

Appendix 8

China partner proposed project details

**UK - China Research and Materials
Development Awards**

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The text provided below has been created by the relevant China partners to highlight their needs, from their perspective, with limited input by the British Council. The content below provides a proposed project context, content and desired outcomes that have been outlined by the China partner based on their specific contextual knowledge and highlights the resources that they can also offer to support the project.

Applications made by the UK partner should take this context into account and highlight how they can best support these needs, facilitating the creation of provincial and/or national impact.

1. Research into Core Curriculum Design of Postgraduate Core Courses for Prospective English Teachers in Southwest China

Award Type: EMaDA

China Partner: Dali University

RESEARCH FOCUS

- **Objectives of the project:**

In primary partnership with Dali University, Yunnan, this project aims to sample current English Education postgraduate curricula in SW China universities¹ for prospective English teachers against their real needs in the field, and through this to research, design and pilot a new core postgraduate module(s)² that supplements or replaces³ current core offerings. The key objective of the project output is to ensure **core postgraduate modules** offered meet the real, identified needs of local English teachers in Yunnan and neighbouring provinces, particularly in underdeveloped areas.

It is hoped that the project and its outputs will act, not only as a regional model in SW China, but also as a catalyst for improving the overall level of English teaching in similar areas of China as a whole.

- **The project will focus on:**

Year 1: Primary research, design, and project implementation

- a) To **investigate the specific needs of English teachers in Yunnan against current postgraduate course offers** in selected local university colleges⁴. The project will be led locally by Dali University and seeks to identify gaps⁵ in current module provision that would specifically support teachers in targeted areas. These identified gaps will inform b)

b) To **provide a bilingual, principled curriculum outline for at least one new core postgraduate module** that can enhance and/or supplement current provision. The outline will include, for example, course overviews, outcomes, suggested assessment areas, and teaching support materials which give clear guidelines for in-class course provision and future materials design. Where possible formats should be in line with local expectation. As part of a commitment to encourage more autonomous and sustainable

¹ In teaching colleges of multiple local universities

² **Module refers to a core course offer over a semester E.g., a short course**

³ This is dependent on number created. The first module will be new, and further designs can be improving or aligning other modules in the postgraduate course.

⁴ Some universities may have multiple colleges (I.e., departments) involved.

⁵ Gaps may include, for example, content covered, assessment processes, course design etc – to be defined in negotiation

learning and development, the inclusion of Professional Learning Communities (PLCs) as part of the module structure are requested.

The project follow up:

It is expected that some piloting will be required to measure the effectiveness of the modules designed. Scheduling and timelines for this should be agreed between the UK and China partners, but initial piloting results should be included in some form within the research report.

Year 1/2 (TBC): Piloting

With initial guidance from UK research institutions or partners, the Chinese research team will support research and pilot implementation of the new curriculum courses in selected local universities (TBC⁶), led by Dali University. Thereafter, any potential areas of weakness can be identified in the new curriculum design and appropriate revisions can be made before full implementation in other participating institutions.

Year 3 - 4: In the field (TBC between UK and China partners)

After piloting, the pre-service modules will be taught in participating universities in SW China and a sample of teachers can be followed to measure subsequent impact and effects of the created modules. The local research team will follow up with teachers after graduation, and completion of the revised curriculum, to investigate longer term impacts and effects of module implementation in relation to the reality of teaching in targeted areas. Ongoing cooperation can be discussed between the UK and China partners.

DESCRIPTION OF ANY SPECIFIC OUTPUTS REQUIRED AS PART OF THE RESEARCH ACTIVITY

Expected project milestones (Detailed timelines to be confirmed):

1. Landscaping a sample of university courses for 'pre-service' postgraduate English education courses aimed at teachers who will teach in underdeveloped areas
2. Landscaping local teacher needs
3. Design and create module outline based on identified gaps and needs of 1 & 2
4. Create *initial landscape report*⁷ and rationale for design (The basis for the final report)
5. Pilot content in selected universities (including PLCs)
6. Record feedback and suggest adaptations
7. Review module design based on feedback

⁶ TBC – can be confirmed as part of the initial or ongoing cooperation

⁷ This may be presented in accordance with the progress reporting timeline.

