Speakers and Abstracts

Sam Ayton
First Secretary & Director of English language Services, Cultural and Education Section of the British Embassy

Sam Ayton has been Director of English for the British Council in China since 2014. She has worked internationally in the field of English language teaching and assessment for more than 15 years. The team she leads in China delivers public and private sector consultancy and teacher development initiatives; provision of self-access content (digital, broadcast and print) for learners and teachers; and creates new opportunities for business development and partnerships. A key area of interest and experience is in the challenge of policy implementation, particularly in large-scale teacher development initiatives.

Simon Borg
ELT Consultant & Visiting Professor of TESOL, University of Leeds, UK

Simon Borg has worked in the field of ELT for over 25 years and has experience in a wide range of international contexts. After 15 years at the University of Leeds, where he was Professor of TESOL, Simon now works as an ELT Consultant specializing in the design, delivery, evaluation and study of language teacher development. He also retains Visiting Professor positions at Leeds and at Bergen University College in Norway. Simon has published widely and is well-known for his work on language teacher cognition, professional development and teacher research. Key books include *Teacher cognition and language education* (2006) and *Teacher research in language teaching* (2013). An anthology of his work entitled *The study of language teacher cognition*, is being published in China by SFLEP at the end of 2015. Full details of his work, as well as a blog, are available at http://simon-borg.co.uk.

1050-1220 2 Dec	Plenary 1: Developments in & key characteristics of effective CPD
Abstract	Substantial resources are increasingly invested worldwide into the professional development of teachers with the aim of promoting positive change in classroom practices and, ultimately, enhancing educational experiences for students. However, the sustained impact on teachers of much professional development work is limited. In this talk I explore factors which limit the impact of professional development initiatives and, drawing on the contemporary international literature on teacher professional learning, highlight strategies which can enable professional development to impact more significantly on what teachers do.

0900-1030 3 Dec	Panel discussion 1: Assessing and prioritising training needs Case study 2: An analysis of Chinese ELT teachers' training needs
Abstract	This short presentation draws on needs analysis reports on various aspects of ELT in China and identifies some trends within them. - Needs analysis is an important element in defining a CPD - Needs analysis needs to be systematic and to involve key

	stakeholders, especially teachers themselves
	• Needs analysis in China has focused on trainer training and general and vocational teacher training
	• More recent focus on EMI too
	• Common needs; teacher training skills; improving oral language proficiency; using a wider range of resources; more student-centred lessons; focus on learning objectives; alternatives to PowerPoint presentations of knowledge; greater support for EMI

1430-1530 3 Dec	Presentation 5：Teacher research and CPD
Abstract	Teacher research is an approach to professional learning which involves teachers in studying teaching and learning in their own contexts. While numerous benefits of teacher research have been highlighted in the literature, it does remain a challenging activity for teachers in many contexts. In this talk I will discuss some key challenges and identify the conditions which need to be created for teacher research to achieve its potential to support professional development. One essential condition that may be particularly relevant to China is the need to see teacher research not as an academic activity but as practical (but still robust) inquiry that supports teaching and learning.

David Hayes
Education Consultant & Associate Professor in the Department of Applied Linguistics, Brock University, Canada

David Hayes is an independent education consultant and Associate Professor in the Department of Applied Linguistics, Brock University, Canada. He has extensive experience of English language teacher education in a number of countries, particularly in Asia. Dr Hayes has recently edited a collection of papers for the British Council entitled *'Innovations in the continuing professional development of English language teachers'*, available for download at: http://englishagenda.britishcouncil.org/books-resource-packs/innovations-continuing-professional-development-english-language-teachers In 2014 he also wrote a research report *'Factors influencing success in teaching English in state primary schools'* available online at https://www.teachingenglish.org.uk/article/factors-influencing-success-teaching-english-state-primary-schools. As well as publications on Continuing Professional Development, Dr Hayes has published widely on the lives and careers of non-native speaking teachers of English in journals such as *TESOL Quarterly*, *Harvard Educational Review*, *Asia Pacific Journal of Education, Language Teaching Research* and *System*. He is currently conducting research into social attitudes towards English in Bihar, India, and continues to work on other CPD projects in India for the British Council.

