

THE IMPLEMENTATION OF THE "DOUBLE REDUCTION" POLICY IN CHINESE PRIMARY AND SECONDARY SCHOOLS: AN ANALYSIS OF THE POLICY FRAMEWORK AND IMPLEMENTATION STRATEGY

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Abstract: This research revolves around China's "Double Reduction" policy in the compulsory education phase, delving into the policy framework and implementation strategies to reveal the historical context and evolving focal points of student burden alleviation. The paper initially asserts the necessity of transitioning from reinforcing to innovating in education governance and then analyzes the shifting role of co-education between home and school in reducing students' burdens. From a multidimensional perspective, the study examines the impact of complex factors such as the elitist education ideology and the exam-oriented mindset on alleviation efforts. The paper proposes that through systematic design and multi-party participation, the transformation of education governance can be propelled, empowering teachers and stimulating family education support to jointly tackle challenges in the process of student burden reduction. Ultimately, in light of current execution difficulties, the paper offers specific recommendations for improvement, hoping to provide insights for the in-depth development of China's compulsory education reform.

Keywords: Double reduction policy; Education governance ;Home-school co-education; Education reform

1 INTRODUCTION

In today's society, education is the cornerstone of national development and the guide for the future. Its importance is self-evident. With the rapid economic growth and increasingly fierce social competition, China's primary and secondary education has also experienced unprecedented development and changes. In this process, the problem of the academic burden of primary and secondary school students has gradually become prominent, attracting widespread attention from all walks of life. To this end, the Chinese government officially introduced the "double reduction" policy in 2021, that is, to reduce the homework burden and off-campus training burden of students. Its core purpose is to optimize the educational ecology and promote the all-round development of students. The appeal of the "double reduction" policy is not groundless, but is bred on the fertile soil of decades of education reform. This not only involves structural changes in regulating school operation, reorganizing the education management and evaluation system, but also requires extensive governance of the participation of the whole society in education, including individual parents. Reducing the burden is essentially a complex process of change and integration involving educational concepts, policy implementation, and the transformation of the roles of both teaching and learning. Although relevant burden reduction measures have been proposed and promoted many times before, the actual effect does not seem to have met expectations, and there is even a suspicion of "loud thunder but little rain". This can't help but trigger people's deep thinking about the difficulty of reducing the burden. In analyzing the necessity of implementing this policy, we can see that the traditional elite education concept still exists, schools tend to take exams in order to improve the admission rate, and parents blindly pursue tutoring. These factors make it difficult to reduce the burden on students and restrict the progress of reducing the burden on education. Through in-depth research, this article proposes that in order to truly promote the work of reducing the burden on students, it is necessary to start with system design and multi-party participation. The innovation of education governance should transform from single management to multi-governance, strengthen the interaction and cooperation between home and school, and stimulate the positive role of families in reducing the burden on education. This study is titled "The Implementation of the 'Double Reduction' Policy in China's Primary and Secondary Schools: Analysis of Policy Framework and Implementation Strategy", and strives to provide profound insights and constructive suggestions on the design logic, implementation difficulties and challenges of the "double reduction" policy through systematic research. In order to achieve the fundamental purpose of promoting the healthy growth of students throughout society, solve the burden reduction problem for many years, and contribute substantial intellectual support to China's deepening of compulsory education reform and promoting educational equity and high-quality balanced development.

2 IS IT A CHRONIC DISEASE OR A NEW DISEASE? THE HISTORICAL CONTINUATION AND FOCUS CHANGE OF REDUCING THE BURDEN ON PRIMARY AND SECONDARY SCHOOL STUDENTS

2.1 Standardizing School Operation: from Limited Weakening of Teaching to Consciously Strengthening Education

In the historical process of reducing the burden on students, standardizing school operation has always occupied a pivotal position. The gradual transition from the traditional teaching model oriented to scores and test scores to the current comprehensive development education that strengthens education not only reflects the change of educational concepts, but also shows the direction of China's primary and secondary education reform.

Schools are the main battlefield for imparting knowledge and cultivating talents. Under the guidance of the "double reduction" policy, the education department began to change from mandatory acceptance of knowledge to guiding students to consciously perceive and build a knowledge system. This change is not a simple change of method, but involves a deep innovation of educational concepts. Its core is to transform students' learning motivation from external promotion to internal consciousness. Traditional teaching focuses more on the inculcation of knowledge, while neglecting the cultivation of non-intellectual factors such as students' moral cultivation, creativity, and collaboration ability. This one-sided pursuit of scores has restricted students' all-round development to a certain extent. At present, the process from limited weakening of teaching to conscious strengthening of education is a direct challenge and necessary correction to this one-sided concept.