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8. Finalise and release **final project research report** and **final module outlines**.

Potential ongoing project considerations (TBC between UK and China partners):

9. Building case studies in selected universities in the region and following up with graduates in the field to assess real-life impact of courses taught. (TBC⁸)

Key project outputs:

1. A final project research report

The project report will include:

A need analysis report on English teacher needs in mountainous rural areas of SW China

The project will analyze the needs of the English language teachers in underdeveloped areas of Southwest China and compare their needs with current curricula, with additional input and suggestion provided based on UK teacher training practices and courses for prospective English teachers.

A diagnostic report on the current post-graduate curriculum landscape

A diagnostic report exploring the current core postgraduate course curricula for English language teachers in a sample of local universities preparing to take up teaching positions in these areas populated by ethnic minorities against needs identified in the needs analysis report. Research may also involve analysis of existing data related to the current core curriculum for prospective English teachers in underdeveloped regions.

Overall findings of the project and initial module piloting

The report will bring together findings of the initial landscaping and module design and piloting, highlighting key findings and any recommendations that emerge.

Note: Above reports will be integrated into one final research report, but relevant data should be clearly separable for the purpose of higher-level analysis or dissemination by, and to, key decision makers.

2. Finalised core module curriculum outline(s) and supporting guidance materials

Based on the need's analysis and assessment of current core curricula, at least one core module (each lasting 1 semester) consisting of: course overviews, outcomes, suggested assessment areas, and some teaching support materials and guidelines; and including theoretical guidance on provision of PLCs design as part of the course implementation, will be produced. The number of core courses and detail of teaching support materials provided will depend on available funding after primary research has been conducted and will be

⁸ This is unlikely to be included under the grant award and may be part of a longer-term cooperation,

confirmed between the UK and China partner. It is expected that the first module will be newly created based on research, whereas following modules may be adaptations of existing module offers.

POTENTIAL/DESIRED IMPACT

This research project has several implications regarding the theory and practice of postgraduate pre-service teacher education programmes in China.

In the short term (within the scope of the current project)

Theory

The research will increase our knowledge of local teacher needs and current postgraduate core courses for prospective English teachers in target areas, in relation to current, real English language teacher needs and UK best practice.

This will help decision makers understand better what is needed to successfully 'cultivate' such prospective teachers and fill potential gaps.

Mid-to-longer term: (with long term research support)

Practice

- postgraduate courses in English Education will be improved and become more standardized and quality controlled.

The resulting methodological guidance and improved curriculum course offering will:

- significantly enhance the English teaching abilities of postgraduate English teachers in Yunnan.
- contribute to postgraduate teacher-training courses in English education and act as a model or example for other regions.
- potentially, support core curriculum materials used at pre-service undergraduate teacher course level both regionally and nationally.

This research is therefore beneficial for policy makers and education authorities both at the national and local level.

PROJECT CONTEXT

Reality:

The overall development of education in South West China's underdeveloped areas lags behind much of the rest of China. While there are up to 20 university colleges⁹ in the area providing teachers for these regions there remains a lack of 'highly qualified and skilled' English teachers, and the overall teaching level in these regions is generally regarded as less than satisfactory. This is closely related to the process of teacher training and its provision. In fact, one of the key reasons why the China MoE approved Dali University to set up postgraduate majors in English teacher education was to support improvement of teacher quality and level of English education in the region.

While there is currently little flexibility at undergraduate level, in recent years there has been a policy trend to encourage the training of high-quality English teachers at postgraduate level. However, given the institutional flexibility at this level, different courses and curricula in colleges and universities have their own characteristics and may not always meet local needs. This uneven standard of teacher-training curricula (i.e., core course curriculum) has led to inconsistent teacher quality in the classrooms and negatively impacts on the longer-term learning outcomes of students in the region. This has subsequently affected levels of English language education in underdeveloped regions and needs to be addressed urgently, to ensure that key needs are being met.

The development of China's graduate education has been fast, increasing progressively by 20-30% every year. Previously, research investigations into postgraduate teacher-training courses and curriculum design have already been carried out to set up a platform for discussion by experts and teachers from different perspectives. This has laid a good foundation for promoting extensive and comprehensive exchanges and in-depth integration among educators and students in this field. However, there remains a substantial difference in curriculum design for postgraduate courses and there is a corresponding lack of research in this area.