1330-1500 2 Dec	Plenary 2：Real change - assessing and evaluating impact in CPD
Abstract	Bringing about educational change is a complex, long-term process. At its heart, it is dependent on classroom teachers for its success, though experience worldwide shows that teachers are rarely consulted when educational innovations are being developed. Nevertheless, we must recognise that CPD should not just be something that is 'done' to teachers by others in the system, but a professional necessity for all groups, whether they are educational officials, supervisors, head teachers or pre-service teacher educators. Restricting evaluation

	processes to the impact of CPD programmes on teachers, as is common, would mean taking a narrow perspective which fails to examine the whole context necessary to promote change. Thus, just as the change process itself is complex, assessing the impact of CPD programmes designed to bring about change is also a complex undertaking. However, research indicates that there are several key features of successful assessment and evaluation systems. Most important, is that any system must begin with a baseline study, without which real change cannot be measured. It should also be broad-based, longitudinal and multi-faceted, reflecting the reality that successful innovation is dependent on change amongst various groups in an education system, and particularly that change at the classroom level takes time to be realized and is likely to be experienced in different ways for individual teachers.

1300-1430 3 Dec	**Panel discussion 2: Case studies of teacher training models** **Case study 1: Cascade - British Council/DFID project in Sri Lanka**
Abstract	Cascade systems are widespread in large-scale educational reform programmes. A key danger in cascade training is dilution of training the further down the cascade one progresses. To counteract dilution, a number of strategies are recommended for successful cascades: • methods of conducting training must be experiential and reflective rather than transmissive • training must be open to reinterpretation; rigid adherence to prescribed ways of working should not be expected • expertise must be diffused through the system as widely as possible, not concentrated at the top • a cross-section of stakeholders must be involved in the preparation of training materials • de-centralisation of responsibilities within the cascade structure is desirable To promote implementation of what is introduced on training courses, classroom-based support for teachers after training is essential.

1050-1150 2 Dec	**Presentation 4: Approaches to supporting the development of language proficiency of English language teachers**
Abstract	The issue of language proficiency for English teachers is an important one within education systems, reflecting the continuing growth in importance of English as an international language in a 'globalised' world. Teachers themselves see proficiency as a key element in their sense of identity and it is integral to their effectiveness in the classroom. However, there remain questions about the specific levels of English teachers need and how these levels can be achieved. In some education systems teachers are required to reach particular levels on internationally recognised frameworks, such as the Common European Framework of Reference for Languages (CEFR), though this has both benefits and drawbacks. Another key issue is whether language

proficiency should be developed separately from or alongside language teaching skills. Whichever approach is taken, it is important for teachers to take responsibility for improvement in their own language skills, even if this is within CPD parameters set by education officials. There are numerous free on-line resources which teachers can use to help develop their language proficiency but a blended approach, in which teachers work directly with colleagues as well as in online communities, is generally more effective than e-learning alone.

Tim Hood
Director Examinations China, British Council

Tim Hood is Director of British Council's Examination Services in China. He manages a team of more than 600 staff, including 350 examiners, who deliver nearly 900,000 examinations annually. As well as IELTS, this includes Aptis, the British Council's new communicative skills test for schools and universities. Before coming to China, Tim held senior roles with the British Council in countries as diverse as Egypt, Vietnam and Turkey, where he was involved in English teaching and assessment reform projects. He is especially interested in how to achieve practical success in reforming education systems so that young people are able to speak and write English effectively when they start university or work.

