

Building an Education Model Innovatively for the New Era- The Combination of “Double Reduction” Policy and Family-School Cooperative Education

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Abstract: Introduced into China in the 1980s, the family-school cooperative education model has accumulated some theoretical and practical experience in the course of years of development, and the promulgation and implementation of the “double reduction” policy has brought new changes to the entire education situation. The paper first expounds new challenges faced by both home and school under the new policy, and then puts forward the ideas and practical measures for the combination of the “double reduction” policy and family-school cooperative education, and finally makes a conclusion.

1. Introduction

Originated in Europe and the United States, the concept of family-school cooperative education, which has gradually been recognized by educators in more and more countries, has also been well promoted in China over the years. The family-school cooperative education model has continuously provided assistance to the development of china’s education since it was introduced into China in the 1980s. In 2021, Chinese authorities introduced a guideline to ease the burden of excessive homework and off-campus tutoring for students undergoing compulsory education and law to promote family education, which announced the official implementation of the “double reduction” policy. In the new educational environment, all educators should think about how family-school cooperative education can be combined with the “double reduction” policy to ensure the learning effect of students, accomplish the educational goal of fostering virtue, and then promote the all-round development of students.

2. New challenges faced by family-school cooperative education under the background of “double reduction” policy

On the whole, domestic family-school cooperative education is still at an early stage and needs to be promoted under the guidance of scientific principles and policies. “Double reduction” policy stipulates clearly that the burden of excessive homework and off-campus tutoring for students undergoing compulsory education should be eased. Therefore, for schools, reducing students' homework and the frequency of examinations appropriately can effectively reduce students' academic pressure ^[1]. At the same time, it is imminent to improve the teaching quality and ensure

the effect of education management. Therefore, only by taking scientific and effective new measures can we ensure the realization of the fundamental educational goal of fostering virtue.

In the past few decades, although family-school cooperative education has been developed continuously in China, the cooperative education activities in many schools are basically spontaneous due to the lack of comprehensive policy guidance. With the promulgation and implementation of the “double reduction” policy, education in the new era aims to pursue more efficient teaching activities, so family-school cooperative education are also facing new challenges. Details are as follows: First, both families and schools must take the initiative to change their values in education and put an end to the concept of evaluating students based on scores alone. This makes it even more necessary for families and schools to cultivate a new generation of youngsters who are equipped with moral grounding, intellectual and physical ability, aesthetic sensibility and work skills, and are well-prepared to join the socialist cause. To a certain extent, evaluating students based on scores alone hinders their all-round development, and also has a negative impact on their future integration into society. Second, strengthen the awareness of family-school cooperative education. Take parents as an example, they can no longer have the idea of "doing nothing for them" or "doing everything for them", and should actively cooperate with schools in education. In addition, schools should also enhance their awareness of cooperating with parents, and strive to form a strong educational joint force, so that family-school cooperative education can have more positive effects. Third, the reason why the traditional family-school cooperative education is not effective is that some parents lack professional knowledge of education management. Therefore, under the "double reduction" policy, parents should take the initiative to improve the management level of their children. As a result, in order to effectively improve effects of family-school cooperative education, both homes and schools must study educational management knowledge earnestly, respect students' physical and mental development laws and individual differences, and use professional means to achieve higher educational goals ^[2].

3. Ideas and practical measures for the combination of “double reduction” policy and family-school cooperative education

3.1 Scientific guidance for family education

The promulgation of the “double reduction” policy has greatly relieved students' learning pressure and given them more free time, but it has also brought new challenges to the educational work of teachers and students' parents. Under the new educational situation, parents must be scientifically guided to improve the quality of family education so as to assist to school education effectively.

In the future, schools should effectively integrate educational resources, set up teams of teachers dedicated to serving students' family education, and carry out thematic training and learning activities based on teachers' own actual teaching experience. It is necessary to actively organize students' parents to participate in research activities with the theme of “double reduction” policy. Schools can organize parents to participate in various seminars on the theme of family education, and update parents' educational concepts through various methods. It is also possible to improve the family education ability of parents through appropriate trainings, thereby promoting the all-round development of students.

Schools should also strive to build a family-school cooperative education system, realize the normalization of family education guidance for parents, and continuously improve effects of students' family education. For example, schools can set up a special office of family education communications, and assign a professional team of teachers to answer questions and solve problems for parents, provide them with targeted guidance and help, guide them to take scientific and

effective educational measures to better cooperate with schools to carry out educational work. In the office of family education communications, parents can learn more advanced family education methods, more comprehensive and systematic education theories and more effective education measures. They can constantly update their educational knowledge and improve the level of family education.