We hope that through cooperation with British expertise, developing new targeted curriculum modules in partnership with Dali University and other participating institutions, will represent a solid foundation and case study for future postgraduate course innovation. Results can be shared locally and nationally through supporting the dissemination of the research at national conferences in China and sharing the outputs of the research to other institutions (free of charge) to allow them to adopt standardized, quality course provision and contribute to ongoing research.

There may also be opportunities for comparative analysis of textbooks, high-level discussion, and exchange of teaching methods, etc., to share knowledge and make progress together.

ROLES

⁹ Some universities have multiple colleges

Research team from Dali University on this project relies on:

- Dr. Liu Fengqin will be co-leading the research project and has experience in cooperative research, and curriculum design.
- Various other experts will support this project. Professor He Zhikui, Chen Benhui will lead and manage the China side (team), Associate Professor Li Suqin, and Gaowei as well as discipline leaders, Professor Fang Hui, Zhang Rumei have rich experience in foreign language education and International exchange and cooperation affairs, while also variously being members and co-managers (e.g., Professor Sun Yajuan, Associate Professor Mao Wei and Li Jinguang) of two forum platforms known as the "national cooperative innovation experimental base for teacher development" and "innovation team of philosophy and Social Sciences Society of Yunnan Province" at Dali University.
- Thomas Dodd, a British English teacher, (and former British Council teacher) based at Dali University, who has some experience of teacher-training and extensive experience of materials design, will also be supporting the project.
- Postgraduate students Wei Yuan, Liu Xueli from one of the English Curriculum Design courses could support the team as research assistant.

This team has the time, energy, and scientific research ability to ensure that the required research can be conducted successfully. The Chinese project leader has experience of similar international cooperation research and has completed research into English teaching curriculum design.

UK partners

It is hoped that UK partners can support research design and provide the design concepts and key outlines of the new core module(s), leading to creation of contextually valuable and sustainable core module outlines. (Including course overviews, outcomes, suggested assessment areas, and some teaching support and guidance materials).

BUDGET

The British Council's financial support for the project is gratifying. The budget will be no more than 30,000GBP for this research project, provided to the British partner, which covers the costs of research involvement and creation of course outlines and related materials, as agreed.

The in-kind funding from China side is 110,000 RMB (12,749GBP), including: staff cost, teaching facilities and equipment, construction of research platform etc.

Dali University has also planned to apply for provision of cash funding of no more than 150,000RMB (17,385GBP) for recruiting expertise panels, conducting, and participating



in research seminars, forums, conferences etc., organizing and implementing process research, publishing the research outputs etc., both during and post-project. Further funds may be added where needed.

For research-related activities of the project, due to university's internal regulation methods, Dali University will require 1,000 GBP of partnership research fund from selected UK partner, to cover relevant costs.

2. Research on the Evolution of Educational Ecology and Construction of a Professional Learning Community (PLC) for English Teachers' Development under the Rural Revitalization Strategy

Award Type: EMaDA

China Partner: Yunnan Education Centre for International Exchanges (in partnership with Kunming University of Science of Technology)

RESEARCH FOCUS

In line with Chinese government priorities, a strong focus has been placed on supporting teacher development and sustainable development of schools in rural or under-developed areas of China. The research is integrated with China's rural revitalization strategy which prioritizes a need to develop compulsory education in county territories and promote equality in basic public education.

Guided by theoretical frameworks of educational ecology and English teacher's assessment literacy¹⁰ the proposed research will initially incorporate surveys in two secondary schools in rural areas in Yunnan province, Lianghe No.1 Middle School in Dehong Dai and Jingpo Autonomous Prefecture and Zhenyuan No.1 Middle School in Puer City, to establish the local context and identify teachers' CPD needs.

Based on the research results a cross-regional professional learning community (PLC) will be constructed to help both new and experienced English teachers develop teaching strategies, research capabilities, and information literacy.

