

An Exploration of After-School Service Model in Primary Schools under the Background of Double Reduction

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Abstract: The double reduction policy has caused great changes in the educational circle, especially for the after-school service in primary schools. Pupils are in the critical period of understanding the world and forming ideas, and after-school service management in schools is also in the critical period of bringing forth the new. Schools should grasp the two critical periods, critically inherit the original experience, explore a new after-school service model that can help students develop in an all-round way and adapt to social needs, and give full play to the school education function.

1. Introduction

In July 2021, the General Offices of the CPC Central Committee and The State Council issued opinions on Further Reducing the Burden of Homework and Off-campus Training for Students in Compulsory Education (CcFA [2021] No. 40) (hereinafter referred to as “double reduction”) pointed out that in order to reduce the burden of students and parents, schools should improve after-school service level and meet the diversified needs of students, which needs to focus on four aspects: ensuring the quality of after-school service, improving after-school service quality, expanding after-school service channels and strengthening and optimizing free online learning service[1].

After-school service in primary school is a service for after-school activities of students, which is an extension of school education, mainly arranging students to do homework, independent reading, sports, art and popular science activities. The after-school service in primary schools in China develops later than that in foreign countries. It originated in the 1990s to solve the problem that students leave school early and parents get off work late. However, with the continuous progress of society, the after-school service functions and social expectations have also changed. With the introduction of the “double reduction” policy, the original after-school service model cannot meet new expectations and demands. It is necessary to improve school education, stimulate students' subjective initiative in after-class service, let students learn knowledge, exercise ability, relieve pressure and form good behavior habits in activities, so that primary school students can grow up freely and happily. In this study, 63 primary school teachers and 81 parents of primary school students in different areas of the country were investigated, and the implementation of the double reduction policy in different areas was deeply investigated, providing reference data for the exploration of after-school service model in primary schools.

2. Study Design

2.1 Research Object

By parents of elementary school teachers and pupils to investigate two kinds of groups, the cumulative investigated from 7 provinces of China 15, 5 counties, 63 primary school on-the-job teachers and 81 pupils parents, respondents school are all from a certain scale of public elementary schools, city key private primary schools, ordinary or general public elementary school of villages

and towns public elementary school.

1). Teachers: the 63 teachers working in municipal primary schools, county primary schools, township primary schools and rural primary schools accounted for 22.22%, 39.68%, 22.22% and 15.87%, respectively; The proportion of non-lingual teachers and other teachers was 63.49% and 36.51%.

2). Parents: The parents of 81 students had a master's degree or above, bachelor's degree or junior college degree, senior high school degree or technical secondary school degree or below, and the proportion was 9.88%, 17.28%, 11.11%, 61.73%; The proportion of family monthly income above 10000 yuan, between 5000 yuan and 10000 yuan, between 3000 yuan and 5000 yuan, below 3000 yuan is 11.11%,

22 percent, 19.75 percent, 46.91 percent.

2.2 Research Methods

1). Questionnaire survey method: Based on the requirements and content of the double band reduction policy, combined with front-line teaching practice, through repeated tests, expert consultation, adjustment and optimization, the final questionnaire is formed, which can be effectively distributed and recycled for on-the-job teachers and parents of primary school students in different regions and different types.

2). Interview method: Three interviews were conducted at the beginning, middle and end of the semester with 3 front-line primary school teachers and 3 parents of primary school students. The contents of each interview were recorded and sorted out[2].

3. The Current Situation of after-School Services in Primary Schools in China

3.1 “5+2” After-School Service Mode

On July 13, 2021, the Ministry of Education of basic director chang yu just introduced: in the national media exchange meetings will be carried out in nationwide service after class “5 + 2” mode, namely the five days service activities after class is required, at least two hours a day, service activities after class end time adhere to the normal work q and the local street. The mode is convenient for parents. Most of the students who do homework efficiently can finish their homework on time at school. On the one hand, it saves the difficulty of the working class who cannot pick them up on time, and the homework can be supervised by teachers at school. Such after-school service not only facilitates parents, but also improves learning efficiency. The after-school hours from 4 to 4:30, 4:30 to 5, 5 to 5:30 and after 5:30 account for 20.63%, 49.21%, 26.98%, respectively[3].

4. 18%.

4.1 The after-School Service Effect is Not Significant Enough

84. 12% of teachers generally believe that the current after-school service quality effect is average or not in line with expectations, 87.3% of teachers generally believe that the performance of students in after-school service is basically the same as that in ordinary class, and 53.09% of parents think the after-school service model is too single and not flexible enough. Although parents and society have high expectations for after-school service, the current after-school service model is difficult to achieve the desired effect. The original after-school service model can not well adapt to the current actual demand. The original after-school service model can not well adapt to the current actual demand. Some teachers say that they want to let children grow up under the joint effect of learning and playing, so that children have more time to understand nature, to discover and create, rather than blindly pursuing scores, leaving children more time to play[4].

4.2 The after-School Service Model Develops in a Diversified Direction

Based on the guiding role of the double reduction policy, all localities have implemented it

according to their actual conditions, showing a situation of “a hundred flowers bloom together”. Among them, Taizhou has created the online learning sharing platform of “Thai Micro Lesson”. Excellent teachers record and edit teaching knowledge points into short and independent videos and upload them to the platform of “Thai Micro Lesson”. After passing the review, they can be used by teachers and students to realize the wisdom sharing of famous teachers. Chongqing xiejiawan primary school after-school tutoring should be brought into the school curriculum arrangements, establish a “community library” teachers, hire a professional qualification of personnel and institutions to provide computer programming, model aircraft, folk music, baseball and other courses, through the curriculum resources of integrated in full, full guarantee after-school tutoring when asked, content, the teachers, so as to better meet students' diverse learning needs[5].

