

# **English Programmes**

## **NODE 2022 – 2023 Pilot Summary**

May 2023

## Overview

The British Council - NODE (National Online Development of English Teachers) large scale teacher Continuous Professional Development (CPD) project supports English teachers in Junior High school contexts through digital mediums.

The NODE project is designed to run for 3 - 4 years, scaling up in participation each year. Year 1 represents a pilot of the initial design to allow for positive changes to be made and effectiveness of the model enhanced. Based on the Year 1 pilot, the current and projected impact of NODE will be evaluated before further years are approved.

The NODE project is implemented under the oversight of the British Council's ELT in Education global programme. The project will initially focus on teachers identified. To ensure meaningful insight is collected, where teacher numbers have not been sufficient to meet minimum requirements for the pilot, additional teachers have been recruited through other local sources.

The NODE project contributes to the British Council China Initiative for National Digital Development of English teachers in China's Schools (INDECS), a 3 to 4-year national umbrella programme that seeks to develop and support the classroom practice of over 10,000 English teachers across China by 2025. More specifically, the NODE project intends to deliver online training and development for English language teachers in basic education contexts in China through a range of digital delivery methods, while also providing a platform for honing and improving materials that can a) be reused for teacher training and development in the local context and b) contribute to future, digitised self-access platforms i.e., a MOOC, that permits ongoing sustainable access to all content developed and tested. The NODE project is intended to build and offer a number of sustainable outputs that will be of value to the wider ELT community in China.

The project design offers a blend of foundational and localised digital content, initially based on four key themes identified through a 2021-2022 British Council commissioned [study](#) on English teacher digital trends and needs.

The UK organisation, ELT Consultants, was selected to work with all key stakeholders to design and deliver the agreed project outputs. Within China, project activities were supported by a select team of experienced Chinese Lead Teachers who deliver key, local components and offer contextualised technical guidance. These Lead Teachers received foundational training and CPD support to allow them to actively, and constructively, participate in the current format; and it is intended that they can contribute to sustainable delivery of the project in future should it scale up.

They key thematic areas identified for the project are:

1. *Teaching speaking*
2. *Motivating students*
3. *Teaching reading*
4. *21<sup>st</sup> century skills*

## Activities

The project delivery uses the following activities to support teachers in each of the 4 themes. All activities, with the exception of Activity 4, are delivered in English.

Activities for the pilot year were held between November 2022 and April 2023.

Each themed module includes:

1. 2hr live foundational webinar to introduce key points related to the theme <sup>1</sup>
2. 1hr localisation webinar to contextualise the thematic content of the theme
3. 1 -2 modules of Teaching for Success online SAL content
4. 1 Lead Teacher led TAG group to support classroom practice, experimentation and discussion

**Note:** As part of the delivery model, Lead Teachers, who provide support and contextual insight to the UK team, were provided with 20 hours of online training support and input over the first half of the project. A UK supported CoP format was also established to further share and learn from each other.

## Key overarching project outcomes

### The original stated outcome of the 3-4 NODE project is:

Over 3 - 4 years, the proposed collaboration between the British Council, ELT Consultants), and other organizations will offer and research replicable, structured, and localised digital training content to up to 4,000 English teachers in ELT lower resourced geographies, through the implementation of a fully online model of delivery with the possibility of scaling reach to approximately 60,000 English teachers nationwide through legacy outputs e.g., the MOOC<sup>2</sup>.

## Needs

Initial programme needs were established through a combination of 1.) the results of the aforementioned 2021- 2022 British Council study highlighting digital trends and needs of English teachers in China, and 2.) a comprehensive needs analysis distributed to English teachers in all identified geographical areas.

The final programme design, for piloting, was agreed through collaboration between ELT Consultants (the successful applicant for a UK-wide call) and the British Council to ensure online resources made available to teachers are coordinated and do not have significant duplication. ELT Consultants led on programme design, with the British Council largely supporting Self-access Learning components and providing ongoing M&E oversight.

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<sup>1</sup> An overall required live attendance of 75% has been communicated to the participants. Recordings are made available post-event to allow for review. Tasks are issued to participants who did not attend the live event to ensure requirements are met.

<sup>2</sup> The number has been revaluated on numerous occasions based on changing predictions

## The Project goals

In Year 1, the project is a pilot and aims to test materials, platforms and delivery models, gathering evidence to assess the initial design and suggest improvement. From this, changes will <sup>3</sup>be made to suit the local context and need.