In practice, schools should weaken pure exam-oriented education and enhance students' comprehensive literacy, focusing not only on the development of students' intelligence, but also on the cultivation of their personality. This requires schools to explore diversified teaching methods and activity arrangements in the teaching process, combining traditional classroom teaching with practical activities and experiential learning, and through the reform of curriculum structure and teaching methods, allowing students to discover and solve problems in a more relaxed and free environment, thereby improving their ability to solve practical problems.

In terms of resource allocation, schools should optimize and integrate according to the requirements of the "double reduction" policy, reasonably allocate educational resources, and ensure that every student can enjoy fair and high-quality education. This requires not only that schools achieve a balance in hardware facilities, but also scientific planning and innovation in teaching staff, curriculum content, and teaching methods to ensure the continuous improvement of education quality.

In the process of educating people, the reform of evaluation methods is also imminent. The school's evaluation system should be transformed from a single test score to a comprehensive quality evaluation. Through a comprehensive evaluation system of students' quality, ability, attitude and other dimensions, it can truly reflect students' learning outcomes and development potential. Teachers need to provide personalized guidance and evaluation based on students' individual differences to promote students' personalized development.

In summary, the standardized school operation under the background of the "double reduction" policy has brought earth-shaking changes to traditional teaching. From limited weakening of teaching to conscious strengthening of education, this process requires not only systematic planning and long-term promotion by schools, but also the coordination and cooperation of society, family and school to form a win-win situation. Through conscious strengthening of education, the fundamental purpose of education can be truly realized - cultivating socialist builders and successors who are adaptable to the development of the times and develop comprehensively.

2.2 Education Management and Evaluation: from Strengthening the Improvement of Government Supervision to Promoting the Diversification of Enrollment Selection

Education management and evaluation are key means to ensure the quality of education and achieve educational equity. In the field of primary and secondary education in China, with the implementation of the "double reduction" policy, the requirements for education management and evaluation are also changing significantly. Historically, education management has often focused on government supervision and administrative intervention to ensure unified management and standardized operations. However, this model has, to a certain extent, ignored the diverse educational needs and personalized educational goals.

In terms of strengthening the improvement of government supervision policies, the government has established a more stringent education quality monitoring mechanism, such as evaluating the education and teaching quality of schools through regular education and teaching supervision and evaluation, student academic level monitoring, etc. These measures ensure the uniformity of teaching standards and the basic guarantee of education quality. However, such regulatory measures also have certain drawbacks, such as the possibility of causing schools to pay too much attention to government assessment standards rather than the comprehensive development of students.

In response to this problem, under the "double reduction" policy, more emphasis is placed on the improvement of the evaluation mechanism, that is, from a single government supervision to a diversified evaluation system. This system not only includes the government's regulatory role, but also attaches more importance to the school's own internal evaluation, social forces and parental participation. Specifically, schools need to build an evaluation system covering multiple dimensions of education, teaching process and student development, and introduce the participation of third-party evaluation agencies to form a diversified and three-dimensional education evaluation system.

In terms of promoting the diversification of enrollment selection, the traditional selection method relies too much on standardized test scores, while the "double reduction" policy attempts to change the traditional selection method through various means, such as comprehensive quality evaluation, independent enrollment pilot, etc., to promote the diversification of evaluation systems and selection methods, but faces many challenges in the process of implementation, such as the need for time to change evaluation concepts and reform the selection mechanism, and the cultivation of diversified capabilities.

Overall, the reform of education management and evaluation emphasized by the "double reduction" policy aims to form a more fair, reasonable and comprehensive education system that can promote the development of students. This requires the cooperation and joint efforts of education administrators, teachers, students and parents, so as to pay attention to students' grades while paying attention to and promoting the improvement of students' comprehensive literacy, and promote the development of my country's basic education in a more inclusive and fruitful direction.

2.3 Governance of Social Forces in School-Running: from Passive Resistance within Schools to all-round Regulations, Restrictions and Governance

The measures to govern social forces in school-running have gradually changed from passive response within schools to all-round regulations, restrictions and governance under the "double reduction" policy for primary and secondary schools in China. Historically, schools have often adopted a passive attitude when facing fierce competition from external tutoring institutions, and even ignored the potential impact of the growth of social school-run forces on the increased academic burden on students. Now, under the guidance of policies, strategies aimed at fundamentally solving the problem have begun to be gradually implemented.

Under the new policy environment, the government has set clear regulations for various private education institutions, including but not limited to restrictions on business hours, review of teaching content, certification of teaching staff, and assessment of the impact on students' academic performance. The strict implementation of these regulations aims to confirm the auxiliary role of private institutions and prevent them from becoming the dominant force that exacerbates students' academic pressure. Furthermore, the government's regulatory measures have gradually shifted from *ex post* punishment to *ex ante* review and continuous supervision, in order to reduce the incidence of violations at the source.

