

The Necessity and Path of Cultivating Teachers' Leadership in Basic Education Stage under the Background of 'Double Reduction Policy' in China

Yumo Zhu^{1,a}

¹City University of Hong Kong, Hong Kong City, China

^azymaudrey98@163.com

Abstract: The 'Double Reduction Policy' reconstructs the pattern of basic education development and emphasizes the position of school education as the main front. As the key executive subject of the 'Double Reduction Policy', teachers have ushered in new challenges and opportunities. 'Double Reduction Policy' points to improving quality and efficiency of school education, which puts forward higher requirements for the construction of school teachers and the development of teachers' comprehensive ability. Teacher leadership as a 'non-administrative' influence, its advantages and role have long been underestimated and even ignored. Teacher leadership is a key factor in promoting and practicing educational reform. Therefore, cultivating teacher leadership can effectively promote the implementation of the 'Double Reduction Policy' and deepen the reform of basic education. Based on modern system theory, this paper attempts to improve the one-sidedness of existing research results, creatively construct a system to cultivate teachers' leadership, and help basic education return to a good ecology.

Keywords: Teacher Leadership, 'Double Reduction Policy', Basic Education Reform, Project-Based Learning

1. Introduction

Since the General Office of the Central Committee of the Communist Party of China and the General Office of the State Council issued the *Opinions on Further Reducing the Burden of Students' Homework and Off-campus Training in Compulsory Education*, the attention of all sectors of society to the 'Double Reduction Policy' has remained high. 'Double Reduction Policy' means the return of basic education. It advocates burden reduction and points to the quality and efficiency improvement of school education, which puts forward higher requirements for the construction of teachers and the comprehensive quality of teachers. When the traditional concept of teacher development is difficult to adapt to the 'Double Reduction Policy', a change is needed in the field of teacher team building and teacher professional development. The fixed field, limited time, and traditional concepts as quantitative that are difficult to change in the short term have brought great challenges to the promotion of policies. Teachers are variables with strong plasticity and are the key subjects to promote the implementation of education policies. How can we give full play to the individual influence of more teachers as much as possible to form more joint forces to promote the implementation of the 'Double Reduction Policy'? 'Double Reduction Policy' calls for the society to cultivate what kind of teachers and teams? These problems are worth pondering and exploring specific and feasible solutions.

2. The Necessity of Developing Teacher Leadership in the Context of the 'Double Reduction Policy'

The 'Double Reduction Policy' puts forward higher requirements for the construction of teachers and the ability of teachers in the new era. Foreign scholar Beachum believes that teacher leadership is the key factor to promote educational reform, because only when teachers act, can educational reform have practical power ^[1]. Many characteristics of teacher leadership, such as 'non-administrative', extensive and far-reaching influence, and outstanding professional competence, are also unique advantages of this influence, which can enable school teachers to give full play to their subjective initiative, form a more targeted synergy, and promote the implementation and in-depth advancement of the 'Double Reduction Policy'.

2.1. The 'Non-Executive' Natural Strengths of Teacher Leadership Support High Performance Goals

Opinions on Further Reducing the Burden of Students' Homework and Off-campus Training in the Compulsory Education Stage clarifies that the work objectives are 'to further improve the quality and service level of school education and teaching, to make homework assignments more scientific and reasonable, to basically meet the needs of students through after-school services, to better enable students to return to campus, and to comprehensively standardize the training behaviors of off-campus training institutions'. In addition to standardizing the training behavior of off-campus training institutions, the key implementation subjects of the four specific work objectives are school teachers, which means that the 'Double Reduction Policy' puts forward higher requirements for school teachers than before the change. In the process of implementing the 'Double Reduction Policy', in order to achieve the established work objectives in the "opinions", schools need to pay attention to how to enable teachers to improve their comprehensive literacy and ability to adapt to the policy. In this context, the school management pays more and more attention to strengthening the construction of teachers and improving the core literacy and comprehensive ability of teachers. However, the traditional concept of teacher team construction still has the remnants of the strict hierarchy. The management mode of 'uploading and issuing' as the disadvantages of low efficiency and difficulty in fully mobilizing the enthusiasm of the whole team members. Therefore, it is necessary to inject new ideas into the traditional concept of teacher team construction and teacher development, so as to maintain the vitality of school teachers and give full play to the subjective initiative and professional advantages of more teachers to actively promote the 'Double Reduction Policy'.

