promotion strategies in parent-child reading. Many studies have explored the innovative service modes of public libraries

in promoting children's reading. Shrestha and Krolak (2015) analyzed and discussed the development route of community libraries. The libraries, namely, Nepal's Rural Education and Development (READ) Centers, have transformed from traditional libraries to community development centers focusing on social empowerment, economic development and lifelong learning. Base on the analysis of ten libraries in four Eastern (Czech, Slovakia, Hungary and Austria) and six Western European countries (France, Germany, Italy, the Netherlands, Belgium and Luxembourg), Liu (2019) and Zhang (2020) summarized three characteristics of children's reading promotion services: hierarchical and structured reading, collaborative stimulation of children's reading interest, motivation and ability, and reading services tailored to children who are young/with special needs. In a similar vein, public libraries in the United States link closely between governments, family and reading. Prompted by federal and state policies, reading-related projects have been established, which provide diversified and inclusive family engagement services concentrating on children's physical and psychological health, developing their reading interest, and cultivating lifelong learning abilities through multi-party cooperation (Ming et al., 2025; Tang & Tian, 2024). In China, public libraries at different levels, such as those in the Huangpu district (Shanghai), Yong'an city (Fujian province) and Macao, have also conducted a series of reading promotion practices for children and young people. The promotion strategies undertaken by these public libraries show the following common characteristics. First, it values cooperation with public welfare and non-profit organizations and social institutions, encouraging more people to participate in promoting reading for children and youth. Secondly, the library attaches great importance to constructing reading spaces for children, developing graded reading programs based on age groups, and delivering parent-child reading guidance services. Thirdly, it focuses on publicity channels and quality (Lv & Guo, 2020; Zhang, 2024; Zhu, 2023).

The previous research has mainly examined reading promotion practices carried out by public libraries at the city, provincial and national levels, yet little is known about the role of the community in supporting family education and parent-child reading. Since communities are closely connected to residents' daily lives, conveniently located, and well-suited for sustained engagement and interaction among residents, they serve as an important platform for providing family education guidance services. A few studies have tentatively explored the issue from a macro-level theoretical or conceptual perspective, with an emphasis on explaining concepts (Chen, 2021), discussing the status quo (Ju et al., 2022), exploring pathways (Wu, 2018) and designing mechanisms (Bai & Xia, 2022; Li et al., 2019). However, case studies remain limited, with little empirical research supporting practical applications, systematic and actionable strategies or sharing of effective experiences. An exception is Qiao et al. (2024), who investigated a community-based, school-family-community partnered shared book-reading project for early childhood education (the *Yuepu* project) in Beichuan, Sichuan province, but this study is confined to children aged 3 to 6. By adopting parent-child reading as a lever, the current study aims to build a sustainable family education support system and form effective organizational mechanisms, operational models and resource support pathways at the community level.

### **3. Constructing a Community-based Parent-child Reading Ecosystem for Sustainable Family Education**

#### **3.1 Conceptual Analysis**

By taking parent-child reading as a key leverage and constructing the family reading circle as the central goal, community family education utilizes the community as the supporting platform

to connect family and society, facilitates coordinated efforts among families, schools, communities and other societal stakeholders in nurturing children, and builds a learning ecosystem that integrates reading practice, cultural heritage and value guidance. In this way, it enhances children's reading literacy, strengthens family education, builds community culture, and continuously advances the development of a learning-oriented society.

### **3.2 Micro Core Layer: Family Reading Circle**

The family reading circle forms the foundation and core of the entire parent-child reading ecosystem, serving as both the starting point and ultimate destination of reading activities. Its aim is to foster a positive cycle of family relationships, educational functions, and cultural inheritance through interactive parent-child reading. The formulation of the family reading circle consists of three parts: enhancing parent-child reading interaction, improving family study culture and cultivating family education capability. Parent-child reading interaction advocates the co-participation of parents and children to read, talk, discuss and create through warm companionship. Various reading activities, such as family reading day and story retelling, help to foster reading enjoyment and emotional resonance, develop children's reading interest and critical thinking and promote closeness and understanding in parent-child relationships. In this co-reading process, parents and children make plans and take notes together. By incorporating reading into a daily routine and learning as a part of family culture, they create an overall atmosphere of learning-oriented family and constantly achieve personal growth. In addition, a family reading circle in which parents shift flexibly between the roles of reading companion, co-reader and guide consolidates parents' guiding and reflective ability and improves overall family education quality.

