After-school Delayed Service in Primary and Secondary Schools under the "Double Reduction" Policy: Status quo, Dilemma and Strategy

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Abstract: Since the implementation of the "double reduction" policy, after-school delayed service has become one of the important tasks in deepening the education reform in the compulsory education stage. Due to the shortened time of primary and middle school students in school, the time of students leaving school is not synchronized with the working time of parents, and a series of after-school delays such as safety issues, organization and implementation, and board and lodging issues have become prominent. Although there are relatively mature trusteeship institutions, the cost of trusteeship is relatively high for some families, and the problems of leaving school and picking them up have not been completely resolved. This article takes 40 primary and secondary schools in Guilin as an example. Through investigation and interviews, we understand the various but impractical delayed courses, the increased burden on teachers and students, the differences in resources between schools, and the chaotic integration of resources inside and outside schools. series of questions. In order to promote the optimal development of after-school delayed service, some suggestions are put forward for the above problems.

Keywords: Double reduction policy, After-school delayed service, Special courses.

1. Introduction

The after-school extended service is a benefit proposed in response to the policy of "Opinions on Further Reducing the Burden of Homework and Off-campus Training for Compulsory Education Students" (hereinafter referred to as the "Double Reduction" Policy) and at the same time solving the "3:30" problem. After the release of the policy, all regions actively responded to the call to implement the after-school extension service policy as soon as possible according to the specific conditions of each region, and issued specific implementation rules and methods for after-school extension services in various regions. Nowadays, most primary and secondary schools in my country have improved the teaching ability and level of after-school services. At the same time, delayed services can also rely on the school's resources, venues and management advantages to exert greater value. However, some schools still have problems such as single curriculum structure, overburdened teachers, and unequal resources among schools. The school's after-school extended service is not only to return to the essence of education, but also to develop a new after-school model with students as the main body, key to the standard of living of the people.

2. Implementation Status of After-school Extended Service

2.1 Cost Sharing according to Local Conditions

Educational cost sharing should be based on the principle of "benefit" and "capacity to pay". From the perspective of the "benefit" principle, those who benefit more should share more education costs, and those who benefit less should share less education costs. The government, schools, educated people, and society should determine cost sharing according to their own benefits. Since the country does not have a unified sharing mechanism for after-school delayed services, each region currently adopts the following three models according to its own situation: First, the government investment is the main mode, followed by the school, and parents' input is supplemented.

At present, my country's southeast coastal cities advocate adopting the policies of more developed provinces such as Guangdong, and advocate that the government's financial investment occupy a large share, thereby reducing the excessive economic burden on students' families; Zhejiang and other places propose that government financial subsidies should be combined with parents' sharing, to jointly share the cost of after-school delay services; second, Beijing-Tianjin-Hebei and other provinces and cities mainly use the free public service model, the source of funds is government funds, and the financial department is fully responsible for it, and no additional fees are charged to parents of students; Guangxi In other places, the government, schools, families and society share the cost of after-school delayed services. To sum up, each province in China has different policies on post-school service delays, but this is also a manifestation of my country's more flexible school-running policies for local governments. The policy of delaying after-school services in schools has also changed from national guidance to local principles, which is also in line with the idea of simplification of administration and decentralization advocated by the state.

2.2 Service Forms have their own Characteristics

The content of after-school service courses for primary and secondary schools focuses on five educations simultaneously, promoting the all-round development of students' morality, intelligence, physique, art and labor, while taking into account the characteristics of school education and the overall design of after-school classes. The survey found that the after-school services provided by primary and secondary schools mainly focus on labor practice, physical exercise and homework guidance. In the first to fifth grades of elementary school, more attention is paid to quality education such as physical exercise and labor practice, and different regions will carry out corresponding school-based courses in combination with
their different regional cultures and ethnic cultures. From the fifth grade and above until junior high school graduation, the school arranges students’ homework guidance more prominently.

Each school’s after-school service courses will develop their own brand courses according to their own advantages. For example, during a visit to primary schools in Guilin, it was found that some schools would reclaim the wasteland around the school, divide the areas and carry out vegetable planting classes, so that students can experience the hard-won food; some schools will carry out courses based on the characteristic culture of the Zhuang nationality, such as Fishing drum class, lion dance class, board rope class, etc. At present, nearly 85% of the school's after-school service courses are school-based courses, which are supplemented with the opinions and offers of parents, voluntary social forces, and external institutions.

