

Teaching Quality Improvement in Primary and Secondary Schools under the Perspective of “Double Reduction” in China: A Study on the Application and Effectiveness of the Teacher Rotation Policy

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Abstract: Research in Chinese urban areas, In the meeting of the Twentieth National Congress, the Party Central Committee fully affirmed the achievements of education in China, and put forward new questions and requirements on what kind of education strategy should be implemented and what kind of modernized talents should be cultivated and stocked at the node of time when China enters a new era and is located in the great change that has not been seen for a hundred years in the world. The article takes the practice ecology of primary and secondary school teachers' rotation as the basis for entry, combines the hot issues of the existing system, the definition and application of the law, and the contingent requirements under the policy, and tries to discuss how to ensure the development of high-quality education, and how to provide the support of a balanced and stable nurturing system to analyze the effect of the policy under the background of the policy of “double-decrease”. It provides a hierarchical and diversified coordination mechanism for conflicts and enriches the study of the policy effect of using the rotation system of primary and secondary school teachers to ensure the steady improvement of teaching quality under the background of the “double-reducing” policy, and promotes the fair development of education in China.

Keywords: Teacher Exchange Rotation; Institutional Fitness; Teaching Quality Improvement; Policy Effect Analysis

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1.Introduction

In the meeting of the 20th National Congress, the CPC Central Committee fully affirmed the achievements of education in

China, and at the same time raised new questions about how to adhere to and strengthen the Party's overall leadership of school work, fully implement the Party's education policy, adhere to the direction of socialist running of schools to implement what kind of education strategy, and cultivate what kind of modernized human resources in the stockpile as our country enters into a new era at a time when the world is in the midst of the unprecedented changes of the last hundred years, New requirements (Shaanxi Education, 2022). The report of the Twentieth National Congress has set up the topic of "Developing the country through science and education, and strengthening the talent support for modernization", emphasizing that education, science and technology, and talent are to be discussed and studied separately and in depth. The strength of science and technology, while generating efficient productivity, intuitively affects the people's living standards and sense of well-being, and the modernization of human resources education and cultivation is the subject of the realization of science and education to develop the country.

The system of rotation of teachers in primary and secondary schools is an important institutional guarantee for the "implementation of science and education in the country". In the current and future period, the reform of the institutional mechanism of the primary and secondary school structure is an inevitable trend driven by history. To realize the structural allocation of educational resources, to enhance internal circulation and mobility in the field of education, through the allocation of educational resources for young people to obtain better quality teaching resources during their school years, and for schools to draw on a wider range of efficient teaching experience and administrative experience, and to deploy and combine outstanding teachers in all subjects and at all levels of each school, according to the demand for teaching and learning in the strategic ecosystem of education.

2.The ecological basis for the practice of teacher rotation

Since 1996, the rotation system has been the subject of extensive and in-depth theoretical inquiry and experimentation.2021 In September, Beijing selected Dongcheng District and Miyun District as the pilot districts for the first round of exchanges, to further promote teacher rotation and facilitate regional teacher mobility. The promotion of cadre-teacher rotation on a large scale and in large proportions has become an important initiative to further promote the construction of a high-quality development system for regional education (Yang, 2022). By July 20, 2022, Beijing Daily published a notice from the Beijing Municipal Education Commission on the citywide application of teacher rotation. Currently, the teacher rotation system has been introduced in Shenzhen, background, Changzhou, Shanghai, and Xuzhou, and the system itself contains institutional advantages that have been practically transformed into the effectiveness of education implementation.

2.1 "14th Five-Year Plan" balanced education service system to build policy and ecological foundation

Since the 18th National Congress of the Communist Party of China (CPC), education policies have been introduced and implemented with greater precision, science and efficiency, the essence of which is reflected in the impact of the policies on the implementation of education, and in the timely supplementation of the existing forms, existing problems and the definition of "black and white zones", as well as changes in the framework of the institutional mechanism. For this reason, the "14th Five-Year Plan" emphasizes the importance of equity in education on the basis of the high-quality education proposed at the Fifth Plenary Session of the 19th CPC Central Committee, in order to provide for balanced and stable structural development adjustments at the same time as high-speed, high-efficiency, high-quality educational development. The establishment of the rotation system for primary and secondary school teachers is itself a sign that, as the existing institutional mechanism has been relatively well supplemented, and the policy supplementation has been bottlenecked, in today's situation of great change that has not been seen in a hundred years, it is clear that there is a lag if it remains unchanged, and if many of the main structures are still applied to the concept of education frameworks of the planned economy era (Shaanxi Education, 2022).