### **3.3 Meso Intermediary Layer: Community Supporting Network**

As the bridge between family education and social and cultural resources, the community is the most vibrant intermediary layer in the parent-child reading ecosystem, providing sustainable and systematic support for family education through space construction, activity organization and synergic mechanism. First of all, multi-functional reading spaces, such as parent-child reading corners and mobile library stations, are established in the community to form reading ecological circles. These spaces provide suitable conditions and cultivate an open, inclusive and interactive reading atmosphere that encourages children to share reading and families to communicate. Furthermore, the multi-level and multi-themed reading activities organized by the community on a regular basis help cultivate a cultural tradition of reading and enhance a sense of belonging for the families and unity throughout the community. Moreover, diverse formats such as story-based reading, cross-media integration, and themed competitions and challenges can be included in the reading activities to combine education with entertainment, stimulating reading interest through fun, interactivity and innovation, while subtly imparting knowledge and developing skills. In addition, a reading alliance involving communities, schools, families and other social organizations can be established, forming a collaborative education mechanism (Epstein, 2011) in which schools provide professional education resources and course guidance, communities offer spaces and organizational support, and families participate. The joint effort of multiple parties promotes the development of children's reading habits and the continuous improvement of family education.

### **3.4 Macro Extension Layer: Social Resources Synergy**

The sharing and cooperative development of social resources in tandem, such as public cultural institutions, welfare organizations and digital platforms, ensures the extension, expansion and

sustainable development of the whole parent-child reading eco-system. Libraries, youth centers, cultural centers and women's federations can be used to carry out joint activities and shared projects, allowing professional cultural institutions and community family education to fully integrate, thereby enhancing the influence and visibility of these projects. Moreover, the community can also attract diversified social entities, including companies, non-profit organizations and publishers, to take part in parent-child reading projects through book donation, financial support, and reading promoters dispatchment, and jointly create a co-education framework. It is worth mentioning that in today's smart world, the community should also take full advantage of digital technology and media platforms to build an integrated online and offline parent-child reading service system. For example, through WeChat official accounts, short video platforms, and online reading check-in systems, it can promote the concept of parent-child reading circles and share exemplary cases and high-quality reading resources. Meanwhile, by employing big data and intelligent analysis tools to establish reading profiles, behavior analyses and growth records, the community can enhance personalization and scientific quality of reading guidance.

With the family as the core, the community as the support and the society as the extension, this ecosystem has developed a multi-layered, interactive and synergic multi-stakeholder nurturing structure. It has achieved comprehensive integration of reading promotion and family education, provided new pathways for community culture construction and social governance innovation, and embodied modern transformation and practical value of China's "family culture" and "isomorphism of family and nation".

## 4. A Case Study of the Parent-child Reading Ecosystem for Family Education: The *Heyun* Community

Established in August 2021, the *Heyun* Community oversees two residential complexes, covering a population of over 10,200 people by April 2025 (<https://wxjkq.wuxi.gov.cn/doc/2025/04/09/3495533.shtml>). Taking the *Heyun* Community as an example, this section discusses how it gradually constructs the ecosystem model for parent-child reading in community family education through strengthening family reading circles, improving community reading spaces and activity mechanisms, promoting family-community-school synergic collaboration and integrating social culture and digital resources. This model has effectively enhanced children's reading literacy, strengthened family education capabilities, fostered the collaborative development of community culture and promoted the sustainable growth of a learning-oriented society.

