



Research on school social work service of local middle school after-school service from the perspective of home-school-community collaboration——Taking D Middle School in Longchang City, Sichuan Province as an Example

Yuke Dai¹

¹School of Public Administration, Sichuan University, Sichuan, China
Scu_msw_coco@163.com

Abstract. Under the background of the "double reduction" policy, families of students in the compulsory education stage generally have common service needs for the school's teaching quality, school teachers, and teaching methods. In order to promote the return of the essence of education, social work can start from the parents, schools, society and policy levels, help the implementation difficulties of after-school services in local middle schools, and strengthen the new system of "trinity" collaborative education between family, school and community. With the assistance of school social workers, a multi-collaborative new ecology has been formed that is led by the government, the school is the main body, the parents of the students participate, and the society builds a platform.

Keywords: "double reduction" policy, after-school service, school social work

1 Introduction

Promoting the high-quality development of the nine-year compulsory education has always been an important topic for basic education and the development of cultural soft power in China today. "Involution" is a popular educational buzzword nowadays^[1], which describes a general situation of vicious competition, which is enough to summarize the learning status of students in the compulsory education stage before 2021. In order to better promote the advancement of the "high-quality" education system, the Chinese government will meet the basic norms and teaching quality of basic education courses emphasized in the "New Curriculum Standards", and solve the schoolwork pressure of primary and secondary school students to share the worries of parents. In July 2021, The General Office of the Central Committee of the Communist Party of China and the General Office of the State Council issued the "Opinions on Further Reducing the Homework Burden of Compulsory Education Students and the Burden of Off-campus Training", which has become the focus of attention from all walks of life, especially parents, teachers and schools^[2]. This burden reduction is divided into two aspects. One is to reduce the amount of after-school homework, reduce the amount of

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after-school homework for students, and try to ensure that students complete after-school homework within the specified time; Comprehensive literacy development, cultivate students' curiosity and creativity, and try to give students more space for self-knowledge and development. In a series of important education policies and laws such as "The 14th Five-Year Plan for National Economic and Social Development of the People's Republic of China and the Outline of Long-term Goals for 2035" and "Family Education Promotion Law of the People's Republic of China", it is clearly stated that the need to strengthen the family The collaborative education of the school and the community shows that the importance of this issue has been raised to an unprecedented height. As of September 22, 2021, 108,000 compulsory education schools (excluding boarding schools and village primary schools) across the country have filled in after-school service information, and 96.3% of them have provided after-school services; 77.431 million students have participated 85% of the students participated in the after-school service, and 71.2% of the students participated in the whole process 5 days a week; 5.345 million teachers participated in the after-school service, accounting for 86.2% of the teachers in these schools, and another 206,000 out-of-school teachers were hired Professionals participate in after-school service work^[3]. Cheng Hui (2021) believes that home-school-community collaboration is a booster for education. Lin Nanbin (2021) summed up that the key to strengthening the collaborative education of society, school, and family is to build communication channels between the three, build a high-quality platform, fully integrate various resources, and use all kinds of talents in society to provide reliable help for family education, to provide students with high-quality educational resources.

Under the background of the country's continuous emphasis on social work and the active exploration of the education department to introduce multiple subjects to participate in after-school services in middle schools, social work should give full play to its professional advantages in after-school services in middle schools, and work together with various subjects to explore new models and expand new ideas, Help to solve the dilemma of after-school services that are full of contradictions.^[4] This paper takes D Middle School in Longchang City, Sichuan Province as an example, and uses the perspective of home-school-community collaboration to explore the path of school social work intervening in after-school services in local middle schools. This study adopts the methods of field observation and questionnaire survey to collect data. Through field observation, the basic situation of the school's after-school service reform is mastered. Through questionnaire survey, the main evaluation of the after-school service of D Middle School in Longchang City is obtained from the parents of students. Based on the data presented in the questionnaire survey, the study also conducted a supplementary survey in the form of structured interviews to deeply analyze the problems and causes of current after-school services.

Among them, the respondents of the questionnaire survey were the parents of students in D Middle School in Longchang City, Sichuan Province. The survey lasted for two months (from February 7, 2022 to April 1, 2022). In the questionnaire survey part, a total of 220 questionnaires were distributed, 217 were returned, 192 were valid questionnaires, and the effective rate of the questionnaire was 88.5%. According to the research needs, a feasibility test of interviews was carried out, and 4 representative

parents of students were selected as in-depth Interview objects, authorize recording and make records. (Table1.) Through multiple exchanges with the parents of 4 students, we have an in-depth understanding of the educational needs of the parents of the students, and an in-depth analysis of the roles played by families, schools and the local society in the implementation of after-school services, responsibility, and the collaborative path to maximize results.