However, the system of rotation of primary and secondary school teachers is itself an adjustment of the institutional mechanism based on the fairness and circulation of education as well as the linear development of teaching standards and quality of education. Specifically, firstly, the very choice of schools by students' parents is in choosing quality teachers and a good learning atmosphere. The formation of learning atmosphere can be produced through the cultivation of excellent teachers' teaching experience and teaching methods. Secondly, the advanced educational logic and rich teaching experience of teachers, in teacher rotation, analyze and sort out the main factors affecting the rotation, improve the regulations and

policies, and strengthen the standardization of schools (Chen & Zhang, 2022), which will, as a whole, improve the quality of education and the level of schooling. The teacher rotation system can be integrated with the local education system and education grouping, and the construction of a balanced education service system can be integrated into individual cases by means of specific administrative actions.

2.2 Shanxi has a realistic basis for piloting a rotation system for primary and secondary school teachers

Primary and secondary school teacher rotation system, is a change in the institutional mechanism, the rotation system is in line with the structure of Shanxi form, whether it can operate in Shanxi and play due effectiveness has become the primary issue. Since December 2019, Shanxi released a list of primary and secondary school teachers to reduce the burden (Yang, 2022), integrated planning of teacher teaching management, performance appraisal rules, primary and secondary school teachers seconded to make four major aspects of 21 specific provisions. In July 2021, the “Double Reduction” policy was introduced (Chen & Zhang, 2022), and nine departments, including the Shanxi Provincial Department of Education, responded positively and conscientiously implemented it. In January 2022, the Shanxi Provincial Department of Education issued the Jin Teaching Supervision Letter [2022] No. 1 document (Liu & Xu, 2019), which emphasized that in the situation of solid prevention and control of the epidemic, consolidate the “double reduction” work results, solid out-of-school training and violation of discipline supervision. The implementation of the “double reduction” policy has begun to bear fruit, at the same time, the quality of education in primary and secondary schools and the teaching level of teachers has put forward new requirements. Primary and secondary school teacher rotation system, based on the weak circulation of the original phenomenon of secondment of teachers in Shanxi, will be close to the retirement of less than five years of outstanding teachers, according to a semester or a school year, three school years, cross-discipline, cross-campus, cross-school circulation, so that the supply side of the teacher resources to optimize the integration of the province, thus leading to a point to steadily improve the province, cities and regions of the level of education.

3. “Double-decrease” policy Contingent requirements for elementary school teachers

Contingency mainly refers to the state that things should have or achieve based on their own nature, scope and law. It focuses on the value examination and ideal construction of things on the basis of rational thinking, and has certain value and ideality (Liu & Xu, 2019). This paper defines the contingency of teachers’ teaching as the state that teachers’ educational and teaching activities should have or achieve. Teachers are mentioned as many as 22 times in the 6,000-word text of the “Double Reduction” policy. After classification and organization, the following is a summary of the contingent requirements of the “Double Reduction” on elementary school teachers’ teaching in three aspects.

3.1 Improving the quality of teaching is centered on improving the quality of teachers’ classroom instruction

The Opinions on Further Reducing the Burden of Homework on Students in Compulsory Education and the Burden of Out-of-School Training (hereinafter referred to as “the Opinions”) require that the quality of education and teaching should be vigorously improved, so as to ensure that students can learn enough to do well in school, and that classroom teaching quality should be improved, and that teachers should do their best to teach as much as possible. This indicates that the promotion of the “Double Reduction” policy must be based on improving the quality of teaching in schools, which is the fundamental solution to the problem of excessive homework burden on students and heavy financial burden on parents (Zhang, 2021). Classroom teaching is a process in which teachers lead students from individual to collective experiences based on students’ existing experiences and interests (Ma et al., 2021). Teachers are like the directors of the classroom, playing the role of strategizing and coordinating the system, leading students from the unknown to the known. Therefore, the quality of classroom teaching in school education cannot be improved without high-quality, high-level teachers, and high-quality, high-level teachers are the prerequisite and guarantee for the effective implementation of the “Double Reduction” policy and the improvement of the quality of classroom teaching.

