



MAPPING THE FORMS OF PARENT-EDUCATOR COLLABORATION IN DAYCARE SETTINGS: A SYSTEMATIC REVIEW

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Abstract: Parent–educator collaboration is a vital component in delivering responsive and inclusive daycare services. This study aims to map the various forms of such collaboration through a systematic review of 22 peer-reviewed articles published between 2020 and 2025. Guided by the PRISMA approach, the articles were selected based on thematic relevance, contextual appropriateness, and inclusion criteria focused on children aged 0–6 in daycare settings. Thematic analysis identified five major forms of collaboration: (1) relational-emotional collaboration, (2) adaptive collaboration during transitional phases, (3) collaboration in child health and well-being, (4) crisis-responsive collaboration, and (5) programmatic and systemic participatory collaboration. Findings highlight that collaboration forms are deeply contextual, shaped by socio-cultural factors and the nature of relationships between families and institutions. The study underscores the importance of trust-building, open communication, and shared roles in fostering effective partnerships. Amid the growing demand for professional childcare services in Indonesia, these insights offer a conceptual basis for developing adaptive and contextually relevant collaborative practices.

Keywords: Parent partnership, parent collaboration, daycare, family engagement, systematic review.

INTRODUCTION

Collaboration between parents and educators is crucial in providing quality early childhood care and education services. Amidst social and economic changes, the need for childcare institutions is increasing, as more women enter the workforce and awareness grows of the importance of a safe and supportive learning environment for young children. Globally, women's labour force participation lags far behind men's. World Bank data shows that women's global labour force participation rate is only 49.1%, compared to over 80% (World Bank, 2024). This inequality is influenced not only by social norms and gender discrimination, but also by a lack of access to affordable and quality childcare services. The World Bank reveals that only about 64% of women's legal rights are recognized as equal to those of men globally, including the right to childcare and employment protection during pregnancy and postpartum. (Shalal, 2024). In this context, a childcare center is a family need and a key element in encouraging women's economic involvement globally. The growth of the international daycare industry reflects this urgency. The global childcare market is estimated at US\$339 billion and is predicted to exceed US\$520 billion by 2027, with a compound annual growth rate (CAGR) of around 8-9% (Linder, 2025). The Asia-Pacific region is one of the fastest-growing regions, particularly in countries with rapid urbanization and large early childhood populations. Global studies also show that access to affordable, quality daycare services can significantly increase women's labor force participation and is projected to increase global economic growth by up to 20% if the gender gap in the labor market can be closed (World Economic Forum, 2024). These condition reinforce the importance of daycare and collaborative practices within them. As a much-needed alternative care space, childcare centers serve as a meeting point for parents' expectations for their children's safety and development and educators' responsibilities to provide responsive services. Therefore, collaboration between parents and educators impacts the quality of care services and plays a role in strategies to promote gender equality and family economic resilience at both the global and local levels.

The number of Early Childhood Education (PAUD) institutions in Indonesia, including Child Care Centers (TPA), continues to increase, with 2,329 TPAs recorded in 2024/2025 (Pusdatin Kemendikdasmen, 2025) increased from the previous number of 2,285 in 2023/2024 (Pusdatin Kemendikbud Ristek, 2024). This trend indicates an increasing need for

early care and education services, which will influence the growth of childcare institutions, with increased female workforce participation. By 2024, it is expected to reach 56.42%, up from 54.52% in 2023 (BPS, 2024). This is supported by data on women who dominate part-time jobs at 20.50 million compared to men at 16.30 million in 2024, with a percentage of 33.66% of female workers and 39.70% of male workers. This represents women's dual role as workers and childcare providers, ultimately driving an increased demand for professional and reliable daycare services. In this context, collaboration between parents and educators in childcare settings becomes crucial.

