

Under the Horizon of Double Reduction: A Study on Kindergarten-to-Primary School Transition in Fuzhou

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Abstract: This study focuses on the educational environment under the background of the "double reduction", and deeply analyzes the practical landscape of early childhood transition work in Fuzhou city. The study used a combination of questionnaire surveys and field observations to conduct a systematic survey of teachers and parents in multiple kindergartens and primary schools in Fuzhou. Research has found that there are prominent problems in the current transition between primary and secondary education, such as curriculum gaps and ineffective collaboration between families and schools. Based on this, optimization plans are proposed from three dimensions: institutional design, school practice, and family education guidance, including improving the specialized institutional system, constructing an integrated curriculum framework, and strengthening parental education guidance. At the same time, actively drawing on the cutting-edge experience of international early childhood education and combining it with local realities for adaptive innovation, aiming to provide theoretical support and practical paradigms for improving the quality of early childhood education in Fuzhou, and help children achieve a smooth transition from kindergarten to primary school.

Keywords: Double Reduction; Transition from Kindergarten to Primary School; Current Situation Research; Optimization Strategy

1. Introduction

In the context of deepening reforms in the education sector, the 'double reduction' policy has been comprehensively implemented in recent years, aiming to effectively reduce the excessive in-school academic burden and off-campus tutoring pressure on students in the

compulsory education stage [1]. Fujian Province has consistently been at the forefront of educational reforms. As early as 2021, it took the lead in issuing the Implementation Plan for the Critical Action on Promoting Scientific Transition Between Kindergartens and Primary Schools, which clearly mapped out eight major reform measures to effectively promote the steady development of kindergarten-primary school transition in a scientific manner. Fuzhou, the provincial capital, actively responded to the provincial call by leading 10 experimental zones including Jin'an District and 66 pilot schools (kindergartens) in initiating practical explorations. For example, Jin'an Rongbo Primary School creatively adopted a "gamified classroom + environmental optimization" model, successfully establishing an efficient and stable communication bridge between kindergartens and primary schools while accumulating abundant valuable experience in kindergarten-primary school transition.

Against the backdrop of the 'double reduction' policy, this study closely examines the practical implementation of kindergarten-primary school transition in Fuzhou. Through rigorous and solid empirical research and in-depth analysis, it has further enriched the theoretical framework of localized kindergarten-primary school transition studies, opened up new perspectives for subsequent related research, and provided reliable empirical evidence - all of which play a significant positive role in promoting the sustainable development of theoretical research in this field. Furthermore, the findings of this study offer practical and targeted recommendations to Fuzhou's education decision-making departments, assisting them in formulating more scientific and reasonable kindergarten-primary school transition policies and measures. By optimizing the allocation of educational resources and enhancing the quality and effectiveness of transition efforts,

these recommendations contribute to creating a favorable educational environment for children's healthy development.

2. Literature Review

2.1 Domestic Research Status

From the perspective of kindergarten education, some studies indicate that current kindergarten-primary school transition efforts overly emphasize academic knowledge transfer while paying insufficient attention to children's developmental needs in non-cognitive domains such as emotions and social adaptation. Meanwhile, home-school cooperation has yet to establish efficient communication and collaboration mechanisms in practice. At the primary education level, the kindergarten-primary school transition mechanism still needs further improvement, with teachers demonstrating varying degrees of emphasis on transition work and failing to fully consider children's individual differences and unique learning characteristics during instruction. At the family level, parents exhibit deviations in educational concepts and methods during the transition process, such as excessive anxiety and rashly enrolling children in tutoring classes, which have adverse impacts on children's holistic development.

2.2 International Experience and Lessons

Japan has established a systematic and comprehensive kindergarten-primary school transition system covering multiple dimensions such as curriculum, teaching staff, and management, providing a solid foundation for children's smooth transition. The UK's multi-age education model focuses on promoting mixed-age learning and interactive communication among children of different age groups, effectively cultivating their social skills and sense of cooperation [2]. France implements a 'phased learning integration strategy' to organically merge kindergarten and primary school educational content, providing children with a coherent and consistent learning experience [3]. These international experiences offer references and inspiration for Fuzhou to optimize its kindergarten-primary school transition practices.