3.2 Spotlight on Student Work Innovation Lets Teachers Be the “Designers” of Student Work

The Opinions put forward requirements such as “incorporating homework design into the teaching and research system, systematically designing basic homework that conforms to the quality orientation of students” and “encouraging the

assignment of graded, flexible and personalized homework”. Assigning homework is an important part of the teaching process. Teachers need to design and assign homework according to the standards of the subjects they teach, the teaching objectives, the objectives of the lesson and the learning situation, and then give timely feedback to the students after corrections and self-reflection and adjustments with the details of the students’ homework. Homework and teaching is the relationship between parts and the whole, homework is an inseparable part of the teacher’s teaching. Therefore, whether it is to improve the quality of homework design or innovative homework design, teachers play a central role.

3.3 Strengthening the demand for after-school services so that teachers are the mainstay of after-school services

The Opinions emphasize the need to vigorously enhance the level of after-school services in schools to meet the diversified development needs of students. Specifically, the Opinions summarize the requirements for after-school services in four areas. First, to ensure after-school service time to meet students’ learning needs. Second, to improve the quality of after-school services to ensure the development level of students. Third, expand after-school service channels and provide colorful activities. Fourth, do a good job in providing free online learning services, promote the sharing of after-school service resources, and ensure the implementation of differentiated after-school services. According to statistics, “at present, after-school services are mainly provided by teachers, with 163,000 teachers participating in after-school services, accounting for 70% of the total number of teachers in the province” (Heilongjiang Provincial Department of Education, 2021). After-school service, as after-school education, is a part of school education, and its essence is to educate people, and educating people is the vocation of teachers. Teachers, as the main force of after-school services, have an unshirkable responsibility to strengthen and optimize after-school services, to meet the diversified development needs of students, and to promote the all-round development of students.

4. Conflicts facing the teacher rotation system

At present, the implementation of the rotation system for primary and secondary school teachers is still characterized by a number of inconsistencies and incompatibilities. And the rotation system itself, as an institutional adjustment, is bound to have certain complexities to overcome. Extracurricular training organizations are places for extracurricular tutoring, with the sole purpose of improving students’ academic performance. International academics often refer to extracurricular tutoring as shadow education, which means a shadow cast by mainstream schooling (Liu & Xu, 2019). Relevant studies have shown that shadow education has a significant effect on the improvement of students’ performance. Based on the data of PISA2012 Shanghai, scholars in China analyzed the impact of shadow education on students’ mathematics achievement using a multilayer linear model. It was found that participation in remedial math classes can bring about significant achievement improvement (Qi et al., 2019). In addition, studies have shown that participation in extracurricular tutoring can effectively reduce the achievement gap due to differences in family socioeconomic status if students of different family socioeconomic status have equal opportunities to participate in extracurricular tutoring, i.e., extracurricular tutoring has an important role to play in promoting equalization of educational outcomes (Xue, 2015). It cannot be denied that the existence of shadow education does benefit some students.

Against the backdrop of the “double-decrease” approach, shadow education has been constrained, and with the lack of remedial work and the loss of “handles” to facilitate the realization of class leapfrogging by students, parents have refocused their attention on mainstream education in schools, and given it a high level of attention and high expectations. The classroom, as the main venue of school education and teaching, is also facing high demands from the outside world. Lv Yugang, the director of the Department of Basic Education, also said that “the Ministry of Education attaches great importance to improving the quality of classroom teaching” (Hu et al., 2015). Teachers are the main body of classroom teaching and are independent individuals. Excessive attention from the outside world will oppress and constrain teachers’ teaching and life, bringing enormous invisible work pressure to teachers, which is not conducive to the improvement of classroom teaching quality and the implementation of the “Double Reduction”. A fourth-grade language teacher said: “After the promulgation of the ‘double-reducing’ policy, ‘I’ often feel exhausted from preparing lessons. In the case of not being able to assign too much homework, ‘I’ have to think more about the allocation of time between classroom teaching and

classroom practice, and strive to let students do some practice in class; in the case of the ‘double-reduced’ requirement for classroom ‘reduction and quality improvement’, I have to think more about the allocation of time between classroom teaching and classroom practice, and strive to let students do some practice in class. ‘, I need to think about how to integrate teaching resources in order to create a high-quality classroom; under the premise of ‘double-reducing’ requires the classroom to change the ‘achievement-only’ evaluation of students, I need to think about how to evaluate students in the classroom and other problems.”

