**Doctoral Dissertation**

# A STUDY ON THE GUARANTEE OF RURAL TEACHERS' TRAINING RIGHTS IN THE MIDWEST AREAS OF CHINA THROUGH A NATIONAL TRAINING PROJECT

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# Introduction

## 1. The purpose of the study

Since the adoption of *Recommendation Concerning the Status of Teachers* by UNESCO in 1966, the movement of teacher professionalization has gradually developed into a trend of professional development with teachers as subject. In this process, teachers' professional development cannot be separated from the guarantee and promotion of the necessary external environments, conditions and systems (Ruan Cheng-wu, 2005, p. 168)[1]. In 2001, the Chinese government first used the concept of "teacher education" in *The State Council's Decision on the Reform and Development of Basic Education*, which means the beginning of the transition from normal education to *Teacher Education* ( Zhong Qi-quan & Wang Ya-ling, 2012). With the integration of Pre-service Education and Post-service Training of teachers in this stage, and the professional development of teachers has become the development goal of the new stage. In there, the primary and secondary teachers who accounts for the majority of teachers have become an important part in the process of promoting and achieving the goal of teachers' professional development. Therefore, training of teachers in compulsory education stage occupies an significant position in this part.

As an essential element of *Teacher Education* in compulsory education stage, training is a key link for teachers to improve teaching quality and promote their professional development, which is extreme importance for China's teacher education when considering the function of training as a symbol of level in teachers' professional development and the main ways to improve teacher quality. Furthermore, the training is more significance for promoting balanced development of educational and social equality. At the same time, as the main ways to improve teacher quality in China, training is also an important link between urban-rural teachers and different stages of professional development of teachers' groups. Thus, training plays an important role in teachers' professional development in China.

However, with the rapid development of China's economy since the reform and opening up in 1978, the gap between urban-rural areas and different regions in China has gradually widened, which has resulted in relatively backwardness of education in the Midwest rural areas[2]. And rural teachers, especially, non-backbone teachers[3] in compulsory education stage in the above-mentioned areas have a few training opportunities[4]. Actually, Chen Xiang-ming & Wang Zhi-ming(2013) conducted a large-scale investigation on teacher training from April 2010 to September 2011, with the research group collected 9197 teachers' questionnaires, 298 trainers' questionnaires and more than 300 interviews in 11 provinces and cities of China. Their findings proved that there were obvious differences in training opportunities between urban and rural teachers, and the training times that urban school teachers participate in all kinds of training is greater than that of rural school teachers. And the opportunity to participate in the training above prefecture level and city level is also significantly less in rural teachers than in urban teachers[5]. Thus, it is difficult for rural teachers, especially rural non-backbone teachers to obtain adequate guarantee on their training.

Meanwhile, according to the *Report on the Development of Rural Compulsory Education in China* (Yu Wei-yue 2013), there are 65.53 million teachers in compulsory education stage in rural areas of China, which accounted for 72.3% of the total number of teachers in compulsory education stage. Among them, there are 48.033 million rural teachers in the central and western rural regions, accounting for 73.3% of the total number of rural teachers in compulsory education stage. The statistical of rural teachers in the primary and secondary schools in the Midwest areas is made as follows:

**Table 1 Total number of full-time teachers in rural primary schools in the Midwest areas of China in 2013**

| Category / Areas | Urban-rural Transitional area | Counties & Towns area | County-towns Transitional area | Rural area | Total |
|---|---|---|---|---|---|
| Central | 77,327 | 868,248 | 220,130 | 364,789 | 1,530,494 |
| Western | 54,995 | 864,514 | 160,784 | 337,576 | 1,417,869 |
| Total | 132,322 | 1,732,762 | 380,914 | 702,365 | 2,948,363 |

**Table 2 Total number of full-time teachers in rural secondary schools in the Midwest areas of China in 2013**

| Category / Areas | Urban-rural Transitional area | Counties & Towns area | County-towns Transitional area | Rural area | Total |
|---|---|---|---|---|---|
| Central | 51,816 | 573,139 | 183,293 | 750,597 | 1,558,845 |
| Western | 40,469 | 538,406 | 129,804 | 737,094 | 1,445,773 |
| Total | 92,285 | 1,111,545 | 313,097 | 1,487,691 | 3,004,618 |

Source: Educational Statistical Yearbook of China in 2013

Note: Primary and secondary school teachers in rural areas in this table include four areas: Urban-rural Transitional area, Counties & Towns area, County-towns Transitional area and Rural area.

In the above tables, there are 4.118 million teachers in rural primary schools, accounting for 73.7% of the total number of teachers in primary schools, and 2.435 million teachers in rural junior middle schools, accounting for 70.0% of the total number of teachers in secondary schools. Among them, the proportion of backbone teachers at county level and above county level is 12.0% in rural primary schools. The proportion of non-backbone teachers is 88.0%, with the number of non-backbone teachers is 3.624 million. The proportion of backbone teachers at county level and above county level is 15.1% in rural secondary schools, the rest is 84.9% in non-backbone teachers with the number of 2.067 million. Therefore, non-backbone teachers occupy a large part of the total number of rural teachers, the proportion of non-backbone teachers in rural primary schools and secondary schools in the Midwest

areas should be about 85%, which maybe equal to or lower than that in the whole country. Considering that the proportion of rural teachers, especially rural non-backbone teachers in the Midwest areas, the effect of their training affects not only the achievement of goals of teachers' professional development, but also the progress of the overall development of teacher education of China. Therefore, the guarantee of the training rights for rural primary and secondary teachers, especially rural non-backbone teachers in the Midwest areas, has become an important and necessary issue.

With the training development from stage of academic compensation into stage of improvement on teachers' profession(Guo Fei-jun & Yang Qing-xi, 2012), the situation on rural teachers' training has started to change. The Chinese government promulgated the *Training Project for Rural backbone Teacher in the Midwest Areas* [Teacher Training Midwest Project (TTMP)] of the *National Teacher Training Program*(NTTP) in 2010, which covers all teachers in primary and secondary schools in rural areas of central and western provinces to carry out a 10-year training plan. This means that TTMP is training activity with the longest time, the highest level and the largest scale of rural teachers. Moreover, TTMP as special training activities has covered all rural non-backbone teachers. More importantly, the implementation of TTMP as national policies indicates the development trend of training of rural teachers and non-backbone teachers in China. Meanwhile, it affects the formulation and implementation of training policies for rural teachers and non-backbone teachers in Midwest provinces. Therefore, TTMP is the most appropriate research object of this study.

On the other hand, in Article 7 of the *Teacher' s Law of the People' s Republic of China* in 1993, the right of teachers' training is clearly stated that "teachers have the rights to take refresher courses or other forms of training", which is the rights endowed to teachers as the rights to continuing professional education. After establishing the right-oriented doctrine on teacher training, this law also stipulates the responsibility of the government as the obligor to provide training funds and system as the guarantee for teachers' training. But it is different from some

countries such as Japan and Germany which define teachers as civil servants, and other countries such as Britain and the United Stated which define teachers as public employees, China defines teachers as professionals who are engaged in education and teaching activities[6]. This results in simple contents of rights and the weak operability of the law, which leads to some problems. These problems include the lack of specific provisions on what and how to guarantee the rights of teachers' training (Wang Dong-ni, 2007).

At present, academic learning of teachers' training rights, which could be included by the studies with the rights-based perspective(Robinson. B, 2008), mainly conducted around *learning right* as a bundle of rights composed by *free learning*, *learning condition guarantee* and *individuality development*. Among them, based on free learning as the boundary between the power and learner, *learning condition guarantee*, centering on education rights, stipulates that the government and social organizations compulsorily create learning conditions to realize the abstract learning right for the realization of the ultimate objective of learning established by individuality development (Chen En-lun, 2003; Wang Wei, 2005). According to the definition of *Teachers' Training Rights* that "the rights and interests owned by teachers in their education and teaching activities according to law are the abilities and qualifications to develop their abilities and improve their quality through learning, and to require the obligor of rights to provide conditions"(Wang Dong-ni, 2007, p.7), and legal status of teacher as professionals, teachers' training rights is not only teachers' learning right as reception education right to ask the government to create training conditions, but teachers' professional right to perform the responsibility of education and teaching, which defines that the training rights is compound right with rights and obligations. In other words, teachers must participate in training activities to perform their obligation and ask the government to create training conditions in order to realize their abstract training right for their professional development (Wang Dong-ni, 2007). According to the composition of learning right, the study of Wang (2007) actually clarified that the characteristic of teachers' training rights was *limited free learning*, but *Training Condition Guarantee*, which originates from the *learning*

*condition guarantee,* still remain the blank of stage.

Therefore, as the first use of concept, the *Training Condition Guarantee* is employed to explore this research topic, i.e. the guarantee of teachers' training rights[7]. Then based on the above, the purpose of this study is to illuminate the basic situation of the guarantee of rural teachers' training rights by investigating and analyzing the change of "*training condition guarantee*" in TTMP and its sub-projects for non-backbone teachers, since the implementation of this national project.

## 2. Literature Review

### 2.1. Review of preceding researches on TTMP and its sub-projects

The preceding researches on TTMP of NTTP and its sub-projects for non-backbone teachers, namely, project of distance training before 2015, project of sending trainers to rural schools and project of visiting famous schools after 2015, are shown as follows respectively.

#### 2.1.1. Review of preceding researches on TTMP of NTTP

In the preceding researches on TTMP, firstly, the study noted is that Li Jin-qi (2015) specially investigated the overall implementation of TTMP of NTTP from 2010 to 2015 in his writings through the analysis and evaluation on the systematic design of NTTP. He discussed training model and management measures and gave further advice for the improvement of NTTP. Secondly, focusing on the background and process of implementation of TTMP in the initial stage, Feng Jian-xia & Li Jin-qi (2013) analyzed the restriction and influence on TTMP of NTTP through reflection on rural educational problems which were partly resulted from backward of rural economic and social development at this stage, and partly from the defects of the current educational policy mechanism. They argued that the implementation of TTMP of NTTP should be based on the requirements of rural, rural school and rural teachers, and then give full play to the special advantages of local normal colleges and

universities so as to improve the effectiveness of training model. Zhao Hong-ya (2011) also putted forward some suggestion on the improvement of NTTP, which were aimed to the implementation of objectives, roles and difficulties in the initial stage of NTTP in her study.

