



On the Teaching Standards of Basic Education Teachers Adapting to the "Double Reduction" Policy from the Perspective of Lifelong Education Theory

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Abstract. The double reduction policy has brought reform and challenges to China's entire basic education system. By focusing on the analysis of the main contents and reform parts of the double reduction policy, including emphasizing the role of school education, regulating private counseling institutions, and closer cooperation between families and schools. This paper analyzes the challenges faced by teachers under the double reduction policy from three aspects: class arrangement, homework design and communication with parents. In order to effectively solve these challenges, based on the theory of lifelong education, this paper puts forward three suggestions for teachers. It is suggested that teachers should cultivate students' comprehensive ability, distinguish between students, and use the available resources around them to meet the challenges faced under the new conditions.

Keywords: Double reduction policy, Lifelong education theory, Basic education, Teacher adaptation

1 Introduction

The Ministry of education of China issued the "double reduction" policy, which aims to "reduce students' homework burden and reduce primary school counseling and training courses". The release of this policy has evoked great repercussions among students, schools and parents. It has reformed all aspects of the education system, changed the form of basic education in China, standardized private educational institutions, and promoted closer cooperation between families and schools. Among them, as one of the important Frontlines of education, teachers are facing challenges and difficulties in classroom design, homework design, communication with parents and other dimensions. Many studies have put forward suggestions and Countermeasures for schools and teachers. Based on the theory of lifelong education, this paper puts forward suggestions to teachers, aiming to deal with these challenges from a more comprehensive and long-term perspective.

2 Analysis of Double Reduction Policy and Its Reform Content

2.1 Reform the Mode of Basic Education and Highlight the Role of School Education

Before the introduction of the double reduction education policy, the main evaluation standard of academic achievement in China's nine-year compulsory education process was the academic achievement of subject courses. In order to achieve higher academic achievement, the way adopted was mainly focused on the "quantity" of academic achievement. The evaluation system based on examination makes schools and teachers emphasize after-school homework, and students achieve the goal of higher examination scores through repeated practice. With the passage of time, homework that has been overburdened cannot meet the requirements of students' pursuit of high grades. Many students have to participate in after-school training courses to compete with each other. Facts have proved that the cramming education model not only brings excessive pressure to students themselves, but also causes economic pressure and anxiety among parents. According to the China national mental health development report (2019-2020), 95.5% of primary school students, 90.8% of junior high school students and 84.1% of senior high school students do not have enough sleep time because they have to complete a lot of homework after class. At the same time, the proportion of adolescents with psychological problems reached 24.6% [1]. Reducing students' learning burden and promoting teenagers' physical and mental health have become a continuous concern of China's education departments.

In response to the above problems, the double reduction policy requires schools to reduce the workload of students by reducing the amount of homework and improve the quality of homework and classroom teaching. In addition, it also emphasizes the importance of implementing the fundamental task of educating people in life [2], which marks the transformation from "quantity" to "quality". The double reduction policy emphasizes the efficiency and comprehensive quality of school education, mainly focusing on classroom teaching. Only by making full use of classroom time to let students acquire new knowledge, can they get rid of the huge homework burden while ensuring learning results.

In addition to improving the efficiency of classroom teaching, the double reduction policy also puts forward guidelines for after-school activities. As a supplementary time for classroom learning, after-school activity time provides students with more time to digest what they have learned during the day and complete their homework before going home with the company of teachers. It also gives students more opportunities to develop their interests and help them grow more comprehensively.

In short, in recent years, the double reduction policy has reformed China's long-standing basic education model and has given more prominence to the primary goal and fundamental purpose of school education - educating people.

2.2 Regulate Private Educational Institutions

With the development of China's economy and the improvement of people's living standards, private educational institutions have experienced a period of rapid growth in the first 20 years of the 21st century. In the eyes of parents, school education is not enough to make students get "good grades" in exams. They get institutions from social resources to help their children improve their academic performance. Private institutions that provide students with high-quality subject counseling courses have emerged and become more and more popular. The commercial operation has made the quality of education counseling uneven. According to statistics, by the end of 2021, there were 124000 registered offline training institutions across the country [1]. Under the covid-19 epidemic, online training is more popular. Research shows that online education companies raised more than \$3 billion in 2020-2021 [3]. Although students' families spend a considerable amount of money on education and counseling, teaching aid institutions are important and highly dependent on parents and students, so they have made huge profits.

This situation has been completely changed by the double reduction policy, which clearly stipulates that academic training institutions should no longer accept public financing and strictly prohibit capitalization. Through the supervision of private education institutions, the double reduction policy has fundamentally changed the status and role of operating enterprises in education, leading to a major crisis in related fields [4]. The number of offline private training institutions decreased from 124000 to 9728, accounting for 92.14%. The number of online training institutions also decreased from 263 to 134, accounting for 48% [5]. The enthusiasm of subject course guidance in after-school tutorial classes has been effectively curbed, and the education model has gradually returned to its normal track. Compulsory education was initially started from the public interest. The price of private training institutions also fell under the guidance of the government, rather than being manipulated by the capital market, and the price fell compared with before.