The project research intends to establish a principled, replicable model for a professional learning community, supported by a higher education institution, that promotes the sustainable development of local English education, focusing specifically on secondary school education (i.e., Middle and High schools). Sustainable practices covered will include both academic theory and practical application.

Objectives:

The project aims to:

- 1) enrich current ecological studies on in-service foreign language education;
- 2) provide policymakers with a greater insight into the career development needs of in-service rural English teachers;
- 3) offer a feasible model for professional development of in-service rural English teachers in rural areas through professional learning communities supported by higher education institutions.
- 4) offer a new focus area cross-university participation and guidance in relation to in-service teacher education and support.

¹⁰ i.e., the European Profiling Grid (EPG), the criteria to assess Technological Pedagogical Content Knowledge Framework

DESCRIPTION OF ANY SPECIFIC OUTPUTS REQUIRED AS PART OF THE RESEARCH ACTIVITY

The specific outputs of the project will consist of a comprehensive report, the piloting of a virtual cross-regional Professional Learning Community (PLC) focusing on improving teachers' academic and practical capacity, and a PLC framework providing key guidance that supports sustainable application and creation of PLCs.

1. **A comprehensive report highlighting findings & recommendations:**

- a. An investigation into the current English teacher development conditions in identified geographical areas, with a particular focus on existing communities of practice, platforms, or resources for conducting PLC events in rural areas
- b. A needs analysis (NA) of the professional development needs of local English teachers in secondary schools in identified geographical areas. The primary research for this is expected to be based on:
 - Online questionnaires created within/with reference to the framework of the European Profiling Grid and the Technological Pedagogical Content Knowledge Framework (TPACK) ¹¹
 - Face to Face individual Interviews (local researchers).
- c. Incorporate findings from the PLC pilot into report and offer recommendations moving forward. Appendices should include any suggested structure or further suggestions on how PLC events can be developed in the local context.
- d. An analysis of the implications of a cross-regional, virtual PLC (Also based on findings of Output 2).

2. **A Professional Learning Community (PLC) pilot** between KUST (University), Lianghe No.1 Middle School and Zhenyuan No.1 Middle School over 3 months: (See milestone breakdown below)

- a. Establish localised baseline and key M&E factors (Through output 1).
- b. Conduct 3 – 4¹² initial online training workshops based on NA to kick off PLC events and provide a foundation for PLC activities.
- c. Schedule PLC events over 3 months with a sample group of teachers
- d. After 3 - 4 UK-led PLC sessions, UK team handover PLCs to local teachers/peers to be conducted in L1. Monitor progress with local research team support.
- e. Collect teacher portfolios, reflections and suggestion generated from the PLC events through post event surveys and feedback forms.
- f. Integrate findings into report (I.e., Output 1)

¹¹ It is requested that the EPG is used to allow for future replication and comparison, if required.

¹² Numbers can be reviewed based on negotiation, timeline, teacher availability, etc

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3. A **referenceable PLC framework** that guides further cross-regional teacher development programs and practices that can help build an English teaching community for teacher development, and contribute to improving English teachers' ability in a holistic way:

This may include, for example¹³:

- a. A working mechanism that can be replicated to build and assess a wider range of virtual PLCs developed between universities and secondary schools
- b. Clarification of the roles and obligations of teacher development community members to ensure effective participation of all parties involved.

POTENTIAL/DESIRED IMPACT

1. Theory:

Short term

This program will help increase our current understanding of rural English teachers' professional development from the perspective of their educational context and enhance our knowledge of the evolution of the educational ecosystems in underdeveloped areas in China.

With application of the European Profiling Grid (EPG) in primary research, the research will:

- highlight an innovative and localized assessment model to evaluate the needs of English teachers in rural areas. This can contribute to the adaption and indigenization of professional evaluation systems for language teachers in China in future and may offer opportunity for comparison nationally.

Medium term

The data collected will provide current ecological studies of foreign language education with substantial theoretical references and empirical data, and thus facilitate future research.

2. Policy:

Short term

The project will provide policymakers and school administrators with an insight into:

- potentially autonomous career development options for rural English teachers.