On the other hand, there are many studies on the implemented process on specific targets in TTMP. In the view of training institutions, Kuang Hong (2012) discussed the improvement in effectiveness of training through an analysis of training sessions that influenced effectiveness of training in the process of implementation of TTMP. Based on the case-study in Hunan Province of TTMP in 2012, Xu Wei-liang (2013) also discussed the effective implementation of NTTP through the lens of curriculum development of training institutions. Starting from the specific implementation case in TTMP, Lin Zhi-miao et al. (2013) made a survey on the satisfaction of TTMP implemented by Hebei Normal University in 2010, 2011 and 2012, and then introduced and summarized relevant measures and experiences in the implementation of TTMP, and gave suggestions for improvement of TTMP according to the analysis of the implemented process and the training effect. Ma Ru-biao, Li Jin-rong & Hou Lan-ping (2012) summarized that how did a solid and effective measures in the training of TTMP in Chuxiong Teachers College of Yunnan province.

In addition, the implemented process of TTMP were investigated around training objects as follows: Deng Na-na (2012) conducted a survey and analyzed the training for backbone teachers in rural primary and secondary schools in Jiangxi normal university as an example. She investigated the training situation and the effect of NTTP and proposed suggestions for the improvement of NTTP in the future. According to the training experience of TTMP in Jishou University in 2017, Yang Yang et al. (2017) analyzed the main problems existing in the continuing education for rural teachers in physical subject through investigating the continuing education system and training model in rural secondary school, and then further analyzed the advantages and disadvantages of NTTP. Lastly, they gave the suggestion for the sustainable professional development of rural physical teachers.

## 2.1.2. Review of preceding researches on sub-projects of TTMP for rural non-backbone teachers

**1) Project of distance training**

The preceding researches on the project of distance training are mainly focused on the investigation and study on the effect and implementation of this project for specific training objects from 2010 to 2014. Among them, the majority of researches focused on the process and the effect of project implemented in provinces. For example, Jia Wei & Zhang Tian-rong (2013) took the rural teachers in primary and secondary school in Ningxia province as the research object, and investigated and summarized their learning behaviors in distance learning, and then analyzed the factors effected their learning behaviors in distance learning, and then putted forward improving suggestions for this project. Ou Dian-nan & Liao Shi-chang (2011) investigated the effect of this project through the questionnaire for trainees in Hunan province, and found that the lack of the monitoring system in practice affected the training effect. Yu Qian (2014) discussed the implemented situation of this project for rural primary and secondary school teachers in Z County of Hebei Province through investigation on the four aspects of policy itself, targeted groups, subjects of implementation and implementation environment, and then putted forward corresponding countermeasures to solve problems existed in the implementation of this project. Wei Fei & Xiao Li-zhi (2016) made an in-depth analysis on the schemes of learning evaluation & design from five training institutions which undertaken tasks of distance training in X province in 2015, and explained the optimization strategy on the learning evaluation & design through some practical cases. Li Xiao-fang (2012) took the distance training of rural primary and secondary school teachers in Anqiu City as the main research object, and investigated the problems of distance training on the aspects of thought, management mechanism, training content, training form and environment in network, and then gave improving suggestions for this project. Tao Lei (2013), based on the survey of the project in Chongqing in 2011, putted forward the corresponding improvement path for problems existed in the implementation of this project. Jia Wei

& Huang Lan-fang (2013) took the rural teachers in primary and secondary schools in Ningxia province as the research object, they analyzed the interaction of distance learning and effect of this project according to their investigation and research. Shen Yun (2013) employed the concept of social network to discuss that how to carry out distance training under the environment of social network, according to the experience of distance training in Jilin province of NTTP in 2012. Lu Xiao-li (2014) took the distance training of NTTP in Gansu province as an example, and putted forward specific improvement strategies on the aspects of training management, training organization, training implementation and training evaluation. Wang Wen-hua (2011) summarized the main experience of implementation on distance training of NTTP in Anhui province in 2010, and gave countermeasures and suggestions for the problems in the organization and management, curriculum and resources, guidance and service in this project. Liu Guang-wei (2011) took this project in Gansu province in 2010 as an example, and putted forward improving suggestions for the model of scientific management and assurance mechanism in quality of this project.

On the other hand, there are some researches on the project implemented in universities. Cai Ke (2011) investigated the effect of this project undertaken by Peking university in some central and western provinces in 2010, and summarized the assurance system, which was related to elements such as training content, teaching activities, educational administration and control in quality. Wu Shao-jing & Wang Jing (2014) putted forward improving suggestions for the process of distance training in Central China Normal University. Through the example of NTTP of Peking university, Leng Jing, et al.(2015) studied the model of learning support & service that was based on the characteristics of students and teachers, and gave some suggestions on the effect of the training model.

In addition, Wu Wen-chun & Zhou Yuan (2013) analyzed the obstacles of online learning in distance training and discussed the reasons, and then proposed strategies to improve the effectiveness of online learning in distance training for rural primary and secondary. Duan Jian-bin, et al.(2016) proposed the effective strategies for teacher training through three stages of training support, implementation and

training performance & evaluation, and gave suggestions for improving the effective implementation of distance training in NTTP. Li Feng-lan (2011) took the distance training of rural teachers in compulsory education as an example, analyzed the general practice and existing problems of online teaching, and proposed effective strategies and implemented methods to improve this project.

**2) Project of sending trainers to rural schools**

In the preceding researches of this project, there are many case studies that focused on the implementation of this project implemented in regions. Firstly, Li Ting-hai et al.(2018) in his works gave systematic summary on the overall implementation of this project in Longjiang county, Heilongjiang province. They summarized from the diagnosis of problems in subjects, teaching in classroom, training of teaching concepts, evaluated criteria and assessment schemes, and then provided some experience for the further improvement of this project. Secondly, Yi Hong-yue (2016) summarized the experience of implementation of the project in Fengxiang county, Baoji city in 2015. Fan Li (2015) discussed the effectiveness and training model of NTTP for rural teachers in primary and secondary schools in counties of Xi'an City. Yang Chang-you (2016) focused on the project of sending biology trainers to the rural school in Xiushan county of Chongqing city, and then summarized the training activities on four aspects: professional concepts, teacher's ethics, professional knowledge and professional skills. Li Yong (2018) reviewed the basic situation, thought of training, process of implementation, training effect and problems of the project in Pingjiang county of Hunan province in three years, and further discussed how to promote school-based research. Yao Zi-lin (2019) summarized the effect of this project in Shiyan city of Hubei province. Zhang Jing-xiang et al.(2016) investigated the training requirements of nearly 106 rural primary teachers in subject of science in Yunnan province, and revealed the training needs of science teachers in Yunnan province from the aspects of the basic situation of science curriculum, the setting of experimental courses, the situation adopted by information technology, and the training needs of this project. Xu Sha-sha (2018) analyzed problems existed in the

implementation of this project and putted forward proposals for improvement on the specific measures through the perspective of sender in this project of Henan province.

In addition, the preceding researches on the training process, evaluation, effect and model of this project were included as following : Mu Zhi-ping (2017) reflected on the training process of the project, and argued that it can develop school-based research through relying on local trainer teams and integrating expert's resources outside the regions with task-driven approach to conduct regular training activities in the rural schools. He thought the above practice should improve the effectiveness of rural teachers' training. Considering that difficulties and problems in implementation of the project, Han Dong-mei (2018) proposed several training strategies and suggestions for senders in this project in order to improve the effectiveness of the training. Zhang Hao & Ren Shao-jian (2016) discussed how to make full use of modern information technology to effectively carry out the training model in the project under the background of educational informatization. In order to improve rural teachers' teaching capacity in classroom, Liu Chao et al.(2016) made an investigation of the implementation of the project, and summarized the teaching experience according to grass-roots trainer teams' practice. Wang Yan-ling et al.(2017) discussed a feasible evaluation system of the project at provincial and county levels, which was based on research of two-year implemented experience and verification of the design & evaluated strategy in this project. Fu Liang (2017) discussed the training model of this project in English subjects of rural secondary school in the aspects of training mode, training effect, reflection and suggestions.

**3) Project of visiting famous schools**
The preceding researches on the project of visiting famous schools for rural teachers mainly focused on the implementation, evaluation and feedback on the project. Especially, through the lens of social justice, Cheng Ming-xi (2018) analyzed the project through the lens of training course to reveal problems in design and implementation of the project, and then proposed feasible implemented strategies. He summarized the two-year implemented process of the project in Nanchang normal

college of Jiangxi province, and offered the training model of "three-stages", namely, visiting county-level famous schools, visiting provincial famous schools and returning to work-spot for practice. Based on the design and implementation of the project for rural chemistry teachers in secondary school in five provinces in 2015, Chen Feng (2017) inspected the process of this project at the provincial implementation level, and analyzed the management problems and effected factors of implementation in the process of NTTP, and then proposed suggestions for improving the effect of NTTP. Ren Meng & Xie Fei (2017) took 100 trainees as village primary teachers participated in the project in Yunnan province in their study as the research object, and used questionnaire to investigate and analyze their working status and training requirements so as to improve the pertinence and effectiveness of this project. Chen Huan (2017) took the project for special post English teachers in primary schools in Guangxi province as an example, and adopted methods of questionnaire and interview to investigate their professional development from aspects of training methods, effects and training management, and putted forward improving suggestions for training effect. Tang Xiang-ling & Xu Li-ping (2015) discussed training requirements of rural geography teachers in secondary school in the Xinjiang production and construction corps, and putted forward some operable suggestions for strengthening the effectiveness of the project. According to the demand of physics teachers in rural secondary schools for training content, training methods, trainers and other training related elements, Zhu Ying (2017) conducted a questionnaire for 102 teachers, and then analyzed the problems and reasons of needs in their professional development, and putted forward improving suggestions on four aspects: educational administration, organization and management of school, departments of teacher training and rural teachers themselves.

