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A Study in Teachers' Professional Mindset and Work Enthusiasm After the Implementation of The "Double Reduction" Policy---Take Shanghai as an Example

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Abstract

This qualitative study investigates the professional mindset of primary school teachers in first-tier cities, with a focus on the city of Shanghai, following the implementation of the "double reduction" policy. This policy aims to alleviate the homework and extracurricular training burden on students in compulsory education. Through interviews with three primary school teachers representing different schools, subjects, and grades, this paper explores their work experiences and emotional responses in the wake of the policy changes. It also assesses the impact of these changes on their professional mindset and work enthusiasm. The findings indicate that the "double reduction" policy has led to increased workloads and pressures for teachers, subsequently affecting their job satisfaction and overall performance. The paper suggests potential strategies to enhance the professional mindset and development of teachers, including the provision of increased support, constructive feedback, and training opportunities. Furthermore, the study outlines the limitations of its findings and discusses their implications for the future research and practice of basic education in China.

Keywords: double reduction policy; primary school teachers; professional mindset; qualitative research; ethnology