2.3 Promote Closer Cooperation Between Families and Schools in Education

With the popularization of basic education in China, more and more students and families have been involved in the education system. According to the report of Ministry of Education, by the end of 2019, China's nine-year compulsory education rate reached 94.8%, and the number of students dropping out of basic education nationwide fell to 831 from about 600,000 at the start of 2019. At the same time, there were 108,000 public schools in China by the end of 2019, 31,000 more than that in 2015 [6]. The bloom of basic education in China has given more children the opportunity to be in school and be educated, which reinforces the necessity of the involvement of family and community in education.

As an important role in the growth of children, parents always have a significant impact on children. With the reduction of homework after school and the supervision of private educational institutions, the double reduction policy indirectly requires

strengthening the cooperation between families and schools in student education in order to create a better and healthier atmosphere.

Family is the main place for teenagers to grow up. Without the support of students' families, the concept of double reduction policy is difficult to fully realize. However, many parents still regard the education of their children as the mission of the school. Some parents do not have enough time to tutor or accompany their children because of their work responsibilities, even if they want to cooperate closely with the school. One of the keys to the reform of the educational system under the double reduction policy is the transformation of parents' educational concepts and the improvement of family school cooperation [7]. Undoubtedly, the double reduction policy puts forward higher requirements, that is, it should not only involve schools, but also involve families and the whole society, so as to complete the transformation of China's basic education and build a more comprehensive and diversified education circle.

3 Challenges Faced by Teachers Under the Double Reduction Policy

3.1 Challenges of Course Planning and Class Time Allocation

With the trend of education from "quantity" to "quality", under the double reduction policy, curriculum planning and classroom time allocation are becoming the main challenges faced by teachers. In terms of quality, we need a student-centered classroom rather than a traditional teacher centered classroom, which can make students more actively participate in the learning process and better cultivate their creativity and critical thinking ability. In terms of quantity, the difficulty lies in the need for schools to improve teaching quality and results, while reducing students' learning workload. It is difficult for teachers to find an appropriate balance between these two aspects. For example, in the 1970s, in order to avoid the "cramming" education model, Japan launched the "relaxation education" revolution. It requires teachers not only to shorten the teaching time, but also to reduce the learning content, so that students can be freed from the heavy workload. However, in 2016, the Japanese government ended the revolution, saying it ignored the teaching of basic knowledge. Therefore, how to design effective teaching plans so that students can get enough practice while achieving learning results has become the main challenge faced by teachers under the double reduction policy.

In addition, under the new situation, the workload of teachers is also increasing. On the one hand, it takes more time for teachers to make lesson plans and reallocate class time to achieve the high expectations of the double reduction policy. On the other hand, many teachers are busy with the school's evaluation system and professional development courses, which were originally designed to help teachers overcome the above challenges. According to a study, 44.3% of teachers believe that "the evaluation system has increased their burden". 47.2% of teachers admitted that "they are tired of too frequent PD courses in schools" [8].

3.2 Challenges of Job Design

Under the new situation, teachers are facing great challenges in rethinking the way of homework assignment and creating higher quality and more forms of content. As the double reduction policy clearly points out, it is necessary to comprehensively reduce the amount of work and time required to complete the task. As an important tool of school education system, homework can help teachers evaluate students' learning achievements and adjust teaching plans according to the contents reflected by students' homework. In the past, many teachers have been used to implementing a unified and fixed form of homework for all students, regardless of their individual differences. In addition, most of the assignments are repetitive, lacking effective training for students' thinking ability. In the era of double reduction policy, this situation needs to change. Homework is expected to stimulate students' innovation, cultivate comprehensive talents, solve problems and contribute to the community [9]. Therefore, there is no doubt that teachers need to reform their fixed habits of homework, design homework suitable for different student groups, and improve the quality of homework within a limited range, which is not an easy job for them compared with the past.

In addition, some teachers said they lacked available resources when trying to design their own homework. Unlike before, when teachers can always find a large number of existing templates to allocate homework, the huge changes in homework requirements make teachers find few appropriate resources for reference. Since the double reduction policy is a relatively new policy, it is obvious that the whole education system is still debugging to adapt to the reform measures, and a stable and reliable reference database has not been fully established, so it is more difficult for teachers to adapt to this situation.

3.3 Challenges Faced by Home School Cooperation

Closer home school cooperation is needed to help students get a better education under the double reduction policy. However, teachers face two challenges when trying to achieve this goal.

The first challenge is that parents do not pay enough attention to the cooperation between family and school. For many parents, especially those living in backward areas, they still believe that education is only the mission of schools and teachers. Therefore, they are usually not interested in participating in any form of home school cooperation, which makes it difficult for teachers to move forward.