Table 1. Interview information

number	name	sex	age	Child's grade	vocation	location	time	method
1	Yong Chou	male	45	junior one	public servant	D Middle School	11 Feb,2022	face to face
2	Lily Xue	female	43	junior three	attendant	D Middle School	15 Feb,2022	face to face
3	Xia Zong	female	43	junior two	cashier	D Middle School	27 Feb,2022	face to face
4	Zhijun Ma	male	44	junior two	driver	D Middle School	5 March,2022	face to face

2 After-school service reform of D Middle School in Longchang City

D Middle School in Longchang City, Sichuan Province is a public middle school under the supervision of the Education Bureau of Longchang City. Compared with middle schools in developed cities, there are gaps in teaching quality, school teachers, teaching methods, etc., and at the same time, it has flexibility and mobility. characteristics, in line with the research theme of "local middle schools". D Middle School in Longchang City, Sichuan Province is in the forefront of the local middle schools in after-school service, so this middle school is a typical school in the area for after-school service reform. After the national double reduction policy, the middle school provided after-school services for students after school at 4:30 p.m. from Monday to Friday, and carried out curriculum and management reforms mainly in three aspects.

First, the curriculum and teachers. Before the after-school service was implemented, the examination subjects were the focus of students' learning in school, so the curriculum arrangement was mainly based on the proportion of the high school entrance examination scores to arrange daily courses, that is, the three main examination subjects of Chinese, mathematics, and foreign languages each accounted for 120 points. History, geography, politics, and physics, chemistry, and biology each account for 100 points, and each subject is weighted by conversion. Under the call of the national burden reduction policy, the school firstly conducted more stringent screening and evaluation of the teachers of the main and sub-subjects; secondly, on the basis of the main and sub-subjects as the focus, a comprehensive quality course was added. However, due to the limited number of teachers in the school, there is no dedicated teacher in the

comprehensive quality class, and the physical education or music teacher of the class is temporarily in charge.

Second, the teaching content and method. The teaching method of D Middle School in Longchang City is the teaching method of large classes. There are as few as 60 or more than 70 students in a class. There are about 10 classes in each grade in the junior high school. Before the implementation of after-school services, due to the large number of students in each class, it is impossible to carry out small class teaching, and the teacher can only focus on the three main subjects with a large weight besides language and mathematics. In the limited course time, the teaching content is mainly to explain the basic knowledge. Due to the long-term impact of the general environment of exam-oriented education, the after-school services provided by schools are still mainly about coping with exams and smooth admission to higher education. Therefore, most students also tend to participate in after-school service courses for major subjects. In terms of the school's after-school service curriculum arrangement, the teaching focus is still on the three main subjects. The tutor is the subject teacher of the class. The teaching content is to comment on homework and course Q&A. To a certain extent, it is the basic knowledge. Strengthen and replenish. The teaching content of the comprehensive quality course is mainly to explain the basic skills and methods. Influenced by the exam-oriented education, the number of students participating in this kind of course is actually relatively small.

Third, learn time and content management. Before the after-school service policy was promulgated and implemented, students were in school from early self-study at 7:20 am to 8:40 pm after self-study, teachers taught from Monday to Friday, and self-study on Sunday night. Teachers will assign more homework and recommend students to purchase a large number of study aids. Because students are occupied by cram schools during their weekend breaks, the homework assigned by the school can only be completed at noon or evening. The junior high school students are in the second peak period of growth and development. A large number of homework and tutoring classes affect the students' adequate sleep. They cannot complete the learning tasks in a full state, and are more likely to fall into a vicious circle of unbalanced study and life. After the implementation of after-school services, the school has actively adjusted the daily school time, and the students' school time has been greatly shortened. According to the new schedule, after the evening self-study is cancelled, the course schedule in the afternoon will be changed from three classes to two classes, and school will be over at around 4 pm. After school, the school teachers will spontaneously provide homework guidance for students who are interested in learning. The amount of homework assigned from Monday to Friday is guaranteed to be completed by students during the school study period, and the homework completion time on weekends should not exceed two hours. Students have more sleep and more time to develop their interests and hobbies, and can better balance study and life.