The initial stated 3-year outcomes of the project were:

### Measurable outcome(s) and outputs over 3 years

- 1) Over 3 - 4 years, the proposed collaboration between the British Council, ELT Consultants), and other organizations will offer and research replicable, structured, and localised digital training content to **up to 4,000 English teachers** in ELT lower resourced geographies, through the implementation of a fully online model of delivery with the possibility of scaling reach to approximately 60,000 English teachers nationwide through legacy outputs e.g., the MOOC.
- 2) By the end of the 3 year period, the project will have established **up to 60 TAG groups** amongst English teachers in targeted areas.<sup>4</sup>
- 3) By the end of the 3 year period, the project will have developed and engaged with **up to 70 Lead Teachers**, who can help support and sustain online TAGs and future online events.
- 4) By the end of the 3 year period, **a replicable model and training course** that is appropriate for the local context will have been created.
- 5) By the end of the 3-4 year period, training content will have been re-purposed and adapted for future national delivery through a local **MOOC** platform.
- 6) By the end of the 3 -4 year period, research into effective digital deliveries will be completed and **a publishable research report** will be made available on the most effective forms of digital CPD for future CPD delivery in the China context.<sup>5</sup>

### Intended teacher outcomes

The following specific teacher outcomes are expected to highlight changes in practice:

- Through a combination of foundational and localised input, and supplemental collaborative learning events, teachers will have raised their awareness of relevant pedagogy and practices in areas of identified need (i.e., 1. 21st century skills; 2. Teaching reading; 3. Motivating students; 4. Teaching speaking) in order to better inform and deliver their lessons in both rural and urban contexts.

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<sup>4</sup> Numbers are based on initial estimates and are constantly being re-evaluated.

<sup>5</sup> The report may be available by Year 2 if research does not continue beyond the pilot year.

- Teachers will have improved their own teaching, and their student learning experience, through the experimentation with, and implementation of, appropriate teaching ideas and methods suitable for their context.

Based on final availability and access, the following year 1 outcomes for piloting of the project were agreed .

### Measurable outcome(s) and outputs over 1 year for project piloting

1. the project will have **positively impacted the classroom practice of around 200 English teachers**, primarily in ELT lower-resourced geographies, through the provision of high-quality, contextualised, English teacher CPD content, self-access resources and online training delivery.
2. the project will have established **up to 10 regular TAG** groups amongst English teachers in targeted lower-resourced geographies.
3. the project will have developed and engaged with **a cohort of 10 lead teachers**, training them in online course delivery and the design and organisation of TAGs, ensuring they are equipped with key skills that allow them to help lead future online TAGs.
4. **a replicable model and training course** that is appropriate for the local context will have been developed and be ready for future re-use. This will include appropriate systems, content, and selected modules from the Teaching for Success suite as appropriate.
5. **reports on further needs of teachers, progress made, and suggestions for informing future project planning will be created and presented** for internal and external consumption

It should be emphasised here that the purpose of the pilot is to trial the design and improve both the outputs and outcomes of the project. Year 1 is not a finalised project design. Further changes may also take place in year 2 and year 3 based on contextual factors and further insight.

## Project data

### Key details and milestones at this mid-way point of the pilot (After completion of Themes 1 and 2)

- Needs analysis was completed with over 1700 respondents.
- 211 teacher participants were recruited in total for the pilot year
- A control group was established that could offer a consistent sample of teacher data over the course of the project for MEL and research purposes.
- KPIs were established and a MEL framework was confirmed.

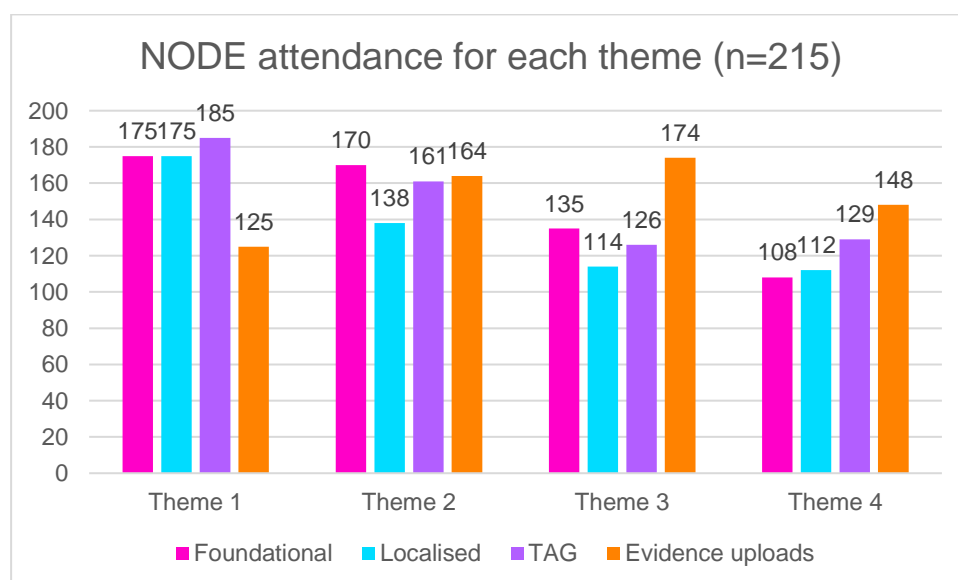
- Feasibility studies have taken place on multiple platforms to assess suitability for different activities. These have included Zoom, Tencent meeting/VooV, Teams, OpenEdu proprietary platform. Tencent meeting is the current preferred platform for live events.
- A project baseline survey was completed by 128 participants
- 5 lesson recordings were collected for analysis.
- 168 teachers of 211 registered and access the Teaching for Success portal.
- Theme 1 completed; feedback gathered from 131 participants.
- Theme 2 completed; feedback gathered from 129 participants.
- Theme 3 completed; feedback gathered from 112 participants.
- Theme 4 completed; feedback gathered from 41 participants.
- A project endline survey was completed by 36 participants.