0900-1030 3 Dec	Panel discussion 1: Assessing and prioritising training needs Case study 3: Analysing the language improvement needs of Chinese teachers of English
Abstract	- This presentation will share the insights obtained from a research project into the language improvement needs of Chinese teachers of English. The research is based upon a large scale assessment exercise which sought to identify the needs of teachers, using British Council's new Aptis English Language test for Teachers. An analysis of results will be presented, as well as recommendations for the use of English language assessment in future teacher development projects. - Aptis for Teachers is a new English assessment tool developed by the British Council which is designed for schools and universities. The test content of Aptis for Teachers relates specifically to teachers, and questions tap into themes and scenarios that they come across every day, thereby providing a more realistic assessment of the levels of English a teacher produces in the classroom.

Tim Phillips
Head of Teacher Development, English & Exams, British Council

Tim Phillips is head of teacher development in English & Exams in the British Council, based in Manchester. His current work focuses on the development of Teaching for Success, our integrated approach for teacher training and development, including our continuing professional development framework for teachers. He oversees the Council's large portfolio of teacher development resources, including the TeachingEnglish website and our online and face-to-face training resources. He has worked as a teacher, trainer and project manager in Jerusalem, Spain, Portugal, Slovakia and the Republic of Macedonia. His

professional interests include the professional development of English language teachers, blended approaches to teacher learning, and the use of drama and literature in ELT.

1300-1430 3 Dec	Panel discussion 2: Case studies of teacher training models Case study 2: Blended - Communicative assessment: development of testing skills project, China
Abstract	This case study refers to a blended learning approach for a training course to develop testing skills, targeting test-writers and key teachers in secondary schools in certain cities and provinces across China. Blended learning is "a combination of face-to-face and computer assisted learning in a single teaching and learning environment" (Neumeier. 2005) and it carries with it a variety of benefits such as cost efficiency and greater ease of access. Additional reasons why we chose a blended model were: 1. Providing information and the latest up-to-date knowledge on assessment from the UK. 2. Appealing to a variety of learning styles. 3. Connecting the learning to the participants' workplace and local context. 4. Allowing participants to develop their own tests and to learn at their own pace. The course blend included a four-day, face-to-face course that would give participants the learning opportunities to meet the above mentioned objectives and a Moodle virtual learning environment where participants could read articles on assessment, watch videos of experts talking about different areas of assessment and testing, and link to a variety of other related websites. There were multiple positive outcomes which included course participants being confident in their ability to write reliable and valid tests that will have a positive impact on communicative classroom teaching.

1550-1720 3 Dec	Panel discussion 3: CPD and technology - showcasing effective use of technology Case study 2: What does technology offer education?
Abstract	Tony Richardson, executive director for Strategy & Policy at BECTA writes in ITadviser, Issue 55, Autumn 2008 that technology • Offers new opportunities for learners to take more control of their learning and access their own customised information and resources • Encourages learners to have a greater creative input into how they present their work • Allows more collaborative ways of working, with community creation, dialogue and knowledge sharing • Gives learners the opportunity to showcase their achievements to an authentic audience, often using non-traditional media such as video This applies to teachers as learners as well. How can technology support

	the characteristics of effective professional development? • concrete and classroom-based • teachers collaborating with other professionals • outside expertise • teachers select their own professional development activity • mentoring and coaching • sustained over time • supported by leadership

Tim Rudd
Principle Lecturer, Education Research Centre, University of Brighton

Dr Tim Rudd has a wealth of experience managing and delivering research and development projects in the field of education and new technologies. As founder of Livelab, he has recently been involved in numerous projects nationally and internationally, focusing on topics such as critical digital literacy, video-conferencing, mobile devices, and whole school ICT development.

Tim is also Principal Lecturer in the Education Research Centre at the University of Brighton, researching and publishing work related to education technology, social justice and alternative educational systems, pedagogies and discourse. Tim was previously Senior Researcher and Services Development Manager at the Educational Charity, Futurelab, which focused on harnessing new and emerging technologies to develop innovative and new approaches to learning and teaching. Prior to working at Futurelab, he was Head of Evidence and Research at the British Educational and Communications Technology Agency (Becta), the Government's lead agency for promoting ICT in education.

Tim gained his PhD from at the University of Bristol, has a first class degree in Applied Social Science, is a Fellow of the Higher Education Authority, and is also qualified as an Innovations Champion through the Institute of Leadership and Management.

