

Original Paper

Analysis of the Changes in Obligations and Rights of Students and Teachers under the "Double Reduction" Policy

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Abstract

The "Double Reduction" policy represents an important strategic decision made by the Party Central Committee in the new era, aiming to achieve the great rejuvenation of the Chinese nation. This policy aims to reduce students' burden and enhance the systematicness and pertinence of educational governance. Under the "Double Reduction" background, it is of great practical significance to study the changes in the obligations and rights of students and teachers.

Keywords

"Double Reduction" policy, reducing quantity and improving quality, students and teachers, reducing burden

On July 24, 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 Burden of Homework for Students in Compulsory Education," marking the official implementation phase of the "Double Reduction" policy. The introduction of the "Double Reduction" policy, like a bolt of lightning, has created a tremendous impact in the education sector, having a significant effect on both students and teachers (Wu, 2021).

1. The Essence of the "Double Reduction" Policy

The "Double Reduction" policy primarily focuses on reducing students' burden in two aspects: one is the burden of schoolwork, and the other is the burden of extracurricular training.

Firstly, it emphasizes reducing the total amount and duration of homework to alleviate students' excessive homework burden. It advocates establishing a sound homework management mechanism, reasonably regulating the structure of homework, clarifying the total amount of homework by

categories, improving the quality of homework design, and strengthening guidance on homework completion (Wu, Kong, & Dai, 2022). Students are not allowed to self-correct their homework, and teachers are prohibited from assigning or disguised assigning homework to parents, as well as requiring parents to check and correct homework.

Secondly, it aims to enhance the quality of after-school services in schools to meet the diverse needs of students. The ending time of after-school services should, in principle, not be earlier than the normal working hours of the local area. Schools can coordinate teachers to implement a "flexible work schedule" (Gao, Zhou, & Li, 2022). By improving the quality of after-school services, their attractiveness is enhanced. Furthermore, the expansion of after-school service channels and the strengthening of free online learning services, along with the active creation of conditions for outstanding teachers to conduct free online interactive communication and question-answering, are encouraged.

Lastly, it insists on strict governance and comprehensively regulates the behavior of extracurricular training institutions. In the past, some training institutions often promoted advertisements emphasizing "winning at the starting line," causing parents to enroll their children in a frenzy and resorting to hunger marketing, which also increased parents' anxiety. The promulgation of the "Double Reduction" policy has begun to regulate the behavior of educational training institutions, reducing various bizarre phenomena. The number of artistic and activity-based training institutions, such as basketball, football, and piano, has increased. This is conducive to children's overall physical and mental development, encouraging them to become healthy and harmonious individuals, rather than "bookworms" or "overprotected individuals."

2. The Impact of the "Double Reduction" Policy on Students

2.1 Changes in Students' Obligations

The obligation of self-directed learning management has been strengthened. Following the implementation of the "Double Reduction" policy, teachers and schools have reduced the tasks imposed on students, freeing them from the burden of homework and extracurricular training. However, with the reduction in homework and extracurricular training, students' self-management ability becomes the "internal driving force" for their self-development, affecting their academic achievement and physical and mental health. This invisibly requires students to enhance their ability to learn independently.

No achievement comes without hard work, and no success is achieved without perseverance. Self-management ability essentially involves understanding the meaning of effort, setting one's own discipline, and adhering to it. Cultivating self-management ability, forming good habits, and achieving true self-regulation are crucial.

2.2. Changes in Students' Rights

(1)The introduction of the "Double Reduction" policy safeguards students' right to life and health.

The promulgation of the "Double Reduction" policy contributes to students' mental health and family

harmony. Currently, the "sole emphasis on grades" has profoundly influenced students, parents, teachers, and schools. A child who performs poorly in school is subject to reproach from parents, criticism from teachers, and discrimination and exclusion from peers. Simultaneously, children may become more insecure, self-doubting, and ultimately abandon themselves based on their grades. Undoubtedly, this can ruin a child's life.