3 Parents' evaluation of the after-school service of D Middle School in Longchang City

The degree of coordination between family and school is an important factor in the construction of family-school-community co-education. Parents' evaluation of school after-school services can better promote the establishment of educational bonds between family and school, and find out from the evaluation A new path for collaborative co-education. Parents' knowledge of school after-school services, overall satisfaction and anxiety, willingness to choose courses, and feedback on teaching methods are important entry points for promoting family-school-community education.

According to the data of 192 valid samples collected by the questionnaire survey, the parents of the students have a good understanding of the after-school services of D Middle School in Longchang City, accounting for 64.6%. After the after-school service was implemented in D Middle School in Longchang City, the parents of the students were basically satisfied with the after-school service provided by the school. Too satisfied with the situation. (Table2.) After further investigation, it was found that the main reason for the dissatisfaction of the parents of the students was that the school could not provide a variety of interest classes, and a small number of parents still did not know the effect of after-school services. It can be seen that the after-school service curriculum of D Middle School in Long chang City cannot meet the diverse needs of students for the time being. Under the education model of home-school-community collaboration, the curriculum of after-school services should further meet the diverse needs of students and escort the "double reduction" policy.

Table 2. Satisfaction with after-school services

Options	Number of people	ratio
Satisfied, diligent and responsible	44	22.92%
Basically satisfied, but needs improvement	66	34.38%
Not satisfied, but there is no solution	64	33.33%
not known	18	9.38%

After the implementation of the after-school service, the parents of the students have a group of educational anxiety; at the same time, the parents of the students also have doubts and confusion about the actual implementation of the after-school service. Insufficient vitality" (56.77%), "prone to conflicts in family education" (49.48%) and "worry that students will not manage time reasonably" (48.96%), which can easily cause "students do not have a sense of urgency in learning "(36.98%) worry and so on. Families have doubts about the school's new education form, whether it can be optimized and alleviated through school social work, and make the three parties form a joint force to escort after-school services.

Parents of students choose the type of courses for students, mainly subject remedial classes (mathematics, foreign language, and physical and chemical students), and non-

subject classes (sports and dance) interest classes. (Table3.) The implementation of after-school services is closely related to the environment of exam-oriented education. According to the data of this survey, parents of students hope to improve students' academic performance through after-school services (58.33%), followed by cultivating hobbies (29.17%) and shaping good characters (10.42%). The results of this survey show that the purposeful characteristics of the parents of the students are very obvious, and they hope to improve their grades through after-school services. (Table4.)

Table 3. Selection of after-school service types

Option	Number of people	ratio
Chinese	56	29.17%
Mathematics	129	67.19%
English	131	68.23%
Political History Geography	20	10.42%
Physical Chemistry Biology	101	52.60%
Sports	66	34.38%
Musical Instruments	45	23.445
Calligraphy and painting	56	29.17%
Language	45	23.44%
Dance	68	35.42%
Other	12	6.25%

Table 4. Purpose of participating in after-school services

option	Number of people	ratio
Improve academic performance	112	58.33%
Cultivating interests and hobbies	56	29.17%
Shaping a Good Character	20	10.42%
other	4	2.1%

4 Analysis of the problems and causes of after-school services in D Middle School in Longchang City

Bronfenbrenner's social ecological system theory believes that the process of human socialization is the result of mutual influence and interaction between individuals and their environment. The effective implementation of after-school services depends on the mutual influence and interaction between children and their environment. The family is the primary place for children's socialization, and it is also an important place for

children's growth and development. The people children have the most direct contact with in daily life are their parents.^[5] The effect of parents on school after-school services directly reflects the quality and external evaluation of after-school services, and it is a way and entry point to explore the problems of after-school services in local middle schools; It also greatly affects the implementation effect of after-school services. This information has important research value on how to solve the needs of students, what are the deficiencies in after-school services, and how to carry out school social work to achieve the collaborative education of home, school and community.

From the in-depth interviews with parents, it is not difficult to find that the limited educational concept of parents of students, the lagging school after-school education model, and the lack of local social support are the main problems in the current after-school services. School social work can try to strengthen coordination and resource links, so that families, schools, and local society can form a joint force to escort students' all-round development.