## Key findings from feedback

### Attendance

Attendance in live events and TAGs was fairly consistent although there were no occasions when all participants were able to attend a single event. Recorded versions of the sessions were made available on Bilibili for non-attendees to catch up on input provided with supporting tasks also available.

There was a gradual dip in attendance of live events over the 4 themes, but evidence of classroom experimentation submitted was relatively consistent throughout. This highlighted that although scheduling may have been problematic for single, live events, teachers were still able to follow guidance and participate asynchronously.



## Key data on overall programme success

Endline survey statements	Strongly agree	Agree	Disagree	Strongly disagree
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I acquired new ideas and strategies to teach speaking.	17%	78%	3%	2%
I acquired new ideas and strategies to motivate my students.	28%	69%		3%
I acquired new ideas and strategies to teach reading.	25%	69%	3%	3%
I acquired new ideas and strategies to introduce 21st-century skills into my classroom.	25%	69%	3%	3%
I acquired new ways of working with my school textbook.	28%	69%	3%	
I am more confident that I can create meaningful activities to use English in the classroom.	19%	72%	6%	3%
I am more confident that I can adapt activities to suit my classroom context.	14%	80%	3%	3%
I am better able to create an English rich classroom environment.	19%	75%	3%	3%
I am better able to effectively participate in and contribute to professional online learning.	17%	78%	3%	2%

Overall, across all areas surveyed, participants reported that they had been positively affected by the programme with strongest sentiment evident in:

- I acquired new ideas and strategies to motivate my students. (28% **strongly** agree/ 69% Agree)
- I acquired new ways of working with my school textbook. (28% **strongly** agree/ 69% Agree)

Followed by,

- I acquired new ideas and strategies to teach reading. (25% **strongly** agree / 69% agree)
- I acquired new ideas and strategies to introduce 21st-century skills into my classroom. (25% **strongly** agree / 69% agree)

### Modular theme feedback

Within the modular themes positive feedback was also evident. Both confidence and awareness were raised by over 70% in teaching speaking, motivating students and developing 21<sup>st</sup> century skills, while teaching reading achieved 67% in relation to increased confidence and potential influence of the content provided.

However, it was noted that 8% of respondents did not feel more confident in teaching reading and 6% did not feel more confident in developing 21<sup>st</sup> century skills, and

approximately a quarter of all respondents felt that the modules had only partially increased confidence and awareness, which should be investigated further. However, overall the numbers were largely positive.

## Speaking

Endline: Teaching speaking	Yes	Partially	No
Has NODE increased your confidence teaching speaking?	77%	23%	
Has NODE raised your awareness about different strategies, techniques and activities you can use to develop your students' speaking skills?	75%	24%	1%
Has NODE influenced how you teach speaking?	72%	22%	1%

## Motivating students

Endline Motivating students	Yes	Partially	No
Has NODE increased your confidence in motivating your students?	77%	23%	
Has NODE raised your awareness about the different strategies / techniques / activities you can use to motivate your students?	75%	22%	3%
Has NODE influenced how you motivate your students?	75%	23%	2%

## Reading

Endline Teaching reading	Yes	Partially	No
Has NODE increased your confidence teaching reading?	67%	25%	8%
Has NODE raised your awareness about the different strategies / techniques / activities you can use to develop your students reading skills?	72%	24%	4%
Has NODE influenced how you teach reading?	67%	25%	8%

## 21<sup>st</sup> Century skills

Endline: 21-st century skills	Yes	Partially	No
Has NODE increased your confidence in teaching 21st century skills?	75%	9%	6%
Has NODE raised your awareness about the different strategies / techniques / activities you can use to develop your students 21st century skills?	78%	22%	



Has NODE influenced how you integrate 21st century skills into your teaching?	75%	22%	3%
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### Feedback on themes chosen

Responses to surveys remained consistent until the final theme at which point participants did not respond in significant number, therefore it is hard to fully assess Theme 4. Of all themes the percentage of expectations met was highest for Theme 4, but the number was also lowest.

Overall, Theme 2 (Motivating students) was noted as being the lowest rated in terms of meeting expectation at 60% while the other events all achieved over 70%.

