

# Personalized After-School Extended Hours Services for Holistic Development of Students in Primary and Secondary Schools

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**Abstract:** *As the economy develops and society changes, people's demands for education continue to rise. The road to the comprehensive construction of a modern socialist country requires the establishment of a good foundation for basic education, and the personalized after-school extended hours service in primary and secondary schools promotes the development of students' aesthetic education, enriches the aesthetic education curriculum in schools at the compulsory education stage, promotes the all-round development of students in basic education, facilitates the construction of a modernized and educationally powerful country, and safeguards the source of talents for the modernized country.*

**Keywords:** *personalized after-school extended service; aesthetic education; basic education; education modernization; talent cultivation*

## 1. Introduction

March 18, 2019, as mentioned in a symposium for teachers of ideological and political theory in schools: "To implement the Party's education policy in the new era, it is necessary to adhere to the guiding position of Marxism. Implementing the ideology of socialism with Chinese characteristics in the new era involves a socialist approach to school management. It also includes the fundamental task of fostering morality and educating individuals. This approach adheres to the principle that education serves the people under the leadership of the Chinese Communist Party, aiming at the consolidation and development of the socialist system with Chinese characteristics, along with promoting reforms, opening up, and socialist modernization. By integrating productive labor and social practice, we aim to accelerate the modernization of education, build a strong, education-oriented country that meets the needs of our people, and strive to cultivate new individuals of the era who will undertake the great responsibility of national rejuvenation. We aim to develop socialist builders and successors who are well-rounded in morality, intelligence, physical fitness, and aesthetics.<sup>[1]</sup> "Education is the foundation of the country and the basis of the nation, and the foundation of education is the primary and secondary school stages. Only by doing a good job of basic education can we ensure the sustainable development of talent training and guarantee a source of talent for the country. However, as society changes and the economy advances, basic education also needs to change to meet the current situation of contemporary society, to meet "people's growing need for a better life" and to realize the need to enable children to "go to school well" and to promote the all-round development of students in the basic education stage through "going to school well". By doing so, it promotes the all-round development of students in the basic education stage in terms of morality, intelligence, physical fitness, aesthetics and labor. In July 2021, 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 Homework for Students in Compulsory Education and the Burden of Out-of-School Training (hereinafter referred to as the "Opinions"), which put forward the goal of reducing the burden of homework and the burden of out-of-school training (hereinafter referred to as the "Double Reduction") on students in the compulsory education stage. The Opinions clearly puts forward the governance of off-campus training institutions, realizing "students' burden reduction" and "parents' burden reduction", and creating a good educational ecological environment<sup>[2]</sup>. The "Double Reduction" policy in primary education gives students more time to explore after class. However, any decision to promote development must consider conflicting factors. Many dual-income families face commuting time conflicts under the "Double Reduction" policy. To address this issue, personalized after-school extended-hours services for

primary and secondary school students should be established. Many dual-income families have expressed conflicts with their commute to work under the "Double Reduction" policy, and we need to find ways to solve the problem, which has given rise to "personalized after-school extended hours service" for primary and secondary school students.

## **2. Current development of personalized after-school extended hours services for primary and secondary schools**

Classes are generally held from 4:30 to 6:00 p.m., so the personalized after-school extension starting at 4:30 p.m. is also known as a "430 class." Personalized after-school extended hours service means that after school on the school day, students can choose aesthetic classes for personalized care during this time period according to their own interests, while the end of the class is properly timed to coincide with the normal closing time of the local office. With the development of the economy and social changes, people's economic and living standards are also rising. With the introduction of the "double reduction" policy, the after-school hours for primary and secondary school students have been extended, which means that primary and secondary school students have more time for self-directed and extra-curricular learning. However, at the same time, primary and secondary school students are still minors, and their self-directed and extracurricular learning time often needs to be linked to their parents' time, thus giving rise to personalized after-school extended hours services at primary and secondary school levels.

### ***2.1. Advantages of personalized after-school extended hours service in primary and secondary schools***

The report of the 19th Party Congress proposes that "efforts be made so that every child can enjoy a fair and quality education". From basic balance to quality balance, from equity in educational opportunities to the pursuit of quality educational equity, constitute the main theme of China's basic education in the new era, and together they point to the proper meaning of education: focusing on the all-round development of human beings, so that every child has the opportunity to excel in life<sup>[3]</sup>. In the course of building a modern socialist country in a comprehensive manner, quality education meets the needs of the present age to promote the all-round development of primary and secondary school students in terms of morality, intelligence, physicality, aesthetics and aesthetics. The personalized after-school extended hours service teaches interest-based aesthetic education courses at specific time slots after school, alleviating the pressure on schools to complete the state-mandated curriculum with high quality while responding to the state's call to arrange adequate and quality aesthetic education courses within the limited curriculum. Secondly, personalized after-school extended hours services are provided in primary and secondary schools, so that primary and secondary students can go to the designated classrooms or venues in the schools directly after classes, thus safeguarding the personal safety of students, eliminating the need for parents to pick up and drop off their children, saving commuting time, and achieving "seamless connection" between school drop-off and "interest classes". Seamless connection between school drop-off and "interest classes" is realized. Furthermore, the school carries out personalized after-school extended hours services with social supervision from relevant departments in policy and economic support. The sponsorship covers the curriculum costs for students to participate in personalized after-school extended hours services, ensuring transparency and reducing economic pressure on parents. This allows children from ordinary families to have access to arts education through personalized after-school programs, breaking the stereotype that "arts education is expensive" and promoting educational equity. This breaks the stereotype of "learning art" as "expensive" and promotes the realization of educational equity.