5. Challenges of after-School Service Model in Primary Schools

5.1 School Level

1). The consistency of educational influence makes it difficult for schools to carry out after-school services

The consistency of educational influence requires that students' education must be purposeful and planned from all aspects

To organize and adjust the influence of students' education, make it cooperate with each other and coordinate in order to ensure that students can develop in accordance with expectations. However, in the process of education, many factors such as funds, time and management mechanism are difficult to coordinate, resulting in increased difficulty in the management of students[6].

2). Unbalanced allocation of resources in terms of funds, venues and teachers

The reality of most schools in terms of funds, venues and teachers is difficult to match expectations. After school, it is impossible to unify the whole country in terms of service expenses, which can be paid by local finance as in developed areas such as Shanghai.

It is also a difficult problem how to attract teachers to participate in after-school service fees without increasing the burden of parents in underdeveloped areas. Some schools have limited resources, so students have no choice but to take whatever after-school service courses they can offer.

5.2 Teacher Level

1). It is difficult to guarantee the quantity and quality of teachers

The “double reduction” policy requires schools to meet the diverse needs of students. As some schools force teachers to fill in their “special skills” in order to develop “special service” courses of interest, many subject teachers are very upset. Faced with the requirements of school authorities, many teachers are forced to be versatile, which directly leads to the difficulty in improving after-school service quality. Many of them do not design after-school service content, more tend to study by themselves. There is no good design on how to develop students' special skills, hobbies and teamwork ability[7].

2). Increase teachers' working pressure

With the advent of the double reduction policy, the era of primary schools finishing work at 3:30 no longer exists. Although parents are relieved of the pressure of picking up and dropping off their children, the burden on teachers is further increased. Many schools are currently unable to meet the requirements of opening or fully funding after-school services for teachers, which affects the enthusiasm of teachers.

5.3 Students Level

It is difficult to realize the diversified development needs of students in after-school services. Every student is an independent individual, for different students should be formulated according to the actual situation can make its optimal development. However, due to the complexity of

management, students' subjective will and other problems, it is difficult to realize the needs of students. For example, students may need 3 hours to finish their homework, but it is already very late after class, so it is difficult for students to finish their homework, not to mention after-class services.

6. The Development Path of after-School Service Mode in China's Primary Schools

(1) Grasp the critical period of students' development, take activities as the center, and promote students' all-round development

Students are the main participants of after-class service, and the policy of “double reduction” puts forward higher requirements on students' subject consciousness and self-discipline. Enhance students' consciousness of subject and enjoy the fun of learning and growth brought by the relaxed atmosphere under the “double minus” policy. So that students can according to their own hobbies and expertise, choose to participate in their interests of extra-curricular activities to cultivate expertise, promote their own development in many aspects, improve the comprehensive quality and ability. Fully mobilize the subjective initiative of students, improve their independent learning ability in the relaxed learning environment of after-school service, learn to explore independently, cherish and make good use of after-school service to develop the habit of active learning, and lay a good foundation for the future. Enable students to actively learn from experiences and activities. Teachers should guide students to sum up knowledge in hands-on operation and activities so as to elevate experience to the theoretical level. If school after-school services are mainly embodied in the curriculum of activities, students will have the opportunity to gain first-hand experience in one meaningful activity after another

(2) Fully mobilize school and social resources to help diversify after-school service models.

After-school service is different from daily classroom teaching. After-school service in compulsory education stage should explore more characteristic educational content, meet the diversified needs of parents and students, and promote the all-round development of students. In the early stage of after-school service, schools need to know students' interests and parents' ideas through investigation and try to meet their needs. After-school service of interest should be set up to improve the pertinence and satisfaction of service. But in order to achieve this goal, it is not feasible to rely only on the internal resources of the school, but to strengthen the rational use of resources inside and outside the school. In addition to giving full play to the advantages of campus venues, teachers and other resources, we also need to make full use of external resources. For example, in terms of venues, we can cooperate with the Youth Activity Center and the Children's Palace. In terms of personnel, retired teachers, experts and scholars, qualified social professionals, volunteers, and student associations of local colleges and universities can be selected. Parents who are willing to participate can also join the after-school service team.

(3) Strengthen supporting systems and carry out after-school services reasonably

Difficulties existing in after-school services cannot be solved by the school itself. Therefore, it is necessary for multiple forces to strengthen cooperation, play the role of guidance, coordination and standardization, continuously improve after-school services related supporting measures, protect students' rights and improve logistics issues, clarify responsibilities of all parties and strengthen supervision. As the responsible subject of after-school service, the school should carefully analyze the difficulties and problems existing in the after-school service, formulate scientific implementation plans, coordinate resources inside and outside the school, take into account the principle of compulsory and voluntary, and reasonably implement after-school service. Teachers are the main executors of after-school services. Local governments should take into account the actual difficulties of teachers and protect their legitimate rights and interests while providing after-school services. Especially in the face of problems such as the reduction of teachers' life hours and the increase of work pressure brought by after-school services, schools should provide appropriate rest time and economic subsidies to teachers while fully allocating teachers, so as to ensure the quality of after-school services. Families and social institutions should actively participate in after-school service and jointly promote the high-quality development of after-school service.

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