From data collected teachers appeared to like the asynchronous nature of the Teaching for Success offer and felt this offered key learning points. In addition, time management was highlighted as an issue for teachers therefore reviewing how content can be accessed flexibly, including TfS application, for future projects should be a priority.

	<b>Theme 1 Speaking</b>	<b>Theme 2 Motivating</b>	<b>Theme 3 Reading</b>	<b>Theme 4 21<sup>st</sup> Cent.</b>
<b>No. of respondents</b>	134	129	112	41
<b>Teacher locations</b>	14 provinces	16 provinces	15 provinces	13 provinces
<b>How respondents are accessing NODE</b>	Over 75% of respondents are accessing NODE either on their phone or laptop/PC.	80% of respondents are accessing NODE either on their phone or laptop/PC.	96% of respondents are accessing NODE either on their phone or laptop/PC.	39/41 access NODE on their laptop OR phone
<b>Did the theme meet teachers' expectations</b>	74% yes 24% partially	60% yes 33% partially	71% yes 27% partially	85% yes 12% partially
<b>What learning event teachers enjoy most</b>	Teaching for Success module (49)	Teaching for Success module (43)	Teaching for Success module (38)	Teaching for Success module (19)
<b>What learning event teachers enjoy least</b>	TAG (37)	TAG (32)	Teaching for Success (41)	Teaching for Success (12)
<b>Key learning</b>	Foundational input and	Teaching for Success / Foundational	Teaching for success	Teaching for success

	classroom experiments			
<b>Biggest challenges</b>	Time management (43) Relating the training content to the classroom (38)	Time management (41) Relating the training content to the classroom (38)	Completing teaching for success (40) Following the foundational content (39)	Relating the training content to the classroom (16) Following the foundational content (13)

### Feedback on Teaching for Success experience

Completion rates for TfS were relatively low in the first 2 modules, but the percentage of completion gradually increased and by module 4 stood at 71%. This may perhaps signify a) growing familiarity with the platform b) increased completion anxiety as the end of the programme neared or c) a dedicated group of teachers who persisted throughout, and who provided feedback in surveys. However, a continued rise suggests a positive experience overall.

A significant amount of time was spent on TfS suggesting that teachers took their time and went through the content at a pace comfortable for them. Many respondents note using translation software to support understanding, which may account for the higher number of hours spent on the content.

Throughout each module the recorded “usefulness” of the content was high at between 70% for speaking and 88% for 21<sup>st</sup> century skills related modules. This was very positive.

	<b>Theme 1:</b> (n=134)	<b>Theme 2</b> (n=129)	<b>Theme 3</b> (n=112)	<b>Theme 4</b> (n=41)
<b>No. of units completed*</b> <small>*At the time of completing the survey</small>	57% reported completing the module	54% reported completing the module	66% reported completing the module	71% reported completing the module
<b>Time spent completing the module</b>	33% 4-6 hours 30% 1-3 hours 22% 7-9 hours	40% 4-6 hours 34% 1-3 hours 26% 7-9 hours	52% 4-6 hours 34% 1-3 hours 14% 7-9 hours	58% 4-6 hours 30% 1-3 hours 12% 7-9 hours
<b>The module's usefulness</b>	78% reported it was useful,	70% reported it was useful, 23% reported	77% reported it was useful, 20% reported	88% reported it was useful,

	15% reported it was partially useful.	it was partially useful.	it was partially useful.	12% reported it was partially useful.
<b>Teachers' level of understanding</b>	59% reported its easy with some translation, 27% its ok but used translation frequently, 11% reported its easy, 6% reported its difficult and had to translate it.	59% reported its easy with some translation, 29% its ok but used translation frequently, 10% reported its easy. 1% reported its difficult and had to translate it.	61% reported its easy with some translation, 22% its ok but used translation frequently, 14% reported its easy. 3% reported its difficult and had to translate it.	70% reported its easy with some translation, 22% reported its easy, 8% its ok but used translation frequently.
<b>Experience engaging with Teaching for Success</b>	Over 50% agreed the TfS module was: interesting; they acquired new knowledge and skills, Over 30% agreed it was enjoyable and motivating.	Over 80% agreed TfS was enjoyable Over 60% reported the learned new skills, Over 50% reported they acquired knowledge, it was interesting, and motivating.	Over 45% agreed TfS was enjoyable 69% acquired new knowledge (69%), Around 50% agreed it was interesting. they acquired new skills.	Over 40% agreed TfS was enjoyable, 57% acquired new knowledge, Over 40% it was interesting, they acquired new skills.

### Foundational components (Live webinars)

A key takeaway here is that while the content is informative and new theoretical knowledge was gained (by 70% - 83% of participants in different modules), a significant number of teachers felt that there was simply too much information to

process. This may be due to language limitations, time management or teacher capacity.