The development of involvement in ongoing care, even when the child is in an institutional environment, positively impacts the child's social-emotional, cognitive, and behavioral development (Liu et al., 2020). This collaboration is not just limited to one-way communication. Still, it includes active parental involvement in the decision-making process, sharing of child information, and consistency of parenting values between home and childcare (Salkauskiene et al., 2024). The availability of care services does not solely drive parents' decisions to entrust their children to daycare. It is also influenced by their level of trust in the institution and the educators involved. For most parents, handing over caregiving responsibilities to another party is a significant step, accompanied by expectations of security, affection, and appropriate developmental stimulation. This trust forms the foundation for collaboration between parents and educators; without it, parental involvement tends to be limited to mere administrative engagement (Bond et al., 2024). Parents who feel valued and listened to by educators are more likely to be actively involved in co-parenting activities, including discussions about child development, decision-making about curriculum and learning, and participation in daily activities (Kelty & Wakabayashi, 2020).

Trust isn't just a result of the service provided but is built through open, responsive, and consistent communication from the beginning of a child's orientation process at the daycare center. Therefore, an approach that prioritizes openness, equality, and empathy in communication between educators and parents is a strategic first step toward building long-term, mutually beneficial collaboration (Graham-Clay, 2024). The study emphasizes that trusting relationships and two-way communication between parents and educators are essential prerequisites for creating a childcare environment responsive to children's needs. Therefore, the success of childcare services is determined not only by the

institution's capacity but also by the quality of the partnership between families and educators. Unfortunately, the forms and practices of this collaboration vary and have not been systematically mapped by current research, either in terms of intensity, methods, or implementation challenges. This study aims to map the forms of parent-educator collaboration discussed in the international literature, to provide a conceptual basis for developing adaptive and relevant collaborative practices in the context of childcare settings in Indonesia.