The introduction of the "Double Reduction" policy has created a shock to society, schools, and parents, encouraging a broader range of criteria to assess students' development. It hopes to move beyond the shackles of "sole emphasis on grades," allowing students to excel and achieve success in various aspects (Ma & Zheng, 2022).

A person's future development largely depends on their personality, not just academics. Some parents only care about their children's academic performance and neglect other aspects, resulting in children becoming stubborn and capricious, lacking independence, unable to endure setbacks, emotionally indifferent, and so on. There are many such cases in society. Reducing students' after-school burden is more conducive to cultivating their interests and hobbies, exercising their abilities and personalities, and fostering good living habits.

Physical and mental health is a prerequisite for citizens to survive and engage in normal civil activities, and it is also a basic right that citizens should enjoy as civil subjects. The "Double Reduction" policy has put a pause on educational chaos such as "overspeed," "overload," and "internal competition." The education department vigorously promotes the implementation of this policy to enable children to develop a sound personality and become physically and mentally healthy individuals. The introduction of the "Double Reduction" policy safeguards students' right to life and health.

(2) Safeguarding Students' Right to Educational Equity

The intensifying educational internal competition has severely damaged the educational ecosystem and undermined fairness and justice. The greatest fairness lies in educational equity.

The proliferation of off-campus training institutions has caused a disaster. They lure a large number of outstanding teachers with high salaries, leading to a severe loss of teachers in public schools. Meanwhile, for their own interests, these institutions exploit parents' aspirations for their children's success, selling anxiety and teaching children knowledge beyond their curriculum and difficulty, severely disrupting the educational ecosystem. This traps numerous students and parents in a miserable situation while allowing capital to reap huge profits, earning widespread criticism from society. If this continues, the phrase "education changes one's fate" will become meaningless. More seriously, the talent selected by this system is not based on their talent and creativity but rather on the fact that they have received more and better off-campus training since childhood. Immersing children in scores, exam questions, and training is not a good way to cultivate them and may even have a negative impact on their future development. This obviously does not align with the country's original intention of selecting talent and violates the educational policy of "adhering to moral education and cultivating people."

After the introduction of the "Double Reduction" policy, focusing on "advancing educational equity and the provision of quality educational resources," China has proposed to promote the balanced development of quality compulsory education and urban-rural integration, effectively addressing the issue of "school choice fever" (Yu, 2021). Relying on school educational resources and adhering to the principle of public welfare and inclusiveness, after-school cultural and sports activities, social practice projects, and childcare services are comprehensively implemented, promoting the alignment of school dismissal time with parents' off-work time. Clearly, the "Double Reduction" policy has been entrusted with the important mission of promoting educational equity, greatly safeguarding the fairness of students' right to education.

3. Academic Considerations for Teachers Under the "Double Reduction" Policy Framework

Within the context of the "Double Reduction" policy, teachers are entrusted with a pivotal role in reshaping the educational landscape and alleviating undue pressures on students and their families. To achieve this goal, several academic considerations and requirements are paramount for teachers to adhere to.

Firstly, teachers must rigorously adhere to the established educational and teaching plan. This involves eliminating practices that could potentially disrupt the educational continuum, such as arbitrary modifications to class hours, adjustments to teaching progress, or unwarranted changes in teaching difficulty. By doing so, teachers ensure that after-school services are conducted in a systematic and planned manner. This allows students participating in these services to complete their homework efficiently and under the guidance of their duty teachers, thereby reducing the burden on parents in terms of home tutoring.

Secondly, teachers must assign homework in strict accordance with the established homework management regulations. Specifically, teachers are prohibited from delegating homework responsibilities to parents in any form or permitting students to self-correct their homework. This approach is designed to restore teachers to their rightful position as educators and mentors, while also releasing parents from undue responsibilities. It frees up time for parents to engage in more meaningful and quality interactions with their children, thus promoting a healthier family-school relationship.