Teacher leadership is a 'non-administrative' influence, so it has the natural advantage of equal communication and common growth among colleagues. Teachers with teacher leadership have a stronger sense of identity and behavior for the 'Double Reduction Policy' than the executive leadership's top-down orders are more influential for other teachers, and the working behaviors of teachers are more likely to influence each other. Many teachers with teacher leadership decompose the high-demand work objectives in the 'opinions' into more subdivision objectives, implement the subdivision objectives one by one in their daily work, and give full play to their influence to infect, guide and help colleagues to achieve these specific objectives together, which can promote the full coverage and realization of high-demand work objectives within the school.

2.2. The Broad and Profound Influence of Teacher Leadership Promotes the Effective Implementation of Policies

The policies set clear time requirements for the progress of the above-mentioned 'Double Reduction Policy' working objectives, that is, 'the burden of students' heavy homework and off-campus training, family education expenditure and corresponding energy burden of parents will be effectively reduced within one year, with remarkable results within three years, and the people's education satisfaction will be significantly improved. Under the condition that the educational field and teaching subject remain unchanged, the goal of 'effectively reducing the burden' in one year and 'achieving remarkable results' in three years should be achieved, which requires the key executive subject teachers of the 'Double Reduction Policy' policy to improve the efficiency of change as much as possible and accelerate the speed of policy implementation.

Teachers' leadership is not limited by the number of administrative titles. There can be many teachers with teacher leadership in a school, which means that more teachers can give full play to their enthusiasm and leadership in educational reform. Compared with the few administrative leaders in each school, the group of teachers with teacher leadership obviously has a more significant advantage in quantity, which can greatly improve the efficiency of educational reform. Driven by the 'head effect' of teacher leadership, the 'Double Reduction Policy' is more extensive, efficient and far-reaching in schools.

2.3. Excellent Leadership and Professional Ability of Teachers can Effectively Improve Teaching Quality

The 'Double Reduction Policy' reduces the burden of students' participation in off-campus training, and correspondingly puts forward the requirement of 'teaching as much as possible' to school teachers. Only when school education enables students to gain enough knowledge in the school, can the personalized and diversified requirements of parents and students be met^[2]. Under the advocacy of cultivation of moral education', schools pay more attention to the development of students' comprehensive ability and the balanced cultivation of various disciplines when setting up courses.

Therefore, the time that teachers can really use to teach is more limited. The improvement of classroom quality has become an urgent task for teachers to ensure the quality of teaching. In addition, the control of the total amount of homework and the reduction of the length of homework also make many teachers who are accustomed to improving their performance according to the traditional teaching mode feel pressure. The above challenges all point to the improvement of classroom teaching quality, which means that teachers should keep up with the pace of change as soon as possible, adjust the original teaching mode, explore the efficient teaching mode adapted to the 'Double Reduction Policy', and make full use of the time in the classroom and the home-school cooperation outside the classroom to improve teaching quality.

Teachers' leadership in the classroom is embodied in teachers' professional accomplishment, popular teaching methods and convincing personality charm, which can make students subjectively willing to make corresponding changes under the influence of teachers. Therefore, teacher leadership in the classroom helps students improve the efficiency of lectures, improve students' classroom participation and cooperation, so as to achieve the goal of improving the quality of classroom teaching.

Teachers' leadership outside the classroom is manifested in the role of teachers in administrative leadership decision-making, the influence of teachers' outstanding professional ability on colleagues' behavior, and the influence of teachers as a communication bridge on parents in home-school co-education. Teachers with teacher leadership tend to have outstanding professional ability, their advice and suggestions are more easily trusted and adopted by leaders, their behavior in work is more easily imitated by colleagues, and their advice to parents is more easily accepted and practiced.

To sum up, as a kind of informal leadership, teacher leadership has remarkable influence, charisma and foresight, which can awaken teachers' potential for change, promote teachers' cohesion to promote the implementation of the 'Double Reduction Policy', and then deepen the reform of basic education.