### 4.1 Family Reading Circle

The *Heyun* Community strengthens building the family reading circle and underscores the core concepts of "co-read, co-learn and co-educate" from the following aspects. First, it actively promotes establishing a parent-child co-reading circle, encouraging parents and children to set reading goals, record reflections and develop consistent reading habits. Secondly, it advocates for families to create a warm and cozy reading corner at home and make reading an important part of family life. Thirdly, it constructs platforms for families to communicate and share reading experiences both offline (e.g., parent-child reading festivals, family reading salons, family reading guidance workshops) and online (e.g., WeChat official account—*Heyun* Community and WeChat Group—*Heyun* Pleasure Reading). In doing so, parents are expected to be the leaders and

partners of their children's reading, thus fostering the social connectedness and long-term sustainability of the family reading circle.

## 4.2 Community Supporting Network

### 4.2.1 Space Construction

*Heyun* Community has functioned as a mediating agent in offline and online reading space construction. In terms of offline spaces, aiming to "create a reading circle right at your doorstep", *Heyun* Community Library began trial operation by the end of 2022. It contains over 2,000 books, covering a wide range of topics. Orienting the focus toward classical and cutting-edge reading, the library allows children to truly gain advanced reading concepts and effective reading strategies. In daily operations, it adheres to five key principles (called five adherences), namely, reading classics, reading for pleasure, family reading, practical reading and influential reading. *Heyun* Community has also printed reading coins and passbooks, and bought various gifts to encourage and inspire more children to love reading. In the meantime, reading is not restricted to the library. New indoor reading environments, such as *Zhongshu* Study Room (with comfortable sofas and quiet reading zones) and Starry Sky Bookstore (with colorful decorations, fun and playful for children), are innovatively created to satisfy rich and diverse reading needs. The outside reading garden merges harmoniously with nature. The spacious outdoor area in the reading atmosphere transforms into a natural place filled with the fragrance of ink. Amid the intertwining of ink aroma and plant greenery, people immerse their souls in words and are connected by the greenery. These reading spaces are like kaleidoscopes through which people begin to dialogue with themselves and communicate with the world.

As for the online reading space construction, *Heyun* Community has developed a regularly updated (every Wednesday and Friday) online course named "Reading immediately" to which parents and children can access the latest reading resources and guidance simply by scanning the QR code. Here, "immediately" is a pun in Chinese. Its pronunciation is the same as "code", meaning that you can start reading immediately once you scan the code. This online course includes two different subcourses, one for children and the other for parents. By 31<sup>st</sup> October 2025, it has updated to 169 lectures. The subcourse for children (slogan: Gather the power of reading), which demonstrates words, pictures, short audios and videos of children's reading picture books, telling stories, reciting ancient poems, and learning traditional Chinese culture, not only records children's reading journey and gathers the power of reading, but also spreads this positive power and encourages others to actively participate and share their reading experiences. Centering around parents' involvement in children's reading education, the subcourse for parents (slogan: Be a companion runner in your child's growth) serves as the channel to develop parents' reading ideas and methods, with the purpose of enabling parents to realize the significance of reading and cultivating excellent parents to be the pacesetters of children's growth. This subcourse presents a variety of cases, including interpreting a good book multi-dimensionally, conducting reading activities effectively, selecting reading materials for different age groups, and investigating how children within the community engage in reading. The case-based reading model enables parents to move from a passive state of "thinking without understanding and understanding without action" to an active transformation toward accompanied reading and parent-child reading, and finally to be in love with reading. From the physical reading house to the virtual classroom, from book reading to video watching, *Heyun* Community employs multiple forms to integrate reading into the daily life of family education.