Links:
www.livelab.org.uk; http://about.brighton.ac.uk/education/contact/details.php?uid=tpr10; http://archive.futurelab.org.uk/

1550-1720 3 Dec	**Panel discussion 3: CPD and technology- showcasing effective use of technology** **Case study 3: Different models of professional development with ICT**
Abstract	Professional development with ICT allows for a variety of different models. This short case study presentation will look at: • The value of collaborative models and harnessing collective knowledge • Promoting 'ownership' of professional development • Theoretical perspectives Examples in practice and pedagogy will be presented.

Note: Tim Rudd is not present and case study presentation will be via pre-recorded video. Adam Edmett will be sitting on panel on his behalf.

Adam Edmett
Online Teacher Development Advisor, English & Exams, British Council

Adam Edmett is Online Teacher Development Adviser for the British Council. He has a Masters in Online and Distance Education and is currently completing a PhD in the same field. He has been working with Educational Technology for over 16 years and has been involved in a wide range of projects such as large scale blended programmes for teacher training, online courseware product development and various research into online communities and M&E of online education more generally. Adam has worked as a teacher, trainer and/or manager in Thailand, Portugal, Slovakia, the Czech Republic, Venezuela, Egypt, Turkey, China, Malaysia, Tunisia, Sri Lanka and the UK. He has also held regional roles in Asia. He is especially interested in the transfer of skills/knowledge from online teacher development courses to application in the classroom and how new video based platforms for teacher observation can improve learning outcomes.

Huang Muhang
Professor, South China Normal University
Deputy Director, Guangdong Primary and Secondary Teacher Training Centre

Prof. Huang Muhang, an MA student supervisor, mainly focuses his academic studies on curriculum design and pedagogy. He is currently Vice Dean of the School of Training and Research in Basic Education, of South China Normal University and he is one of the first experts to join the National Teacher Training Program.

His main areas of research are: teacher education theories, design and management of teacher training programmes, the assessment of teacher training, etc. His monographs include *Upper Secondary School History Teaching and Evaluation*, *Research into Performance Evaluation Systems for the Subject of History at Upper Secondary Schools*, etc. He has also published over 30 academic dissertations at home and abroad, and has completed over 10 important research papers, including *"Research and Development of Evaluation Standards for the Performance of Primary and Secondary School Students on Different Subjects (History)"*, which was a national research project topic in the 11th Five-Year Plan for Pedagogy supported by the National Social Science Foundation, and *"The Evolution of History Textbooks in Primary and Secondary Schools in China and the evolution of the Chinese Society over 100 Years"*, which is a key topic in the 12th Five-Year Plan of the National Social Science Foundation.

1500-1550 2 Dec	Presentation 1: China reform in teacher training models
Abstract	In recent years, the Chinese government and different levels of educational administrative authorities have been stepping up teacher training initiatives and they have made remarkable progress. With a view to pro-actively adapting to the actual needs for deepening curricular reforms for basic education and fully implementing quality education so as to solve the issues in training, there has been a shift in the training model. In May 2013, the Ministry of Education printed and distributed its *National Guidelines on Deepening Reforms of Training Models for Primary and Secondary School Teachers to Fully Enhance Training Quality*, pointing out the general orientation for the reforms of teacher training models in China, which then resulted in the popularization of a blended training model which combined an online learning community with localised face-to-face support. Taking the above mentioned model as an example, this presentation will give an introduction to the background of recent training model reforms, highlight the practices used in this particular blended teacher training project, list the results of its implementation and explore possible ways to improve future training.

Zhong Zurong
Professor and Vice President of Beijing Institute of Education

Zhong Zurong is Vice President of Beijing Institute of Education and also an MA student supervisor, standing deputy director of the Professional Committee on Talent Studies of

China Talent Research Society, standing deputy director of the Chapter on Learning Sciences of China Association of Higher Education, standing deputy director of the Chapter on Educational Management of the Chinese Society of Education, vice president of Beijing Education Association, vice president of Beijing Association of Special-Grade Teachers, and an expert in the expert pool for the National Teacher Training Program of MoE.