As the main body of education, schools are no longer unilaterally enduring or resisting in the process of dealing with external social school-run forces, but have become active participants in governance in accordance with the requirements of the "double reduction" policy. For example, schools need to monitor the advertising they receive to prevent commercial tutoring classes from using school platforms to mislead students and parents. And carry out internal reforms, such as optimizing curriculum settings and improving classroom efficiency, thereby reducing students' need for extracurricular help.

On this basis, the government guides social school-running forces to serve the improvement of educational equity and education quality, such as supporting students in poor areas to obtain more resources and attention. Under the new policy, private education institutions need to assume public welfare responsibilities and help narrow the gap in urban and rural educational resources.

At the same time, all-round governance also pays attention to the construction of legal and ethical frameworks. The policy requires the establishment and improvement of relevant laws and regulations, the strengthening of the construction of law enforcement and regulatory agencies, and the improvement of the sense of responsibility and law enforcement level of regulatory personnel through training and guidance. In addition, the policy encourages all parties inside and outside the school to establish good communication channels and jointly create a transparent and fair learning environment.

In addition, the standardized management of social school-running forces and the effective implementation of government supervision have laid the foundation for the comprehensive improvement of the quality of national education. The compliant operation of private education institutions not only provides students with safer and higher-quality tutoring, but also promotes the optimization and adjustment of the entire education system at a macro level.

In summary, under the guidance of the "double reduction" policy, China's management of social school-run forces in primary and secondary schools is moving in a more systematic, standardized and comprehensive direction, aiming to reduce the burden on students, increase educational equity, and ultimately promote the overall improvement of the national education level.

2.4 Calling on Parents to Support the Reduction of Burden: from Collaborators to Participating Subjects

In the broad context of discussing the issue of reducing the burden of primary and secondary school students, parents, as key participants in the education process, have an increasingly stronger role and influence. The policy of reducing the burden on students places special emphasis on home-school cooperation, advocating that parents change from the traditional role of collaborators to the main body of educational participation. This change is not only a repositioning of the role of parents, but also a deep exploration of the functions and responsibilities of family education.

The traditional family education model often relies on parents to supervise and cooperate with the school's work, that is, to urge children to complete their homework and participate in various activities arranged by the school. In the context of the "double reduction" policy, the role of parents needs to undergo a fundamental change. Parents should not only assist schools in reducing students' homework and extracurricular burdens, but also become participating subjects, explore students' interests with schools, stimulate their innovative potential, cultivate appropriate learning methods, and create conditions conducive to the all-round development of their children in the family environment.

First, effective home-school communication is the basis for parents to support the work of reducing the burden. Parents need to establish a regular communication mechanism with teachers to understand their children's learning status, mental health, and social skills development at school. Through effective communication, parents can provide more

personalized family support, help children develop reasonable study plans, balance study and rest time, and thus reduce unnecessary burdens.

Second, parents should become participants and partners in education. In daily life, parents should communicate knowledge and interact emotionally with their children through various forms such as reading, discussion, and games, which not only promotes the harmony of family relationships, but also helps children form a positive attitude towards life.

Third, parents should attach importance to their own exemplary role in education. Parents' words and deeds have an important impact on their children. Parents should establish correct educational concepts and values, avoid excessive attention to scores and rankings, and focus on improving their children's comprehensive abilities. Parents' ideas and behaviors set an example for their children invisibly and have a profound impact on their children's growth.

Fourth, the renewal of parents' ideas is the key to supporting the policy of reducing the burden. Parents must realize that the pursuit of enrollment rate and scores is not the only goal of education, but should pay attention to the health and happy growth of their children. Parents are encouraged to relax their minds, set reasonable expectations, and encourage their children to try in many aspects, rather than just investing energy in exam-oriented education.

In summary, parental support is crucial to reducing the burden on students and optimizing the educational environment. Only when parents are willing to take on the role of participating subjects can they form a joint force of education with the school and truly achieve the goal of reducing the burden on students. To this end, it is necessary to guide and train parents, enhance their awareness and ability to participate in education, and jointly build an efficient and harmonious educational ecosystem.

3 WHY IS THERE SO MUCH NOISE BUT LITTLE RAIN? THE COMPLEX CAUSES OF THE DIFFICULTY IN REDUCING THE BURDEN ON STUDENTS FROM A MULTI-DIMENSIONAL PERSPECTIVE

3.1 Social Level: the Concept of Elitist Talent Training is Still Prevalent

When deeply understanding the complex background and challenges of China's "double reduction" policy for primary and secondary schools, we cannot ignore the deep-rooted elitist talent training concept at the social level. Although the introduction of the "double reduction" policy is aimed at alleviating the heavy academic burden on students, the widespread pursuit of elite education in society has caused considerable resistance in the implementation of the policy.