It was previously noted that teachers used translation software for the TfS component. However, this was not feasible during live events and may have an effect on understanding and impact.

Adapting to this address feedback may necessitate a reduction in content for future models, potentially increasing the asynchronous offering to support teachers to manage content on their own terms. Or reducing the number of modules within the relatively short time frame of the delivery

FOUNDATIONAL	Theme 1: (n=134)	Theme 2 (n=129)	Theme 3 (n=112)	Theme 4 (n=41)
<b>Attendance</b>	92%	100%	96%	97%
<b>Informative content</b>	66%	72%	74%	80%
<b>Interactive and engaging</b>	69%	73%	74%	80%
<b>Relevant and applicable to the classroom</b>	59%	56%	66%	73%
<b>New theoretical knowledge acquired</b>	70%	70%	73%	83%
<b>New ideas acquired</b>	70%	78%	68%	78%
<b>Content was easy to follow</b>	56%	55%	59%	63%
<b>Too much information to process</b>	48% agreed 33% partially agreed	39% agreed 41% partially agreed	46% agreed 42% partially agreed	41% agreed 49% partially agreed

### Localised component (Live webinars)

Similar results were noted in the localisation stages of each module with the information being too much to process for many participants and significantly content was not always easy to follow in live events, in English. This again suggests that synchronous input via online mediums may be problematic for many teachers to engage with.

Perceived relevance to teachers' own classroom was between 60 – 70% which is slightly disappointing and needs to be addressed for future content to ensure the localisation does fully reflect teachers' needs and contexts.

LOCALISED	Theme 1 (n=134)	Theme 2 (n=129)	Theme 3 (n=112)	Theme 4 (n=41)
<b>Attendance</b>	93%	96%	90%	90%
<b>Relevant and applicable to the classroom</b>	61%	65%	67%	66%
<b>Content/trainer was easy to follow</b>	22% agreed	30% agreed	12% agreed	11% agreed
<b>Too much information to process</b>	agreed (55%) partially agreed (35%)	agreed (36%) or partially agreed (42%)	agreed (52%) partially agreed (38%)	agreed (51%) partially agreed (39%)

### Classroom experiments<sup>6</sup>

The classroom experiments were conducted by the majority of teachers, across a mix of face-to-face and online mediums. Evidence was submitted by over 70% of teachers based on their experiments. Overall this is positive but an efficient mechanism for submission needs to be considered to ensure that this number rises, and clear evidence of classroom practice and impact are recorded, especially if the participant numbers increase.

Positively, student engagement seemed relatively strong, in particular in Themes 2 and 3 (motivation/speaking) and this indicates positive impact in the classroom context. It was also positive to note, again in particular Themes 2 and 3, that teachers were able to adapt the activity to suit their students' needs.

However, it was also noted that a majority of teachers found the activity difficult to manage, but this is perhaps to be expected given the lack of familiarity of the teachers and students with the activity. Importantly, however, for Theme 1 (62%), Theme 2 (76%) and Theme 3 (85%) many teachers stated that they would try the activity again suggesting it was a positive experience overall and there is recognition that adaptation and implementation for specific contexts will take time.

	Theme 1 (n=134)	Theme 2 (n=129)	Theme 3 (n=112)
<b>No. of teachers who carried out an experiment</b>	83%	90%	98%

<sup>6</sup> Due to timeline data for Theme 4 was not available.  
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<b>No. of activities introduced for teachers to experiment with</b>	2	3	12
<b>No. of teachers who uploaded their evidence</b>	81%	79%	70%
<b>Did the experiment online</b>	68%	83%	10%
<b>Did the experiment face-to-face</b>	32%	27%	90%
<b>Teacher used group work</b>	90%	96%	90%
<b>Teachers adapted the activity</b>	62%	74%	75%
<b>Students were active and engaged</b>	65%	84%	80%
<b>Teachers completed the activity within the lesson</b>		60%	76%
<b>The activity was difficult to manage</b>	30% agreed 40% partially agreed	46% agreed 31% partially agreed	25%
<b>The teacher would do the activity again</b>	62%	76%	85%

## Key Recommendations/Suggestions

Based on feedback offered through surveys and other inputs gathered e.g., focus groups and logistical experiences of the pilot, the following key recommendations have been formed. These should be strongly considered within Year 2 planning.

### Initial Planning

- **Develop a comprehensive Terms of Reference (ToR) for Lead Teachers:** to provide an overview of NODE and its objectives to ensure Lead Teachers have a clear understanding of the programme

### Outputs

- **Simplify and streamline content:** teachers consistently reported that there was too much information to process in the foundational and localised sessions. To address this, consider condensing the content and focusing on the most essential and practical information. This will help teachers grasp and apply the concepts more effectively.
- **Enhance connection to classroom contexts:** Teachers requested more connection to their specific classroom contexts. Consider incorporating real-life examples, case studies, and practical scenarios that reflect the teaching

environment in China. This will help teachers better understand how to apply the concepts and strategies in their own classrooms.