3. The Training Path of Teachers' Leadership in the Context of 'Double Reduction Policy' Policy

3.1. University-Government-Primary and Secondary Schools' Cooperation Mode

Wang Min and Zhu Yongxin believe that 'university-government-primary and secondary schools' cooperation' is an exploratory path for teacher leadership development^[3]. In the field of pre-service teacher education, the government, universities and primary and secondary schools work together, which is manifested in the government's policy support and institutional guarantee to integrate leadership education into the normal education of colleges and universities. Colleges and universities can invite outstanding in-service teachers with teacher leadership in primary and secondary schools to give lectures and share their experience. In the field of in-service teacher education, the government, universities and primary and secondary schools are combined into two paths.

The first way to develop teacher leadership in the field of in-service teacher education is that the government provides policy support to primary and secondary schools, that is, the government uses institutional adjustment and guarantee mechanisms to give full play to the leadership role of existing outstanding in-service teachers in primary and secondary schools. For example, the government can introduce incentive policies and incentives for primary and secondary school teachers with teacher leadership or give honorary titles, performance tilts, and resource support to relevant schools. The second path is that colleges and universities give support to the training of primary and secondary school teachers, that is, primary and secondary schools and colleges and universities cooperate to cultivate the leadership of ordinary in-service teachers, such as primary and secondary school teachers in-service doctoral studies, postgraduate studies, participation in teacher training classes and teacher studios, and improve the leadership literacy of in-service teachers in primary and secondary schools by teaching teachers to primary and secondary school teachers.

3.2. Progressive Model of 'Self-development - Teaching Students - Leading Peers - Counselor Leadership'

Based on the analysis of the main elements of leadership activities, Peng Yun proposed a progressive 'self-development-teaching students-leading companions-staff leadership' teacher leadership training and development path^[4]. As an influence without actual administrative power, teacher leadership is not to serve people with power, but to gain the respect, recognition and trust of colleagues, leaders and parents with excellent teachers' own outstanding professional ability and high moral quality, thus forming an

influence that can change the words and deeds of others. Therefore, 'developing self' is at the central and basic level in these four levels. 'Teaching students' is based on the basic level of teachers' self-development. The leadership of teachers to students in the classroom is actually the influence of teachers' personality charm on students. When teachers are outstanding at the two levels of 'self-development' and 'teaching students', they naturally have teacher leadership. The words and deeds of such teachers are more likely to attract the attention of colleagues, the praise of leaders and the recognition of society. The surrounding groups are more willing to follow their words and deeds, agree with their views, and adopt their suggestions. At this time, such teachers with teacher leadership have entered a higher level of 'leading peers', which can guide colleagues to spontaneously follow their behavior and lead more colleagues to cultivate teacher leadership. The group of teachers who lead their peers for a long time has more discourse power and is more likely to be trusted and valued by administrative leaders (principals, middle-level leaders). Therefore, it is easier for teachers with teacher leadership to offer advice to administrative leaders and influence the major decisions of administrative leaders, thus promoting school development and education reform.

3.3. The Cultivation Path Based on the Three Elements of Teacher Leadership Generation Mechanism

Bi Shengnan believes that the three elements of teacher leadership are teachers, principals and schools, among which teachers are the core factor, principals are the key factor and schools are the supporting factor [5]. The generation mechanism analyzes the cultivation path of teacher leadership from the perspective of different subjects. First of all, teachers should improve their professional quality, master diversified leadership skills and enhance self-efficacy. Secondly, principals should moderately delegate power, formulate incentive mechanisms for teacher leadership, and attach importance to and implement the cultivation and development of teacher leadership. Thirdly, schools should actively establish a cooperative relationship with the government and universities to cultivate teachers' leadership, create an inclusive multicultural organizational culture, and build a friendly and positive environment for teachers' growth. The author believes that the training path focuses on the source of teacher leadership generation, which is worthy of reference. However, this view only focuses on the internal factors of the school, ignoring the influence and role of external factors on teacher leadership training. Therefore, the author in the next module based on the mechanism of the school to supplement the external factors, and strive to present a more comprehensive training path.