4.1 Limitations of education concepts of parents of students

From the questionnaire survey of the parents of middle school D, it can be seen that there is a certain deviation in the cognition of the parents of the students' after-school education. During the interviews, I learned that although some parents also mentioned the cultivation of their children's interests, most of the parents' main purpose for the school's after-school services is homework guidance. The concept of exam-oriented education of "keep your ears off the window and read only the books of sages" is contradictory to the essence of education that cultivates people in an all-round way. Some parents think that education is a matter of the school, and that education is the sole responsibility of the school. Parents are only teachers' assistants and supervisors. Parents only need to provide material guarantees for their children. There are also some parents who think that the school fees are low, the service quality may not be high, and their children should still go to the training class. These erroneous educational concepts are the lack of awareness of family education by parents of students, making family education a vassal of school education.^[6] Under the "double reduction" policy, family education is absent and school education is not yet perfect, and the degree of home-school coordination is not enough, which easily leads to family-school conflicts and conflicts.

4.2 Parents of students have an urgent need to improve the quality of after-school services

Secondary school after-school services are in their infancy, and both quantity and quality need to be improved. Although most parents of students are basically satisfied with the teaching staff of D Middle School, they also realize that there is still a gap compared with big cities. D Middle School in Long chang City provides compulsory after-school tutoring for students, which can make up for students' academic performance to a certain extent, but the simplification of courses cannot fully meet the learning needs of every student. The implementation of after-school services has eased the learning

burden of students to a certain extent. At the same time, parents of students have doubts and anxiety about the reduction of school teaching time and the reduction of homework. First, due to the closure of off-campus centralized training institutions, only more expensive one-to-one tutoring methods can be adopted, and parents of students are also worried that family capital investment will be heavier than before; second, because D Middle School in Longchang City is only an ordinary high school, High-quality teachers and students are facing the challenge and dilemma of continuous loss, so parents of students are generally worried about the quality of school teaching.

For after-school services, parents are more worried that the school teachers cannot be guaranteed and the teaching content is simplified, which reduces the requirements for their children and makes students lose their competitiveness in further education. Therefore, the parents of the students suggested that after-school services need a more adequate and high-quality teaching team to cope with the fierce external competition. From the perspective of home-school collaboration, if after-school services cannot meet the needs of parents, parents will easily develop a mentality of not supporting or cooperating, resulting in the failure of home-school cooperation. Effective landing is very important.

4.3 Parents and schools receive insufficient social support

While schools and local societies are actively developing after-school services, there is a demand for hard and soft power support for after-school services. In terms of the hard power of after-school services, the parents of students have a certain degree of awareness of the social resources provided by the place of residence, but when the actual activities are carried out and operated, there is a "misplacement" of services in the local off-campus public activity venues. Its specific manifestations are insufficient supply of public service facilities, outdated infrastructure, unreasonable planning, and insufficient space for off-campus public cultural and sports venues. Especially for the parents of the interviewed students in the old community, due to the constraints of the community itself, some physical exercise facilities are dilapidated, and there are even cases where public cultural and sports venues are used for other purposes. At the same time, because Longchang City is located in the Southwest Basin region, the economic gap between the coastal areas is huge, the local society's services for community work are not yet perfect, and the specialization and professionalization of community workers have not been generally recognized by the public. The education lecture hall did not attract the attention of the parents of the students. In terms of soft power in after-school services, the demand for tutoring in academic courses cannot be met. Before the implementation of after-school services, most of the parents of students tended to send their children to academic tutoring institutions for tutoring in their spare time. In addition to completing the unified learning courses at school, students also had to conduct "secondary learning" outside the school. To cope with the competitive pressure of peer groups. However, after the implementation of after-school services, the off-campus subject-based tutoring institutions have been largely closed down. In addition, the school's after-school services have been slow to start. The original service needs of students' parents cannot be met, and they are worried that other children will "run

away” and their own children will be eliminated. At the same time, they also began to worry that students would not be able to receive the supervision and academic support of professional educational institutions, which would cause students to lack motivation, lack a sense of urgency, and fail to plan their study time reasonably.

To sum up, there is a phenomenon of inconsistency in the educational values of family, school and society, showing a relatively serious utilitarian educational value orientation. The educational value orientation of schools is mainly to increase the rate of admission to higher education, the educational value orientation of families is mainly to enable their children to go to good schools and obtain high degrees, and the main value orientation of various training courses in society is to make profits. This kind of value split has caused contradictions among families, schools, and society, making it difficult for parents and schools to obtain the support of local society. Three reasons.