His main areas of research are: development and training of headmasters and teachers, growth and cultivation of creative talents, philosophy of education and learning sciences; he has over 30 academic publications with more than 100 dissertations; and he is in charge of 12 research projects of or above provincial or ministry levels. His monographs include *Modern Talent Studies, Introduction to the Philosophy of Elementary Education*, *Theory and Practice of Guidance on Learning*, *Embracing a Society for Talents*, etc. He is also editor in chief for *Introduction to Modern Science of Teachers*, *Innovative Training of Headmasters-Practice and Research*, *Training of Teachers—Research and Review*, *Toolkit for the Training and Management of Teachers*, *Guidance on Quality Evaluation of Teachers Training*, a series of books on *Professional Development of Teachers in Primary and Secondary Schools -- Criteria and Guidance*, and a series of books on *Guidance on Courses for the Training of Teachers in Primary and Secondary Schools*, etc.

1610-1700 2 Dec	Presentation 2: Design of the National Teacher Training Curriculum Standards
Abstract	China has recently been attaching great importance to the professional development of teachers after they formally start their careers, supporting their learning and development through normal schools and universities, educational colleges, further education schools for teachers, and teaching research institutes or centres. The above institutions have accumulated considerable experience in the designing and development of training courses, however, there are also some challenges, for instance, the courses are not yet properly tailored, not organically structured and not sufficiently combined with practice. As a result, there should be more normative guidance on curriculum systems. Curriculum standards for the training of teachers needed to be developed so as to provide better reference on training and the designing of courses for local training institutions. The national teacher training curriculum standards for the training of teachers in all subjects in the compulsory educational stages are now being developed as planned . The curriculum standards will include the following 4 elements for each subject, namely: 1. training purposes 2. capability diagnosis 3. training courses 4. training implementation There will also be 4 dimensions for the content of training courses, namely: 1. morality and self-cultivation as teachers 2. subject teaching 3. classroom management 4. learning & development

	Each of the above 4 dimensions will be reformulated to fit their respective element and the first 3 elements will be expanded into multiple levels, going into specifics level by level. The 4th element (training implementation) will be dealt with separately.
	The dimension of subject teaching will also be linked up with the existing curriculum standards for each subject. Teachers' professional abilities will be defined in line with the skills needed for delivering the different types of content in each of these subject curriculum standards. The abilities are classified into different levels taking into consideration aspects of subject knowledge, development of learners, teaching processes, etc. The training curriculum will define the objectives for developing teachers abilities based on these performance indicators.
	There are 4 levels of performance indicators and relevant courses need to be developed that match teachers' described performance levels.
	Therefore, the training course standards will be conducive to the organic combination of professional development of teachers and the enhancement of their teaching capabilities of different subjects so as to promote the learning and development of students, while at the same time helping teachers choose corresponding courses based on their concrete current conditions, thus solving directionless teacher training and satisfying the actual needs of teachers.

Xu Hao
Associate Professor, National Research Centre for Foreign Language Education, School of Education, Beijing Foreign Studies University (BFSU)
Assistant Dean, Academy of Language Studies, BFSU

Xu Hao, Ph.D. in applied linguistics, Associate Professor at National Research Centre for Foreign Language Education / School of Education, Beijing Foreign Studies University; Assistant Dean, Academy of Language Studies, Beijing Foreign Studies University. His main research interests include second language acquisition, psycholinguistics, and language teacher education. He is Executive Editor-in-Chief for *English Learning (Teacher Edition)*, and serves as a reviewer for academic journals such as *Asia Pacific Education Review*, *Asia Pacific Journal of Education, System, Teaching and Teacher Education*, *TESOL Quarterly*, *The Asia-Pacific Education Researcher*, *Foreign Language Teaching and Research* (in Chinese), and *Modern Foreign Languages* (in Chinese).