Medium term

Focusing on the secondary schools in under-developed areas the project will:

¹³ Specific content can be confirmed during the negotiation stage

-
- contribute to a blueprint and an implementation plan for sustainable peer-led professional development of teachers of English in secondary schools through professional learning communities and promoting educational equity and rural revitalisation.

3. Practice:

Short term

The project will:

- Provide university teachers with greater insight on the real conditions and challenges that in-service English teachers face in improving their practice

Medium to long term

The program will provide a new model for university participation and guidance in the development of English teachers in secondary schools within under-developed areas, in response to national priorities.

The creation of professional learning communities, consisting of both rural teachers and university teachers, will:

- support the improvement of teaching methods and accelerate the process of information sharing and research.
- be essential in improving the comprehensive quality of rural English teaching and promoting the ecological balance of English education in rural schools.
- provide experience to participating teachers allowing them to lead new PLC events within the local context beyond the project term, with further research collaboration also possible.

PROJECT CONTEXT

Constrained by the underdeveloped social and economic status, the ecological environment of foreign language education in western China, especially rural areas of ethnic minorities, is extremely unbalanced in terms of the flow of information, resource allocation and endogenous motivation (Jiang 2012; Gao et al. 2019; Ye 2021).

Many factors are greatly restricting the development of basic foreign language education in these areas in secondary schools, such as students' demotivation towards foreign language learning, the lack of high-quality resources, the low level of informatization, and the weak awareness in alleviating poverty through education (Feng & Yuan 2020). Among these factors, the quality and development of local teachers should be given priority to improve classroom teaching efficiency and foreign language education as a whole in rural areas.

2021 is the year in which China eliminated absolute poverty, and also marked a pivotal time for rural revitalization. According to the latest plans released by the Ministry of Education,

by the end of 2035, China is going to establish a rural-urban balanced compulsory education framework of high quality. The fourteenth five-year plan for national economic and social development, and the outline of long-term goals for 2035 has emphasised the need for improvement in the qualification and abilities of rural teachers to better promote the equality of basic public education.

Inter-school cooperation practices between universities and secondary schools in China has laid preliminary foundations for the implementation of this project. KUST values its social service function and shares a long history of cooperation with Lianghe No.1 Middle School in Dehong Dai and Jingpo Autonomous Prefecture in Yunnan. To support the local secondary education, more than 68 KUST English teacher volunteers have been sent to Lianghe No.1 Middle School since 2003, each serving at least one year. At the end of 2020, both KUST and the school agreed to maintain their close cooperation in the coming years. KUST will continue to send English teachers and provide support in facilities renovation and school management therefore this middle school will be included in the research.

Grounded in previous literature and the orientation of China's current policy on rural educational revitalization, this project aims at building a scalable community of professional development for English teachers from KUST and rural secondary schools to help improve their teaching and research ability as well as their information literacy. A new model of teachers' community for professional development will be explored for the reference of university counterparts' support in the revitalization of rural education.

If successful, this is something that can be shared and expanded into other areas or provinces.

ROLES

A team of 8-10 people from Yunnan Education Center for International Exchange, Kunming University of Science and Technology, Lianghe No.1 Middle School and Zhenyuan No.1 Middle School will be working on the project.

- Leaders from Yunnan Education Center for International Exchange, to provide support and guidance in policy interpretation and expand the influence and reach of the research outcomes and insight.
- Prof. WANG Ying and her team from Kunming University of Science and Technology, to be in charge of designing the whole research initiative and its completion, co-designing research framework with UK partner, overseeing project progress and quality assurance from China side, as well as implementing research activities with local stakeholders.
- Leaders from Lianghe No.1 Middle School and Zhenyuan No.1 Middle School, to organize local schoolteachers of English to participate in the onsite and online implementation of the project with the help of KUST team.

The UK partner is expected to provide theoretical and practical guidance and input on the designing the research framework, outputs, and implementation of the project, with final details to be discussed and agreed with UK partner upon selection.

BUDGET

A total research fund from the British Council of up to 30,000GBP, will be paid to UK partner selected.

Yunnan Education Centre for International Exchanges and Kunming University of Science and Technology will contribute 100,000RMB (11,656GBP) in-kind funding and 50,000RMB (5,827GBP) cash funding to this research, covering the costs of human resources, venues, travel, and other resources of implementation, while all the costs of rural English teacher development programme KUST is currently running will be fully covered by the university.