5 Ideas of school social work to optimize after-school services in local middle schools

Aiming at various problems in the implementation of after-school services in local middle schools, school social workers can choose different intervention strategies according to different situations. Whether using a certain working method alone or integrating a variety of different method systems to carry out work, it can provide corresponding services at the level of intervention and promote the development of after-school services in local middle schools.

5.1 School social work helps "home-school" collaboration

Aiming at the cognitive deviation of students' parents about education, school social workers should coordinate the relationship between family and school. The "home-school" collaboration lies in the school's social workers assisting the transformation of parents' educational concepts and the cultivation of children's learning ability. A person's life is a process of lifelong learning. Learning is not only about "learning", but more importantly, "knowledge". School social workers help parents cultivate students' independent learning ability, so that students can actively, consciously and purposefully complete learning tasks. School social workers can cultivate students' imagination, creativity, curiosity and independent thinking ability through school education, and urge parents and children to formulate a specific learning plan^[7]. School social workers can guide parents who have misconceptions about after-school services through individual case talks, group activities or theme class meetings, allowing parents to fully express their feelings, needs and expectations for after-school services, so that "home-school" Coordinating relationships and reaching consensus^[8]. In this process, school social workers should especially explain the detailed content of after-school services to parents, so that they can understand the reasons, purpose and significance of implementing after-school services, clarify the concept of curriculum setting and curriculum selection, clarify the respective tasks of parents and schools, and make "family Schools can cooperate with each other to promote the all-round development of students. Thirdly,

school social workers should establish a relationship of trust with parents of students, emphasize the important role of family education in promoting the comprehensive and healthy growth of minors, and encourage parents to actively participate in after-school services. Encourage parents to assist and cooperate with the school to carry out work, and be more patient with the problems that arise during the implementation of after-school services, and have full confidence in the future of after-school services, so as to truly realize the mutual cooperation and coordination of "home-school" education.

School social workers can strengthen the protection of students' rights. Erikson's eight-stage theory of life development shows that middle school students are in an age group that urgently needs a sense of identity and trust. To understand students' inner thoughts and feelings, and to enable students to successfully pass through this stage of life requires cooperation between parents, schools and students. Communicate and exchange, solicit students' opinions, protect and respect students' rights of expression and participation, especially for students who are about to face high school and college entrance examinations, face employment or continue to study at a turning point in life, the sense of identity and trust is important Key to student growth and development. School social workers can increase attention to individuality of students. Everyone is unique and diverse, and each has their own strengths and strengths. It should eliminate the only way to study high. Some people have strong social ability but are not suitable for the academic path, so they should not necessarily have a high degree of education, but some people have strong learning ability and are suitable for further study. School social work should also help change the concept of family education, and find a path suitable for growth and development for students, instead of blindly having growth troubles due to the level of academic performance. School social workers can link schools to carry out various problem guidance, crisis prevention, and growth education themed activities to help them develop physically and mentally and in an all-round way^[9].

5.2 School social work helps "school community" to coordinate

In response to the urgent needs of students' parents to improve the quality of after-school services, school social workers can alleviate the shortage of teachers and poor quality of after-school services to a certain extent, and help provide high-quality after-school services. Through the cooperation between schools and social organizations, both social services and teaching can be improved. Relying on school social workers, build a "school-community" collaboration platform.

School social work can coordinate, arrange, and manage many resources and information related to after-school services. On the issue of the number of after-school service teachers, school social work can directly supplement the number of after-school services. School social workers can use professional knowledge and skills to directly participate in after-school service work to alleviate the shortage of school teachers. Regarding the quality of after-school service teachers, school social workers can assist schools to directly provide teachers with course services, such as psychological counseling, career planning, and interpersonal relationship counseling. On the one hand, school social workers can interpret the "double reduction" and after-school service policy texts to teachers through teacher growth groups, individual case talks, and joint

talks, helping teachers understand the true value orientation and arrangement of the after-school service policy's education-oriented Deployment and their own responsibilities, so as to truly realize the requirements of respecting students' voluntariness and promoting students' individual development; on the other hand, school social work can assist schools to provide teachers with psychological counseling courses to relieve job burnout and find a sense of belonging for teachers, a sense of accomplishment, and how to deal with teachers' family and work conflicts and other professional counseling^[10]. At the same time, school social work can link relevant social education resources and build an educational activity platform to achieve individualization and diversification of teaching content, and build a collaborative education environment of "school and community" for after-school services. Social education resources supplement school education resources, which can make the "school community" resources form a more efficient education community. It can not only gather the resources required for after-school services on the same platform, but also effectively play the professionalism of school social workers and make use of social resources. Improve the quality of after-school services^[11].