1700-1750 2 Dec	**Presentation 3: Constructing a framework for EFL teacher competencies based on enacted pedagogical practices: the construct, measurement, and a curriculum for CPD**
Abstract	Descriptions of teacher competences should address both the espoused and the enacted dimensions. While the espoused dimension has been given due attention, the enacted dimension, more specifically, what teachers actually do and how they do it in reality, has been unfortunately neglected. The lack of the enacted dimension has resulted in an immense gap between the ideal development objectives set from the espoused dimension and the real situations in teacher training where teachers struggle with huge difficulties as they try to comprehend and

	internalize what they are expected to learn with a strong mindset for the enacted rather than for the espoused.

Thus, under the supervision of an MOE expert team, we have collected a huge volume of empirical data and examined more closely the enacted pedagogical practices of EFL teachers from urban and rural schools in various regions in China. Based on such practices, we have reconstructed a framework for EFL teacher competencies, developed a graded measurement of teacher competences, and proposed a curriculum for CPD. |

Yan Hanbing
Professor, East China Normal University

Prof Yan Hanbing, Ph.D. in Educational Technology, Ph.D. student supervisor, Vice president of Open Education Institute of East China Normal University, a core member of the national expert group for the Intel Teach to the Future program and one of the first experts to be included into the expert pool for the National Teacher Training Program for Primary and Secondary School Teachers.

Her main areas of research are: the management of educational technology, design and management of teacher training, and design and management of remote training. She has published a number of monographs, such as *Design of Learning Process*, *Information Technology in the Design of Teaching - Practical Gauge Tools*, and *Design of Remote Teaching*, etc.. She has also published over 40 academic dissertations at home or abroad, and has completed or is conducting over 20 research projects. Of them, the ones related to training programs include the project of quality management standards for the "National Teacher Training Program" entrusted by the Department of Teacher Affairs of the Ministry of Education, and humanities and social science projects such as "Quality Management of Remote Teacher Training" and "Qualitative Analysis Tools for Large-scale Online Teacher Training". Other works include "Standards for IT Application Abilities of Primary and Secondary School Teachers" and "Tools for the Diagnosis and Evaluation of IT Application Capabilities of Primary and Secondary School Teachers", etc.

| 0900-1030
3 Dec | **Panel discussion 1: Assessing and prioritising training needs**
Case study 1: MoE's national project on enhancing primary and secondary teachers' ICT skills |
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| **Abstract** | This case study will present an analysis of the ICT project mentioned above which was started in October 2015 by the MoE.

This project demonstrates the MoE's systematic drive towards pushing forward teacher training reforms across China and ICT is one of the reform directions. The project follows a top-down or centralised design which will enable it to be standardized at a national level once implemented. As a result of the project involving ICT it is hoped that it will help address problems such as the individual needs of trainees since they are able to select what they want to learn. Success of the project is hopefully guaranteed through the systematic assessment of the quality of learning. Through taking a school-based training approach it is also hoped that the project will address concerns of how learning is applied in practice and how individual learning needs are addressed.

As seen, information technology is not only a topic for learning but also has become, an important means for optimizing training content, |

| | innovating training models, breaking through issues in management and enhancing training results. This project has provided a solution to the promotion of reforms in teacher training that can be both copied and learnt from. |

Ronggan Vincent Zhang
Research Fellow, Guangdong Academy of Education

Ronggan Vincent ZHANG received his MA from the University of Leeds and M Phil from the University of Cambridge. He is a research fellow at Guangdong Academy of Education. He writes in English and Chinese on applied linguistics, teacher education, and language policy research. He has co-authored six books published by such publishers as TESOL Publications, East China Normal University Press and Peking University Press.