## 2.2. Review of preceding researches on the guarantee of teachers' training rights

Among a few literature related to the rights-based perspective to study teachers' training in China, Li Jin-yu (2003) stated that teacher training was based on the perspective of teacher's obligations for a long time. He argued that the perspective

should be shifted to teachers' rights of training so as to promote teachers' professional development. Feng Chen (2012) proposed solutions to some problems existing in the legal protection of teachers' training rights, such as the lack of legislation, the absence of obligations of the government and schools. Ren Miao (2015) summarized the results of previous researches about guarantee on training funds and training timing for rural teachers in the past, and further explores guarantee on organizational level and teachers' level through the investigation of guarantee situation in Liaoning province. On the other hand, some scholars from other countries have also involved in relevant research. For example, Shinohara Kiyoaki (1995) has investigated the nature of the teachers' law of China and studied the guarantee of rights to financial and welfare treatment, but he did not discussed the guarantee of training rights with definition of 'guarantee'. Robinson. B (2008) evaluated the effectiveness of the rural teachers' training program in Gansu province of China by the rights-based perspective, and putted forward training strategies and suggestions for developing countries. She also pointed out that there were few studies on the rights to teachers' training in previous literature.

## 3.    Research Questions and Research Methodology

### 3.1.    Research Questions

Based on the literature review of TTMP, China's preceding researches mainly focus on the implementation and review of process of this project, the evaluation of training model and training needs (e.g., Zhao Hong-ya, 2011; Ma Yan, 2014; Feng Jian-xia & Li Jin-qi, 2013; Chen An-ning, 2015; Kong Ying-yi, 2016, etc.). Secondly, there are many case studies on the implementation and effect of distance training as sub-project (e.g., Cai Ke, 2011; Jia Wei & Huang Lan-fang, 2013; Xiao Li-zhi, 2014, etc.). With the specific implementation of the project, the preceding researches on the sub-project of sending trainers to rural schools mainly focus on the effectiveness of the project's implementation and the relevant experience of training model (e.g., Yi Hong-yue,

2016; Li Hui, 2017; Han Dong-mei, 2018, etc.), while researches on the sub-project of visiting famous schools concern on the design and implementation process of project, and the investigation of training needs and effects of project (e.g., Cheng Ming-xi, 2018; Chen Feng, 2017; Zhang Xian-jin, & Wu Xin-ye, Yan-zhu, 2016, etc.). Generally, the preceding researches mainly summarized the implemented experience on the effectiveness of training activities. There is no study as to what means the guarantee of training project has been investigated and analyzed with rights-based perspective. Especially, there is no research on the value and significance of training timing and overall effectiveness of sub-projects for training rights, and the investigation and analysis between the whole implementation process of sub-projects and the guarantee and training rights.

On the other hand, based on the literature review of the guarantee of rural teachers' training rights(e.g., Li Jin-yu, 2003; Ren Miao, 2015; Robinson. B, 2008, etc.), these studies conducted by Chinese scholars and foreign scholars all pointed out general problems, such as the lack of training funds, training opportunities and contradiction in training times between working and studying, the poor practicality of training content, and the single training approaches and methods. And these studies revealed some general legal problems of the guarantee of rural teachers' training rights, for example, there is a legal shortage of teachers' continuing education and corresponding relief law. However, there are no studies with obvious definition of 'guarantee of training rights' as to what investigates and analyzes of the guarantee for rural teachers' training rights have been conducted by empirical research. Particularly, there is a lack of study on empirical research based on logical analysis with conceptual framework and theoretical basis.

The above literature reviewed so far indicates that the interrelation between the implementation of TTMP and the guarantee of teachers' training rights is blank and significant that any study attempting to investigate training rights which neglects actual guarantee with training activities is subject to enormous flaw. Conversely, specifying only the implementation at project activities with training effectiveness will probably underestimate training values on the guarantee of training rights.

Therefore, a systemic investigation and analysis on changes of *training condition guarantee* included an array of factors of TTMP is needed so that a basic situation can be illuminated on the guarantee of training rights for rural teachers, especially rural non-backbone teachers. Based on the purpose of this study, four research questions are cited as following:

1. What have been the changes on training opportunities and training approaches for rural teachers since the implementation of TTMP?

2. What these changes mean for the guarantee of rural teachers' training rights?

3. What about the present training opportunities, approaches and methods and contents of sub-projects for rural non-backbone teachers?

4. What does the present sub-projects mean for the further guarantee of the rural non-backbone teachers' training rights?

## 3.2. Research Methodology

### 3.2.1 Conceptual framework

According to the studies of Chen En-lun(2003) and Wang Wei(2005), the realization of *free learning* (Learning right) depends on *learning condition guarantee* to promote *individuality development*. Among them, with the lens of learning process, *learning condition guarantee* includes *learning opportunities*, *learning approaches* and *learning contents*. Upper the above, with the lens of learning process, *Training Condition Guarantee*, which is defined that *the government compulsorily creates training conditions to realize the abstract teachers' training rights,* includes three parts: *training opportunities, training approaches and training contents*. In here, the government creates *training opportunities* as the premise of guarantee to offer *training contents* through *training approaches* for promotion of teacher professional development, with some key factors of each part according to the corresponding each part of project - TTMP - created by the Chinese government. Thus, this study forms a

conceptual framework to investigate and analyze relationship between these parts and the guarantee of training rights, which is as follows in figure 1.
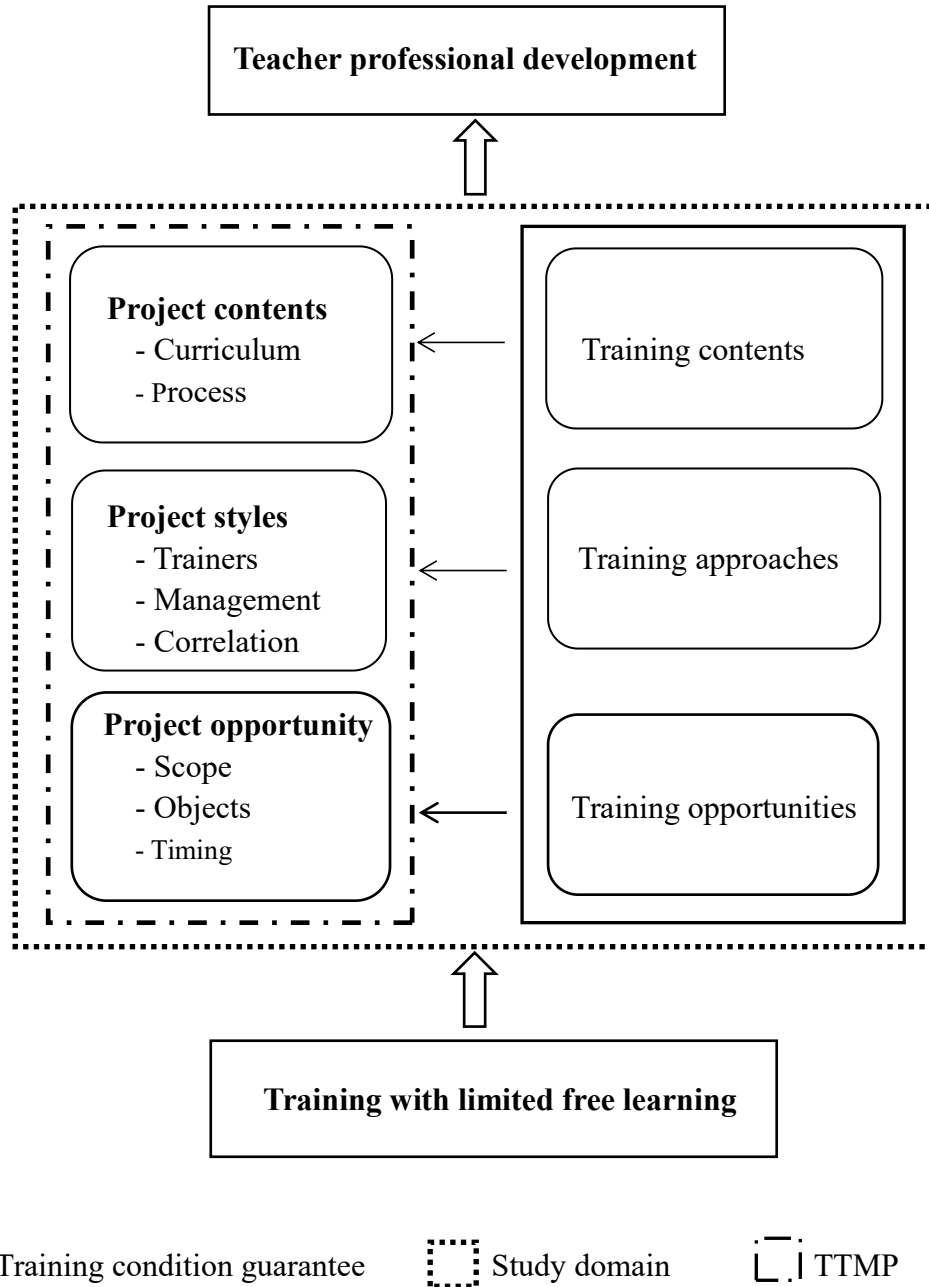


**Figure 1 A conceptual framework of the guarantee of teachers' training rights**

Under each part of TTMP some key factors of training condition guarantee are listed. The premise of this study is that factors, collectively called 'project opportunities', are most significant in bringing about the basic guarantee in training conditions because, as supported by Wang Dong-ni(2005), these factors determines

fair basis of the guarantee of training rights. These factors include scope, objects and timing(times and hours). As the critical part of training condition guarantee, training approaches are embodied under 'project styles' and include correlation of various styles, trainers and management. These factors are most critical in providing sustainable quality guarantee in training conditions because, as supported by Chen Bi-fa(2005), Wu Lun-dun & Ge ji-xue(2016 a 、 c), Chai Gong-li(2009) and other research, these factors directly influence the utility of the guarantee of training rights. Then, these factors included in 'project contents' such as curriculum, schedule and process are considered as the core guarantee in training condition, which directly affect the result of the guarantee of training rights[8]. With all these factors included, this conceptualization can be used as the analyzed framework of this study.