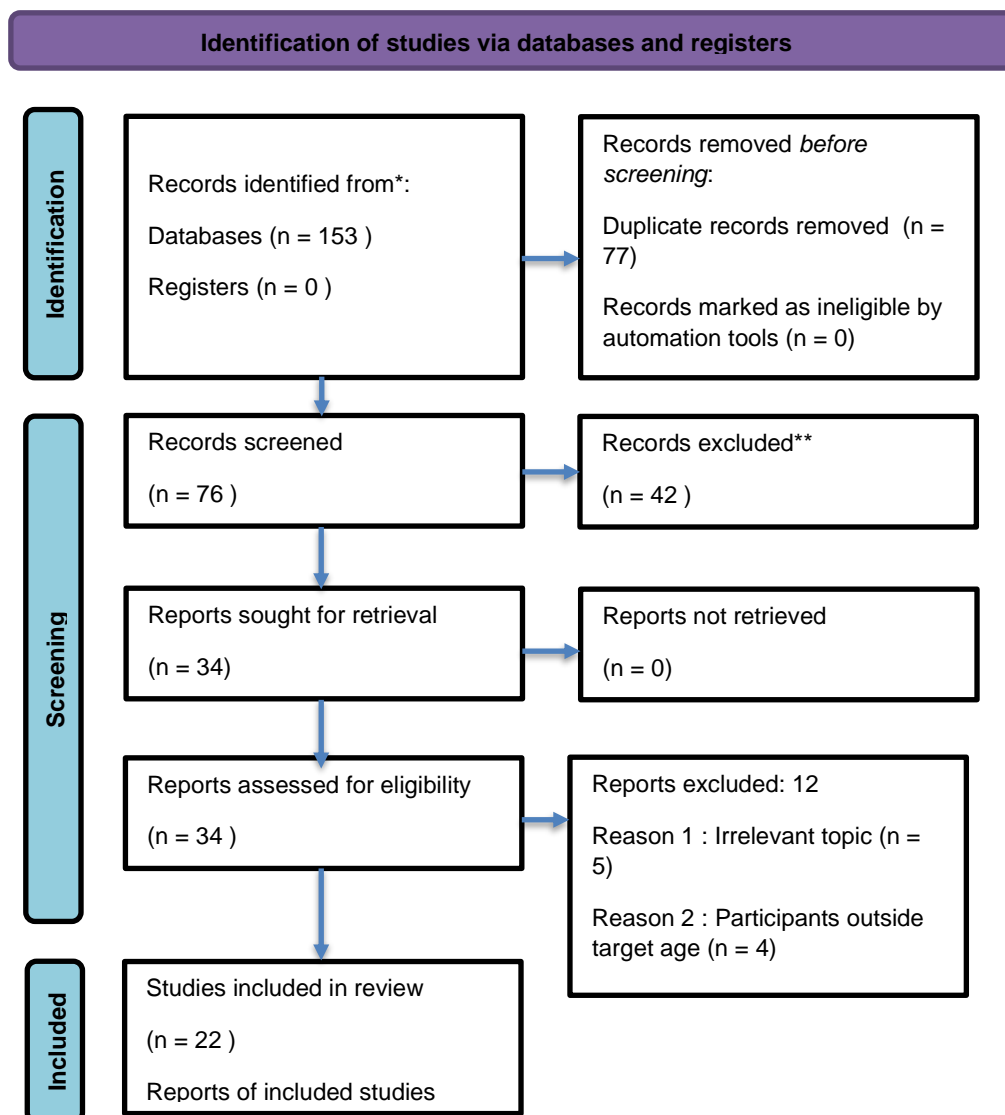
METHOD

This study adopted a systematic review approach to explore, sort, and summarize various scientific findings discussing collaboration between parents and educators in daycare services. The review process was carried out by referring to the PRISMA 2020 guidelines (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) to ensure transparency and clarity of steps at each literature review stage. Article searches were conducted through several trusted databases, such as Google Scholar, ERIC, Scopus, ScienceDirect, SpringerLink, SAGE Journals, and Taylor & Francis Online, with a publication period between 2020 and 2025. The keywords used were combined with Boolean operators ("AND" and "OR"), including: "Parent-educator daycare Collaboration", "Family engagement and childcare", and "Parent and daycare Partnership". In addition, a manual search was also conducted on the bibliography of the main articles found to ensure that no critical literature was missed. Inclusion criteria for this study included: (1) articles published in accredited journals and having passed a peer-review process; (2) using English; (3) specifically discussing forms of collaboration between parents and educators in the context of daycare services; and (4) involving children aged 0 to 6 years. Meanwhile, articles discussing collaboration in basic education or non-educational sectors were excluded.

The selection process was carried out in three stages: (1) initial identification through title and abstract searches, (2) screening for duplicate and irrelevant articles, and (3) thorough evaluation of the full text of the remaining articles. Of the 153 articles collected in the initial stage, 77 duplicate articles were removed. Furthermore, 76 articles were screened based on the relevance of the title and abstract, and 42 articles were removed because they did not fit the focus of the study on the theme of daycare collaboration. Of the 34

articles read in full, 12 were excluded because they did not meet the inclusion criteria conceptually (direct collaboration) or methodologically. Thus, 22 articles were finally described thematically in this study. Data analysis was carried out using a thematic analysis approach (Nowell et al., 2017). This allows for the grouping and interpreting essential patterns related to parent-daycare educator collaboration. The coding process was conducted manually by two independent reviewers, then compared and agreed upon to ensure the validity of the findings. The following diagram shows the article selection process based on the Prisma approach in a systematic literature review:

Figure 1 PRISMA Flow Diagram



RESULT AND DICSUSSION

A systematic review of 22 scholarly articles indicates that collaboration between parents and educators in daycare settings is diverse and highly context-dependent. In the literature search for this study, 153 articles were identified through an initial search of various databases. After initial screening to eliminate duplication, 77 duplicate articles were removed, leaving 76 unique articles, which were then screened based on their titles and abstracts. From this screening process, 42 articles were deemed irrelevant or inappropriate to the focus of the study and were therefore excluded. Thirty-four articles were then fully accessed for further eligibility assessment. The full-text evaluation revealed that 12 articles had to be excluded because they did not meet the established inclusion criteria, such as inconsistencies in study context, research subjects, or methodological design. Consequently, 22 articles met all criteria and were finally included in the systematic synthesis for further analysis. The findings from these 22 articles form the basis for the discussion and interpretation in this study:

Table 1. Study Characteristics Table

Article Title	Research Aim	Methodology	Sample/ Participants	Context/ Country
Dialogue Based Early Detection—Development of a Novel Approach for Detection of Mental Health Problems Among Children in Daycare Centers	The form of collaboration between parents and daycare/childcare for children aged 0-6 years involves using annual or biannual parent-teacher meetings as a platform.	Development of participatory methods (iterative over 6 years, observation and questionnaires)	Teachers & parents in 8 daycares (300 meetings)	Bergen, Norway
Family–Teacher Relationships and Child Engagement in Early Care and Education	The form of collaboration between parents and daycare for children aged 0-6 years: communication, collaboration on setting goals, responsiveness to family feedback, and sensitivity to cultural diversity. Aiming to ensure continuity and support children's engagement with teachers and peers.	Survey and observation (multilevel modeling)	492 preschool children, 286 parents, 127 teachers in daycares	Oregon, USA
A Systematic Scoping Review on the Transition of Under-3-Year-	Strong parent-staff collaboration: Creating a "caring triangle" for emotional support. Active involvement of parents:	Systematic scoping review (20 studies;	Children <3 years, parents,	Stavanger, Norway

Old Children from Home to Early Childhood Education and Care	Encouraged by teacher-caregivers	qualitative, quantitative, mixed)	daycare teachers	
Teacher perceptions of parent collaboration in multi-ethnic ECEC settings	Teacher-parent collaboration involves building bridges between ECEC and home settings by sharing responsibilities and aims for learning and development. Communication is a key aspect, and Collaboration includes recommendations for language use and activities to support language development. Challenges include linguistic and cultural differences, but teachers suggest solutions like using interpreters	Quantitative survey (n=266 teachers)	Daycare teacher (multi-ethnic)	Oslo, Norway
ECE Program Supports and Teacher-Perceived Support from Families: Are They Connected?	The form of collaboration includes mutual efforts and collaboration to support children's learning and development.	Quantitative survey	102 teachers & 13 directors	Colorado & Maryland, USA
Efficacy, Feasibility, and Utility of a Mental Health Consultation Mobile Application in Early Care and Education Programs	The form of collaboration between parents and daycare/childcare for children aged 0-6 years in the JS Go program was limited, with minimal communication beyond survey distribution and informal updates. There were no structured strategies for engaging parents in the app or reinforcing content at home. Participants suggested incorporating parents more intentionally, possibly through consultations or accessible resources.	Mixed-methods (quasi-experimental , interviews)	28 teachers, 114 children in 6 ECEC centers	Miami, Florida, USA
The construction of child-caregiver relationship in childcare centre: adaptation of Parent Attachment Diary for professional caregivers	The form of collaboration to support the child in building new relationships and managing separation.	Longitudinal quantitative study (2 studies)	87 professional caregivers, 222 children (4–35 months)	Torino, Italy

Mothers' nonstandard work schedules and the use of multiple and center-based childcare	Schedule-adaptive collaboration: Mothers with irregular or shift schedules rely on multiple and informal care arrangements, affecting collaboration dynamics. Family relational resources influence childcare choices and partnership patterns.	Longitudinal survey, inferential statistics	2566 early childhood, working mothers	USA (data SIPP nasional)
What's missing? A multi-method approach to gaining a fuller understanding of early care and education decision-making	Network-informed collaboration: including parent referrals and social media, influence family childcare decisions. Trust and community connections are central to collaborative relationships.	Mixed-methods: administrative data, surveys, interviews	Family, educators, community	USA
Comparing center-based with home-based childcare: type of care moderates the association between process quality and child functioning	Dyadic relationship-focused collaboration: Home-based care demonstrates stronger caregiver-child closeness, fostering better parent-provider relationships. Emphasis on nurturing environments and personalized care approaches.	Comparative quantitative (n=228 children, 74 sites)	Children in home & center daycare	Amsterdam, Netherlands
Boosting family child care success in Quality Rating and Improvement Systems	Network-supported collaboration: Social support networks and professional development for family childcare providers reduce isolation and improve quality, indirectly supporting family engagement through enhanced provider capacity.	Longitudinal survey + statistical analysis (QRIS)	FCC providers	Delaware, USA
Protocol for a mixed-methods investigation of quality improvement in early childhood education and care in Australia	Describes systematic research methodology for improving ECEC quality, including the role of collaboration between providers and families of children aged 0-5 years.	Mixed-methods, 3 phases	National ECEC service, administrative data N=1935	Sydney, Brisbane, Perth (Australia)
Family child care educators' experiences and decision-making related to serving children during COVID-19 and implications for supporting	Focus on the experiences and decisions of family child care providers during the pandemic, including interactions and communication with families of young children (0-6 years).	Qualitative (semi-structured interviews)	27 FCC educators	USA