4.1 Conflicts between teachers’ wishes and parents’ concerns and the teacher rotation system

Teacher rotation in primary and secondary schools produces more noticeable changes, which are often less intuitive to students. However, for teachers and parents, there are some concerns about teacher rotation. First of all, teachers in the teacher rotation may face changes in the distance to work, environmental changes and the end of the rotation to return to the original school of a number of problems, weak schools lack of support for the role of rotating teachers in the healthy ecological; the scope of the narrow delimitation led to the unequal distribution of teachers between the regions to aggravate (Yu & Yao, 2022), the participation of teachers in the rotation of the attitude of the negative. If at this time through administrative orders or specific administrative behavior required to participate in the rotation, whether time, space, emotional changes in the teaching of teachers have an impact. Second, from the perspective of parents, some parents believe that a prestigious school is a good teacher, and their children have already been admitted to a “prestigious school (Zhang, 2021)”, and that the implementation of teacher rotation will not be matched with teachers who have poorer teaching experience and teaching standards.

4.2 Teacher rotation system has contradictory legitimacy

Some scholars believe that the subject of administrative implementation is not legitimate. That is, the primary and secondary education rotation system, through specific administrative behavior mode deployment, institutional mechanism structure reform, its nature, the administrative organs of excessive domination and excessive intervention. As the implementation of the policy of the administrative department of education, directly forced primary and secondary school teachers to carry out rotation, its status as the main body of the policy implementation is not legitimate, legitimate policy implementation should be the main body of the school (Zhou, 2015).

Some scholars are of the view that after primary and secondary school teachers enter into an appointment contract with the education administration on an equal and voluntary basis, a legal relationship of appointment with equal attributes is formed between the two parties. Under this legal relationship of equality, there is no legal basis for the administrative department of education to allocate teacher resources through the administratively mandatory method of exchanges and rotations in the area under its jurisdiction (Chen, 2011). Teachers rotating to other schools do not have an actual contractual relationship with the school and are subject to limited control in their own right, but the content of the policy is contrary to existing law. In accordance with article 17 of the Teachers’ Law and the relevant judicial interpretations, teachers are progressively offered contracts of employment with the school. At the same time, according to the Ministry of Education issued “on deepening the implementation of the reform of the personnel system of primary and secondary schools,” the relevant provisions of the school and the teacher based on equal, voluntary relationship, based on two-way choice to sign an employment contract. The teacher rotation system is contrary to the current law.

The author believes that, in addition, in the rotation of teachers not based on the behavior of others infringement, the main body of the lawsuit is not easy to determine. Rotation of teachers during the rotation, and the original school to maintain the contract of employment of teachers, on this basis, if because of the job outside the act in the school to others infringement, according to the civil code “tort liability,” the relevant provisions of the employer to bear no fault alternative liability, in accordance with the employer’s interpretation of the text, the definition of the term with the use of labor and pay remuneration to workers two elements constitute, then in the lawsuit, how to plaintiffs, defendants How to list the problem will need to be defined.

4.3 After-school services overlay, incremental workload for teachers

Since China issued the “Guidance of the General Office of the Ministry of Education on Doing a Good Job in After-school

Services for Primary and Secondary Schools” in 2017, after-school services have gradually become a hotspot of social concern, but after-school services are not formalized in many places due to the lack of financial support and social supervision (Zhang, 2013). The “double-reducing” policy has led to an unprecedented increase in the management of after-school services in primary and secondary schools. According to data from the direct reporting system of the Ministry of Education’s “Double Reduction” work testing platform for basic education, “as of the end of October 2021, 7,486,000 teachers were involved in after-school services, accounting for 89.8% of the number of teachers in these schools” (Han & Guo, 2019), and the widespread participation in after-school services has become a major trend. Universal participation in after-school services has been a major trend. With the rapid advancement of after-school services and the universal participation of teachers, the workload of teachers has become heavier and heavier.