3. The Dilemma of After-school Delayed Service

3.1 Costs – Problems with Cost Sharing for After-school Services

First, by comparing the documents on the cost of after-school extension in different places, it can be concluded that, except for a few areas such as Shenzhen where the government fully bears the cost of after-school extension services, most of the after-school extension services are provided by local schools and Parents of students share the responsibility. There is a big gap in the level of economic development between the east, west, and north and south of my country, which leads to differences in the cost of after-school services in different provinces. In some areas, the financial investment below the county level cannot keep up with the average level of development. So how to ensure the process of obtaining funds for after-school services in primary schools? Is the fee charged reasonable? What are the difficulties encountered in the establishment of the after-school service cost sharing mechanism in primary schools? What are the influencing factors? If this problem cannot be properly resolved, it will lead to educational inequity and exacerbate the stratification of student development in different regions.

3.2 Teachers – Increased Teacher Workload

Teachers are the main executors of after-school extended services. Schools’ development of after-school extended services will undoubtedly increase the workload of teachers, and greatly increase the workload of teachers after ordinary courses. Schools in some areas implement the after-school trusteeship policy and need to increase the working hours of teachers to provide after-school trusteeship services. The teaching work of teachers has increased a lot of burdens, and the salary has not kept up with the “pace” of teachers' workload in time. Teachers have negative emotions at work. Increase. In addition, judging from the professional level of the implementation of after-school service courses, this kind of service is closer to the comprehensive development of students' morality, intelligence, physical education, art and labor. Its overall goal is to point to the individual development of students, in addition to homework guidance, it is more about the development of students' specialties and the cultivation of interests, but most teachers have not experienced professional training on after-school services. In addition to preparing lessons for basic courses, teachers also need to train after-school service courses. This increases the workload of teachers and takes up a lot of rest time for teachers, which undoubtedly puts forward higher requirements for the professional level of teachers.

3.3 Curriculum – The Content of the Service Course Needs to be Optimized

At present, most after-school extended services include basic hosting, after-school homework tutoring, featured arts, and voluntary courses. However, a visit to 35 primary and secondary schools in Guilin found that most primary and secondary schools focus more on basic trusteeship and after-school homework guidance, ignoring the development of many interest activities. Schools that pay attention to interest activities are more likely to form their own teaching brand characteristics. For schools that focus on after-school care, parents are more willing to send their children to extracurricular interest classes. Such schools cannot meet the needs of students and parents well. Some parents confessed that in this era of emphasizing the comprehensive development of children, they even thought of “transferring” because of the single after-school service courses provided by the school. Some parents who did not have the opportunity to "transfer" their children expressed that they would continue to send their children to Extracurricular art classes, which makes the "double reduction" policy unfavorable for implementation. At the same time, although the after-school service courses of some schools have advantages, they are very single. The principal of Guilin Core Center School said that the school provides students with after-school vegetable planting practice classes, fishing drum classes, etc., but due to the large number of students, land resources, and few teachers, the after-school delayed service has established a brand, but it has been implemented to every student. It is still difficult for students.

3.4 Resources – Implementing Service Resource Differences Between Schools

After visiting primary and secondary schools in Guilin, it was found that there are great differences in the after-school tutoring programs provided by schools in different regions. The implementation rate and participation rate of after-school extended services in urban schools are much higher than those in township schools, and the enthusiasm of parents and students to participate in after-school services in township schools is higher than that in urban schools. The quality of after-school extended service courses, teachers, and equipment in urban schools is higher than that of rural schools. In terms of the number of after-school service courses implemented, the rate of high-quality teacher training, the participation rate of teachers and students, the overall design of after-school extended courses, and the cooperation rate of parents, the performance of the nine-year consistent school is more prominent, and the performance of the non-consistent system is even higher. Capital investment is needed to enrich their after-school delayed service resources, but they are often satisfied with “almost”. To sum up, it is necessary to further
promote comprehensive reforms and promote educational equity.

4. Strategies for Problems in After-school Delayed Service

4.1 Establish a Reasonable After-school Service Cost Sharing Mechanism

Whether the after-school extended service can develop healthily depends first on whether there is sufficient funding. In order to ensure the quality and results of after-school extended services, schools often need sufficient funds to carry out activities, but it is currently unrealistic to use government expenditures to carry out after-school services, and it is not advisable to increase parent fees in large quantities. Develop and establish a reasonable cost sharing mechanism shared by the government, parents and society, and implement this mechanism in specific policies. The policy stipulates the proportion of each subject and strictly implements it. At the same time, the state should appropriately increase investment in poverty-stricken areas to ensure the smooth implementation of the compulsory education after-school service sharing mechanism. Due to the late start of after-school service in compulsory education in my country, we can properly learn from the successful experience of relevant after-school service policies in foreign developed countries. During the learning process of post-service courses, professional interest course resources can be obtained to improve the professionalism of courses and ensure the effect of course implementation.