educators after the pandemic				
Routine saliva testing for SARS-CoV-2 in children: Methods for partnering with community childcare centers	Close partnership between parents and childcare staff in implementing routine testing, including two-way communication and virtual support.	Implementation method study	Children and staff at seven daycare	USA
Associations Between Parent–Teacher Cocaring Relationships, Parent–Child Relationships, and Young Children’s Social Emotional Development	Examines collaborative relationships between parents and teachers in shared caregiving (cocaring) that impacts the social-emotional development of children aged 12-36 months.	Quantitative (longitudinal survey analysis)	239 parents and children aged ± 5 years	Jepang
Evaluating a childcare-based social marketing approach for improving children’s diet and physical activity: results from the Healthy Me, Healthy We cluster-randomized controlled trial	Involves collaboration between childcare providers and parents in health promotion interventions for children aged 3-4 years, focusing on feeding practices and physical activity supported jointly.	RCT (cluster control)	853 children aged 3–4 years from 92 daycare centers	USA
Barriers and Facilitators of Parent Engagement With Health Promotion in Child Care: A Mixed-Methods Evaluation	Childcare center culture that supports parent engagement, two-way communication, and collaboration between providers and families to support early childhood health promotion	Mixed methods: comparative case study	372 early childhood educators from 40 cities	USA
Early Childhood Educators’ Perceptions of Their Emotional State, Relationships with Parents, Challenges, and Opportunities During the Early Stage of the Pandemic	Positive parent relationships as job feedback and motivation; informal collaboration through reassurance and shared communication during emergency daycare services	Descriptive online survey	372 early childhood educators from 40 cities	Canada (Quebec)

Racialized narratives about multicultural parental collaboration in early childhood education and care: Normality understood as whiteness	Critical analysis: Highlights barriers to genuine collaboration due to racialized assumptions in ECEC systems; calls for more equitable practices.	Qualitative (critical discourse analysis)	Educators (ECEC professionals)	Sweden.
Enhancing Environmental Health Literacy about the Asthma- Air Pollution Connection at Childcare Centers in Asthma Prevalent Philadelphia Neighborhoods	Collaborative health education between childcare staff and parents to increase environmental health literacy.	Quasi-experimental (one-group pretest-posttest)	258 staf dari 45 childcare centers	USA (Philadelphia)
The Use of Family Engagement Principles by Childcare Providers From Various Childcare Settings: A Qualitative Study	Qualitative study on the application of family engagement principles by childcare providers, including two-way communication and collaboration with parents of children aged 0-8 years.	Qualitative, semi-structured interviews with card-sorting	Childcare service providers from various settings	USA (Nebraska)
A translational science approach to community-based participatory research using methodological triangulation	Strong collaboration: Parent advisory board, co-design of interventions in childcare setting for health-related behaviors.	Mixed methods, CBPR with triangulation	Parents (mostly female) & daycare staff	USA (Minneapolis)

These forms of collaboration can be classified into five main themes: relational-emotional collaboration, adaptive-transitional collaboration, collaboration in health and well-being, crisis-responsive collaboration, and programmatic and participatory-systemic collaboration.