The core of the elitist education concept is that selective education can cultivate a small number of outstanding talents, thereby promoting the development of social elites. This concept has, to some extent, strengthened the test-oriented education and score-oriented teaching model. In order to pursue high scores and enter prestigious schools, parents and students are willing to invest huge time and money resources in tutoring and training. With the intensification of market competition and the development of international education trends, this elite training model seems to have become the only way to success.

By analyzing the current situation of the education market, we can find that even after the implementation of the "double reduction" policy, the competition for high-quality educational resources in society has not decreased. The particularity of China's education structure is that elite schools often have scarce resources and can provide better education channels, which makes parents and students more desperate to pursue opportunities for further study in order to stand out. At the same time, the college admission system emphasizes standardized test scores, which invisibly increases the importance of students and parents on academic performance.

In this context, individual educational achievements are regarded as an important way for social mobility, so families and society tend to invest more in early education so that students can occupy a favorable position in future competition. Due to the lack of understanding and confidence in the long-term positive impact of the "double reduction", many parents choose to bypass regulations and continue to look for off-campus training institutions or private teachers to ensure that their children do not fall behind in the competition for further study.

Educational equity is another problem that the "double reduction" policy attempts to solve, but in a social environment where elitism prevails, the inequality that should have been improved by policy tendencies is at risk of being further strengthened.

Macroeconomic growth and technological progress require highly skilled and innovative talents, but ignore the all-round development of the majority of students, which has led to the influence of elitist education concepts. To change this phenomenon, it is necessary to improve the quality of education for all students, re-evaluate the admission selection system, and strengthen the publicity and investment in vocational education. Policymakers, education managers and the whole society should participate together to form a concerted effort to promote the reshaping of education concepts and improve the overall effectiveness of the education system.

3.2 School Level: The "Admission Only" Education Performance View Remains Popular

Although my country continues to implement the "double reduction" policy aimed at relieving students' pressure, schools still use academic performance as a criterion. The so-called "admission only" reveals the current popular concept of education performance, that is, the main evaluation criterion of schools is whether students can successfully advance to higher education. Although policy adjustments have attempted to shift the focus to a comprehensive education approach, this tendency to regard academic advancement as the core indicator of school performance has not

significantly weakened.

For a long time, the evaluation system constructed by schools has focused on high scores and admission rates, which has exacerbated the "academic achievement as the core" mindset. School administrations and teachers are often caught in a dilemma, as their professional achievements and school reputations depend heavily on students' performance in highly competitive entrance exams. As a result, schools tend to focus more resources and time on improving students' performance in these exams, sometimes at the expense of students' non-academic development and overall well-being. This common view is closely linked to the complex relationship between socio-cultural expectations and the local educational ecosystem. In areas where academic success is highly competitive, parents and policymakers attach great importance to schools. These schools are under constant pressure to maintain or improve their rankings and status through student performance indicators. As a result, an environment has been formed that favors an academic-focused approach rather than a holistic educational experience.

In addition, the lack of an appropriate evaluation system to fully recognize and reward schools' contributions to student development in areas other than academics has led to a long-term ingrained concept of "admission-only". Schools are therefore driven to focus on quantifiable achievements, which are often seen as the most intuitive and significant basis for parents, the public, and education authorities to evaluate school effectiveness. This institutional bias has limited the core goals of education to a limited scope, thereby offsetting the widespread implementation of the concept of holistic education advocated by policies such as "double reduction".

Although the "double reduction" policy aims to solve a series of problems by reducing homework and extracurricular tutoring, its actual effect is still weakened by the traditional concept of educational success.

To achieve a more comprehensive education model, we need to redefine school performance indicators, widely recognize student achievements, promote educational practices that value personal development and academic strength, and create an environment that truly embodies the spirit of the "double reduction" policy. Educators, parents, and policymakers need to work together to redefine the meaning of excellent education and value the comprehensive development of each student, not just their test scores.

In summary, the "double reduction" policy highlights the need for education reform and student burden reduction, but the entrenched "admission-only" view requires concerted efforts to shift the school-level view of educational performance to a more balanced and comprehensive view that values school education performance. All aspects of student development. This paradigm shift is not only crucial to the success of the "double reduction" policy, but also to the long-term health of China's education system and the well-being of students.

3.3 Family Level: Parents Still Have Misunderstandings about Reducing the Burden of Education

When discussing the background and challenges of China's "double reduction" policy for primary and secondary schools, it is important to not underestimate the misunderstandings of parents about reducing the burden of education at the family level. According to the latest research, although the country has vigorously promoted the reduction of students' academic burden, there is still a general misunderstanding among parents about effective ways to reduce the burden. Some parents showed obvious hesitation and conservative attitudes when accepting the concept of education reform. The contradictory psychology appeared between balancing traditional values and modern education requirements, which brought obstacles to the implementation of the policy of reducing the burden.