Thirdly, teachers are expected to strictly enforce exam management regulations. This involves eliminating any irregular exam practices and prohibiting the allocation of classes or student positions based solely on exam scores. Moreover, teachers are discouraged from labeling students based on their academic performance. These measures aim to challenge and transform teachers' potentially erroneous views on students, academics, and grades. By doing so, teachers and parents are encouraged to evaluate students from a more holistic and comprehensive perspective, thus promoting educational equity and inclusivity.

In conclusion, the "Double Reduction" policy places significant emphasis on teachers' adherence to academic considerations and requirements. By strictly implementing these measures, teachers can

contribute significantly to the alleviation of student and parental stress, while also promoting a more balanced and inclusive educational environment.

4. The Impact of the "Double Reduction" Policy on Teachers

4.1 Changes in Teachers' Obligations

(1) Teachers must continuously improve teaching quality.

The "Double Reduction" policy aims to reduce students' burden while enhancing teachers' teaching skills. Its implementation requires not only higher qualifications for schools and teachers but also proactive adaptation to this new teaching method by teachers and schools. It encourages teachers to continuously enhance the quality of classroom teaching, standardize teaching procedures, and establish a classroom teaching model of "guidance-learning-explanation-practice" (Cao, 2022), thus reducing students' learning burden and enabling them to understand in class. As a teacher, it is necessary to put the ideas and concepts of the "Double Reduction" policy into practice, adhere to lifelong learning, and stay at the forefront of education.

(2) Teachers must constantly adjust their teaching priorities.

Teachers should shift their focus from the one-sided pursuit of academic performance to the comprehensive development of students. They should evaluate students objectively and comprehensively from multiple perspectives, carefully and patiently explore the potential and advantages of each student, and help them accurately find the direction of their efforts.

(3) Teachers must constantly adjust their roles.

Teachers should transform from being strict supervisors and managers of teaching to being guides on students' growth path. They should re-enter students' lives as kind mentors and close friends, caring about every moment of their growth, paying attention to every progress they make, and caring for their emotions.

(4) Teachers must constantly change their teaching methods.

Under the influence of this policy, teachers face the challenge that traditional exam-oriented teaching methods are no longer viable. The excessive amount of homework, practice questions, and ranking based on test scores are no longer applicable. Teachers need to integrate existing teaching resources, utilize various advanced teaching techniques and methods, create engaging classroom situations, and optimize classroom teaching layouts to enhance the effectiveness of classroom teaching. This allows limited classroom teaching time and resources to achieve maximum effectiveness.

At the same time, teachers should collaborate with teachers in art, music, sports, and other subjects to conduct interdisciplinary teaching discussions. They should explore how to achieve multiple educational effects through interdisciplinary integration among various subjects. This not only contributes to deepening the teaching reform in compulsory education and making classroom teaching more efficient, but also effectively alleviates the situation where teachers occupy students' after-school learning time. It enables teachers to incorporate subjects such as art, music, and sports into teaching

reform plans in the form of research, leveraging their respective advantages to assist in the teaching of subjects such as Chinese, mathematics, and English in a subtle way. This achieves the goal of cultivating morality and fostering talents in compulsory education through the collaborative efforts of multiple subjects.

4.2 The Unchanged Obligations of Teachers

Firstly, teachers must always maintain their unwavering commitment to cultivating morality and fostering talents. They should continue to uphold the educational and teaching development philosophy of everything for the students, ensuring that all aspects of students' needs are met through comprehensive teaching services.

Secondly, teachers must maintain their unwavering determination to uphold educational fairness. They should not be influenced by the impetuous society or swayed by the success concept of "solely focusing on grades." They should always care for and love their students, uphold the fairness of education for all students, and respect their personalities, ensuring that every student receives fair and just treatment.

Lastly, teachers must maintain an "enduring journey" educational posture. Based on in-depth study of national education reform policies, teachers should seriously reflect on issues related to their reading, learning, teaching practice, and teaching research. They should have a high-level perspective and continue to strive unceasingly towards correct goals.