### 3.2.2    Research settings

The investigation for collecting data for this study was collected from related official websites of Ministry of Education of China (MOE) and China National Knowledge Infrastructure (CNKI), these data concluded policy texts and conference records, reports & newspapers, conference records, journal articles form 2010-2018. And the field investigation for collecting data were conducted by four typical cases[9] carried out in Shannxi province and Henan province(see map on page vii) from September to December in 2018[10], taking the total rural population density and the total number of rural teachers as the criteria of case. Meanwhile, the data in these cases was also collected about the sub-project implementation plans regarding project opportunities in two sub-projects of local policy texts of 2018, and local documents and files regarding project styles and project contents in the above-mentioned provinces.

### 3.2.3    Research instruments and data

The data on which this study is based was collected through four times of fieldwork, each of which lasted for about one month. Some instruments were employed to collect these data including literature of review and interviews with teachers. As research method to transcend the limitation of space and time (e.g.,Wang Li-bing, 2005; Sun

Chuan-yuan, 2010), literature of review was firstly employed. Nine policy documents and thirteen implementation plan texts about this national project in eight years (from 2010 to 2018), and three records of project meetings were obtained through the website of MOE. The research papers of this national project and its three sub-projects studied by researchers were obtained through website of CNKI. The documents, texts, records and research papers comprised the data for Chapter 1 and Chapter 2.

As effective research method to get more deep, specific and authentic information (Sun Chuan-yuan, 2010), semi-structured interview was adopted to evaluate the basic effect of the training condition guarantee included project opportunities, styles and contents. Thirteen teachers as trainees participated in these sub-projects in cases were interviewed which was recorded electronically, during which they were asked about their professional development situation and their perception about their effects on training projects. The interview time for each teacher was about 30 minutes according to the interview outline included interview questions revised and reviewed by researchers and experienced teachers who participated in these sub-projects. Information about training implementation plans, case-school introduction and training organization resources and training schedule were also collected from the school principals and managers in charge of the sub-projects. Then, according to the purpose and case design and case description as analysis strategy of case study research(Robert.K.Yin, 2017)[11], information and text-recording of interviews were identified and categorized according to the factors of conceptual framework, and were analyzed and verified each other[12]. Chapter 4, Chapter 5 and Chapter 6 are mainly based on these information data and interviews.

## 4.   Organization of the dissertation

The dissertation contains six chapters divided into two parts. These fundamental parts are preceded by an introduction and followed by a conclusion. The introduction

delineates the background, objectives and methodology of the study. In the first part of the dissertation (Chapter one through two), through the investigation and analysis of the changes on the related factors of project opportunities and project styles in the first stage of TTMP (2010-2014), Chapter one concludes the mean for the guarantee of rural teachers' training rights in this period. Then, after the reform of TTMP in 2015, Chapter two reviews the mean for the guarantee of rural teachers' training rights through the investigation and analysis of the changes in the above-mentioned factors of project opportunities and project styles. The second part of the dissertation(Chapter three through six) is devoted to the illumination of the present guarantee of rural non-backbone teachers' training rights with the two sub-projects featuring sending and visiting by conducting investigation and using text-recording of interviews. Specifically, regarding the sub-project of sending trainers to rural schools, chapter three and chapter four investigate the background, organization(included trainers and trainees) and management, and training curriculum or schedule and process, which are based on the case of the project implemented in a typical rural secondary school in P county of Shaanxi province and the case of the project implemented in a typical rural primary school in Y county of Henan province in 2018 respectively. Then, based on the analysis of investigation and interviews for the cases, the guarantee problems on timing, methods and contents are concluded. Another sub-project, namely, visiting famous schools, is studied in the chapter five and chapter six through a detailed investigation, which included the background, organization and management, and training curriculum or schedule and process based on the case of the project implemented in a typical urban primary school in Xi'an city of Shaanxi province and the case of the project implemented in S city's normal university of Henan province in 2018 respectively. Then these two chapters summarize the guarantee problems on timing, methods and contents of the sub-project through analysis of investigation and interviews. Finally, the conclusion summaries the findings and significance and issues for improvements.

**Notes**

1. There are many definitions of the concept of "teacher professional development"in China and abroad(e.g., Yang Tian-ping & Shentu Jiang-ping, 2012, p. 17). In the study, teacher professional development as concept means that under the guarantee and promotion of the necessary external environment, education and system, through their own learning and practice activities, teachers as subject constantly realizes the diachronic process of restructuring, renewing, improving and perfecting on themselves professional structure (Ruan Cheng-wu, 2005, p.168).

2. In here, the criteria for the division of rural areas are divided into broad and narrow senses according to administrative areas. Broad sense of rural areas refer to administrative regions in county level (including County level), while narrow sense only refer to administrative regions below county level. This study defines the rural areas in a broad sense as some research(e.g., Ren Miao, 2015), namely, rural areas include counties, autonomous counties and the administrative regions at township, ethnic township.

3. Here, non-backbone teachers refer to teachers in rural primary and secondary schools who do not have the qualifications of backbone teachers at or above the county level. And they mainly include primary school teachers, junior middle school teachers, special post teachers and teaching sites teachers in rural areas.

4. From the perspective of training opportunities, there is no accurate statistics on the number of rural teachers' training times in the central and western regions. However, from an article published in the Chinese Youth Newspaper on January 30, 2011, *The Midwest Distance Training Project Benefits Hundreds of Thousands of Rural Teachers"*, we can see that in the past, the training opportunities for rural teachers in the Midwest were less by these words: *for a long time, a large number of rural teachers in China have been suffering from the lack of training opportunities. At present, this worrying situation is gradually changing. An action aimed at improving the teaching level of rural primary and secondary school teachers in central and Western of China will benefit more and more teachers and students.*

5. Especially, comparing with the situation of urban teachers' training before 2010 by the study of Chen Xiang-ming & Wang Zhi-ming(2013), rural teachers lacked regular training, which is demonstrated as follows: rural teachers have few training opportunities; The majority of trainees were backbone teachers, it was difficult to

guarantee the training for all the staff; The trainers' capacity could not meet the training needs; Training organizations and management lack of integration and supervision; The training contents and approaches and methods were divorced from the reality of rural education.

6. Specially, for example, Japan issued 'Law for Special Regulations Concerning Educational Public Service Personnel' that established status of teachers as national civil servants. Teachers as public employee have been issued in local law(e.g., Education Act of California) in the United Stated (Li Su-min, 2005). Then, a complete set of specific legal regulation and rules is established, such as legal relief, training funds and norms on guarantee of training rights. Conversely, because legal status of teachers is professionals, China lacks such a set of perfect and specific legal law on training rights except issued 'Regulations on Continuing Education for Primary and Secondary School Teachers'(Wang Dong-ni, 2007). Thus, there are many problems in the implementation of guarantee of training rights.

7. In China, as the research topic, the guarantee of teachers' training rights is changing with the diachronic process, for example, the study of Ren Miao(2015) summaries the results of previous researches about guarantee on training funds and training timing for rural teachers in the past. But there is no clear definition on guarantee in these previous literature presently. Thus, it firstly defines the guarantee, i.e., training condition guarantee(see the definition on page 15), based on the concept of teachers' training rights in this study.

8. Regarding the project contents, the study mainly discussed the compatibility between the content supplied by the government & training organizations and the rural teachers' needs in professional development because, as supported by Wu Lun-dong & Ge Ji-xue, (2016 c), Ai Xin-qiang, et al., (2010) and other research, whether these contents demonstrated by curriculum, schedule and process meet teachers' needs directly affect the results of training guarantee.

9. In here, considering policies that giving priority to rural primary school teachers, especially, teacher in villages and townships schools in the sub-project of visiting famous schools, and rural townships schools are main training places in the sub-project of sending trainers to rural schools. Meanwhile, according to the recommends of the deputies of NTTP in two provinces, four provincial typical training models of sub-projects were selected as cases to study in this study.

10. According to the total number of rural teachers( Education Statistical Yearbook of China in 2015) and the population density(Statistical Yearbook of Urban Construction in 2018) which could show a basic educational situation in the Midwest areas, this study selects Henan province and Shaanxi province as research samples in the central and western regions respectively according to the following reasons. 1, In the statistics of population density & number of primary and secondary school teachers in central areas, Henan province ranks first in the central areas included 8 provinces. Moreover, as the economic, cultural and educational central in central areas, Henan province has an important impact on education in the central areas. Therefore, it is suitable to be taken as the representative sample in this study; 2, In the western areas, although Shannxi province is cited in the 10th place in the total number of primary and secondary school teachers in the western areas included 12 provinces, it ranks first in the western areas of population density. More importantly, as major population aggregation areas and educational & economic center in the western regions of China, Shannxi province has an huge impact on the education in the whole western areas. Thus, it is suitable to be taken as the other representative sample in this study.

11. As for the question: how you can deduce conclusion from a case study? case study research can be used as analytic generalization rather than statistical generalization, and its purpose is to generalize theories, not to calculate probabilities as use of *Sample*(see Robert K.Yin, 2017, p.26-27). In a word, the purpose of using case study is not as one sample to search answer for the statistical question but for the generalization.

12. All quotations about records of interviews are marked in the study, such as W-1, which means teacher W's answer to the first question in the section six of related chapter.

# Chapter One: Rural Teachers' Training in the Starting Period of TTMP (2010-2014)

With China's normal education entering the stage of Teacher Education in 2001, the training as the important means of professional development for rural teacher becomes significance. On the other hand, China's economy has made rapid development, which has also caused a gap on education between urban-rural areas and between different regions. Affected by this, rural teachers lack the opportunity to participate in training activities[1]. Meanwhile, training activities are divorced from the actual situation of rural teachers, and it is difficult to meet the development needs of rural teachers[2]. Thus, the training of rural teachers is difficult to obtain adequate and better guarantee. Therefore, it is necessary for the government to provide necessary training condition guarantee to realize their training rights. In 2011, MOE issued the training policy, namely, the opinion about further strengthening the training of primary and secondary school teachers, which stated that "create more and better training opportunities for primary and secondary school teachers, especially for rural teachers in central and Western China, and provide high-quality training services"[3]. Based on this policy, TTMP has been implemented since 2010.