The second challenge is that teachers lack relevant knowledge and ability in home school cooperation. There is no evidence that the current teacher professional training program can provide teachers with sufficient theoretical concepts and practical experience of home school cooperation [10]. In addition, teachers mainly focus on teaching plans and classroom teaching, so they don't have much time and energy to improve home school communication skills. As Peng (2011) said, "education reform poses a severe challenge to teachers' time, knowledge and skills", teachers still have a long way to go to strengthen cooperation with parents in student education.

4 Strategies That Teachers can Adopt in the Context of Lifelong Education Theory

4.1 Cultivate Students' Comprehensive Ability and Build a Student-Centered Classroom

Lifelong education theory attaches importance to school education because "school education is the starting point and the end point of lifelong education" [11]. In the context of lifelong education, the primary goal of basic education has changed from "imparting students' existing knowledge and experience" to "cultivating students' self-study ability". In the past, students acquired knowledge in a passive way and tried to digest anything passed on to them by teachers and parents. In the current high-speed development society, this is no longer feasible. Teachers should change their ideas and realize that basic education should be a process of creating and exploring knowledge. A more student-centered classroom should be established to let students actively participate in the learning process, to cultivate their ability to think and study independently. These abilities include but are not limited to making correct decisions, adapting oneself to society, and communicating effectively with others. Therefore, teachers need to be prepared to reform traditional teaching methods and shift the focus of teaching from imparting single knowledge to cultivating students' learning ability. In this way, a student-centered classroom can be established, so that students can gradually master effective learning skills. When their active learning skills are developed, teachers will be more aware of the requirements of the double reduction policy to ensure learning outcomes in the classroom, rather than assigning a lot of homework to ensure students' learning. In other words, the key to improving classroom quality lies in how students learn. Only on the basis of guiding students to participate in critical thinking and innovative skills, teachers can improve the quality of teaching under the double reduction policy.

4.2 Know Students Better and Make Differentiation When Design Assignments

The lifelong education theory promoted people to regard education from the angle of "human beings" [12]. Paul Lengrand once criticized the idea that "modern people is the victim of abstraction". He argued that human beings is concrete and not fully completed, so that education should be personalized and accompanied with people's whole life. From this point of view, teachers need to realize the importance of differentiation and know their students better. It is also an essential way to education equality and equity. Knowing the characteristics and learning habits of each student can help teachers better understand the potential difficulties students may encounter during their learning process, thus teachers can design in-class activities and assignments accordingly. What's more, it is vital to enrich the form of homework, which can be either challengeable or open mindedness enough to help explore students' critical thinking ability based on their actual competence.

Besides, the lifelong education theory also imposes new aspect on the relationship between teachers and students. In Chinese traditional opinions, teacher is the owner of

knowledge while students is the “vessel” of it. Different from this traditional view on the relationship, the lifelong education theory encourages a more equal relationship between teachers and students. It addresses that more communicative and creative activities should be included in their interaction, thus teachers can know students better and provide guidance to them.

4.3 Integrate Resources Available to Schools, Parents and Communities

Compared with traditional education, which divides school, family and society into three independent parts, lifelong education theory believes that education is not only the mission of school, but also the mission of family and society. When all available resources are used for children's education, the results will be greater. Therefore, teachers should first change their ideas and do not rely too much on the role of parents in student education. Instead, they should consider how to unite the whole community to help them educate students and achieve better results. Many papers show that parents are increasingly worried about their children's learning under the double reduction policy. In order to solve this problem, teachers should first sympathize with parents' anxiety and try to establish reliable contact with them. Secondly, teachers can master more theories and ideas about home school cooperation and learn more communication skills, so as to establish a more harmonious home school relationship.

On the other hand, in the context of lifelong education theory, teachers also need to keep learning to ensure their professionalism in teaching and comprehensive ability. In such an information age, students grow rapidly, and a large amount of new information enters their minds every day. In order to cope with the pressure and burden brought by the new requirements of disaster recovery policy, teachers need to use all the resources they can get and keep themselves up to date. Therefore, teachers are unlikely to be inundated by increasingly complex situations in the future.

5 Conclusion

The double reduction policy has brought challenges and changes to the whole society. By regulating private educational institutions and casting new requirements to schools' daily educational practices, the double reduction policy brings a profound reform to Chinese basic education mode. To achieve the new requirements of the double reduction policy more effectively, teachers are the first and need to actively respond to these challenges and changes. The concept of lifelong education theory is in line with the core requirements of the double reduction policy in many aspects, including the importance of school education, the ultimate goal of cultivating students, and the cooperation of the whole society on education. Therefore, based on the theory of lifelong education, suggestions are put forward to teachers to help them better adapt to the new conditions and situation of education more effectively through cultivating students' comprehensive ability, making differentiation, and integrating all available sources to educate students. As analyzed in this paper from the aspects of the lifelong education theory, it can be concluded that the double reduction policy is a systematic project,

which cannot be completed by schools and teachers alone. It requires the participation of the whole society in order to achieve greater consistency between teaching, examination and evaluation. It also requires the whole society to form a correct outlook on talents and values. Only with the participation of the society, the schools make adequate adjustments, and parents adjust their educational concepts can the double price reduction policy be effectively implemented.

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