5.3 School social work helps "family-school-community" to jointly cultivate a new ecology

Aiming at the lack of social support for students' parents and schools, school social workers should coordinate the forces of family, school, and local society. After-school services require all sectors of society to form a joint force to build a new ecology of "family-school-community" collaborative education. Among them, the focus lies on "synergy", and the difficulty also lies on "synergy". The focus is on collaboration because only by combining multiple parties to form a joint force can we form a strong vitality to fight against the new challenges that are constantly emerging. The difficulty lies in the fact that the reason for synergy is that it is difficult to divide the boundaries of the forces of all parties in society, because all parties in society cannot use specific numbers to define the scope like an arithmetic problem. Society is changeable, flexible, and non-linear, and it is impossible to perform specific standardization. In practice, there are often deviations. Families, schools, and local society have their own characteristics and functions. At the same time, there are overlaps and overlaps between families and schools. There are also cross-departmental cooperation between schools and all walks of life. Crossing the line and doing "something extra". The resource integration role of school social workers makes it easier to link and coordinate different resources to participate in after-school services.

In response to the hard power and soft power support of after-school services, school social workers can actively coordinate qualified off-campus training institutions, volunteer organizations, universities, science and technology museums, museums and other related institutions to participate in after-school services according to the needs of students. Teachers from off-campus training institutions enter the campus to carry out special courses. Recruit qualified college interns to cooperate with school teachers to complete teaching tasks, invite retired old teachers to serve as instructors for students' practical courses, and jointly participate in after-school service management. School

social workers can negotiate and communicate with school teachers, and rely on surrounding communities to organize volunteer service activities^[12].

The family is the microcosmic system for the growth of students. School social workers should guide students' parents to establish correct educational concepts and promote students to develop good study and living habits. Schools are the mesoscopic system for students' growth. School social workers can organize parent meetings, strengthen the relationship between students' parents and the school, and set up parent classes and psychological counseling classes to understand and solve students' growth problems in a timely manner. The local society is a macro system for students' growth. School social workers should assist the local society to create a good educational atmosphere, provide assistance for students' further education and employment, and enable students to grow and develop better and overcome life difficulties smoothly.

Family education is the foundation, school education is the leading role, and social education is the support. They are both independent and interrelated, thus forming a complete and unified modern education system. Only when school social workers interpret well, coordinate well, and make good use of the forces of all sectors of society to form a new ecology of "family-school-community" collaborative education, can they better play the professional role of school social work and escort after-school services.

5.4 School social work advocates the government to improve after-school services

School social workers can promote the government to continuously strengthen the improvement of secondary school after-school service policies through policy advocacy and social action, and advocate the government to provide better public service activities for the public. The government's interpretation of the after-school service policy is a specific means to play the role of a service-oriented government. Implementing the after-school service policy is the responsibility of building an authoritative government, the responsibility of our country's education, and the responsibility of serving the masses. Responsibility to the whole society. In the specific practice of "family-school-community" collaborative education, school social work can assist the government to formulate a clear and specific system that the tripartite parties abide by, specifying the specific responsibilities of the family, the school, and the society, as well as specific methods of collaboration, etc., so that Home-school-community collaborative education can be implemented.

6 Conclusion

The new problems that exist in the implementation of after-school services in local middle schools need to be solved by gathering forces from all parties. The implementation of after-school services requires the coordination and unification of family education, school education and social education. Although the after-school service policy under the background of "double reduction" does not explicitly require the participation of social work professionals, social work, as a professional helping activity based on

altruism, has advantages in professional concepts and professional methods, and is good at promoting social work. Multi-party linkage can integrate all forces inside and outside the school to participate in after-school services, thereby promoting the improvement of after-school services in middle schools. School social work can help "family-school-community" collaborative education, form a maximum education field, promote students' all-round development and healthy growth, and provide a new path for the effective implementation of after-school services.

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