In the preceding researches of TTMP, implemented model and process on specific targets and objects were studied(e.g., Li Jin-qi, 2015; Kuang Hong, 2012; Deng Na-na, 2012; etc.), but these studies seldom discuss the whole situation on training opportunity as well as training approaches with no or fewer specific studies of non-backbone teachers, though some studies investigated training approaches and content about sub-project involving non-backbone teachers (e.g., Wang Wen-hua, 2011; Lu Xiao-li, 2014, etc.). Then, for rural teachers including backbone teachers and non-backbone teachers, what kind of opportunities and services do they get in this project? What does this mean for the guarantee of their training rights? In a word, how about the guarantee of rural teachers' training rights with the implementation of

this project from 2010 to 2014. In this regard, this chapter will figure out the guarantee of rural teachers' training rights through investigation and analysis of TTMP from 2010 to 2014.

In order to answer the above-mentioned questions, this chapter will use implemented plans of TTMP from 2010 to 2014 as main research materials, because these materials, as the guidelines and standards for the implementation of the project, could be better reflect the overall outlook, basic situation and key points of the project, which is also a specific showed form of guarantee. Above all, the implemented background and scope of this national project is showed by the introduction of its generation and development in this period of 2010 - 2014, which is the foundation to show the overall basic guarantee. And then, based on the introduction, the training time, as a specific form of training opportunity that could reflect the basic situation on the guarantee of teacher' training rights in this project is analyzed by the related outcome and statistic of sub-projects in this period. The next place is the analysis of the training quality through the demonstration on the correlation of the sub-projects, trainer, organization and management of the project[4], which are showed images of the high-quality training services that reveal the level of guarantee of teacher' training rights in this project. Finally, the basic situation of the guarantee of rural teachers' training rights is concluded by the summary of the characteristic in the end of this chapter according to the discussion of findings in this period.

## 1. The generation of TTMP

In July 2010, the Chinese government published the Outline of the National Medium and Long Term Education Reform and Development Plan (2010-2020). It proposed to improve the teacher training system, to include the funds for teacher training in the government budget, and to implement a five-year full-staff training plan for teachers. The promulgation of the Outline is mainly due to Chinese rapid development after the reform and opening up, which give rise to series problems,such as the unreasonable

structure and layout of education, the unbalanced development of urban and rural and regional education, the backward development of education in poverty-stricken areas and ethnic minority areas. And these problems are challenges for the development goal of "developing education and building a strong human resource country" that be proposed by the 17th National Congress of the Communist Party of China (the 17th CPC National Congress) in October 2007. Therefore, as a specific plan to solve the above problems and an important measure to achieve the development goals of the 17th CPC National Congress, in 2010, "focusing on rural teachers, large-scale teacher training should be organized by classifying, stratifying, assigning posts and dividing subjects, so as to improve the overall quality of primary and secondary school teachers in an all-round way", the Ministry of Education and the Ministry of Finance of China launched the National Teacher Training Program for Primary and Secondary School Teachers.

In this program, aiming at the weak situation of teachers' training in rural areas of central and Western of China, the central government has arranged a special fund since 2010 to organize professional training activities for backbone teachers of rural compulsory education in central and western provinces every spring so as to train a group of backbone teachers who should play an exemplary role in implementing curriculum reform, quality education and teacher training to promote the development of compulsory education in rural areas of the Midwest areas, and then achieve the equitable and balanced development of compulsory education[5]. As a result, the "Training Project of the Rural backbone Teacher in the Midwest areas"[Teacher Training Midwest Project (TTMP)] came into being.

The implementation of the Midwest Project adopted the Project System as "a governance mode "(Qu, 2005, p.114)[6], which specifically applies tendering and bidding systems[7] to carry out training activities for rural primary and secondary school teachers in central and western areas of China.

The implementation scope of this project covers primary and secondary schools in rural areas of central and Western of China, including the following provinces in the table 3:

**Table 3 Provinces of the implementation of TTMP**

| Areas | Provinces | Remarks |
|---|---|---|
| Central | Shanxi, Jilin, Heilongjiang, Anhui, Jiangxi, Henan, Hubei and Hunan | |
| Western | Sichuan, Chongqing, Guizhou, Yunnan, Tibet, Shaanxi, Gansu, Ningxia, Qinghai, Xinjiang, Guangxi and Inner Mongolia | Including Xinjiang Production and Construction Corps |

Source: The Notice of the Office of the Ministry of Education and the Office of the Ministry of Finance on Organizing the 2010 "National Teacher Training Program" - the Declaration and Publication of Project Tendering Guidelines for TTMP

In this table, rural areas, according to the criteria of the broad-sense divisions of rural areas in China (Zhang Shi-sen, 2013, p.3)[8], includes counties, towns, villages and towns, and combined districts.

Furthermore, concerning the reality that teachers, especially backbone teachers, in the Midwest rural areas, have faced difficulties in participating in training activities because of their limited time and quantity (Sun Jian & Chen Yan-hua, 2010; Tang Na & Song Chao, 2012)[9], their un-replaced posts (Li Ze-min & Cai Ming-qin, 2012)[10], and inconvenience of transportation (Li Chang-juan, 2015)[11] etc. Thus, the implementation of TTMP aims to replace rural backbone teachers with supported urban teachers and seniors of normal colleges and universities to participate in long-term centralized training, which firstly formed sub-project of Replacement of Full-time Training by the way of on-the-post internship (Wu & Zhang, 2011)[12]. Secondly, considering situation of the unreasonable subjects structure, weak bases of teachers in some subjects and lower teaching level in the rural schools of Midwest areas (e.g., Yu Wei, Li Guang-ping, Qin Yu-you, & Li Bai-ling, 2007; Liu Jian-long, 2009)[13], substance of the project has been clearly defined as "subjects training of teachers rather than theoretical training, emphasizing full coverage"(Song Yang-gang, 2010, August 21)[14]. Therefore, the sub-project of short-term intensive training was established for rural backbone teachers of various subjects, to improve teaching level on their subjects. Thirdly, because of the requirements of TTMP for the training of all

rural teachers in the Midwest areas, meanwhile, considering the practical constraints of contradictions between work and study, training funds and limited resource of trainers (Mou Yan-na, 2011)[15], the sub-project of distance training was set up for all rural teachers to train in a certain amount of hours of online courses, thus improving the teaching level of the rural schools in the Midwest areas. Specifically, the training targets in the three sub-projects are shown in the table 4:

**Table 4 Training objects of TTMP form 2010 to 2014**

| No. | Sub-project name | Training object | Remarks |
|-----|------------------|-----------------|---------|
| 01 | Replacement of full-time training | The backbone teachers in the rural primary and secondary schools | In principle, the age of trainees should not exceed 45 years |
| 02 | Short-term intensive training | The backbone teachers of various subjects in the rural primary and secondary schools | It mainly focuses on the training for teachers of weak subjects in rural schools |
| 03 | Distance training | Teachers in the rural primary and secondary schools | The whole teacher in rural schools |

Source: The Circular of the Ministry of Education and the Ministry of Finance on the Implementation of the National Teacher Training Program for Primary and Secondary School Teachers (2010).

Note: In the No.1 and No.2, the proportion of rural teachers came from township level in the total number of teachers participating in training is not less than two-thirds.

In the above table, the training objects of the first sub-project are the backbone teachers who have been engaged in front-line teaching tasks of main subjects for a long time in county-level primary and secondary schools, secondary schools of township and village primary schools. And specific selection of rural backbone teachers is based on the relevant policies issued by various provinces. The second sub-project focuses on the training of backbone teachers in weak subjects such

as music, sports, arts, science, information technology, general technology and comprehensive practical activities, and mental health education in rural schools, and training of some backbone teachers in major subjects such as Chinese, mathematics and English. The third sub-project ,namely distance training, mainly uses modern distance network to do training for all the teachers of primary and secondary schools in rural areas of central and Western provinces.

From the perspective of the scope and content of the project in this period, the Chinese government began to carry out large-scale training activities for rural teachers of primary and secondary school, which means that the guarantee of rural teachers' training rights began to be implemented.

## 2.  Outcome of training time of TTMP from 2010 to 2014

As an important measure to guarantee the training rights of rural teachers, NTTP included the Midwest project firstly achieved the coverage for all rural teachers in the central and Western regions. According to the Ministry of Education's introduction to the effectiveness of NTTP, by 2014, the central government has invested 11.5 billion RMB in training of primary and secondary school teachers and the number of trainees is more than 11 million person-times (MOE, 2015a)[16]. In the first training cycle, more than 7 million teachers were trained, of which 96.4% were rural teachers. A round of training for more than 6.4 million rural teachers in the central and Western regions, including border areas, was completed. The whole coverage of rural schools in compulsory education and kindergartens in the central and western regions was basically achieved[17].

Secondly, NTTP has also achieved effective coverage of rural teachers. According to Liu Li-min, Vice Minister of MOE, introduced NTTP: "to implement NTTP as the starting point, classification, stratification and post-division training[18] for primary and secondary school teachers to ensure that teachers receive no less than 360 training hours every five years"(Jin Xiao-yan, 2011, April 6)[19]. In here,

classification of training refers to the implementation of corresponding training with according to the types of teachers' qualifications in primary and secondary schools stipulated the Regulations on Teachers' Qualifications. Stratification of training carries out corresponding training with according to the general teachers and backbone teachers assessed by the level of teacher titles. Post-division of training mainly carries out corresponding training with according to teaching, assistant and management positions. It is no doubt that these specific standards of training effectively guarantee the implementation of training of rural teacher in different situations in the Midwest project.