4.2 Establish a Reasonable Teaching Staff and Management System

Generally speaking, the teacher in charge of the school’s after-school delay service is the teacher of the school, but anyone who does not get the rewards for their energy will feel tired, so the school should first give the teachers the subsidies they deserve, pay attention to the needs of the teachers, increase Rewards, in order to increase the enthusiasm of teachers' work. At the same time, a school's after-school extended service should arrange teachers at a certain level according to grades, and arrange the teaching staff reasonably to avoid the phenomenon of “squeezing” a teacher. The school should also reasonably tap the interests of teachers and use teachers' knowledge Specialties, more actively bring high-quality classrooms to students. In addition, the school can also consider introducing professional teachers from outside the school, such as inviting local children's palaces and dance classes, and asking for instructions on voluntary activities from local communities and voluntary organizations, so that professionals can explain professional knowledge to students and improve after-school services. Quality, enrich the service team.

4.3 Improving the Service Quality of After-school Extended Courses

School construction should pay more attention to after-school delayed service. Children are in the golden period of cultivating good sentiments and establishing hobbies during primary and secondary schools. In order to strengthen the classroom content and actively develop the overall image of the school, the environment and curriculum reform and innovation will make Students can feel the charm of art more clearly, increase their interest in reading, and let them truly feel happy in a good learning environment. The school should regard continuing to train students after class as a responsibility. At the same time as post-homework guidance, students' learning of traditional culture and characteristic culture is strengthened, and the characteristic development and comprehensive development are truly implemented. The school can also absorb some of the opinions of students and parents in the course management, assist in communication and cooperation with parents and social service organizations, ensure that the necessary equipment for after-school services is in place, and obtain more social investment to enrich the school's resources, such as harmonica Everyone has a harmonica in the class, and everyone has a skipping rope in the rope skipping class. Under the modern teaching mechanism and concept, teachers actively integrate the after-school delayed work content into the teaching plans of primary and secondary schools, and properly integrate the modern delayed classroom content into the overall service mechanism and evaluation system, which can also be more comprehensive. Improve the academic performance of secondary school students. At the same time, schools should implement the evaluation system for after-school extended learning, and include students' participation in after-school services in the evaluation indicators of students' semesters, so that students can pay attention to after-school extended services and maximize the role and value of after-school services.

4.4 Elastic Optimization Service Resource Allocation

After-school delayed service should be flexible, and students should be able to learn more autonomously. At present, the school's after-school service requirement is "5+2" full coverage, but it is affected by many factors during the implementation process: for example, different teaching materials in different regions make it difficult for after-school services to learn from each other; The school hours are different between towns and towns, and the length of after-school service is also different; the commute time of each parent is different, and the time for parents to pick up their children is also different. The implementation of after-school services aims to solve the inconsistency between the time when students (especially primary school students) leave school and the time when supervisors leave work, resulting in a 'gap period' in the care of students, causing problems in student growth, traffic safety, food safety, etc.” , but due to the objective differences in the needs of students and parents for after-school services, this requires more flexibility in the arrangement of after-school services. For example, after the "two-child" policy is lifted, some families may have different children in different grades. If there is a big difference in the time difference between the two children's after-school services, the problem that after-school services must want to be solved still exists. Therefore, the school can consider adding "flexible school leave" service content, implement small group communication with parents through the head teacher, let children leave school on demand, try to meet the needs of parents, and organize regular questionnaire surveys to optimize service content and avoid
"dead rules" "After-school extended service, we must "know how to adapt" after-school extended service.

5. Epilogue

In order to do one of the important tasks of promoting the implementation of the "double reduction" policy: after-school delayed services, after-school services must take root and operate steadily, and give full play to the comprehensive development needs of students, which can better meet the needs of dual-career families. To meet the needs, all parties must cooperate with each other to perform their own duties, establish a community of educational interests in which the school, parents, and society cooperate with the healthy growth of students as the core, earnestly implement the specific strategic requirements for after-school delay services, and optimize after-school delay services. Organize design and expand the content of after-school delay service, so as to improve the quality and level of after-school delay service, meet the needs of different students and the expectations of parents, so that students can truly escape the oppression of tutoring through interest, truly reduce the burden, and enjoy a Healthy and happy childhood.

References