1) Relational-Emotional Collaboration

This collaboration emphasizes relationships built on trust, cultural sensitivity, and emotionally sensitive interactions between educators and families. This pattern is often

found in the context of family child care (FCC): a low child to educator ratio allows for closer informal relationships. Studies such as "Family–Teacher Relationships" (Lewis et al., 2023), and “ "Comparing Center-Based and Home-Based Child Care" and "Boosting FCC Success in QRIS" (Hallam, 2019) emphasize the importance of a relational approach in supporting parent engagement and child development. The collaboration demonstrates the existence of emotionally responsive collaborative strategies that are relevant for cross-cultural implementation, especially in pluralistic urban settings: “Racialized narratives about multicultural parental collaboration in early childhood education and care, Normality understood as whiteness” (Sønsthagen & Massao, 2025)..

Collaboration between childcare educators and parents, grounded in emotional connection and relational trust, is essential for promoting a child’s healthy development and educational progress (Dorrío et al., 2024). This collaborative approach is not limited to mere information exchange; rather, it entails the establishment of strong, trusting relationships, where both parties engage in open, respectful dialogue “Teacher perceptions of parent collaboration in multi-ethnic ECEC settings” (Ovati & Rydland, 2024). "The construction of child-caregiver relationships in childcare centers” (Macagno & Molina, 2020): adapting the Parental Attachment Diary for professional caregivers" confirms the collaboration that occurs when first entering childcare, early childhood services, paying attention to the transition from family to childcare centers, explicitly refers to attachment theory. This collaboration enables children to develop communication, emotion management, and other social skills more effectively, helping them grow and develop positively “Associations Between Parent–Teacher Cocaring Relationships Parent–Child Relationships, and Young Children’s Social Emotional Development (Lang & Jeon, 2020). When relational collaboration is prioritized, families become empowered as co-constructors of their child’s learning journey, contributing not only to the child’s socio-emotional well-being but also to more equitable and inclusive early childhood education systems.

2) Adaptive-Transitional Collaboration

In the study "A Scoping Review on the Transition of Children under the Age of Three in Early Childhood Education and Care"(van Trijp et al., 2025) it was found that an effective transition process requires open communication and flexibility from both parties. Parents and educators work together to design consistent routines, such as a gradual introduction

to the new environment, increased time spent with the child, and responsiveness to the child's emotional signals. This is also confirmed in the study "The Construction of Child–Caregiver Relationships during Transition to Childcare" (Macagno & Molina, 2020) which emphasizes that this adaptive process forms the initial foundation for a healthy attachment between child and caregiver. When the transition occurs collaboratively, children tend to exhibit better emotional regulation, reduced separation anxiety, and increased social and cognitive exploration in the new environment.

The researchers also highlight that this adaptive-transitional approach is not only important at the beginning of daycare but is also relevant in situations of crisis or sudden change (such as post-pandemic, disaster, or relocation). Therefore, this collaborative model has strategic value in supporting children's resilience and building long-term trust between families and early childhood education units; "Family child care educators' experiences and decision-making related to serving children during COVID-19 and implications for supporting educators after the pandemic.(Hooper & Schweiker, 2024). This collaboration not only supports a smoother child adaptation process but also strengthens the ongoing partnership between families and educators in overseeing children's holistic growth and development

3) Collaboration In Health And Well-Being

Collaboration in this context includes early detection efforts, health promotion, and interventions related to children's mental and physical well-being. The article "Dialogue-Based Early Detection (Bjelland & Posserud, 2022) describes a structured annual dialogue between teachers and parents to detect developmental concerns. This collaborative approach encompasses early detection of developmental issues and systematic, dialogic practices sensitive to the family context. One practice consistently identified in the SLR results is Dialogue-Based Early Detection an annual, structured, dialogue-based meeting between teachers and parents to identify early developmental concerns (Burgess et al., 2025). This approach has increased teacher responsiveness to children's developmental signals and strengthened partnerships with parents.