Thirdly, NTTP has also realized the guarantee of individual and group training time for rural teachers. In the course of guaranteeing that teachers receive no less than 360 training hours every five years mentioned by Liu Li-min, according to the specific training time stipulated by different sub-projects in the implementation plan of the Midwest Project from 2010 to 2014, the specific situation of the per capita training time of rural teachers is shown as follows:

**Table 5 Statistic of per capita training time of rural teachers in TTMP**

| Time / Category Object | | Replacement of Full-time Training | Short-term intensive training | Distance training | Total |
|---|---|---|---|---|---|
| 2010 | Backbone teachers | 720※ | 80—160* | 80* | 880—960 |
| | Non-backbone teachers | — | — | 80 | 80 |
| 2011 | Backbone teachers | 0 | 0 | 80 | 80 |
| | Non-backbone teachers | — | — | 80 | 80 |
| 2012 | Backbone teachers | 0 | 0 | 80 | 80 |
| | Non-backbone teachers | — | — | 80 | 80 |
| 2013 | Backbone teachers | 0 | 0 | 80 | 80 |
| | Non-backbone teachers | — | — | 80 | 80 |
| 2014 | Backbone teachers | 720 | 80—160 | 80 | 880—960 |
| | Non-backbone teachers | — | — | 80 | 80 |
| Total | Backbone teachers | 1440 | 160—320 | 400 | 2000—2160 |
| | Non-backbone teachers | — | — | 400 | 400 |
| Mean | Backbone teachers | 288 | 32—64 | 80 | 400—432 |
| | Non-backbone teachers | — | — | 80 | 80 |

Sources: Adapted from the implementation plan of TTMP in 2010; The regulations on the management of TTMP in NTTP. Unit: 1 training hour= 1 hour ※The training time of replacement of full-time training is about 3 months, totaling 90 days (8 training hours per day); Short-term intensive training lasts from 10 days to 20 days. * The training time of short-term intensive training and distance training in TTMP announced by the MOE in 2010 is not clearly required. According to the specific training projects of Jilin, Hunan, Gansu and Jiangxi provinces, the short-term intensive training lasts for 10-20 days, totaling 80-160 hours, and the distance training lasts for about 80 hours.

Notes: 1. According to The regulations on the management of TTMP in NTTP, teachers who have participated in intensive training projects will no longer be selected to participate in similar projects within three years. Thus, in this table, it is once in four years for backbone teachers who are participate in the replacement of full-time training and

short-term intensive training; 2. In this table, the statistic of training time is based on the implementation plan of TTMP from 2010 to 2014. And the specific training hours of rural teachers had a few changes with the actual situation of each province in the Midwest.

In Table 5, the training of rural backbone teachers covers three types of projects. And the total number of five-year training hour ranges from 2000 to 2160, with an average of 400 to 432 hours per person per year. Rural teachers are in the type of distance training, with a total of 400 hours in five-year training and an average of 80 hours per person per year. Generally speaking, in the first five-year training cycle, the project ensures that the average training time of every rural teacher is not less than 80 hours per year, but it is obvious to find that the total training time of the backbone teachers and rural teachers is about 5-5.4 times different in this cycle, thus, the gap in training time between the two groups was large.

## 3. Analysis of training quality of TTMP from 2010 to 2014

According to MOE's introduction of the changes on the reform of TTMP[20], there are three factors summarized in the project, namely correlation of sub-projects, management and trainer of the project, which are closely related to the quality of training, and could reflected the basic situation on training quality of TTMP. Therefore, these factors as aspects of the project in this study are selected to examine the internal development of the overall quality of the project.

### 3.1. Correlation between the sub-projects of TTMP

At the beginning of TTMP, the situation is that rural teachers in the Midwest are lagging behind the eastern areas in the teaching level of subjects and information technology. As Song Yong-gang, deputy of the department of teacher's education of the ministry of education, pointed out that the training of the Midwest project"is not as general ideological training but as teacher training for subjects, emphasizing full coverage", and made it clear that "strengthening distance training for teachers is the

general direction"[21]. In addition,it is influenced by the actual conditions of training in the rural areas of the central and Western regions that rural teachers, especially rural backbone teachers, generally have practical difficulty, such as contradictions between work and training, inconvenience in transportation and so on. Therefore, the replacement of full-time training be established with the training standard of stratification and classification,and the backbone teachers of main subjects be replaced by the interns of normal universities and urban teachers who offer supporting for the rural schools to come out for participating in training activities, so this solve the difficulty caused by the contradiction between work and training. Meanwhile, aiming at the situation of teaching backwardness in all subjects of rural schools, through the establishment of short-term intensive training, the backbone teachers of various subjects, especially backbone teachers of the weaker subjects, will be centralized for 10 to 20 days of short-term training, so as to improve their teaching level on subjects. In addition, considering the situation of rural teachers who are unable to participate in out-of-school training due to the inconvenience of transportation and high training cost, sub-project of distance training be established to train them and backbone teachers in a certain period of online training, so as to improve the overall teaching level in the rural areas of the central and Western regions. Therefore, it form basic correlation between these sub-projects as the below figure.
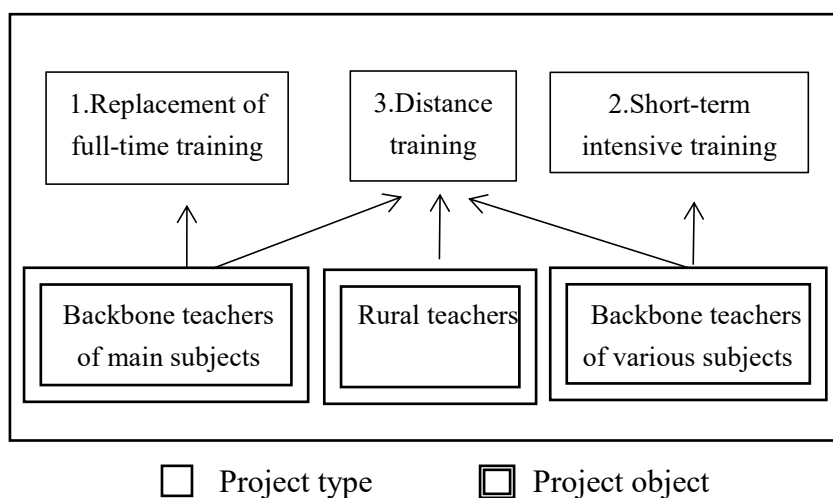


**Figure 2 Correlations of sub-projects in TTMP from 2010 to 2014**

Source: Adapted from the implementation plan of TTMP in 2010

The above-mentioned training sub-projects have met the requirements of 360 hours of training for teachers at different levels and subjects for five years. However, as shown in figure 2, the first and second sub-projects are training activities for rural backbone teachers, which have relationship with other rural teachers. At the same time, the two types of projects are not related because of the different subjects and training time. Although the training object of distance training includes backbone teachers and other rural teachers, there is no direct intersection between them because this sub-project mainly is teachers as individual to participate in training activities through the network, which brought some unsatisfied training results[22].

Generally speaking, there is a lack of intrinsic link between the training contents in the initial stage of the project. Each sub-project is implemented independently, and the completion of the sub-project means the end of the training. Therefore, it is difficult to form a sustained and effective training force, thus the training effect is difficult to guarantee. Moreover, rural backbone teachers can participate in more training sub-projects, but the majority of rural teachers can only participate in a 10-day (80 hours) of distance training within a year. So, in the initial stage of TTMP, it presents a weak correlation between these sub-projects for rural primary and secondary school teachers.

### 3.2. Structure of trainers in the sub-projects of TTMP

In this period of 2010 - 2014, the source and composition of trainers who provided training for rural backbone teachers and rural teachers are based on three types of sub-projects as follows:
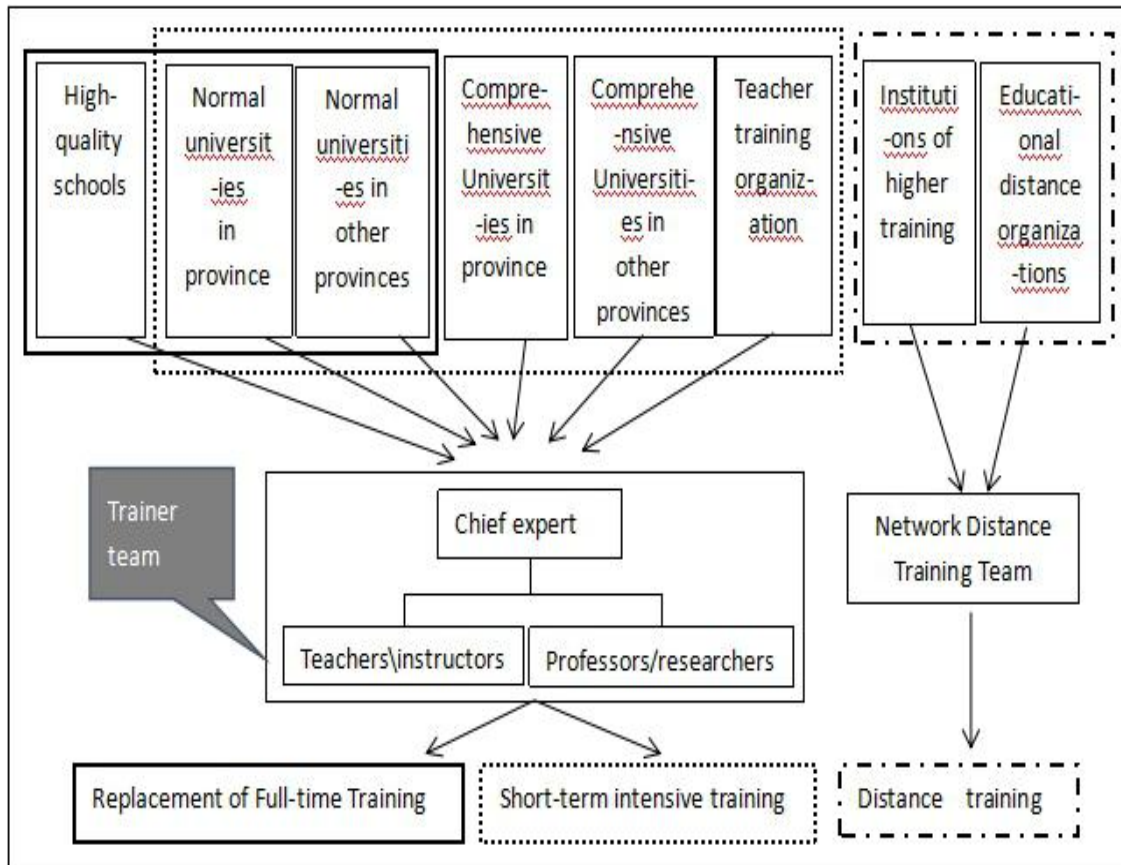
**Figure 3 Source and composition of trainer teams of TTMP**

Sources: The notice of implementation about National Teacher Training Program in 2010 and 2012.