In short, the close combination of the “double reduction” policy and family-school cooperative education activities is based on a good family-school environment. Schools should take the lead in organizing various cooperative educational practice activities, guide parents to participate wholeheartedly, and provide scientific guidance and effective help for the growth of students. By enhancing the guidance of family education, the official implementation of the “double reduction” policy will be realized.

3.2 Promote school education correctly

In order to maximize positive impacts of the “double reduction” policy and family-school cooperative education, in the future, schools should carry out targeted family education guidance work, and all teachers must actively participate. By combining both online and offline channels, strengthening cooperation between families and schools, and enhancing effects of time management of students, transformation and upgrading will be truly realized.

Schools should actively build a co-education platform, organize and carry out special lectures, and strengthen parents' correct understanding of the “double reduction” policy. At the same time, the new policy will also inspire teachers to think about "how to make good use of students' spare time", thereby promoting the quality and efficiency of teaching work. Therefore, schools and families should take “double reduction” policy as basic, take family-school cooperative education activities as guidance, and organize rich co-education activities, such as parent-child activities, to improve the educational ability of parents, and strengthen the cooperation between school education and family education. Meanwhile, schools can carefully select current affairs or educational programs as co-education materials to create a harmonious communication atmosphere between parents and children. Schools should guide parents and students to browse documentaries about human geography, social history and natural scenery together, strengthen the education of students' core socialist values, cultivate students' patriotism, and increase students' sense of national pride and responsibility, so as to reinforce family education and significantly improve quality of students[3].

In addition, schools should also actively set up "mental health clinics" to counsel students with psychological problems regularly. Focusing on the actual needs of parents, schools should provide them with corresponding psychological counseling, develop psychological counseling services in various forms and channels, solve parents' problems in the process of carrying out educational activities, and ensure the smooth implementation of family-school cooperative education.

Schools should also actively explore off-campus educational resources, and guide parents to participate in parent-child research activities in their spare time, weekends, or winter and summer vacations. Schools need to combine current events and hot spots to carry out parent-child social practice theme activities, make good use of students' spare time, and let them learn to be a person with dreams and aspirations on the basis of learning knowledge.

3.3 Create a new educational model that combines online and offline activities

Both schools and families have faced unprecedented challenges since the promulgation and implementation of the “double reduction” policy. Today, under the background of the “double reduction” policy, many problems faced by school education and family education are concentrated

on the difficulty of clarifying the responsibilities of both parties and the inability to effectively plan students' time. Therefore, in response to these problems, schools should take appropriate measures to carry out an integrated educational model that combines online and offline activities, to help parents understand the “double reduction” policy and scientifically respond to practical problems, so as to form a joint force to realize the high-quality education.

First of all, parents need to change the traditional concept of education. The change from "dependence" to "independence" is not only to cooperate with the implementation of “double reduction” policy, but also to comply with the development trend of family-school cooperative education. In order to guide parents to better cooperate with schools' educational work, schools can disclose the contact information of the family education instructors to parents in due course, accept their consultation, and absorb their opinions and suggestions.

Schools should effectively give full play to their own educational advantages, and establish professional family education guidance groups to provide personalized guidance to parents, help them better understand a series of new educational measures such as the “double reduction” policy, and improve parents' ability to carry out scientific education. For students with special needs, it is necessary to effectively implement the psychological counseling work to help them release their pressure and quickly integrate into the school life.

Under the “double reduction” policy, schools should actively organize various thematic activities, such as parent-teacher conferences, to answer the educational questions of parents and help them explore a more efficient family education model. Teachers should also actively promote education reform to improve the quality and efficiency of classroom education, for example, changing the traditional assignments of only written forms to "seasonal assignments" and "practical assignments". The former refers to the arrangement of homework around China's major national festivals, such as the Chongyang Festival and the Spring Festival. The latter refers to allowing students to complete homework in actual hands-on operation and personal experience, such as housework assignments, after-school reading assignments, so that students can improve their hands-on ability or develop good reading habits.

4. Summary

To sum up, under the background of the "double reduction" policy, how to better carry out family-school cooperative education activities and build a co-education system will become the focus of discussion. In the future, schools and families should carry out close communication and collaboration, give full play to schools' professional educational advantages, design scientific family education guidance plans, rebuild a new home-school ecology, and escort the growth of students.

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