First, some parents mistakenly equate reducing the burden of education with reducing the quality of education and academic requirements. This misunderstanding stems from a misunderstanding of the nature of education. They believe that a tense learning atmosphere and heavy schoolwork are the guarantee of academic success. For example, some parents worry that the "double reduction" will affect their children's advantage in the fiercely competitive entrance examination, believing that it will weaken their children's competitiveness in knowledge acquisition and skill mastery.

Second, parents tend to rely too much on training institutions and regard additional educational services as a necessary condition for their children's success. They worry that the "deficiencies" of school education need to be compensated by extracurricular tutoring. This misunderstanding has led parents to send their children to various tutoring institutions even though the government has explicitly banned training institutions from teaching beyond the syllabus and operating without a license, further exacerbating the children's academic pressure and running counter to the original intention of the "double reduction" policy.

Third, some parents believe that the real burden reduction should be to completely eliminate homework. This perception ignores the important role of homework in consolidating learning outcomes and cultivating students' self-learning ability. Instead of absolutely denying homework, a more rational approach is to adjust the form and content of homework to make it an auxiliary tool in the learning process rather than an incremental burden.

Therefore, we can see that parents' misunderstanding of burden reduction is one of the important challenges facing the "double reduction" policy. In order to effectively promote the reduction of education burden at the family level, it is necessary to provide parents with comprehensive and in-depth education to help them understand the correct meaning of burden reduction and adjust their expectations and attitudes towards their children's education, so as to fundamentally support and promote the implementation of the policy. This is not only related to the success or failure of a policy, but also directly related to the happy growth of the next generation and the long-term development of society.

3.4 Fundamental Problem: Test-oriented Thinking Still Dominates Education Practice

Test-oriented thinking is deeply rooted in the field of education and can be regarded as the "fundamental problem" in current education practice. This mode of thinking emphasizes the evaluation of students' learning effects and abilities through test scores, which leads educators, students and parents to pay too much attention to scores and test results, while neglecting the cultivation of students' personality development, innovation ability and comprehensive quality. Even in the context of the introduction of the "double reduction" policy, test-oriented thinking is still difficult to fundamentally weaken, and there are many reasons for this.

First, the traditional functions of examinations and selection are still deeply rooted in people's hearts. In today's education system, especially in the process of admission, test scores are still an important selection tool. Whether entering a better junior high school, high school or university, students need to pass a series of exams and assessments. This model of selection based on grades continues to strengthen the foundation of exam-oriented education.

Second, when faced with the two key indicators of education evaluation system and admission rate, schools often adopt an education model that conforms to the test-oriented approach. These external pressures force schools to focus on improving students' scores and pass rates, rather than the comprehensive development of students' abilities. This score-oriented teaching model not only affects teachers' teaching methods, but also limits the comprehensive development of students' cognition and skills.

At the family level, parents usually hope that their children can achieve excellent academic results, because in the general cognition, good grades are equivalent to having more future choices and better social status. This concept has encouraged parents to give their children excessive educational guidance and tutoring, making exam-oriented education dominant in family education practice.

On the other hand, market demand has also contributed to the prevalence of exam-oriented education to a certain extent. Training institutions have flourished by highlighting the effect of improving scores and satisfying parents and students' desire for high scores. Even the strict restrictions on off-campus training under the "double reduction" policy still cannot completely change the needs of parents and students for this.

In the face of this crux, in order to completely change the test-oriented thinking, it is necessary to start from multiple angles, such as the transformation of educational concepts, the reform of the education evaluation system, the comprehensive evaluation of student development, and the improvement of social tolerance, so as to achieve deep-level changes in educational practice. The government, schools and families should also work together to jointly cope with the challenges brought by exam-oriented education.

Therefore, changing the dominance of test-oriented thinking is not a one-off process, but a long-term task that requires the coordinated promotion of various forces inside and outside the education system. Only by reforming educational concepts, evaluation systems, improving social tolerance, and refining policy implementation can we hope to solve the "fundamental crux" in this educational practice at the root.

4 How to Break the Deadlock in Reducing the Burden: Moving Towards System Design and In-Depth Participation of Multiple Parties

4.1 Improve Education Governance: Transform Education "Bad Governance" to "Good Governance" and "Co-Governance"

In the process of deepening the "double reduction" policy for primary and secondary schools, the problem of "bad governance of education" has become a difficult problem that cannot be ignored. The so-called "bad governance of education" mainly refers to the governance model centered on exam-oriented education, which ignores the comprehensive development needs of students, resulting in unfair distribution of educational resources, uneven teaching quality of schools, increased pressure on family education, and excessive physical and mental burden on students. To change this situation, it is necessary to fundamentally change the governance thinking and move towards a new education governance model of "good governance" and "co-governance".