In Figure 3, trainers who undertake the replacement of full-time training come from high-quality primary and secondary schools in cities, high-level normal universities, and trainers who undertake the short-term intensive training come from teacher training institutions, high-level normal colleges and universities and generalist universities. And these trainers of sub-projects be organized into trainer team through the chief expert system, that is, the chief expert who is head of organization undertaking the task of training is responsible for the design of specific training plan, and co-ordinates and guides the training work of teachers and instructors from the training institution and experts from colleges and universities both inside and outside the province. In principle, the proportion of experts who are from other provinces in the total number of trainer teams is not less than one-third, and that of first-line excellent teachers (teachers and instructors) is not less than 40%[23]. After 2013, the

proportion of experts who are from other provinces has been adjusted to no less than 35% in principle and first-line excellent teachers and instructors are not less than 50%[24]. trainers who undertake the distance training are the distance training teams of universities and professional institutions with qualification nationwide of distance training approved by the Ministry of Education. They provide online training courses through the platform of network training to carry out training activities.

According to the above-mentioned, members of the training team were from excellent universities and primary and secondary schools inside and outside the province. About half of them came from front-line teaching posts, which meant that trainers had a better educational theoretical basis and more advanced teaching level that provided a certain guarantee for improving the quality of training. However, most of the trainers came from these universities (Jiao Feng & Zhao Shan-shan, 2016)[25], that are normal universities undertook the training tasks as the main force (Dai Ming-li, 2016)[26], meanwhile, most of the universities are in urban areas (Zhan Wei, 2007)[27] in which included normal universities. Hence, training activities were far away from the teaching and educational environment of rural teachers. Just like one of the trainees said: "most of them are experts, copying by themselves, but my teaching is still the same when I return to my school. Although I have learned a lot, I always feel these are far from reality "(Kang Li, 2015, September 9)[28]. Moreover, the internal structure, division of labor and roles of the training team were unclear (e.g., Ye, 2011; Chen, 2014; Tan & Lv, 2016)[29], which lead to unsatisfying training effects. In addition, there was only training through an online network, and the lack of practical guidance and management of trainers (e.g., Ou Dian-Nan & liao Shi-chang, 2011; Lian Qing-hua, 2017)[30]in the implementation of distance training, further contributed to poor training quality.

Generally speaking, in the period of 2010 - 2014, the structure of trainer in the sub-projects of TTMP guaranteed the implementation of three sub-projects and offered training in advanced for rural teacher. However, there are a lot of problems that many trainers as experts of urban areas are lack of experience in rural education, and the role and function of trainer team with the unclear internal division of labor in

training activities are weak and so on, which deeply affect the improvement of the training quality for all rural teachers. Meanwhile, this means there needs to be further improve and change so as to better guarantee rural teachers' professional development and their training rights.

## 3.3. Management of TTMP

In the first circle of TTMP, the management of the project was based on the principle that was stated in the Notice of the Ministry of Education and the Ministry of Finance on Implementing the National Teacher Training Program for Primary and Secondary School Teachers (2010), that is "the teacher training of primary and secondary school belongs to the local authority and should be implemented mainly by the local government", and was stipulated that under the overall planning and management of the project by the Ministry of Education and the Ministry of Finance, the departments of education and finance of provinces are responsible for the specific coordination, organization and management of the implementation of the project. In this regard, the provinces designate specialized agencies to be responsible for the coordinated management of the implementation of the sub- projects, the specific framework of management is shown in the following figure:
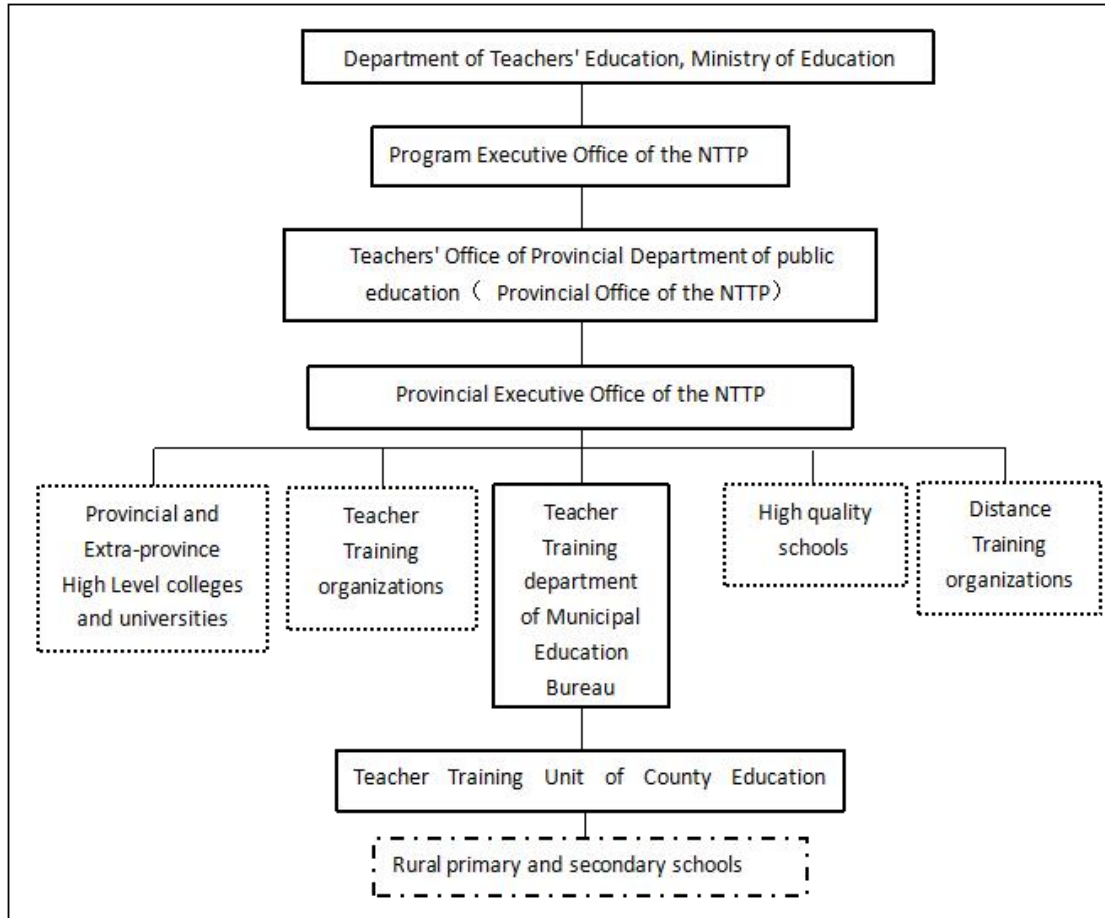
Note: ⌂ Training units  ⌂ Trained units  □ Administrative Departments

**Figure 4 Framework of basic management of TTMP from 2010 to 2014**

Sources: Adapted from the Notice of the Ministry of Education and the Ministry of Finance on Implementing the National Teacher Training Program for Primary and Secondary School Teachers (2010), the Management rules of the backbone Teacher Training Project for Rural Primary and Secondary Schools in the Midwest of China and other materials collected.

In Figure 4, the Department of Teachers' education of the Ministry of Education is responsible for the overall planning of specific project each year, and the overall management of provinces in the project. Under the Department of Teachers' education,the Project Executive Office of NTTP is responsible for the specific work of project organization and coordination in the central and Western provinces. Under this background, as provincial Project Office of NTTP has been set up to formulate the provincial project planning and implementation, and select the provincial and

extraterritorial higher institutions, teacher training organizations and distance training organizations to undertake the training tasks, and guide municipalities and counties to select high-quality primary and secondary schools as teachers' bases to practice for rural teachers. Under the provincial project office, the project executive office of NTTP be established and is responsible for the specific work that includes coordination and management of sub-projects in training colleges and universities, schools, organization, and municipalities and counties of the province. And the educational administrative departments of municipalities and counties are mainly responsible for selecting trainees who are from rural schools to participate in replacement of full-time training and short-term intensive training, and completing the mission of selecting high-quality primary and secondary schools assigned by the Provincial Training Office, as well as the management of training course in sub-projects in the region. Township primary and secondary schools and village primary schools, as the trained departments, are in accordance with the requirement of the educational administrative departments of municipalities and counties to send backbone teachers for participating in training activities and organize teachers to participate in distance online training.

This management system of the state, provincial, municipal and county of four-level administration guaranteed the strong execution of the project and thus achieved the goal of full-staff training in five years. However, at the same time, because of the centralization of provincial management, there were some problems in the process of implementation that affected the final effect and quality of project implementation. For example, in this top-down management system, "the enthusiasm of the bottom-round education administrative departments or schools has not been fully mobilized"(Zhang & Wang, 2012, p.36)[31]. Furthermore, it did not pay enough attention to the understanding of NTTP that resulted in selecting some trainees who were not met the requirements of sub-projects (Chen, 2015)[32]. Moreover, there was the lack of effective coordination and communication between the education administration department and the selected schools, as well as between the training institutions and primary and secondary schools (Wang Bei-sheng & Feng Yu-hong,

2015)[33]. Additionally, the absence of the relevant regulatory system and mechanism also made it difficult to rectify (Yuan Xiao-peng & Li Jin-qi, 2012)[34].