4. Construct a Teacher Leadership Training System, Leveraging 'Project-

4.1. Constructing Teacher Leadership Training System Based on Modern System Theory

Modern system theory holds that when people understand the system, they should focus on grasping the whole, take into account the parts, and combine the two organically [6]. Based on the viewpoint of modern system theory, the author creatively puts forward the idea of constructing teacher leadership training system. In view of the above-mentioned one-sided problems in the three paths of cultivating teachers' leadership, the author supplements and improves the teacher leadership training system, and tries to explore the positive influence of the current hot spot 'project-based learning' in the reform of compulsory education on the cultivation and development of teachers' leadership.

The internal factors of the system cover the three main bodies of school administrative leadership, teachers and students. Because the parents in the basic education stage are closely related to the school, the main body of the parents is between the school and the outside school, and the school factors are included in the following specific discussion. School external factors involve the government and universities. There is a cooperative relationship among government, universities and primary and secondary schools. Based on the specific factors inside and outside primary and secondary schools, the author explores the cultivation and development path of teacher leadership.

4.1.1. School Internal Factors

(1) School Administrative Leadership

First of all, the school administrative leadership should pay attention to the development of teacher leadership, and truly realize the role of developing teacher leadership in promoting policy implementation and school reform from the overall concept of long-term development of the school. Secondly, the school administrative leadership should take the initiative to actively cooperate with the

government and universities, and put forward suggestions to the Education Bureau to formulate incentive policies for the development of teacher leadership; to seek theoretical support and training support from experts and scholars in colleges and universities. Furthermore, the school administrative leaders should set up the incentive mechanism and assessment mechanism for the development of teachers' leadership within their own jurisdiction, and mobilize the enthusiasm of all staff to develop teachers' leadership. Finally, the school administrative leadership should streamline administration and delegate power to give teachers with leadership the power and space to participate in decision-making, so that teachers feel that they are the future builders of the school.

(2) Teachers.

First of all, teachers should improve their professional quality and ability, make their professional ability become the best in their peers, so as to gain the respect and recognition of their peers. Secondly, teachers should strive to form a unique teaching style and personality charm, cultivate their leadership over students in the classroom, and improve the quality of teaching while also obtaining students' hearts and minds. Furthermore, teachers should take the initiative to learn the qualities of leadership, cultivate specific abilities in leadership, such as interpersonal skills, communication skills, management skills, etc., so that they have the ability to organize on their own side and actively make suggestions to leaders. Finally, teachers should learn to build a bond of trust with parents, become a communication bridge between home and school, and win the respect and trust of parents with professional quality, so as to gain positive public opinion evaluation from the outside world.

(3) Students

First of all, students should actively cooperate with teachers with an inclusive attitude, learn to appreciate teachers with different personality charm, and gain inspiration from shaping their own personality charm and cultivating leadership. Secondly, students should help teachers and parents communicate smoothly after establishing trust with teachers.

(4) Parents

First of all, parents should recognize the important role of teacher leadership in improving teaching quality and long-term development of schools. Secondly, parents should actively cooperate with teachers' development leadership and give teachers feedback and suggestions in time. Thirdly, parents, as a business card of schools, should make positive publicity for schools and teachers in society with their children, so that other parents can also realize the positive role of teacher leadership in promoting educational reform.

4.1.2. School External Factors

(1) Government

First of all, the government should formulate relevant policies to encourage the development of teacher leadership and give schools and teachers sufficient policy support. Secondly, the government should set up relevant incentive mechanisms to encourage schools to strengthen the construction of teachers' team and recognize outstanding teacher representatives. Furthermore, the government should work with universities to encourage the integration of leadership education into teacher education and in-service teacher training.

(2) Universities

First of all, universities should actively put forward constructive suggestions for the development of teacher leadership to the government. Secondly, colleges and universities should actively cooperate with primary and secondary schools, deeply understand the real needs of basic education reform, and give professional support and guidance to primary and secondary school teachers. Furthermore, colleges and universities should integrate leadership cultivation into normal courses and in-service teacher training courses, and attach importance to the cultivation and development of teacher leadership in both pre-service and post-service stages.