- **Include concrete and practical content:** teachers expressed a desire for more concrete and practical content. Ensure that the training materials provide clear guidelines, examples, and differentiation strategies that teachers can readily implement in their teaching practice. Include practical tips and techniques that can easily be adapted to various classroom situations.

### **EDI – gender equality**

- **Create an EDI and gender equality specific project outcome** that institutionalises the practices and ensures their ongoing implementation within the NODE. For example, the outcome could be: *Establishing an inclusive and equitable learning environment within the NODE programme that promotes EDI and gender equality principles.*
- **Continual training and support:** continue to prioritise EDI in the Lead Teacher training by regularly updating and reinforcing the importance of inclusive and equitable practices. Provide ongoing support and resources to help Lead Teachers effectively model and champion inclusive behaviours within their Teacher Activity Groups (TAGs).

### **Teacher expectations**

- **Address teachers' concerns about language proficiency:** The data suggests that teachers are not fully confident in their English language proficiency to successfully participate in a CPD program delivered in English. To address this, consider providing additional bilingual resources, support materials, and opportunities for interactive discussions in teachers' L1 (Mandarin). This will help build their confidence and ensure effective participation.
- **Provide support for time management:** The significant shift in the data regarding the time commitment required for NODE indicates that time management is a challenge for teachers. Clearly communicate the expected time commitment upfront and offer flexible learning options, such as asynchronous activities, to accommodate teachers' busy schedules. Additionally, provide guidance and resources on effective time management strategies to support teachers in balancing their workload.
- **Address challenges in applying learning to the classroom:** Provide specific guidance, resources, and practical examples on how teachers can effectively apply the acquired knowledge and strategies in their classrooms. Offer ongoing support, such as online mentoring or coaching, through breakout rooms for example, to help teachers overcome their challenges and translate theory into practice.

### **Asynchronous content**

- **Explore strategies to improve completion rates:** consider implementing measures to increase commitment and follow-through, such as regular reminders, personalised support, or incentives for module completion.
- **Address translation challenges:** acknowledge the small percentage of teachers who reported finding the TfS module difficult and requiring translation. Explore ways to provide additional language support or alternative delivery methods to address the needs of these teachers. This may include providing translated materials or facilitating collaborative learning environments where teachers can support each other in understanding the content.
- **Consider individual preferences:** Recognise the variations in teachers' experiences and perceptions across different themes. Take into account the diverse needs, preferences, and contexts of teachers when designing future iterations for the asynchronous modules. Where possible, always offer flexibility and customisation options that cater to individual learning styles, interests, and levels of teaching experience and digital literacy skills.

### **Foundational/Localised**

- **Address challenges in understanding and processing:** to improve the ease of understanding and processing of the content, provide additional support mechanisms. This could include providing clear explanations, simplifying complex concepts, breaking down information into manageable chunks, and offering opportunities for reflection and clarification.
- **Manage information overload:** recognise the challenges associated with information overload and take steps to mitigate it. Consider organising the content into modules or units, allowing teachers to digest and assimilate information gradually. Provide supplementary resources, such as handouts or online materials, that teachers can access at their own pace.
- **Address relevance and applicability:** given the concern regarding the relevancy and applicability of the NODE's content to teachers' classrooms, focus on aligning the content with their specific needs, challenges, and teaching contexts. Incorporate real-life examples, practical applications, and case studies that demonstrate how the content can be implemented in different classroom settings.
- **Chunking and scaffolding of information:** break down the content into smaller, manageable units or modules. Provide clear outlines, summaries, and guiding questions to help teachers navigate through the material. Consider offering additional resources, such as supplementary materials or online resources that teachers can access at their own pace to reinforce their understanding.



## TAGs

- **Enhance reflection time:** consider allocating more dedicated time for teachers to reflect on their classroom experiments and learning. Encourage structured reflection activities and provide guidance on effective reflection strategies to help teachers gain deeper insights and make connections between theory and practice.
- **Facilitate knowledge sharing:** create opportunities for teachers to share their experiences, challenges, and successes during the TAG sessions. Foster a supportive and collaborative environment where teachers can learn from one another and exchange practical strategies and ideas. Consider incorporating structured sharing activities, such as small group discussions or peer presentations, to maximize knowledge sharing.
- **Support problem-solving:** provide additional support and resources to assist teachers in problem-solving related to their classroom experiments. Facilitate collaborative problem-solving sessions where teachers can seek advice, brainstorm solutions, and receive feedback from their peers and lead teachers. Encourage the sharing of effective strategies and resources to address common challenges.
- **Consider alternative scheduling or frequency of TAGs** to accommodate teachers' availability and ensure higher participation.