(1) Teachers work long hours. The essence of teachers’ workload is reflected in the allocation of teachers’ time, including both quantitative and qualitative prescriptiveness (Wang & Ning, 2018). The amount of time teachers allocate to various matters is an important indicator reflecting the quantitative characteristics of workload, which belongs to quantitative prescriptiveness. The long working hours of teachers are reflected as the prescriptiveness of the quantity of teachers’ workload. Using data from the China Education Tracking Survey (2014-2015 school year), scholars in China analyzed the current situation of teachers’ workload in China and found that “the total weekly working hours of teachers are relatively long, reaching an average of 48.91 hours, which exceeds the national legal weekly working hours” (Li, 2019). After the promulgation of the “Double Reduction”, Lv Yugang, director of the Department of Basic Education of the Ministry of Education, said that the “5+2” model of after-school services should be effectively implemented, i.e., schools are guaranteed to provide after-school services for five days per week and at least two hours per day (Ministry of Education of the People’s Republic of China, 2021). In addition, in order to strengthen and optimize online services, the Beijing Municipal Commission of Education has stipulated that “starting from the second half of this year, online tutoring by secondary school teachers will cover all junior high school students in the city, and the tutoring time will be from 18:00 to 21:00 from Monday to Friday of each semester (Beijing Municipal Commission of Education, 2021).” As a result, the working hours of teachers have already far exceeded the legal hours stipulated by the state, and the free time available to teachers is not as long as the legal hours. statutory hours, and teachers have less and less discretionary time. A frontline teacher in the interview said, “I don’t know if the children’s burden has been lightened after the promulgation of the ‘Double Reduction’ policy, but the teachers’ burden has not been lightened in the least, and designing homework and preparing lessons consumes more and more of ‘my’ time. Designing assignments and preparing lessons will take up more of my time, and sometimes I have to squeeze in time after work when I can’t finish my tasks.”

(2) Teachers’ workload is heavy. Heavy tasks are reflected in the qualitative prescriptive nature of teachers’ workload, which depends on the content and structure of the time allocated to various things (Wang & Ning, 2018). Related research shows that “teachers spend more time on instructional support, teacher administration, and teacher aids than on classroom instruction” (Li, 2019). This indicates that teachers’ non-teaching tasks are too complicated and their workload is too heavy. The “Double Reduction” policy requires that teachers, in addition to tutoring students’ homework in after-school services, should also expand the learning space for students who have the ability to learn and carry out colorful quality development activities. The addition of the tasks of helping students to answer questions and solve problems and carrying out quality development activities on top of the heavy workload in the past has further increased the workload of teachers. A second-grade math teacher said, “‘Double Reduction’ policy was promulgated, ‘we’ do not require homework in second grade, the first grade to develop the habit of going home to do homework on all break, a part of the parents showed obvious anxiety, ‘I’ have to do homework, ‘I’ have to do homework, ‘I’ have to do homework, ‘I’ have to do homework. ‘I’ have to spend a very large amount of energy to calm parents and channel their emotions, which adds a lot of extra burden to ‘my’ work.”

5. Problem-solving and coordination of the rotation system

The main contradictions in the application of the teacher rotation system in Shanxi include, firstly, the unfamiliarity and concern of parents and teachers about the system. Secondly, parts of the policy are in conflict with existing laws, and no new legal provisions or judicial interpretations have been issued to supplement them. Third, the seriousness of the epidemic

prevention situation conflicts with the mobility of personnel brought about by the rotation system. The above problems play a decisive role in determining whether the rotation system for primary and secondary school teachers can be applied in Shanxi. Solving the problems, resolving the conflicts, and coordinating the balance between the two sides are the key links and important means of implementing the teacher rotation system in Shanxi.

5.1 Parents and teachers have a skewed perception of the system itself

Teacher rotation system, by no means unconditional, no rules, no order of application (Li, 2022). Specifically, first, primary and secondary school teacher rotation landing should be gradual and orderly through the pilot mode, in the initial scope, mainly the municipal level of the district, and has a more complete and complete education grouping ecology, from the cross-subjects to cross-school districts, and then cross-schools of the steady development. The reason is: into a systematic education group type flow, flow range span controllable, and has a good infrastructure, can be in primary and secondary education before the rotation, carry on the perfect preparation for the specific implementation of the system to lay the foundation. Secondly, it is not just a matter of transferring quality teacher resources, but deploying them in accordance with the teaching needs of different schools, for example, some schools have teaching needs for teachers suitable for doing examination paper work and homework layout work. Third, the performance appraisal of teacher rotation can become an important basis for teacher title evaluation and cadre promotion (Ministry of Education, 2003). Incompetent teachers will be penalized accordingly, such as having their salaries reduced and not being allowed to participate in the evaluation for one year. Institutionally, some teachers are worried about their future “development”.

5.2 The teacher rotation system itself may be partially based on the application of the relevant legal provisions on labor dispatch.