#### 4.2.2 Activity Organization

*Heyun* Community organizes two to three activities each month with dynamic and vivid themes, flexible and varied formats, and rich and diverse venues, totaling over 100 so far. Activities are tailored to different age groups to create a progressive ladder of growth. For younger children, classical storytelling and performing, parent-child collaborative hand painting, and delivering books to the home are offered, while for teenagers, reading literary classics and skill-based experiential learning of Intangible Cultural Heritage are organized. The community aims to design and conduct reading and experiential activities in a professional, scientific and reasonable way that is appropriate for the physical and psychological growth of children and adolescents. Therefore, it attaches great importance to the inner core of “reading” in every activity, through which children and adolescents’ thinking ability, imagination capability and observation skills are cultivated, and the concept of “educating people through reading” is valued. It is firmly believed that reading combined with entertainment and practice nurtures love, inspires virtue, and promotes harmony.

#### 4.2.3 Synergic Mechanisms

*Heyun* Community actively connects schools and social forces, uniting the joint efforts of multiple parties. Family is children’s first classroom, school is the main arena for systematic learning, and society provides spacious platforms for practice. The three collaboratively form a collective force in education to achieve complementary advantages and resource sharing. For instance, *Heyun* Community worked together with the kindergarten in the neighborhood (*Heyue* Kindergarten) to carry out themed reading activities, assisting children to start a happy journey of growth, and cooperated with Wuxi Foreign Language School to deliver public lectures, empowering the teenagers’ healthy development, and implemented public plans named *United as One, Gathering the Faint Light* to release the pressure of anxious and highly-stressed parents whose children are going to take senior high school entrance examination and the national college entrance examination. Through family-school-society collaboration, education shifts from one-way indoctrination to mutual cultivation, enabling students to gain knowledge, character and social responsibilities and lay a solid foundation for their holistic development.

### 4.3 Social Resources Synergy

The synergy of social resources is the key link that supports the reading ecosystem to extend and expand. Through integrating resources, breaking boundaries and strengthening collaboration, *Heyun* Community devotes itself to building an open and supportive network that involves multi-parties, including government, school, family and society. By jointly building resources, linking activities, and offering mutual support in services, the space and channels for reading promotion are continuously expanded, facilitating the efficient flow and sharing of educational resources, and injecting lasting momentum into the long-term prosperity of reading culture and the development of a learning-oriented society.

First, *Heyun* Community has cooperated with a professional reading promoter (nicknamed *Little Lamp*, meaning bringing light, guidance, warmth and companionship in reading), established the *Heyun Wisteria* reading club, and recruited a stable, high-qualified and vibrant core team of volunteers. *Little Lamp* is a district-, city- and provincial-level reading mentor and a professional reading ambassador of the Reading Experimental Base of the National Press and Publication Administration. She has been engaged in children’s reading promotion for nearly 20 years, providing training and guidance in over 600 sessions for thousands of picture book centers, kindergartens and early childhood centers. She was awarded the Outstanding Honor of *Zhongshu*

*Reading* in 2023. Led by *Little Lamp*, the *Heyun Wisteria* reading club was established in 2023 with a membership of 16 people. They love reading and have a strong sense of dedication to providing various online and offline reading resources for the community, helping residents to raise reading awareness and cultivate children's reading interest and habits. To date, the club has conducted over 600 activities covering the themes of reading cultural festival, education practice and parents' classrooms. The volunteer team is an important force to "Promote Reading for All, Constructing Book Fragrance *Heyun*". Having been trained for over 240 professional training sessions and with the purpose of "Loving Reading, Serving the Community", the club team and the volunteer team are able to participate in providing reading guidance, managing the reading library, and organizing reading events. Under the guidance and companionship of these volunteers, children can access high-quality reading resources in a pleasant and relaxing environment in which their reading skills and habits are naturally developed.

Furthermore, by involving multiple sectors of society in reading activities, *Heyun* Community has made active efforts to enhance the reach and impact of its reading projects and ensure long-term sustainability. The current collaborative sectors include local governments, parties and enterprises. Local governments provide policy and coordination support, party resources offer assistance in mobilizing and organizing activities, enterprises such as private tutoring institutions (e.g., New Oriental) sponsor and supply materials, and non-profit organizations support the community by donating materials (e.g., books) and volunteering. The following individuals and organizations have been invited to collaborate: psychologists, family education instructors, reading specialists, presenters, writers, universities and hospitals. Consequently, the reading environment is enriched and flourishing with coordinated efforts from all parties.