For research-related activities of the project, due to internal regulation methods, Yunnan Education Centre for International Exchanges will require 1,000 GBP of partnership research fund from selected UK partner to cover relevant costs.

3. Research on Development of Cross-Regional English Teaching and Research Communities in Bordering Minority Area through Systematic Support for Expert Teacher Workshops

Award Type: EMaDA

China Partner: Yunnan Normal University

RESEARCH FOCUS

By the end of the agreed project term, this research project will have investigated Expert Teacher¹⁴ practices and their skills need in Yunnan province. This will focus on what is needed to support effective provision and facilitation of online PLCs¹⁵ and online workshops to local English teachers in the province and will provide a fundamental guidance resource that supports future cross-regional PLC events held by Expert Teachers. E.g., an online reference manual. The proposed research focus will focus on:

- Supporting the professional development of Expert Teachers (also regarded as teacher trainers) in their use of PLCs (Professional Learning Communities)
- Guiding and developing the skills of Expert Teachers to better support frontline teachers through online workshops and PLC sessions
- Exploring opportunities for cross-regional teacher collaboration, development and research that can support and include rural teachers' development in diverse parts of Yunnan province
- Identifying other possibilities for cross-regional collaboration of Expert Teacher Workshops¹⁶ in Yunnan province E.g., resource sharing; team-training etc.¹⁷

According to research, English teaching in both primary and high schools is poor in most parts of Yunnan Province's bordering minority areas. In addition to language ability, some key reasons that contribute to this are identified as teachers' traditional teaching concepts and less assertive attitudes towards learning and professional development.

To address this, recently, many Expert Teacher Workshops (名师工作室) have emerged in various parts of Yunnan province to meet local needs. These workshops are led by Expert Teachers who help guide teachers' professional development in local areas throughout the province. However, the Expert Teachers themselves also need professional development and their own access to quality professional resources is limited. Their development is also, often, not in synch. These needs must now be identified through research and addressed to ensure future training is of a standard that benefits rather than hinders development of local teachers.

¹⁴ These are recognised Teacher Trainers or Educators who run provincial and local workshops

¹⁵ PLC = Professional Learning Communities

¹⁶ Expert Teacher Workshops (Direct translation) = Local Trainer-led teacher development groups in different areas

¹⁷ For example, only – these may be included in the report recommendations as future activities

Due to the increasingly wide use of online technology during the pandemic, cross-regional teaching and researching communities (跨区域教研共同体) are now becoming more accepted. Using dedicated internet communities to reach trainers and teachers offers a great way to provide ongoing, accessible training support and development. However, before developing these for local teachers, Expert Teachers must first be confident in their application, and build their capacity to support such communities.

Findings and resources created through the project can also be disseminated and shared nationally.

POTENTIAL/DESIRED IMPACT

Cross-regional teaching and research communities are becoming a common reality during the ongoing pandemic situation, but there are few research papers that cover their mechanisms and approaches, or how we can construct and implement these effectively in the local context. This research will provide invaluable insight into the 'how and what' of creating teacher or Expert Teacher professional learning communities across the province to support teachers who do not normally have access to such development.

The following impacts are expected:

Short term impact:

- Expert Teachers in the local region will enhance their skills in developing online Professional Learning Communities and be able to develop larger more integrated Expert Teacher networks across the province.

Medium to longer term impact:

- The research findings and subsequent online manual will support standardised, quality development of local teachers, both locally and nationally, and provide greater reach of, and access to, quality training resources and support for teachers in rural areas.
- Through subsequent PLCs and workshops instigated by Expert Teachers, English teachers from different schools and geographical areas across Yunnan province will be able to come together and learn and develop together, potentially forming peer led networks. This may also expand nationally.

DESCRIPTION OF ANY SPECIFIC OUTPUTS REQUIRED AS PART OF THE RESEARCH ACTIVITY

The project outputs will include:

- 1. A publicly disseminable report:** That identifies and highlights current skills requirements and identified needs of Expert Teachers in relation to holding and developing PLC events (including online workshops) that can support ongoing local English teacher development, and to make recommendations on future pathways for developing and connecting PLCs for teachers across the province.

