

A Research on the Practical Exploration of Primary-School Class Self-Management Model under the Background of the "Double Reduction" Policy

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Abstract: Against the backdrop of the "Double Reduction" policy, this study focuses on the practical exploration of the independent class-management model in primary schools. By analyzing the problems existing in the traditional class-management model and combining the requirements of the "Double Reduction" policy for reducing academic burden while improving educational efficiency, this paper constructs an independent class-management model featuring reconstructed objectives, optimized organization, innovative implementation approaches and a refined evaluation system. Taking Primary Schools in Lanzhou High-Tech Zone as a case, the study verifies the effectiveness of this model through questionnaire surveys and interviews. The results demonstrate that class-management efficiency has been markedly improved and students' self-management competence has been enhanced. This research offers a replicable practical scheme for primary-school class management and provides references for the implementation of the "Double Reduction" policy.

Keywords: double reduction policy; class self-management; educational burden reduction; practical exploration

1. Introduction

As a major reform in China's basic-education sector, the "Double Reduction" policy is centrally aimed at easing students' homework burden and off-campus tutoring burden in compulsory education, so as to steer education back to its essence of fostering people [1-3]. The policy explicitly stipulates that no written homework shall be assigned to Grade-1 and Grade-2 primary-school students; for students from Grade 3 to Grade 6, the average time spent on written homework should be limited to within 60 minutes. Meanwhile, off-campus training institutions are strictly prohibited from offering subject-based training on holidays.

Against this policy backdrop, the traditional "take-charge-all" class-management model dominated by head teachers is facing unprecedented challenges. Head teachers have to cope with a large number of routine

administrative tasks on a daily basis, ranging from homework checking and discipline maintenance to activity organization and home-school communication [4-7]. These miscellaneous duties greatly disperse head teachers' energy, making it difficult for them to concentrate on their core responsibility of educational guidance. At the same time, under this management model, students tend to remain in a passive receptive state with few opportunities for active participation and self-governance. Consequently, their capacity for self-management cannot be effectively trained and improved.

The implementation of the "Double Reduction" policy not only reduces students' academic workload and off-campus tutoring burden, but also brings about a profound transformation in educational philosophy and management approaches [8]. The traditional class-management model relies excessively on one-way administration by head teachers and ignores students' subjectivity and participation, which can hardly meet the requirements of the new policy. Accordingly, it is particularly urgent to construct a class self-management model consistent with the spirit of the "Double Reduction" policy [9-11].

This self-management model can not only improve the efficiency of class management and reduce head teachers' workload through students' active participation and self-management, but also effectively promote students' all-round development and cultivate their capabilities for self-management, cooperative communication, as well as the spirit of responsibility [12-15]. Meanwhile, it is also the key to promoting the innovation of primary-school educational management and implementing the "Double Reduction" policy. How to construct and carry out such a class self-management model has become an important issue to be urgently solved in the current field of primary-school educational management, which requires our in-depth exploration and practice.

Taking primary schools in Lanzhou High-Tech Zone as cases, this study intends to establish a class self-management model adapted to the "Double Reduction" policy through practical exploration, so as to solve the problems of heavy management burden and low student participation existing in the traditional

management mode. Theoretically, this research can enrich the theories of class management under the background of the "Double Reduction" policy and provide strategic references for education administrators. Practically, this study verifies the effectiveness of the model through cases, delivers operable practical solutions for primary-school class management, and facilitates the implementation of the "Double Reduction" policy.

2. Analysis of Problems in the Traditional Class Management Model under the "Double Reduction" Policy

(1) One-sided management content the traditional class-management model puts its management focus on "discipline maintenance" and "academic performance", while neglecting deeper educational goals such as the cultivation of students' habits and moral character. Taking homework management as an example, head teachers tend to pay excessive attention to whether students have finished their assignments. However, they fail to give sufficient attention and guidance to students' time-management abilities demonstrated during homework completion, as well as their cooperative-communication abilities required in daily study and life.

(2) A unitary tendency of management subjects in the traditional class-management model, the head teacher usually acts as the sole "manager", shouldering the heavy burden of miscellaneous tasks including homework checking and discipline supervision alone, which results in an extremely heavy management workload. Most students, by contrast, are in a state of passively accepting management and rarely get opportunities to participate in class-management-related decision-making. Taking the selection of class cadres as an example, the result is usually directly determined by the head teacher. Students lack effective channels to voice their own ideas and demands and can hardly get genuinely involved in class-management affairs. This model, in which "the head teacher takes charge of everything while students obey passively", not only exhausts head teachers, but also restrains students' subjective initiative and enthusiasm for participation. It is unfavorable for developing students' self-management competence and sense of responsibility. In the long run, it will also impair class cohesion and students' all-round development.