First, "good governance" requires policy makers and implementers to optimize students' learning experience and living conditions as the core, and constantly search and practice more scientific and fair education management methods. This includes promoting student-centered education concepts and learning methods, and paying attention to cultivating students' diverse abilities rather than just subject scores. Taking the "double reduction" policy as an example, by reasonably setting teaching content, adjusting homework burden, and controlling off-campus training institutions, the policy aims to build a more relaxed and diverse education ecology to stimulate students' learning interest and innovation ability.

Secondly, "co-governance" means that through the joint participation and efforts of the government, schools, families and all sectors of society, the democratization and socialization of education governance will be achieved, and the equity and quality of education will be jointly promoted. The government plays the role of policy guidance, supervision and service provider, focusing on building platforms, improving mechanisms, and promoting coordination and cooperation among multiple subjects. As the direct supplier of education, schools need to optimize internal management, give full play to their professional advantages, and focus on educational research and innovation. As partners, families should not only actively participate in their children's education process, but also look at education and further education issues rationally, and provide children with a good family learning environment and psychological support. In addition, social organizations and the media should also join in education governance to provide more abundant educational resources and supervision support.

Specifically at the policy implementation level, it is necessary to promote the transformation of education governance

from the following aspects. First, the government should increase its financial investment in schools, especially support for schools in rural and urban marginal areas, improve educational infrastructure, and narrow the urban-rural and regional education gaps. Second, the government should regulate off-campus training institutions through legal channels, control their number and business scope, as well as course content and time arrangements, and prevent excessive commercialization and test-oriented tendencies. Third, the education department needs to comprehensively reform the education evaluation system, establish an evaluation mechanism oriented towards promoting the all-round development of students, reduce and standardize the number of examinations, and reduce the pressure of taking examinations.

In terms of promoting home-school co-education, schools should improve teachers' parent work skills, actively convey correct educational concepts and methods to parents, organize parent schools and family education consulting services, and guide parents to improve the quality of family education. At the same time, the establishment and operation of parent organizations such as parent meetings should be encouraged and supported, so that parents can more effectively participate in and supervise school teaching management and services.

Finally, to achieve "good governance" and "co-governance", we must also emphasize cross-border cooperation and innovation. Education governance is no longer a matter of a single department or a single level, but requires cross-disciplinary, cross-departmental and social cooperation to jointly explore and practice the best way of education governance.

Therefore, the improvement of education governance lies in the transformation from "bad governance" to "good governance" and "co-governance". This requires us not only to think about and improve the current situation of education from the policy and system level, but also to mobilize the power of all education participants from the practical level, in order to build a balanced, fair and high-quality education environment, so that students can thrive in a relaxed and pleasant atmosphere.

4.2 Consolidate the Position of Educating People: Respect and Affirm Teachers' Work, Strengthen Home-School Co-Education, and form a Mutual Assistance Mechanism

In the process of exploring the implementation of the "double reduction" policy in China's primary and secondary schools, an important part that cannot be ignored is to consolidate the position of educating people. The position of educating people is not only in the classroom of the school, but also extends to the comprehensive cooperation network of teachers, parents and the community. The core of this section includes respecting and affirming teachers' work, strengthening home-school co-education, and forming a mutual assistance mechanism between teachers and parents. The three complement each other and jointly promote the improvement of students' comprehensive quality.

1. Respecting and affirming teachers' work is the basis for consolidating the position of educating people. As the implementer and disseminator of education, the degree of recognition of the professional value of teachers directly affects the quality of education and the stability of the teaching staff. Under the "double reduction" policy, the workload of teachers has changed greatly, and the nature of their work has also changed, but their work in leading students to explore true knowledge, cultivate quality, and stimulate interest is indispensable. Therefore, education administrators should give full respect and affirmation to teachers' work, improve teachers' labor remuneration and career promotion system, and protect teachers' professional growth space and social status, so that they can devote themselves to education and teaching activities.

2. Strengthening home-school co-education is the key to creating a positive education environment. The essence of home-school co-education is the interaction and cooperation between family education and school education. The benign interaction between the two can significantly improve the effectiveness of education. Under the "double reduction" policy, the collaboration between home and school is more important. Parents should understand and support the school's educational philosophy, participate in every bit of their children's learning process, and create a good family learning atmosphere for their children. Schools should regularly organize parent meetings, educational lectures and home visits to understand parents' demands and confusions and provide professional educational guidance and support.