## Lead Teacher CoPs

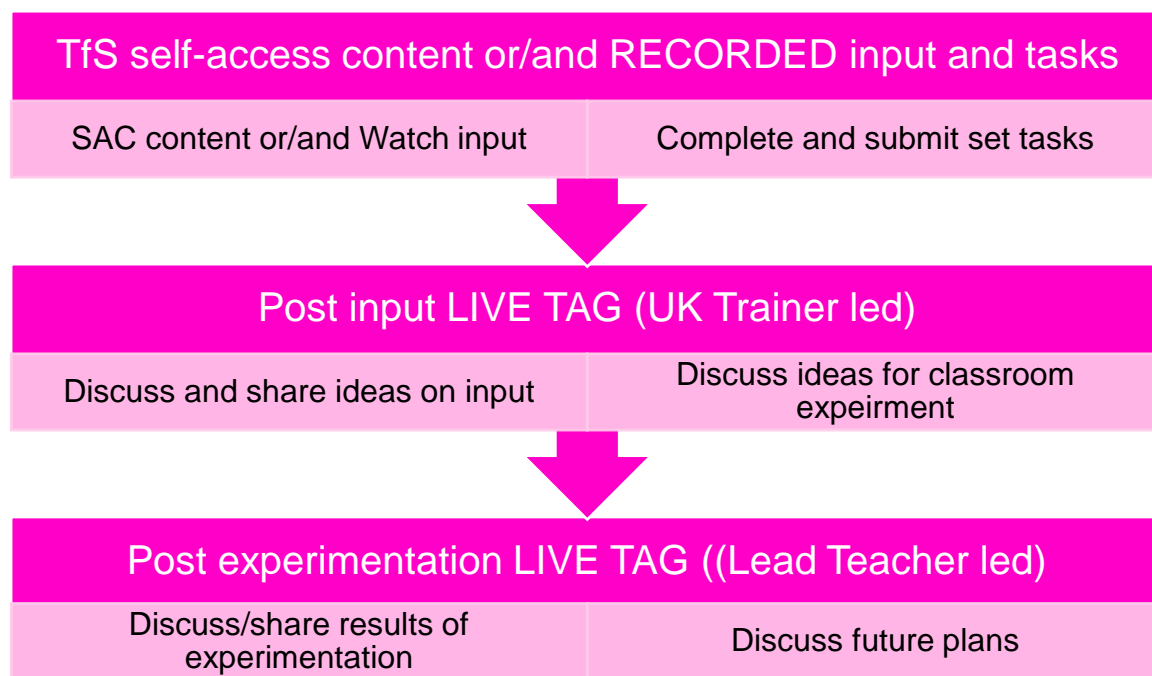
**Encourage active participation:** to increase engagement and participation, it is essential to create a supportive and inclusive environment where Lead Teachers feel encouraged to contribute. The facilitators can promote active participation by asking open-ended questions, encouraging discussions, and inviting different perspectives.

**Address cultural characteristics and values:** Recognise and respect the cultural characteristics and values of the Lead Teachers. If the CoP is perceived as too formal or hierarchical, it may impede knowledge sharing and collaboration. Creating a more informal and inclusive atmosphere can help overcome barriers and encourage active participation.

**Evaluate and adapt the format:** regularly assess the effectiveness of the CoPs and make necessary adjustments based on feedback from Lead Teachers. Consider conducting surveys or individual interviews to gather insights on the CoP experience, areas of improvement, and suggestions for future sessions. This feedback can guide facilitators in refining the format, topics, and facilitation techniques to better meet the needs and expectations of the Lead Teachers.

## Suggested model for Year 2 addressing considerations and challenges in Year 1

Based on the experiences of the Year 1 pilot and the success of certain key elements the following model is suggested. An overview is provided below for reference.



The model focuses on the success of key elements of the pilot year. In particular the asynchronous learning components and TAGs. This seeks to provide core input in a manner that can 1.) be followed more easily at a pace that suits teachers and can be prepared with necessary language support to ensure it can be followed, and 2.) ensure that ensuring a direct impact on classroom practice with specific relevance to teachers' classrooms is at its core. This localisation would be led by TAG groups solving local problems with local input.

A more detail suggested breakdown can be found below.