(3) Utilitarian characteristics of evaluation methods Traditional class evaluation methods show a distinct utilitarian tendency, which focus excessively on the two dimensions of "academic performance" and "behavior norms", while turning a blind eye to students' diverse individual characteristics. Such a single evaluation criterion is like measuring differently-shaped objects with a ruler of fixed scale, making accurate and fair evaluation difficult. Taking class appraisal activities as an example, discipline scores are usually taken as the core measurement indicator, whereas students' shining points demonstrated in the process are selectively ignored. Outstanding performances such as students' creative suggestions, their key roles in team-work and their

demonstrated leadership fail to receive due recognition and encouragement. In the long run, this will not only dampen students' enthusiasm, but also hinder their personalized development and the improvement of their comprehensive quality.

(4) Home-school collaboration trapped in superficial dilemmas at present, home-school communication is mostly confined to "homework supervision" and "grade feedback". Operating along a narrow track, it lacks collaborative planning and design for the key area of cultivating students' self-management competence. Parents mostly act as "homework inspectors", required to urge their children to finish homework and pay attention to grade fluctuations. Seldom do they get chances to participate deeply in the formulation of class rules and contribute their wisdom and experience to class management. Meanwhile, parents are often mere onlookers in practical activities of students' self-management and can hardly take part personally to form joint educational force with schools. This communication pattern not only restricts parents' educational function, but also goes against the comprehensive improvement of students' self-management competence. Therefore, a more comprehensive and in-depth new mechanism for home-school communication urgently needs to be constructed.

3. Construction Strategies of the Class Self-Management Model Under the "Double Reduction" Policy

3.1. Reconstruct Competency-Oriented Management Objective System

The overall goal centers on the three core competencies of self-management, cooperative communication, and responsibility. Based on the physical and mental development characteristics of students at different grade levels, a step-by-step goal system has been carefully established.

As the initial stage of growth, lower grades focus on cultivating a sense of rules and basic self-care abilities. By guiding students to organize their schoolbags and develop good habits of regular schedules, they gradually understand the meaning of rules and learn self-discipline in daily life, laying a solid foundation for subsequent growth.

Middle grades represent a critical period for ability improvement, with emphasis on strengthening post responsibility and task execution capabilities. Students are assigned roles such as sanitation administrators and activity organizers, enabling them to undertake corresponding duties, practice task execution, and enhance their sense of collective responsibility in real post situations.

Upper grades constitute an advanced stage of comprehensive literacy, focusing on improving organization, coordination, and problem-solving abilities. Students are encouraged to participate in class committee decision-making, conflict mediation, and other activities to

develop their overall perspective and ability to handle complex issues.

The entire goal system does not exist in isolation but is closely integrated and seamlessly connected with the school's moral education objectives and subject teaching goals. All objectives are consistent in direction and develop synergistically, like precisely operating gears, effectively avoiding disconnection from the educational goals. It outlines a clear and hierarchical path for students' all-round development.

3.2. Optimize the Student-Led Organizational Structure

A three-tier management structure is established: Class Committee – Specialized Management Posts – Study Groups.

(1) Class Committee: Elected through democratic student voting, it assumes responsibility for decision-making on major class affairs, including key matters such as rule revision and activity planning, fully reflecting students' autonomy.

(2) Specialized Management Posts: Diverse posts are set up, including discipline supervisors, sanitation administrators, and activity organizers. A post rotation system is implemented to ensure that every student has the opportunity to participate in class management.

(3) Study Groups: Composed of 4 to 6 students, each group is responsible for carrying out specific tasks such as homework mutual assistance and reading sharing.

This structure strictly follows the principle of "Everyone has a duty; everything is managed by someone", effectively avoiding excessive concentration of management power and fully mobilizing students' enthusiasm and initiative.

3.3. Innovate the Process-Based Implementation Path

A three-stage dynamic management process is constructed: Rule Co-construction – Post Practice – Negotiation and Improvement.

The first stage is Rule Co-construction. Led by the Class Committee, the *Class Self-Management Rules* are formulated through democratic discussion in class meetings, which clearly define post responsibilities, evaluation criteria, and reward and punishment mechanisms. The formulation of rules emphasizes practical operability. For example, a class specially designed a Sanitation Duty Score Sheet, which is inspected daily by sanitation administrators with results publicized. This not only ensures the implementation of rules but also enhances students' sense of responsibility.

The second stage is Post Practice. Students independently choose posts according to their personal interests and strengths, while head teachers provide targeted guidance. In practice, students in various posts give full play to their advantages. For instance, activity organizers carefully plan "Reading Sharing Sessions" to enrich class cultural life; discipline supervisors earnestly record classroom performance to maintain a good learning order.

The third stage is Negotiation and Improvement. Weekly class meetings focus on summarizing management

issues, and rules are continuously optimized through the closed-loop mechanism of "Student Proposals – Class Committee Deliberation – Head Teacher Feedback". For example, in response to the pain point of "low efficiency in homework collection", a class added the post of Homework Collector, which effectively improved the timeliness of homework submission. The whole process forms a virtuous circle of "formulation – practice – optimization", ensuring that class management is not only standardized and orderly but also full of vitality.