Research activities may include landscaping the current Expert Teacher skill and needs across the province through surveys, interviews and piloting or monitoring existing PLCs and/or workshops.
- 2. Recorded training supplement¹⁸:** A short recorded online training series to support Expert Teachers in delivering PLC events and conducting online workshops (E.g., 6 hours¹⁹) will be delivered by the UK partner. (Either pre-recorded or recorded-live) This recording will be embedded within output no.3 for future Expert Teacher reference, adding to the sustainability of the project by allowing ongoing reference beyond the participant group.
- 3. Online support manual and resource²⁰:** Create a step-by-step bilingual online support manual that provides guidance for Expert Teachers in setting up and holding PLCs/online workshops with local teachers. This may include, for example: possible formats, dos and don'ts; key guidelines for implementation; assessment and portfolio suggestions; relevant recommended resources; suggested practices, and case study examples. Output 2 will also be included, and the manual will be hosted on a China-accessible platform²¹ agreed by both the UK and China partners.
- 4. Joint paper publication (optional):** based on research activities jointly carried out and the bilingual manual created, the Chinese research team would like to write and publish an academic paper, in joint effort with the selected UK partner, within or beyond this project period. Theme of the paper is to be discussed and decided separately.

¹⁸ The training should be in a format that can be recorded and effectively revisited for future reference and learning.

¹⁹ For example, only. TBC between UK and China partners.

²⁰ Advice and recommendations should be lined to local context wherever possible

²¹ To be agreed between UK and China partner

PROJECT CONTEXT

Due to the uneven development of teachers in fundamental English education in Yunnan province, and limited research into development of cross-regional teaching and research communities Expert Teacher Workshops communities are often independent and disparate.

Through online means, it is now possible to bring together local Expert Teacher Workshops across the province and form integrated Yunnan teacher professional development communities that can share learning and develop important resources. By bringing together the Expert Teachers from different Expert Teacher Workshops there is an opportunity to address identified gaps, improve training delivery and standardise the quality of online teacher training. This can have a significant and sustainable effect on teacher training within Yunnan, particularly in rural and underdeveloped areas.

Expert Teacher Workshops can subsequently share more national and international resources and build knowledge communities for the fundamental education development of bordering minority areas of Yunnan. Future benefitting cooperatives may include city key schools and rural school partnerships, city key schools and regional key school partnerships, effective rural schools, and poorer rural school partnerships. This can only be made possible due to widening relations between different schools and local Expert Teacher Workshops, as part of ongoing teacher training tasks of the Expert Teacher Workshops.

ROLES

Yunnan Normal University (YNU) is a leading university for teacher education in Yunnan province, the research team consists of five members:

Ms. Hou Yunjie from the university, lead researcher from China side of the project, is a leading expert in fundamental education in Yunnan.

Other members of the research team are also from YNU, they are Ms. Yang Yan who is vice dean of School of foreign languages and can provide support for the research team to do their research. **Mr. Yuan Gang, Ms. Wang Ruirui and Zhao Yunfang** are researchers also in the field of foreign language teacher education.

The group leader Ms. Hou Yunjie has been responsible for more than 30 teacher training programs at provincial and municipal levels in the last decade. Her doctoral degree is in foreign language teacher education, and she has rich experience in doing teaching and research in different parts of China as a renowned expert in this area.

Additionally, her connection with Expert Teacher Workshops in Yunnan is broad. In this project for one year, selected regional Expert Teacher Workshops can be chosen as experimental ones, in order to explore the effective mechanism of cross-region teaching and research communities.

BUDGET



A total research fund from the British Council of up to 30,000GBP will be paid to UK partner selected.

Additionally, Yunnan Normal University and other Chinese partners, such as the local Expert Teacher Workshops, will provide 100,000RMB (11,600GBP) in-kind funding to cover its staffing, expert consultancy, admin, and other possible costs in this project.

To meet local requirements, Yunnan Normal University will require 1,000GBP funding from selected UK partner grant award to cover potential travel and other costs of this project. This should be included in any grant application budgets submitted.