The forms of collaboration highlighted in "Efficacy, Feasibility, and Utility of a Mental Health Consultation Mobile Application in Early Care and Education Programs (Natale et al., 2025) and "Barriers and Facilitators of Parent Engagement With Health Promotion in Child Care: A Mixed-Methods Evaluation "(Luecking, Dobson, & Ward, 2020) also

extends to mental well-being, including psychosocial support for children from vulnerable backgrounds, such as migration, poverty, or disaster trauma (Bhugra, 2021). In the articles “Early Childhood Educators’ Perceptions of Their Emotional State, Relationships with Parents, Challenges, and Opportunities During the Early Stage of the Pandemic. (Bigras et al., 2021) and “Evaluating a child care-based social marketing approach for improving children’s diet and physical activity: results from the Healthy Me, Healthy We cluster-randomized controlled trial (Vaughn et al., 2021) and also “Routine saliva testing for SARS-CoV-2 in children: Methods for partnering with community childcare centers”(Rayack et al., 2023) show that Interventions involving synergy between families and educators significantly improved psychological resilience and emotional regulation in early childhood (Abu Hasan et al., 2022; Gómez-Herrera & Robles-Bello, 2025). Thus, collaboration in health and wellness is not merely a technical activity, but rather part of a holistic practice that positions families as equal partners in children's growth and development.

4) Crisis-Responsive Collaboration

One key theme emerging from this systematic review is the responsiveness of collaboration between educators and parents to crises or exceptional circumstances. Recent studies have focused primarily on the COVID-19 pandemic as a critical context, testing the resilience of partnership practices in early childhood care services. In times of uncertainty and social restrictions, collaboration has expanded in meaning: not only as a means of academic or administrative coordination, but also as a form of empathetic and adaptive coexistence in the face of a multidimensional crisis (Dong, Cao, & Li, 2020; Foster & Petronzi, 2024; Rachmawaty, 2022). The studies "Family Child Care Educators' Experiences During COVID-19" (Hooper & Schweiker, 2024) and "Early Childhood Educators’ Wellbeing During the COVID-19 Pandemic" (Eadie et al., 2021) show that collaboration during the pandemic has shifted from structured communication patterns to more fluid, open, and solidarity-based relationships. Educators deliver learning and act as emotional connectors, providing a sense of security and psychosocial support for families. Virtual communication has become a key vehicle for maintaining these relationships, illustrating how digital technology. At the same time, it was not initially a dominant feature of early childhood education interactions, but it was rapidly adopted in response to the crisis (Cano-hila & Argemí-baldich, 2021). Crises aren't always natural

disasters; they can also arise from structural pressures such as irregular work schedules and economic constraints. These conditions hinder the participation of low-income parents in center-based early childhood education (ECE) services. In situations like these, more responsive and adaptive forms of collaboration are needed, for example, through short service moments, open communication, and strengthening the role of educators in understanding family dynamics (Pilarz, Lin, & Magnuson, 2019; Richardson, Prentice, & Lero, 2021).

5) Programmatic And Participatory-Systemic Collaboration.

The fifth theme identified in this systematic review is programmatic and participatory-systemic collaboration, a form of partnership between families and early childhood care providers at the structural and institutional levels. Studies such as “ECE Program Supports and Teacher-Perceived Support from Families: Are They Connected?” (Schock & Jeon, 2021) highlight the importance of systemic support for family involvement in education program planning. International recognition of the early years as a crucial foundation period has led to the design and implementation of a Quality Assessment and Improvement System (QRIS) that defines, communicates and monitors the components of quality in early childhood education and care (ECE), outlined in the study "Protocol for a mixed methods investigation of quality improvement in early childhood education and care in Australia" (Harrison et al., 2023). This policy aims to achieve adequate quality assurance and improvement through a systems-oriented assessment and evaluation approach. Similarly, the article "A Translational Science Approach to Community-Based Participatory Research (CBPR)" (Warren & White, 2022) underscores the crucial role of co-creation in building more responsive and equitable systems where families are involved from the design stage through intervention implementation.