### ***2.2. Challenges faced by personalized after-school extended hours services in primary and secondary schools***

Aesthetic education is a higher-level need to meet people's new expectations for a better life. Human needs are constantly changing and developing. Marx stated, "Because of the law of development of human nature, once a certain range of needs is satisfied, new needs are strayed from and created." Human needs are always connected with certain socio-economic conditions, the state of social interaction. Nowadays, with the improvement of people's living standards, spiritual fulfillment is gradually elevated to an increasingly important position. Curriculum programs, while rich, were mostly handled by school teachers in the early days of the start of extended education. Under the

"double-decrease" policy, primary and secondary school students have less time to organize their school curriculum. Schools have to complete the national curriculum and also provide a wealth of interest and aesthetic education courses within the limited curriculum time, which undoubtedly brings great pressure on schools and teachers. Second, the personalized after-school extension service option is based on the voluntary nature of parents and children, and the ultimate decision of whether to enroll or not rests more on the support of parents and students. Primary and secondary schools are the main battlefield of the nine-year compulsory education, and the focus of teaching has always been on the teaching of subjects such as language, mathematics and foreign languages, and the proportion of lesson time for art, music and physical education has always been less than that of the main subjects, so many parents in this case mostly maintain the concept of "the main subjects are the most important", and even if there are a lot of rich art courses, they will choose courses related to the main subjects because of the concept of "the main subjects are the most important". Even though there are a lot of arts programs available, they will choose programs related to the main subjects because of the concept of "main subjects first". One of the key points in facilitating personalized extended after-school programs is how to break down parents' ideas about the important tiers of main subject programs and arts programs.

The practical need for "third-party" educational institutions to enter schools and organize personalized after-school extended hours programmes for primary and secondary schools

The organization of personalized after-school extended hours services by "third-party" educational institutions returns the after-school hours to school teachers, alleviating the pressure on school teachers while allowing them to focus more on basic cultural education. Therefore, it is necessary for schools to cooperate with social organizations, and for social organizations to enter schools as a "third party" to organize and conduct personalized after-school extended hours programmes after school hours, and this can promote a win-win situation for social organizations, schools, students and parents.

### ***2.3. Enriching the content of professional and personalized after-school extended hours programs***

A personalized after-school extension program encompasses a very wide range of courses which, if left to the schools, would be greatly reduced due to limitations on the specialization of the courses. Although hosting speeches, recitations and other activity programs are often found at the primary and secondary levels, if professional broadcasting and hosting courses are required, the teaching teachers also need to master professional knowledge such as vocal skills, spitting and homing, etc. While the ordinary language teachers in schools may seem to have some connection with the course, the degree of professionalism is not fully competent. In addition, the same subject can often be subdivided into a number of specific courses, for example, dance subjects can be subdivided into street dance, classical dance, Latin dance and so on; Sports subjects can be subdivided into soccer, basketball, rope skipping, etc.; English subjects can be subdivided into natural spelling, English speech ..... According to the Opinions on the Formulation of Staffing Standards for Primary and Secondary Schools published by the Central Editorial Office, the Ministry of Education and the Ministry of Finance on October 11, 2001, the minimum staff-to-student ratio is 1:19, and the existing number of teachers in the school is unable to cope with the number of a number of aesthetic education courses being conducted at the same time. Introducing "third-party" educational institutions to organize teaching, which, as social educational institutions with rich teaching resources for after-school education courses, can accurately locate teachers to be recruited by identifying specific courses, and meet the professionalism while adapting to different courses subdivided under multiple similar subjects, solving the problems of high demand for teachers in personalized after-school extended hours service and optimizing the professionalism of the aesthetic education courses in extended hours education, providing sufficient teacher guarantee for students and schools. It solves the problems of high demand for teachers in personalized after-school extended hours service and optimizes the professionalism of the aesthetic education courses in extended hours education, provides sufficient guarantee for teachers for students and schools, and helps to realize the professionalism and richness of after-school extended hours service.