3. Research Methodology

3.1 Research Design

This study employs a mixed-methods approach combining questionnaire surveys and interviews. Scientifically designed questionnaires were utilized to collect data from teachers in multiple kindergartens and primary schools across Fuzhou. Meanwhile, in-depth interviews were conducted with representative parent groups to comprehensively understand the current status of kindergarten-primary school transition and stakeholders' perspectives and demands from multiple dimensions. Survey data were collected from September 2023 to January 2024, with 800 questionnaires distributed and 780 valid responses received, achieving a 97.5% valid response rate.

3.2 Data Collection and Analysis

Quantitative data collected through questionnaires were analyzed in depth using SPSS 20.0 statistical software. Combined with on-site observations, the study focused on the transition practices of pilot schools (kindergartens) such as Jin'an Rongbo Primary School in curriculum design, environmental creation, and teacher training to ensure the comprehensiveness and accuracy of research results.

4. Research Results

4.1 Current Situation Analysis

4.1.1 Challenges in kindergarten-primary school curriculum transition

In terms of curriculum content, there exists a phenomenon of both knowledge duplication and critical content gaps between kindergartens and primary schools. Some knowledge areas are covered in both kindergarten and lower primary grades, yet lack progression in depth and breadth. Conversely, critical skill and habit development essential for children's learning are absent during the transition phase, often causing obstacles in their learning continuity. Regarding educational subject alignment, kindergartens frequently practice precocious teaching. For example, survey data reveal that while the Ministry of Education specifies a literacy target of 100-150 characters for senior kindergarten children, 35% of kindergartens taught over 300 characters. Mathematics

curricula also exceeded children's cognitive levels, and only 25% of teachers received systematic kindergarten-primary school transition training [4]. At the primary school level, 20% of schools have established adaptive courses for school entry, yet these courses remain overly simplistic in content and format. Forty percent of teachers reported that textbook starting points were too advanced, while 15% of primary schools had ineffective regular communication mechanisms with kindergartens.

4.1.2 Superficial home-school cooperation

Although both schools and families recognize the significance of home-school cooperation in kindergarten-primary school transition, parental participation remains generally low in practice. Most parents only engage in superficial communication and coordination, lacking the awareness and capability for deep involvement in the educational process. Concurrently, teachers demonstrate insufficient guidance in helping parents integrate family education resources and apply scientific educational methods, failing to fully leverage the collaborative advantages of home-school partnerships. Research data indicate that 65% of parents equate kindergarten-primary school transition simply with knowledge indoctrination [5]. Seventy percent of parents exhibit educational anxiety, which to some extent exacerbates the irregular practice of subject-based training by social institutions. According to Fuzhou Municipal Education Bureau's 2023 special inspection report, 20% of institutions evaded supervision through tactics such as rebranding.

4.1.3 Effects of the "double reduction" policy

Following the implementation of the "double reduction" policy, the off-campus training market has been effectively regulated and cooled down, with significant reductions in children's participation duration and intensity. However, this has also imposed greater pressure on in-school kindergarten-primary school transition efforts, requiring schools to better assume the responsibility of children's educational transition under limited time and resources. Additionally, policy implementation varied across regions [6]. For instance, pilot schools in urban Fuzhou, such as Rongbo Primary School, have achieved a profound transformation from instructional language to teaching models, while county-level primary

schools still adopt the practice of immediately commencing formal classes upon school opening, resulting in serious deficiencies in school adaptation education.

4.2 Problem Analysis

4.2.1 Deviation in policy implementation

During the implementation of the "Double Reduction" policy, some regions and schools have not thoroughly understood the policies regarding the transition from kindergarten to primary school and have insufficiently enforced them. As a result, some policy measures that are beneficial for the kindergarten - primary school transition have not been effectively implemented.

4.2.2 Limitations of the evaluation system

The current education evaluation system focuses too much on academic results and ignores children's overall development in emotions, social skills, and learning interest. This hinders the smooth transition from kindergarten to primary school. The weak support for adapting to school life in primary schools has two main causes. First, primary schools don't pay enough attention to the kindergarten - to - primary school transition and lack systematic and well - organized courses to help children adapt. Second, primary school teachers have limited understanding of young children's physical and mental development, and the communication between primary schools and kindergartens isn't effective enough.