3.4. Improve the Diversified Evaluation System

The evaluation mechanism adopts a combination of diverse subjects and multi-dimensional content to enhance the comprehensiveness and scientificity of evaluation. In terms of evaluation subjects, the combination of "Head Teacher Evaluation (30%) + Student Self-Evaluation (30%) + Peer Evaluation (40%)" integrates multiple perspectives and avoids the one-sidedness of single evaluation. The evaluation content covers four dimensions: performance of post responsibilities, rule observance, cooperative performance, and innovative suggestions, focusing on capturing and giving feedback on students' progressive improvements in the daily management process.

The evaluation method adheres to an incentive-oriented approach and stimulates students' enthusiasm for participating in management through diverse forms. On the one hand, "Star-Rating Commendation" is carried out, with the "Management Star" selected monthly to set excellent examples. On the other hand, "Growth Archives" are established to record typical cases of students participating in class management in detail, preserving their growth footprints. In addition, some classes have innovatively set up characteristic awards. For example, a class specially established the "Golden Idea Award" to recognize students who put forward effective improvement suggestions, further encouraging students to think actively and innovate, and creating a positive atmosphere for class management.

4. Case Study: The Practice of Class Autonomous Management Model at Chongwen Experimental School in Yuzhong County

4.1. Implementation Background

Lanzhou High-Tech Zone Primary School is located in Yuzhong County, Gansu Province. Four classes from the school were selected as the experimental group to implement the self-management model, while the control group adopted the traditional management model. Head teachers of the experimental group received special-purpose training to master the guiding skills for self-management.

4.2. Implementation Process

(1) Rule Co-construction Stage Experimental group classes formulated the *Class Self-Management Rules* through class meetings, clarifying detailed rules for sanitation duty, homework management, activity planning, and other aspects. For example, Class 2, Grade 3 stipulated that "students who fail to meet sanitation duty standards

shall make up the work on weekends”, which is supervised and implemented by sanitation administrators.

(2) Post Practice Stage Students independently selected posts with guidance from head teachers. For instance, the “activity organizers” of Class 1, Grade 4 planned the Mid-Autumn Poetry Festival, and completed program rehearsal and venue arrangement through group cooperation.

(3) Negotiation and Improvement Stage Problems were summarized at weekly class meetings, and rules were optimized through the mechanism of “Student Proposals – Class Committee Deliberation – Head Teacher Feedback”. For example, in response to the problem of “noisy breaks between classes”, Class 3, Grade 5 added the post of Break Administrator and formulated the “Keep Voices Down” rule.

4.3 Implementation Effects

The self-management model has achieved remarkable effectiveness, demonstrating outstanding advantages in management efficiency, student development, and home-school collaboration.

(1) Significantly improved management efficiency the average discipline score of the experimental group classes increased by 15%, and homework collection efficiency rose by 20%. Taking Class 1, Grade 6 as an example, by setting up the post of Homework Collector, the late-submission rate of homework dropped sharply from 30% to 5%, and class order was significantly improved.

(2) Remarkable development of students’ autonomous competence questionnaire results show that students in the experimental group scored significantly higher than those in the control group in self-management ability and cooperation awareness ($p < 0.05$). In interviews, students stated that by participating in management posts, they “learned to take responsibility” and became “more tacit” when cooperating with peers. Their awareness and ability of autonomous development were effectively cultivated.

(3) Further deepened home-school collaboration the proportion of parents participating in class rule discussions increased from 40% to 70%. The content of home-school communication also shifted from single “grade feedback” to focusing on students’ “competence development”. For example, a parent proposed to “add a *Family Labor Post*”, which was adopted by the class and incorporated into the rules, promoting home-school co-education.

The self-management model effectively reduced head teachers’ management burden and improved management efficiency. Head teachers in the experimental group reduced their weekly administrative working hours by 40%, allowing them to devote more energy to educational guidance. Meanwhile, students’ participation in management significantly improved their autonomous competence and core literacy, with better performance than the control group in dimensions such as sense of responsibility and problem-solving. As the key to the success of the self-management model, home-school collaboration—with parents deeply involved in rule co-construction and activity planning—has strengthened

students’ sense of identity and belonging to class affairs, injecting strong impetus into class management.

5. Conclusion

Through practical exploration, this study constructed a class self-management model adapted to the “Double Reduction” policy and verified its effectiveness. By means of goal reconstruction, organizational optimization, innovative implementation paths, and improved evaluation system, the model solved problems in the traditional management model such as *heavy management burden and low student participation*, and significantly improved class management efficiency and students’ autonomous competence. Future research may further refine management strategies in light of the characteristics of students at different school stages, so as to promote the continuous optimization of the class self-management model.

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