3. Forming a mutual assistance mechanism is an effective way to consolidate the education front. The relationship between teachers and parents should not be a simple information transmission relationship, but a more in-depth partnership. For example, a normalized communication platform can be established to allow parents to participate in the design and evaluation of teaching activities and enhance the consensus of both parties on educational goals. Similarly, teachers can learn about students' family background and learning situation from parents, adjust education strategies, and meet the personalized needs of different students.

4. To achieve the consolidation of the education front, it is also necessary to strengthen teacher training, strengthen teaching resource construction, and improve education evaluation mechanisms. Only through such systematic reforms can we truly build an educational ecosystem based on student development and promote students' comprehensive and balanced growth.

4.3 Focus on Teacher Empowerment: Guarantee Their Teaching Research and Professional Improvement Opportunities, and Improve Teacher Quality

In the context of China's "double reduction" policy for primary and secondary schools, teachers are key factors in education quality and student development, and it is particularly important to strengthen support for their abilities and

career development. Teacher empowerment largely determines the implementation effect of the education burden reduction policy and the improvement of education quality.

1. The primary focus of teacher empowerment is to improve the professional level of teachers. According to the latest statistics from the education department, the overall education level of China's primary and secondary school teachers is improving with the times, but in the process of pursuing the improvement of education quality, there are still many bottlenecks in the professional development of teachers. For example, there is a lack of sufficient personalized and innovative teaching methods in educational practice, there are not enough examples of combining academic research with teaching practice, and opportunities for continuing education and professional development are relatively limited.
2. Effectively improve the quality of teachers and enrich teaching research opportunities. This means not only providing sufficient time and resources to support teachers in conducting research projects, but also ensuring that teachers have the opportunity to participate in a wider range of academic exchanges. Many studies have pointed out that teachers' participation in research activities can significantly improve their teaching methods and improve the quality of education for students.
3. The key to improving teachers' quality also lies in improving their working environment and incentive mechanism. Relevant studies have shown that teachers' job satisfaction and professional happiness have a direct impact on improving teaching effectiveness. Therefore, shaping a positive and supportive educational working environment and formulating reasonable incentives are crucial to attracting and retaining excellent teachers and thus improving the quality of education.
4. The dual challenge of changing traditional teaching concepts and methods. Schools and educational management agencies need to hold professional training, workshops and academic seminars. These activities should focus on the core issues of the current educational revolution, such as students' independent learning, the cultivation of critical thinking and the educational application of information technology.
5. Construct a reward system to stimulate teachers' motivation for continuous learning and improvement. An effective career development path can clarify teachers' growth direction and goals, and encourage them to explore and learn continuously in their careers. The reward system can improve teachers' professional vitality and innovation ability by affirming the results of their teaching and research.

4.4 Arouse Family Support: Enhance Parents' Sense of Responsibility and Guide Them to Take Substantive Actions

In the process of in-depth analysis of the "double reduction" policy framework and implementation strategy, we cannot ignore the importance of the family. Especially in terms of enhancing parents' sense of responsibility and guiding them to take specific actions.

1. The family is the primary environment for children to grow up. In traditional concepts, many parents may prefer to hand over the responsibility of education entirely to the school, thus ignoring their own role in education. However, one of the core of the implementation of the "double reduction" policy is to advocate home-school co-education, strengthen the status of the family as the main body of education, and let parents realize that in addition to school, family education is equally important.
2. Improve parents' sense of responsibility. Organize parent education activities through various channels such as education departments and communities, popularize scientific parenting knowledge and methods, and let parents understand that reducing academic burdens does not mean letting children go, but guiding their children to grow in a more reasonable way. For example, educate parents on how to communicate effectively with their children, how to set appropriate learning goals, and how to create an atmosphere conducive to learning in the family environment.
3. Concrete parental responsibilities through institutional design. For example, through regular parent meetings, homework tutoring, and parent-child activities, parents can play a more active role in the learning process of students. In addition, parents' participation in school management and decision-making processes can greatly improve their sense of responsibility and participation, and at the same time strengthen the school's self-management and reflection on the quality of education.
4. Guide parents to take substantive actions. Specifically, we can start from the following aspects: First, establish a home-school contact system, such as the parent volunteer program, to encourage parents to participate in the daily operation of the school. Secondly, use modern information technology means, such as campus networks and home-school interactive platforms, to facilitate parents to understand their children's learning situation and school dynamics in a timely manner, and to facilitate parents to provide feedback and suggestions. Through such channels, parents can participate more directly in their children's education process, and form good interactions with teachers to jointly promote the all-round development of their children.

In short, to realize the positive role of the family in the "double reduction" policy, it is necessary to start from two aspects: enhancing parents' sense of responsibility and guiding practical actions. Through multi-level and multi-means cooperation and interaction, we will eventually encourage families and schools to work together to form a strong synergy to support the healthy growth of children.