4.2.3 Shortcomings in teacher professional development

The kindergarten-to-primary-school transition demands higher teacher professionalism, yet the current professional training system for this transition is still not well-established. Teachers have few training opportunities in cross-stage teaching and child psychological development, which affects the transition quality. Parents' education anxiety stems from various factors like fierce social competition, uneven distribution of educational resources, and excessively high expectations for their children. This anxiety not only harms parents themselves but also gets passed on to children, causing them to face excessive academic pressure and even develop aversion to learning. The regulation of after-school training still needs to be strengthened. Due to insufficient regulatory efforts, imperfect laws and

regulations, and the difficulty of meeting parents' diverse demands, some institutions can avoid supervision, and legitimate institutions find it hard to fully satisfy parents' various needs.

5. Discussion and Suggestions

5.1 Optimization Path

5.1.1 Policy improvement and assurance

Relevant departments should improve policies for kindergarten-to-primary - school transition, clarify roles and responsibilities of kindergartens, primary schools, and families, and enhance policy operability and guidance. Additionally, they should establish dynamic monitoring mechanisms to regularly assess and provide feedback on the transition work, identify issues in a timely manner, and adjust policies to ensure the smooth progress of the kindergarten-to-primary-school transition [7]. Relevant departments need to improve the policy and legal framework, like creating Fuzhou-Kindergarten-Primary School Transition Implementation Measures, clarifying kindergartens' and primary schools' responsibilities in curriculum, teaching methods, and teacher training. Also, build cross-departmental data - sharing platforms, conduct spot checks, implement dynamic reward and exit mechanisms, increase resource investment, and set up special funds for course development and teacher training in this transition [8].

5.1.2 Innovative school education practices

Encourage schools to develop integrated curricula, breaking down barriers between kindergarten and primary school courses for organic and progressive content. Promote joint research activities between kindergarten and primary school teachers to explore effective transition strategies, enhancing their professionalism. Kindergartens should promote the "Life Natural Curriculum," strengthen supervision to prevent "primary school - like" tendencies, and primary schools could extend the adaptation period and develop "subject- integrated game packs." Establish cross-stage research communities, include transition work in teacher title reviews, and strengthen environmental connection and resource sharing.

5.1.3 Strengthening family education guidance

Through multiple approaches such as

establishing parent schools and organizing parent workshops, education guidance for parents will be enhanced to help them foster correct educational concepts and master scientific teaching methods. A home-school co-education platform will be constructed to promote close communication and collaboration between parents and teachers, creating a strong educational synergy to jointly support children's healthy development. For example, a "transition-focused parent school" will be established, referencing the "small community" home-school interaction model of Jinjiang No.6 Experimental Primary School to organize case studies and expert lectures to correct parental cognitive biases. A "family transition task list" will be developed and integrated into the school's assessment system to encourage parental engagement. Collaborating with media outlets, science popularization columns will be launched, featuring "model transition families" in public welfare campaigns to alleviate parental educational anxiety. Efforts will also be made to strengthen the regulation of off-campus training, meet reasonable parental demands, and explore a "home-school-community" co-education mechanism for regulatory participation [9].

5.2 Localization of International Experiences

Learn from Japan's "childcare -kindergarten - primary school" integration design, optimize Fuzhou's transition course structure, unify course resources, and jointly train teachers. Form an expert guidance team for scientific support and dynamic management, and assess pilot schools regularly for a virtuous transition ecology.

6. Conclusion

Through in-depth investigation and analysis of the current state of kindergarten-primary school transition in Fuzhou under the "double reduction" policy, this study has revealed a series of challenges in current transition efforts and proposed targeted optimization strategies from multiple dimensions including policy, schools, and families. The research highlights the critical role of multi-stakeholder collaboration among schools, families, and society in facilitating smooth transitions, providing both theoretical and practical

references for promoting children's successful progression to primary school. Looking ahead, continuous attention should be paid to policy optimization and implementation, while strengthening cooperation among all parties to collectively advance Fuzhou's kindergarten-primary school transition work into a new phase of high-quality development.

Acknowledgments

Fujian Provincial Education Science "14th Five-Year" Plan 2021 Special Project "Investigation and Research on the Present Situation of Kindergarten-Primary School Connection in Fuzhou City under the Background of Double Reduction" (Fjjgzx21-132).

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