The teacher rotation system is similar to the labor dispatch system (Ma et al., 2021) in terms of the structure of the teacher's belonging, in that the teacher's salary is paid to the teacher by the original organization and the teacher's teaching plan and tasks are set by the school where the teacher is rotated. That is, the dispatched workers are also not required to sign an employment contract with the party accepting the dispatch. In this part, the teacher rotation system can refer to this legal provision of labor dispatch. The reasons for the trial are: firstly, law is not something to be memorized (Nan & Lu, 2017) and civil law applies to equal subjects, which is not the same as the criminal law of criminalization. Second, the education law, the teachers law is not a prohibitive provision of the rotation system, in the teachers law, article 17 requirements for gradual improvement, also does not contain inevitable, should be moral auxiliary verb, should not be overly narrowed interpretation, easy to be judged by whether to violate. Third, the law has a lagging effect, especially in our country at the historical juncture of the new era, the development has been greatly enhanced, new things are changing and coming into being more rapidly, and the law cannot be improved in time.

5.3 Building a diversified teacher rotation system in the form of epidemic prevention and control problem-solving mechanisms

The mobility generated by the rotation system for primary and secondary school teachers is not an A vs. non-A dichotomy in terms of prevention and control of the current epidemic (Kong, 2022). As discussed in the first section of this chapter, the rotational system was not a one-time, full-scale implementation, but rather a gradual expansion through pilot scoping. In conjunction with the current epidemic situation in Shanxi, the spatial mobility of the system is strictly limited.

A hierarchical and structured approach to epidemic prevention and control should be established for teachers' access to schools. For example, the division of three levels of entry and exit detection methods, first, for the flow across grades and disciplines within the school only, applying the Shanxi Provincial Epidemic Prevention and Control Center and the Municipal Health Commission and the school on the entry and exit of teachers on the prevention and control requirements. Second, for movement between school districts, including teachers who are located in the same jurisdiction or across the district's place of domicile, the domicile registration of rotating teachers is filed with the school review and teacher reporting adjustments with the district at risk in the space where they are located on that day. Finally, for municipalities spanning closer districts, such as Xiaodian District in Taiyuan City and Yuzi District in Jinzhong City, in addition to the implementation of the basic measures described above, there should be a provision for nucleic acid entry into the school that is equal to, or stricter than,

the outbreak's prevention and control.

As far as the teaching of courses is concerned, the principle should be offline, but as the epidemic affects, the possibility of force majeure or change of circumstances increases, and classes can be organized first. At the same time, because of their convenience and dissemination, online classes can be held on a regular basis at joint teaching and discussion meetings with multiple schools, and high-quality, essential courses can be produced as open classes, to be carried out selectively by each school in accordance with its educational plan.

Conclusion

In summary, Shanxi Province has preliminary conditions for the application of the basic conditions of the rotation system for primary and secondary school teachers. At the same time, from an objective point of view, the reform of the personnel system is by no means a quick fix, and should be implemented in the system to grasp the flexibility and stability of the system at the same time, in order to localize the whole, in order to promote the reform on a pilot basis.

For the primary and secondary school teacher rotation system itself, the majority of teachers should be determined to educate people in the first place, from the perspective of education is the country's great to see the problem, dedicated to educate people, so that the primary and secondary school teacher rotation system better in Shanxi to be landed, rooted and sprouted. For more children to receive quality education in a fair manner, to promote the "science and education strategy", to speed up the completion of a modernized education power and unremitting efforts.

Commentary

- (1) The main structures here are, for example: 1. Teachers are subject to school allocation rather than to educational needs. 2. Issues such as the payment of salaries, appraisals, and the main body of appointment of teachers.
- (2) Jinjiaoji [2019] No. 12 "Implementation Program for Reducing Burden on Primary and Secondary School Students in Shanxi Province"
- (3) Shanxi Provincial Department of Education on the transmittal of the "General Office of the Ministry of Education on conscientiously doing a good job during the winter vacation "double reduction" work notice" notice
- (4) Teacher rotation is more common in elementary and secondary schools, and the teacher rotation system does not rotate in the middle of the sophomore and junior years of high school.
- (5) We do not distinguish between prestigious and non-prestigious schools in primary and secondary education.
- (6) Labor dispatch refers to a new form of employment in which a labor dispatch unit establishes a labor relationship with a dispatched worker and dispatches the worker to the employing unit, where the dispatched worker engages in labor under the direction and supervision of the employing unit.

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