*Heyun* Community also leverages the "National Reading Spring Breeze Campaign" (in Jingkai district, Wuxi) to strategically build the *Wisteria* reading brand. The name *Wisteria* draws inspiration from a simile comparing reading to this vine plant. Books are like vines — the more we read, the more they thrive, blossoming with countless flowers. It is from the saying: "The diligent read books from night until dawn; Wisteria winds around the house, and flowers reach the clouds." The brand has been promoted on a multi-level and multi-channel basis, including media outreach, online platforms, and engagement in recognition programs and events, each playing a vital role in strengthening public engagement with reading. Media outreach serves as an essential bridge for public communication. Through social media accounts (e.g., WeChat official account, video account, live stream room), *Heyun* Community submits reading-related articles and shares reading promotion events. Online platforms, also called mini-communities, extend the brands' reach beyond physical spaces. Digital book sharing, virtual lectures and weekly reading columns enable residents to make use of fragmented time to read. Through engagement in recognition and award programs, exemplary role models are highlighted, fostering broad public participation in reading. Moreover, *Heyun* Community has been endeavoring to exert a wider provincial and national influence.

## **5. Feedback from the Community-based Parent-child Reading Ecosystem for Family Education**

Significant results have been achieved since the launch of the new ecosystem for parent-child reading in community family education. It has been noteworthy that parental involvement has strengthened, children's interest and ability in reading have improved, family reading atmosphere has been significantly enhanced and parent-child interactions have become more frequent and

deeper. School-community partnerships extend the curriculum beyond the school and expand extracurricular activities, enabling students to obtain rich reading experiences both in and outside school. Moreover, multiple social resources involved further promote the professionalism and sustainability of the system. Parents and children successfully gain educational guidance and emotional support from professionals. Seven parents who have frequently participated in the community-organized activities were randomly selected and invited to participate in an interview to talk about their feelings about *Heyun* Community's parent-child reading ecosystem in supporting family education. Feedback indicated that parents were generally satisfied with the overall reading system (5 out of 7), which strengthens parent-child bonds (6 out of 7) and greatly improves children's reading abilities (6 out of 7). One mother reflected, "The activities hosted by the community were excellent. Both parents and children have benefited a lot. We will take our children to the library more often to read and participate in activities." In general, this duplicable and promotable new ecosystem, through the family reading circle, community supporting network and social resources synergy and innovation, offers robust backing for developing children's reading habits, improving family education quality, innovation community reading culture and building a learning-oriented society.

## 6. Conclusion

Parent-child reading, as an important carrier of children's cognitive development, emotional connection and learning ability, forms the core of family education and a critical area for the community to fulfill its social education function and responsibilities. This study investigates the structure of the parent-child reading ecosystem through a case study of *Heyun* Community and offers new insights to enrich the theory and practice of family education via community as the intermediary and family and school as partners. With children's reading as the leading force, parent-child reading as the link, and family reading as the driving factor, *Heyun* Community builds the family reading circle through teaching by speech and action. Amid the multidimensional parent-child reading ecosystem consisting of the family reading circle, community network and social resources, children are able to enjoy the pleasure of reading, broaden their horizons and grow in love and wisdom. Taking parent-child reading as its warm core, *Heyun* Community continues to stimulate people's reading enthusiasm and explore new developments in reading service at the basic level from the three perspectives of emotional engagement, coverage and depth, launching a series of distinctive activities covering all age groups, such as *Spiritual Heritage*, *Well-Read in Poetry and Literature*, *Classics Recommendation* and *City Reading Journal*. Responding to the government's call and emphasis on reading, this new ecosystem promotes the development of community culture by creating a vibrant "everyone can learn anytime and anywhere" reading culture and fostering book-friendly environments. Although it is only a single case study and the long-term impact of this ecosystem warrants observation and assessment, the results of this study still contribute to our current knowledge of parent-child reading and open up new directions for family education through the mediation of the community.