4.3 Changes in Teachers' Rights in the Context of the "Double Reduction" Policy

(1) Limitation of Teachers' Rights to Provide Paid Extra Tutoring

With the introduction of the "Double Reduction" policy, a significant shift has occurred in teachers' rights to provide extra tutoring services. The policy explicitly states that teachers are prohibited from offering paid extra tutoring to students. This stipulation aims to alleviate the burden on students and their families, who often face financial pressures due to the high cost of tuition and extracurricular training. The policy has also imposed a "ban on extra tutoring" for subject-based training classes provided by off-campus training institutions, effectively eliminating these institutions as potential avenues for teachers to provide subject-based tutoring. This limitation has restricted some teachers from engaging in such activities, thus affecting their economic interests and professional development.

(2) Guarantee of Teachers' Training Rights

In contrast to the limitation of teachers' rights to provide paid extra tutoring, the "Double Reduction" policy has emphasized the importance of safeguarding teachers' training rights. As the requirements for teachers continue to increase in the wake of the policy, it is crucial to ensure that teachers have access to the necessary training and development opportunities. Securing teachers' training rights is essential for them to update their knowledge, adjust their knowledge structure, and improve their professional level. Educational administrative departments and schools should adopt various methods to create favorable conditions for teachers to participate in further studies and training. This includes providing funding, arranging training programs, and encouraging teachers to engage in self-directed learning. By

effectively safeguarding teachers' training rights, we can empower them to meet the challenges of continuously updating their knowledge and improving the quality of education and teaching.

(3) Teachers' Right to Conduct Educational and Teaching Activities

Despite the changes brought about by the "Double Reduction" policy, teachers' fundamental right to conduct educational and teaching activities remains intact. This right is not just a privilege but a core responsibility that comes with the unique profession of teaching. Teachers have the autonomy to design curricula, select teaching materials, and adopt appropriate methodologies. They are also responsible for conducting examinations and evaluations, organizing extracurricular activities, providing ideological and moral education, and fostering campus culture. Furthermore, teachers have the right to cooperate with other educators, administrators, and parents in promoting students' holistic development.

In the context of the "Double Reduction" policy, teachers are required to reform their teaching activities to adapt to policy changes. This reform process involves rethinking traditional teaching methods and adopting innovative practices that align with the goals of the policy. Teachers need to focus on developing students' critical thinking skills, creativity, and problem-solving abilities while reducing excessive homework and after-school tutoring. By conducting educational and teaching reforms and experiments, teachers can contribute to the overall improvement of education and help students achieve their full potential.

5. Conclusion

The quest for a robust and beneficial educational ecosystem ultimately leads us to the heart of its fundamental value: tranquility. In a world increasingly dominated by the pursuit of material gains and immediate results, the true essence of education often gets lost in the shuffle. However, the "Double Reduction" policy serves as a clarion call for us to reclaim the sanctity of the learning process and rediscover its inherent purpose.

Firstly, by eliminating the pervasive influence of utilitarianism and impetuosity, we can create an environment where the joy of learning is celebrated. Students are no longer constrained by excessive homework and rigorous schedules, allowing them to explore their interests and talents freely. This shift in focus from quantity to quality ensures that each individual child's needs and potential are met in a nurturing manner.

Secondly, returning to the original intention and essence of education means rediscovering the joy of teaching and learning. A quiet campus becomes a sanctuary where students and teachers alike can immerse themselves in the pursuit of knowledge and wisdom. Bright classrooms are filled with engaging discussions, collaborative projects, and creative exploration. Teachers are serene, confident in their ability to inspire and guide their students towards success.

Finally, the "Double Reduction" policy embodies the vision of a brighter future for education. As the old paradigm of overburdening students and teachers is dismantled, new possibilities emerge. Students grow up as healthy individuals, mentally and physically, ready to face the challenges of the future with

confidence and resilience. Teachers are empowered to innovate and experiment, finding new ways to engage their students and foster a lifelong love of learning.

In conclusion, the "Double Reduction" policy represents a paradigm shift in education, one that prioritizes the holistic development of individuals and communities. By embracing tranquility, returning to the essence of education, and breaking down outdated practices, we can usher in a better tomorrow for all.

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