Week	Learning event	Alignment with evidence from the pilot	Trainer	Supplementary engagement / materials
Week 1	3-hour asynchronous input (watching pre-recorded webinars with subtitles)	Addresses translation challenges Capitalises on the TfS perceived usefulness Mitigates information overload	NA	LTs supporting teachers via WeChat
Week 3	2-hour TAG 45 mins with UK expert (English) 45 mins with LTs in break out rooms 30 mins teacher feedback	<b>UK expert led session</b> Incorporates diverse instructional techniques such as case studies, simulations, group discussions, and hands-on activities to	UK Trainer Lead Teachers supporting	Pre-TAG handouts  Post-TAG handouts  LTs engaging with teachers via

	facilitated by UK expert	<p>enhance teachers' learning experiences.</p> <p>Provides clear explanations, simplifying complex concepts, breaking down information into manageable chunks, and offers opportunities for reflection and clarification.</p> <p><b>Breakout rooms (L1)</b></p> <p>Addresses challenges in understanding / processing</p> <p>Ensure relevance and applicability</p> <p>Fosters enjoyment and motivation</p> <p>Supportive learning environment</p> <p>Provides opportunities for feedback and assessment of teacher understanding</p>		WeChat on a weekly basis
Week 6	<p>Post-experimentation TAG (L1)</p> <p>60-90 minutes</p>	<p>Enhance reflection</p> <p>Facilitate knowledge sharing</p> <p>Support problem-solving</p> <p>Offers personalised support</p> <p>Sharing best practises and collaboration</p>	Lead Teachers	Self-reflection / assessment checklist for teachers

## Summary

The year pilot has been a valuable experience and helped the programme designers understand what works and what does not work well for teachers in this context. In particular, it has been crucial in understanding logistical concerns that teachers affect participation have such as : time management, language proficiency and learning preferences, and in content relevance. It has also been important to understand what teachers can and are willing to engage with in the time provided.





Within this context, the programme did meet its planned outcomes, overall, but rather than replicating Year 1 it will now be important to take key learnings and apply them to a Year 2 model. This model will apply these learnings within the available timeframe provided for its delivery. It should be noted, on the point of time available for learning and monitoring of project success, that for significantly more robust information to be collected on the impact of the programme on teachers in their classrooms some time needs to be taken after the final delivery to monitor changes in teacher practice through lesson observation and further interviews with sample participants. Only then will we have a fuller understanding of what has worked best in a practical and applicable sense.

Taking into account the feedback and insight gained through the monitoring and evaluation over the programme timeline, recommendations have been put forward on programme design including a change in focus of delivery to increase asynchronous inputs, while placing further emphasis on building capacity through TAGs. Some consideration may also be given to reducing the number of modules if the programme for Year 2 is held within a similar period and period top allow teachers to fully engage in activities and assimilate the content.

The first year has provided many positives but there are adaptations that must be made for its continuation, particularly at a larger scale as planned.

### Achievement of planned outcomes and KPIs

Based on feedback gained over the 4 modules, the extent to which the pilot year of NODE has been able to achieve its outcomes, KPIs and outputs are presented in a heat map below:

Achievement of NODE's Year 1 outcomes, key performance indicators, and outputs	
	<div>strong evidence </div> <div>moderate evidence </div> <div>limited evidence </div> <div>no evidence </div>
<b>Pilot overarching</b>	By the end of Year 1, the project will have positively impacted the classroom practice of 200 junior high English teachers, with numbers based on initial recruitment, primarily in ELT lower resourced geographies, through the provision of high-quality, contextualised, digital English teacher CPD content, self-access resources and online training delivery.

Teacher-specific outcome 1	Through a combination of foundational and localised input, and supplemental collaborative learning events, teachers will have raised their awareness of relevant pedagogy and practices in areas of identified need (1. Teaching speaking, 2. Motivating students, 3. Teaching speaking, 4. 21st century skills) to better inform and deliver their lessons in both rural and urban contexts.
Teacher-specific	Teachers will have improved their own teaching, and their student learning experience, through the experimentation with, and implementation of, appropriate new teaching ideas and methods suitable for their context.
KPI 1	By the end of the pilot 80 per cent of NODE teachers are better able to make critically informed decisions that provide meaningful student learning experiences across the four themes in their classroom contexts.
KPI 2	By the end of the pilot 80 per cent of NODE teachers are better able to reflect, share and collaborate on their classroom practises.
KPI 3	Eighty per cent of NODE teachers report they have improved their capacity to effectively teach and learn online.
Pilot year over-arching outputs:	1. By the end Year 1, the project will have established <i>up to</i> 10 regular TAG groups amongst English teachers in targeted areas.
	2. By the end of Year 1, the project will have developed and engaged with a cohort of up to 10 lead teachers, training them in online course delivery and the design and the organisation of teacher activity groups, ensuring they are equipped with key skills that allow them to help lead future online TAGs.
	3. By the end of Year 1, a replicable model and training course that is appropriate for the local context will have been developed and be ready for future re-use. This will include appropriate systems, content, and selected modules from the Teaching for Success suite as appropriate.
	4. By the end of Year 1, reports on further needs of teachers, progress made, and suggestions for informing future projects.

To conclude, NODE has demonstrated, through its learning events that it can empower teachers and positively influence the teaching of English in the junior high classroom. The project's monitoring and evaluation, sustainability strategies, and lessons learned further enhance its effectiveness and potential for lasting impact. By implementing the provided recommendations, NODE can continue to evolve, adapt, and serve as a catalyst for positive change in English Language Teaching.