## Acknowledgments

I would like to thank the support from Wuxi City Philosophy and Social Sciences Tendered Project—Special Project on Social Education (WXSK24-JY-C22) and Wuxi University Research Start-up Fund for Introduced Talents (2024r072).

## References

Bai, G., & Xia, J. (2022). Education Guidance Service Model: Governance Structure and Operation Mechanism. *Education Development Studies*, 2, 55-62. <https://doi.org/10.14121/j.cnki.1008-3855.2022.02.009>

Chen, L. (2018). From “Bookstart” to “Baby Reading Plan”: An Empirical Study on Children Reading Service of Suzhou Library. *Library Theory and Practice*, 5, 88-93. <https://doi.org/10.14064/j.cnki.issn1005-8214.2018.05.018>

Chen, X., & He, Y. (2025). Traceability and Definition of Community Concepts and Their Some Implications for China’s Independent Knowledge Production. *Journal of Beijing University of Technology (Social Sciences Edition)*, 25(4), 39-51. <https://doi.org/10.12120/bjutskxb202504039>

Chen, Z. (2021). Social Transformation and Support System of Children’s Family Education: From the Perspective of Welfare Pluralism Theory. *Journal of Schooling Studies*, 18(2), 21-27, 41.

Dai, X. (2016). Practical Experience and Enlightenment of “Bookstart” in Taiwan. *Library Development*, 5, 51-55.

Epstein, J. L. (2011). School, Family, and Community Partnerships: Preparing Educators and Improving School. (2 ed.). Routledge. <https://doi.org/10.4324/9780429494673>

Farrant, B. M. (2012). Joint Attention and Parent-child Book Reading: Keys to Help Close Gaps in Early Language Development, School Readiness and Academic Achievement. *Family Matters*, 91, 38-46.

Ju, J., Yuan, K., & Tian, W. (2022). Current Situations and Promotion Strategies of Family Education Guidance Service System in Communities in China. *China Educational Technology*, 5, 13-18.

Kim, Y., & Byington, T. (2016). Community-based Family Literacy Program: Comparing Different Durations and Family Characteristics. *Child Development Research*, 1, 4593167. <https://doi.org/10.1155/2016/4593167>

Law, J., Charlton, J., McKean, C., Beyer, F., Fernandez-Garcia, C., Mashayekhi, A., & Rush, R. (2018). Parent-child Reading to Improve Language Development and School Readiness: A Systematic Review and Meta-analysis. Newcastle: Newcastle University.

Li, X., Liu, Q., & Wang, M. (2019). Community Support Indicator System for Preschool Children’s Family Education: Construction and Application. *Journal of Educational Studies*, 15(2), 66-76. <https://doi.org/10.14082/j.cnki.1673-1298.2019.02.009>

Liu, T. (2019). A Study on Children’s Reading Promotion Services in Public Libraries of Four Eastern European Countries. *View on Publishing*, 21, 91-93. <https://doi.org/10.16491/j.cnki.cn45-1216/g2.2019.21.027>

Lv, L., & Guo, J. (2020). Practical Research of Reading Promotion for Children in Macao Public Library. *Library Work and Study*, 1, 118-123. <https://doi.org/10.16384/j.cnki.lwas.2020.01.018>

Ming, J., Li, J., & Zhu, Q. (2025). Practices and Insights of Parent-child Reading Services in American Public Libraries. *Research on Library Science*, 7, 128-137. <https://doi.org/10.15941/j.cnki.issn1001-0424.2025.07.005>

Ministry of Education. (2021). Law of the People’s Republic of China on the Promotion of Family Education. [http://www.moe.gov.cn/jyb\\_sjzl/sjzl\\_zcfg/zcfg\\_qtxgfl/202110/t20211025\\_20574749.html](http://www.moe.gov.cn/jyb_sjzl/sjzl_zcfg/zcfg_qtxgfl/202110/t20211025_20574749.html).