1300-1430 3 Dec	**Panel discussion 2: Case studies of teacher training models** **Case study 3: Teachers' perception of coaching in collaborative lesson planning & piloting (i.e. lesson study)**
Abstract	Lesson study is widely practised in China for school teachers' continuing professional development (CPD) (cf. An, 2014). It is an approach in which teachers and researchers work collaboratively to produce a public model lesson for a greater circle of teachers to observe and learn from (cf. Stigler & Hiebert, 1999). Before reaching the final version of a public model lesson, the teacher who gives the lesson has to go through a few cycles of planning, trying out, and re-planning and trying out again. Before and after each try-out, there is usually a discussion in which fellow teachers and local researchers give feedback and advice to the teacher. The process of supporting a teacher reaching his/her final version of a public model lesson is called coaching in this presentation. This presentation uses data from a case study, to present portraits of three teachers of English from a lower secondary school of Guangzhou City at different developmental stages of their careers, with a focus on how they perceived the appropriacy of coaching in lesson study for their CPD needs. The data was elicited from a group discussion, a semi-structured interview with the researcher acting as the moderator and the teacher participants contributing their ideas to a discussion on two given topics. These two topics are: 'my ideal coaching' and 'my past experiences of preparing a public model lesson for lesson study'.

Song Dongsheng
Professor, Hefei Normal University
Former Director of Anhui Provincial Centre for Guiding Teacher and Leader Training, Teacher Qualification and Accreditation

Professor Song Dongsheng, an MA student supervisor at Hefei Normal University and a nationally awarded teacher of excellence, former Director of Anhui Provincial Centre responsible for guiding teacher and leader training, teacher qualification and accreditation; Deputy Director of Anhui Professional Committee on Chinese Teaching at Primary Schools, one of the first experts for the National Teacher Training Program, and Head of the Team of

Research Topics on Reform Implementation Plans for the National Teacher Training Program; a member of the Expert Group for the Guidance on MoE's National Teacher Training Curriculum Standards; and Vice President of the Chinese Teachers' Continuing Education Research Association of the China Higher Education Society.

1550-1720 3 Dec	**Panel discussion 2: Case studies of teacher training models** **Case study 3: Technology's problem solving role in the continuous development of teachers**
Abstract	Practice is the fundamental characteristic of being professional. The professional development of teachers - which is the effective improvement of their daily teaching practice - is only sustainable when the problems that they encounter in their teaching are repeatedly and instantly solved through action (or practice) based learning The key to this lies in the accumulation and enrichment of practical knowledge, and the difficulty lies in how intangible practical knowledge, or good practice, can be recorded, shared, adapted and innovated. Technology provides a possible medium for solving the problems mentioned above as it will create a platform (or E-learning environment) for school based training. Developments in technology have also allowed for a new self-initiated form of learning called mobile learning or M-Learning. The emergence of ubiquitous learning (or U-learning) has provided new possibilities for teachers to learn at their own pace. All the above being said, it must be pointed out that whatever technology one chooses to use, the thing that can never be replaced is the love and wisdom that teachers have for their students.

About the British Council

The British Council is the United Kingdom's international organisation for cultural relations and educational opportunities. We create international opportunities for the people of the UK and other countries and build trust between them worldwide. We have over 7,000 staff in over 100 countries across the globe.

Our first office in China was opened in Chongqing in 1943 by Joseph Needham. We now work in four cities in mainland China. In Beijing we operate as the Cultural and Education Section of the British Embassy. In Shanghai, Guangzhou and Chongqing we operate as the Cultural and Education Section of the British Consulates-General.

We work with thousands of professionals and policy makers and millions of people every year through English, arts, education and society programmes.

A world leader in teacher development

We have over 80 years' experience of the design and delivery of high-quality teacher development programmes across the world.

We have a proven track record of successful partnerships with governments and other organisations in education, English language teaching and major teacher development projects.

We are a world leader in the development of English language teachers. We provide training and development to thousands of teachers each year. We have unrivalled engagement with over ten million teachers a year through our global web and social media activity.

We have valuable connections with organisations in the UK and across the globe in education and English language teaching, so that we can make the best expertise available to clients, and draw on the latest thinking and research on teaching methodology and practice.

We provide educational advice and consultancy to governments across the world.

Our presence in over 100 countries around the world enables us to combine local insight with global expertise in designing teacher development projects to fit different education sectors and contexts.