5 WHERE IS THE WAY FORWARD: DEEPLY PONDER THE KEY PRINCIPLES OF REDUCING THE BURDEN ON PRIMARY AND SECONDARY SCHOOL STUDENTS

With the deepening of the "double reduction" policy, how to establish the guiding principles for reducing the burden on primary and secondary school students has become an unavoidable issue. The quality and efficiency of education depend on the correctness of the concept, and the implementation of the policy cannot be separated from sufficient theoretical support and operational guidance. Therefore, on the basis of reflecting on the problems and limitations in the previous burden reduction work, it is particularly important to propose a burden reduction principle that conforms to the laws of education and fits the needs of students' growth.

1. The principle of the integrity of education cannot be ignored. Education is not only the responsibility of the school, but also a process of joint participation of the family, school and society. The healthy growth of primary and secondary school students requires the creation of a harmonious family atmosphere, scientific school education and a positive social environment, all of which are indispensable. The implementation of the "double reduction" policy should focus on building an educational synergy of home-school-community cooperation, co-education and co-governance, strengthen communication and cooperation between home and school, actively guide and utilize community resources, form an educational synergy, and break the narrow pattern of relying solely on schools to reduce the burden.

2. It is crucial to adhere to the individualized principle of teaching students in accordance with their aptitude. Primary and secondary school students are the main body of education, and each student has his or her own characteristics and interests. The "double reduction" policy should encourage schools to reform the traditional test-oriented education model, promote a diversified evaluation system, start from individual differences, pay attention to students' strengths, interests and needs, provide them with appropriate learning paths through personalized education methods, and fundamentally change the "one-size-fits-all" teaching method.

3. The principle of autonomy with the cultivation of students' autonomous learning ability as the core needs to be carried out throughout. Improving students' autonomous learning ability is one of the important goals of the "double reduction" policy. Students should become the masters of learning, and schools should cultivate students' inquiry spirit and self-management ability by designing appropriate educational activities and teaching strategies. Pay attention to the guidance of students' learning methods, so that they can cultivate interest and enthusiasm in the learning process, rather than simply pursuing scores and results.

4. The principle of universal benefit to enhance educational equity is also indispensable. The balanced distribution of educational resources is crucial to reducing the burden of family education and ensuring the quality of education. The "double reduction" policy needs to focus on the reasonable distribution of educational resources between different regions and schools, narrow the urban-rural and regional educational differences, and provide equal educational opportunities for all students, including high-quality public education resources and structural reforms to promote the sharing of high-quality education resources.

5. The principle of humanistic care to maintain the dignity of teachers' profession is the spiritual cornerstone of the implementation of the "double reduction" policy. Teachers are the leaders of educational activities and play a vital role in reducing students' burden. Support for teachers' professional growth, including providing continuous professional training and development opportunities, guaranteeing their teaching freedom and professional autonomy, and respecting and rewarding teachers' innovation and efforts, will help stimulate teachers' teaching enthusiasm and improve the quality of education and teaching.

CONCLUSION

After an in-depth analysis of the policy framework and implementation strategies of my country's primary and secondary school "double reduction" policy, this article has reached an important reflection node. This study not only details the historical background and necessity of the policy, emphasizes the role change of home-school co-education in the process of reducing burden, but also carefully explores the impact and challenges of multi-dimensional factors on students' burden reduction, especially focusing on the profound impact of elite education concepts and test-oriented mentality on educational practice. In order to achieve the successful implementation of the "double reduction" policy, we need to broaden our horizons to a more macro social and cultural background, deepen the transformation of educational concepts and social values, and encourage the cultivation of innovation and comprehensive abilities. This requires the joint efforts of policymakers, educators, parents and the whole society. At the same time, to achieve the goal of reducing the burden, it is necessary to give teachers autonomy, stimulate their inherent potential, provide continuous professional development support, formulate a reasonable evaluation system, clarify teachers' responsibilities and rights, and build a collaborative education ecology to ensure the quality of teaching and reduce students' excessive academic pressure.

For families, the "double reduction" policy is also an educational opportunity, prompting parents to re-examine their expectations and practices for their children's education. Get rid of the score orientation and pay attention to the comprehensive growth of children. Parents need to become a solid backing to support their children's personalized development. In addition, it must be recognized that the implementation of the "double reduction" policy is not achieved overnight, but a long-term process, which requires policies and practices to go hand in hand and be continuously adjusted and optimized. Government departments and educational institutions at all levels should establish and improve supervision mechanisms to ensure that the burden reduction measures are implemented in place and not deformed, so as to provide theoretical support and practical guidance for the continuous advancement of China's education reform and create a more relaxed, healthy and happy growth environment for children and young people in my country.

COMPETING INTERESTS

The authors have no relevant financial or non-financial interests to disclose.

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