Ministry of Education. (2023a). Five Departments Jointly Issued “Implementation Opinions on Launching the ‘Fragrant Books in Ten Thousand Homes’ National Family Initiative”. [http://www.moe.gov.cn/jyb\\_xwfb/s5147/202304/t20230423\\_1056853.html](http://www.moe.gov.cn/jyb_xwfb/s5147/202304/t20230423_1056853.html)

Ministry of Education. (2023b). Implementation Plan for the National Youth Reading Initiative. [http://www.moe.gov.cn/srcsite/A06/s7053/202303/t20230328\\_21053070.html](http://www.moe.gov.cn/srcsite/A06/s7053/202303/t20230328_21053070.html)

Qiao, P., Chen, S., & Deng, L. (2024). Empowering Rural Early Childhood Education Through Shared Book Reading and School-family-community Partnerships. *Asia Pacific Journal of Education*, 1-17. <https://doi.org/10.1080/02188791.2024.2403423>

Shrestha, S., & Krolak, L. (2015). The Potential of Community Libraries in Supporting Literate Environments and Sustaining Literacy Skills. *International Review of Education*, 61(3), 399-418. <https://doi.org/10.1007/s11159-014-9462-9>

Tang, H., & Tian, L. (2024). A Study on the Practice of Family Engagement Services in Public Libraries in the United States. *Research on Library Science*, 1, 117-128. <https://doi.org/10.15941/j.cnki.issn1001-0424.2024.01.010>

Tang, Y. (2021). BoekStart: Exploring Infant and Toddler Reading Promotion Projects in the Netherlands. *Research on Library Science*, 12, 77-85. <https://doi.org/10.15941/j.cnki.issn1001-0424.2021.12.010>

Wu, S. (2018). Exploring the “Trinity” Model of Adolescent Community Education and Its Implementation Pathways. *Journal of Chinese Education*, 5, 68-72.

Xi, J. (2018). Adhering to the Development Path of Socialist Education with Chinese Characteristics and Cultivating Socialist Builders and Successors with All-round Development of Morality, Intelligence, Physical Fitness, Aesthetics and Labor. [http://www.moe.gov.cn/jyb\\_xwfb/s6052/moe\\_6838/201809/t20180910\\_20348145.html](http://www.moe.gov.cn/jyb_xwfb/s6052/moe_6838/201809/t20180910_20348145.html).

Xu, W., & Wang, P. (2023). Study on Reading Promotion Strategies in the U.K. and the U.S. Based on Constructing Parent-Child Reading Community. *Library Development*, 1, 162-169. <https://doi.org/10.19764/j.cnki.tsgjs.20212458>

Zhang, L. (2020). A Study on Early Childhood Reading Services in Public Libraries of Six Western European Countries. *View on Publishing*, 2, 89-91. <https://doi.org/10.16491/j.cnki.cn45-1216/g2.2020.02.025>

Zhang, X. (2024). Analysis of the Parent-child Reading Promotion Services in Community Library—Taking the “One Book and One Room” in Huangpu District of Shanghai as an Example. *Library Work and Study*, S1, 115-120. <https://doi.org/10.16384/j.cnki.lwas.2024.s1.026>

Zhu, Y. (2023). Library Parent-child Reading Promotion Activity Publicity Strategy. *Chinese Press*, 12, 12-13. <https://doi.org/10.13854/j.cnki.cni.2023.12.005>

Zivan, M., & Horowitz-Kraus, T. (2020). Parent-child Joint Reading is Related to an Increased Fixation Time on Print During Storytelling among Preschool Children. *Brain and Cognition*, 143, 105596. <https://doi.org/10.1016/j.bandc.2020.105596>