### ***2.4. Development of a complete and standardized personalized after-school extended hours service***

Based on the constraints of space and the requirements of many types and richness of courses, the personalized after-school extension service is generally carried out on the principle of not repeating the same thing every day and once a week, and the length of the service is generally from one hour to one and a half hours. The principle of "no overlap" scheduling also gives children more space to choose, to a

certain extent, to avoid the overlap of the time of the courses in which the children are interested in, and the conditions allow the children can even be divided into five days a week in five different categories of courses. However, this also brings about a range of challenges, including a large number of courses and difficulties in scheduling. Students in different programs are different and come from different classes across the school, making it difficult to manage, etc. The increase in the number of students participating in the personalized after-school extension service also means that more manpower is needed for the maintenance and management of student safety. If the responsibility is left entirely to the school, it will undoubtedly lengthen the working hours of the school teachers, and there will be a shortage of manpower for too many classes. Third-party organizations can provide sufficient manpower to provide specialized training in the management of personalized after-school extended hours services to ensure that scheduling is conducted in an orderly manner while also arranging for sufficient personnel to maintain student safety. Secondly, personalized after-school extended hours service has its own special characteristics, and because the course is held once a week, it is necessary for teachers or course maintenance staff to do a good job in the after-school service of the corresponding courses, and maintain a good relationship between home and school, which is also an important condition for the long-term development of the after-school extended hours education program. And after-school services happen all the time and involve after-hours, blurring the time between life and work from time to time. Turning over to a third-party organization specializing in after-school services can ensure immediacy.

### **3. Value Implications of Personalized After-school Extended Hours Services for Primary and Secondary Schools in the Comprehensive Construction of a Modern Socialist Country**

At the present time, we need to modernize education with a view to achieving universal access to quality pre-school education and achieving quality and balanced compulsory education. Personalized after-school extension services for primary and secondary schools expose children to a wider variety of courses after school, ranging from piano, chess, calligraphy and painting to various kinds of ball games, and from hosting speeches to various kinds of hands-on creative courses, thus contributing to the realization and development of a higher-quality compulsory education, and enriching the way in which students are trained in compulsory education. Talent cultivation needs high-quality education content, education form, and high-quality education under the method of talent cultivation is equally important, high-quality education and talent cultivation complement each other, mutual achievement.

#### ***3.1. Personalized after-school extended hours service for primary and secondary schools to help cultivate talents***

Personalized after-school extended hours service is an important path to promote the comprehensive development of students at the basic education stage. It focuses on rich aesthetic education courses, and through exposure to rich aesthetic education courses at an early age, it explores the talents of students at the basic education stage, helps primary and secondary school students to find out their own interests, and promotes comprehensive development of students at the basic education stage while also promoting the personalized development of students. Fostering personalized students helps to build the foundation for all sectors of our country, not only in promoting the modernization of our education, but also in helping to achieve the overall modernization of our country. For example, personalized after-school extended hours service to carry out a number of sports courses, including soccer. In basic education, soccer courses should be implemented with a voluntary enrollment mechanism, allowing students to participate in the course voluntarily. This approach will bring children who are interested in soccer together and foster their love for the sport despite any obstacles they may face. By nurturing children's passion for soccer, it indirectly promotes the development of soccer in China. Additionally, personalized after-school extended services should be provided to meet the high professional requirements of teachers involved in relevant courses. With professional teachers delivering targeted and effective training, our country can cultivate a strong foundation of talent for soccer.

#### ***3.2. Social significance of personalized after-school extended hours services for primary and secondary schools***

As China enters a new era of socialism with Chinese characteristics, the main social contradiction has been transformed into the contradiction between the people's growing needs for a better life and unbalanced and inadequate development. Endeavoring to let every child enjoy fair and quality

education' is one of the ways to solve the main social contradictions from the dimension of education."Personalized after-school extended hours service, as a strategy to solve the problem of conflict between students leaving school early and parents leaving work late after the "double reduction" policy, has generated a large number of job demands. The first and most important is the teaching position. Through the personalized after-school extended hours service, those who meet the teacher qualification requirements and teaching requirements have the opportunity to enter the school to teach, providing more employment options for people in many related professions. Due to the specificity of the timing of the personalized after-school extension service for primary and secondary schools, the daily program from 4:30 p.m. to 6:00 p.m. is short and starts close to the end of the day, which makes it a good side hustle option for many time-permitting professionals. At the same time, personalized after-school extended services also requires a large number of auxiliary teaching and of student safety maintenance positions. Most of these positions do not involve direct curriculum teaching and do not require relevant curriculum expertise. They provide more job opportunities for low-educated individuals in the community, promoting their employment and addressing key social contradictions. As the course is conducted for only one or two hours a day, many stay-at-home moms and housewives, even if they choose to take up this job, have the advantage of the short time frame to balance their main tasks of working and taking care of their families very well.

#### 4. Conclusions

Although the personalized after-school extension service was born from the "double-decrease" policy, in the course of its development in recent years, it has shown its unique advantages and vitality in carrying out the aesthetic education curriculum, promoting the all-round development of students' morality, intelligence, physicality, aesthetics and aesthetics, as well as the personalized development of the road. At the same time, after-school extended hours services are also facing many challenges. Whether it is the improvement of the overall system or the study of curriculum content and teaching methods, they are important aspects of the development of primary and secondary school after-school extended hours services. To solve these difficulties and challenges in their development, cooperation among multiple parties is needed. The personalized after-school extended time program focuses on students in basic education in compulsory education, and the vigorous development of after-school extended time education will promote the process of comprehensively building socialist modernization in China, and cultivate basic education talents and accumulate a large amount of basic strength for the realization of educational modernization in China.

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