(3) Public Opinion

The media should give active coverage to schools and outstanding teachers who strive to develop teacher leadership, use public opinion to create a healthy and positive public opinion atmosphere, and popularize the role of teacher leadership in promoting educational change to all sectors of society, while also enhancing confidence for schools and teachers.

(4) 'Project-Based Learning' is an Important Opportunity to Cultivate Teachers' Leadership

Nowadays, although China has not issued a clear incentive policy and incentive mechanism related to the development of teacher leadership, there has been a precious opportunity to develop teacher leadership, that is, the current 'project-based learning' vigorously promoted nationwide. 'Project-based learning model' designs real and challenging problems in the field of school activities, disciplines and interdisciplinary fields, guides and guides students to continue to explore for a period of time, tries to solve problems creatively, and forms relevant project results. Therefore, project-based learning is a fertile soil for cultivating teachers' leadership. Teachers with outstanding professional ability, good interpersonal relationship and experience or interest in project-based learning have more opportunities to exert their teacher leadership and even help cultivate the leadership of other teachers around them.

Shanghai Municipal Education Commission has formulated a three-year action plan for compulsory education project-based learning (2020-2022), focusing on building a project-based learning practice community and forming a hierarchical promotion structure of project-based learning experimental area, seed experimental school and project experimental school. In the process of promoting the three-year action plan, the Shanghai Municipal Education Commission awarded the honors of seed experimental schools and project experimental schools for schools that contribute to the organization of project-based learning, and awarded the honorary title of district-level seed teachers for teachers with outstanding personal performance. Although these honorary titles do not directly point to teacher leadership, they give recognition and encouragement to teachers who truly have teacher leadership in the implementation of compulsory education reform with the help of project-based learning. At the same time, the new curriculum standards of all disciplines in the compulsory education stage advocate the promotion of project-based learning, especially the cooperation of multidisciplinary teachers to carry out interdisciplinary project-based learning. Therefore, the cultivation of teachers' leadership in the basic education stage can take advantage of the 'project-based learning model' which is being vigorously promoted in the compulsory education stage to promote and deepen.

5. Conclusion

Teacher leadership potential is a huge resource for school development and an important force to promote school change [3,7]. However, there are still many school administrators who have not paid enough attention to the development and application of teachers' leadership potential, resulting in a serious waste of human resources and reducing the efficiency of the 'Double Reduction Policy'. Therefore, this paper explores the necessity and path of cultivating teachers' leadership in the basic education stage under the background of the 'Double Reduction Policy', and creatively constructs a system for cultivating teachers' leadership, aiming to give school administrators in the basic education stage more feasible reference and reference, and also try to make up for the missing factors in the existing related research.

'Double Reduction Policy' is a return to education, schools return to the main position of educating people, teachers return to the key subject of teaching [2]. The cultivation and development of teacher leadership in the context of 'Double Reduction Policy' is a resource exploration for the long-term development of the school, making the return of education more simple, reassuring and lasting.

References

- [1] Beachum F, Dentith A M. *Teacher leaders creating cultures of school renewal and transformation*[C]//*The Educational Forum*. Taylor & Francis Group, 2004, 68(3): 276-286.
- [2] Ma K J, Wang G M, Fang F, et al. *Educational philosophy and educational ecological change under the " Double Reduction Policy " policy (written discussion)*[J]. *Journal of Tianjin Normal University (Social Science Edition)*, 2021, (6): 1-14.
- [3] Wang M, Zhu Y X. *Advances and prospects in teacher leadership research*[J]. *Chinese Educational Science*, 2020, 3(4): 130-143.
- [4] Peng Y. *Core elements and promotion paths of teacher leadership*[J]. *Educational Theory and Practice*, 2017, (23): 27-29.
- [5] Bi S N. *Research on the generation mechanism of teacher leadership in primary and secondary schools* [D]. Shanghai: Shanghai Normal University, 2010.
- [6] Chang S S. *From classical system theory to modern system theory*[J]. *Journal of Systems Science*, 2011, (3): 1-4.
- [7] Du F F. *Teacher leadership: An important force in school change*[J]. *Education Development Research*, 2010, (18): 47-51.