Table 2. Thematic Table

Article	Adaptive- Transitional Collaboration	Collaboration In Health And Well- Being	Crisis- Responsive Collaboration	Programmatic And Participatory- Systemic Collaboration	Relational- Emotional Collaboration
Dialogue Based Early Detection— Development of a Novel Approach for Detection of Mental Health Problems Among Children in Daycare Centers		V			
Family–Teacher Relationships and Child Engagement in Early Care and Education					V
A Systematic Scoping Review on the Transition of Under-3- Year-Old Children from Home to Early Childhood Education and Care	V				
Teacher perceptions of parent collaboration in multi-ethnic ECEC settings					V
ECE Program Supports and Teacher-Perceived Support from Families: Are They Connected?				V	
Efficacy, Feasibility, and Utility of a Mental Health Consultation Mobile Application in Early Care and Education Programs		V			

Article	Adaptive- Transitional Collaboration	Collaboration In Health And Well- Being	Crisis- Responsive Collaboration	Programmatic And Participatory- Systemic Collaboration	Relational- Emotional Collaboration
The construction of child-caregiver relationship in childcare centre: adaptation of Parent Attachment Diary for professional caregivers	V				V
Mothers' nonstandard work schedules and the use of multiple and center-based childcare			V		
What's missing? A multi-method approach to gaining a fuller understanding of early care and education decision-making				V	
Comparing center- based with home-based child care: type of care moderates the association between process quality and child functioning					v
Boosting family child care success in Quality Rating and Improvement Systems					V
Protocol for a mixed- methods investigation of quality improvement in early childhood education and care in Australia				V	

Article	Adaptive- Transitional Collaboration	Collaboration In Health And Well- Being	Crisis- Responsive Collaboration	Programmatic And Participatory- Systemic Collaboration	Relational- Emotional Collaboration
Family child care educators' experiences and decision-making related to serving children during COVID-19 and implications for supporting educators after the pandemic	V		V		
Routine saliva testing for SARS-CoV-2 in children: Methods for partnering with community childcare centers		V			
Associations Between Parent–Teacher Cocaring Relationships, Parent–Child Relationships, and Young Children’s Social Emotional Development					V
Evaluating a child care-based social marketing approach for improving children’s diet and physical activity: results from the Healthy Me, Healthy We cluster-randomized controlled trial		V			
Barriers and Facilitators of Parent Engagement With Health Promotion in Child Care: A Mixed-Methods Evaluation		V			

Article	Adaptive- Transitional Collaboration	Collaboration In Health And Well- Being	Crisis- Responsive Collaboration	Programmatic And Participatory- Systemic Collaboration	Relational- Emotional Collaboration
Early Childhood Educators' Perceptions of Their Emotional State, Relationships with Parents, Challenges, and Opportunities During the Early Stage of the Pandemic		V			
Racialized narratives about multicultural parental collaboration in early childhood education and care: Normality understood as whiteness					V
Enhancing Environmental Health Literacy about the Asthma- Air Pollution Connection at Childcare Centers in Asthma Prevalent Philadelphia Neighborhoods		V			
The Use of Family Engagement Principles by Childcare Providers From Various Childcare Settings: A Qualitative Study					V
A translational science approach to community-based participatory research using methodological triangulation				V	

CONCLUSION

These findings demonstrate that parent-educator collaboration in daycare is multidimensional and contextual. Relational and emotion-based collaboration is the most dominant form, consistent with child development literature emphasizing the importance of secure attachment in early childhood education. Adaptive collaboration during transitions and responsiveness during crises demonstrate that temporal and external circumstances, such as the initial entry into daycare or a public health emergency, influence parent-educator partnerships. Furthermore, programmatic collaboration reflects a shift from informal interactions to institutionalized alliances, particularly in high-quality programs or participatory research approaches. Interestingly, some forms of collaboration emerge indirectly, particularly in families with non-standard work schedules or limited access to information. In such cases, the provider's responsiveness to the family's values and preferences is an implicit form of collaboration, which is no less important than formal interactions.

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