From the responsibilities of the above-mentioned management units, the implementation and management of the project is mainly in the charge of the provincial education administrative department, which organizes and manages the training organizations and lower education administrative departments related to the sub-projects, and also manages the whole training process of each sub-project. The education administrative departments of municipalities and counties are mainly responsible for the selection of trainees and teaching bases and the management of training courses. Therefore, in the whole management relationship, the local education administrative departments only play the role of coordinating and assisting the provincial education administrative departments, which makes the basic management of training inadequate.This lead to the training of rural teachers is difficult to be effectively implemented.

## 4. Conclusion

Through the investigation and analysis of project opportunities in TTMP, it finds that in the period of 2010—2014, with the implementation of TTMP of NTTP, all the rural teachers in the Midwest areas have participated in training activities of this national project through implemented three sub-projects for rural backbone teachers and rural non-backbone teachers, which means that the guarantee of rural teachers' training rights begins to be fully implemented by comparison with the lack of training opportunities in the past. However, based on the statistic of the training time of three sub-projects, it is revealed that the gap in training time between rural backbone teachers and rural non-backbone teachers is large in this period. This indicated that the guarantee of the non-backbone teachers' training is weaker than that of backbone teachers in training time, which means an uneven situation on the guarantee of rural teachers' training rights.

At the same time, according to the analysis of the whole situation on project styles, it is found that in the first circle of TTMP from 2010 to 2014, TTMP had weaker correlation, and the management was centralized at the provincial level, trainers mainly came from urban areas and training activities were mainly held in urban areas and networks, which also showed an on-the-up image of the project that was far away from the rural teachers' teaching environment and aimed at completing the training tasks. Thus training effect and quality were difficult to be ensured. In a word, TTMP in this period was more like "a kind of training driven by external task"(Hou Long-long & Zhu Qing-huan, 2018, p.72)[35], and the training quality of TTMP is unsatisfied for the rural teachers' professional development, which means a low-level guarantee of training rights.

Generally speaking, compared with the situation on the training of rural teachers before 2010, in the period of 2010－2014, TTMP gave all the rural teachers in the Midwest areas training opportunities through implemented three sub-projects for rural backbone teachers and rural non-backbone teachers. Meanwhile, it existed uneven situation on training time between rural backbone teachers and rural non-backbone teachers. Moreover, the training quality of this project for rural teachers is unsatisfied by the analysis of correlation with three sub-projects, trainers, organization and management of this project. Therefore, in the first circle of TTMP, it more means the popularization on the guarantee of the rural teachers' training rights in the Midwest areas of China in this period.

**Notes**

1. Taking training opportunities as an example. Although there are no official statistics and published academic researches on the number and time of non-backbone teachers' training in rural areas, an article, which was published in the China Youth Daily on January 29, 2011, the title of "The Midwest Distance Training Project Benefits Hundreds of Thousands of Rural Teachers", stating that: a large number of rural teachers in China have been suffered from lack of training opportunities in the long term. Thus, it can know that in the past, the training opportunities for non-backbone

teachers in Midwest rural areas were less.

2. In the past, the traditional training activities for rural teacher were conducted according to the urban training model in China, and this model could offer educational experience for rural teachers. However, there were some defects and disadvantages in this traditional training activities of rural teachers. For example, Zhang xiao-guo (2013) thought that the urbanization tendency of training was reflected in the main sources, training contents and training bases of NTTP, which training activities were mainly carried out in the universities and primary and secondary schools in urban areas, so it was far away from the educational and teaching environment of rural teachers, training was divorced from the reality of rural areas.

3. See Article 2, item 7 of the policy

(https:www.gov.cn/gongbao/content/2011/content_1907089.htm, 2020/4/21).

4. This study chooses these three aspects to examine and evaluate the training service of the project because they are the focus of the reform of NTTP in 2015, which have the most significant impact on the quality of teacher training. See The head of the Teachers' Work Department of MOE answered reporters' questions on the Circular of MOF & MOE on the Reform and Implementation of the NTTP for Teachers in Kindergarten and Primary and Secondary Schools.

5. The specific purpose of the implementation of NTTP were cited as follows: demonstration and guidance, "sending charcoal in the snowy weather "(providing timely help)and promoting reform, as the concrete embodiment and measures of this purpose, TTMP demonstrate and guide the training of rural teachers through the training of rural backbone teachers, so as to achieve the goal of overall upgrading. This is urgently needed as "charcoal"for rural teachers who lacked adequate training opportunities in the past. Meanwhile, in the process of project implementation, with the deepening of training that will also bring about constant reform, and promote the development of rural teacher training.

6. Qu jing-dong, (2005). Project System: A New System of state Governance. *Social Sciences of China,* No.5,113-130.

7. According to the regulation on the Guidance of tendering and bidding systems in NTTP by MOE & MOF (http://old.moe.gov.cn//publicfiles/business/htmlfiles/moe/s3088/201007/xxgk_92861.

html, 2020/4/21), the basic way is that MOE and MOF announce the planning of the project and implementation plan every spring. In accordance with this requirement, the education and finance departments of the central and western provinces formulate specific planning and public Bidding announcements on the organization and implementation of projects after being evaluated and approved by MOE & MOF and the committee of experts. High-level colleges and universities, public and private teacher training institutions and high-quality primary and secondary schools with corresponding qualifications shall submit tender for various categories of project. After being evaluated by the provincial education, finance departments and expert committees, the project contractors are determined and the bidding results are reported to MOE and MOF. Then, contractors winning the bid start to organize and implement the project. After the completion of the project, provincial education and finance departments check and evaluate the project results that will submit to MOE and MOF for assessment to determine the project implementation, budget and bidding for the next year.

8. Zhang shi-seng, (2013). Research on rural primary and secondary school backbone teachers' training effectiveness. Unpublished master dissertation, Southwest university, Chongqing.

9. Sun Jian & Chen Yan-hua, (2010). Problems and suggestions of the construction of rural teachers team. *Journal of He-nan Institute of Science and Technology,* Apri, 21-23. And refer to Tang Na & Song Chao, (2012). Discussion on the replacement training of school teachers in rural areas. *SCIENCE & TECHNOLOGY VISION,* No.23, 109-110.

10. Li Ze-min & Cai Ming-qin, (2012). Study on significance, situation and strategy of national school students' replacement teaching practice. *Journal of Guangzhou open university*, Vol.12, No.5, 30-34.

11. Li Chang-juan,(2015). The exploration on practice and path breakthrough of teacher training in remote rural areas. *Journal of Teaching and Management,* No.36, 33-35.

12. Wu Rong-ying & Zhang Yi-zhong, (2011). In-post teaching practice of the colleges and normal schools' students: background, function and development. *Journal of Nanchang Education College,* Vol.26, No.11, 69-71.

13. Yu Wei, Li Guang-ping, Qin Yu-you, & Li Bai-ling, (2007). Structural problems

and countermeasures of teachers' team of compulsory education in rural areas of China. *China Teacher,* No.7, 12-13,16. Liu Jian-long, (2009). Countryside elementary and middle schools teachers troop construction existence question and countermeasure, *JiaoYu JiaoXue YanJiu,* Vol.4, 236.

14. Song Yong-gang, (2010, August 21). Carefully designed, carefully organized, and conscientiously implemented the "National Training Teacher Program" - in speech at the review conference of the "National Training Teacher Program (2010) - the training projects of rural backbone teachers in the Midwest areas (Summary).

15. Mou Yan-na, (2011). Purpose, significance and effectiveness of distance training of National Training Program - interview with Wang Zhu-zhu, director of the executive office of the distance training program of National Training Program. *Education of Information Technology in Primary and Secondary Schools,* No.1, 5-6.

16. Letter on the reply to Proposal No. 0004 (Education No. 002) of the Fifth Session of the Twelfth National Committee of the Chinese People's Political Consultative Conference. Retrieved from http://www.moe.gov.cn/jyb_xxgk/xxgk_jyta/jyta_jiaoshisi/201803/t20180308_32928 8.html, 2020/4/21.

17. See MOE, (2015). Remarkable results of the five-year implementation of the National Training Teacher Program, Briefing by the Ministry of Education (2015), No. 49.And the Letter on the reply to Proposal 4071 (Education 417) of the Fifth Meeting of the Twelfth National Committee of CPPCC.

18. In here, classification of training refers to the implementation of corresponding training with according to the types of teachers' qualifications in primary and junior middle schools stipulated the Regulations on Teachers' Qualifications. Stratification of training carries out corresponding training with according to the general teachers and backbone teachers assessed by the level of teacher titles. Post-division of training mainly carries out corresponding training with according to teaching, assistant and management positions.

19. Jin Xiao-yan, (2011, April 6). National Training Teacher Program with 360 hours training: the most powerful training for primary and secondary school teachers. *Guangming Daily.*

20. According to the introduction of the reform on the official website of MOE, it is mainly embodied in training sub-projects, training teams and training management.

See The head of the Teachers' Work Department of MOE answered reporters' questions on the Circular of MOF & MOE on the Reform and Implementation of NTTP for Teachers in Kindergarten and Primary and Secondary Schools. And Reform of NTTP Brightens up Rural Teachers (Kang Li, 2015, September 9).

21. Song Yong-gang, (2010, August 21). Carefully designed, carefully organized, and conscientiously implemented the "National Training Teacher Program" - in speech at the review conference of the "National Training Teacher Program (2010) - the training projects of rural backbone teachers in the Midwest areas (Summary).

22. In addition, due to the lack of effective management of distance training, teachers as only individuals study through network where is lack of the necessary direction and supervision in the training process. As a result, the phenomenon of counterfeiting in online learning and plagiarism of homework and so on are becoming more common. For example, the survey of 69 teachers by Ou Dian-nan and Liao Shi-chang found that five respondents answered yes, the answer of 57 respondents are sometimes, three respondents said do frequently, only four respondents said no for the question: do you have the counterfeiting in online learning in order to complete the training task. Therefore, it is difficult to guarantee the effect of distance training in practice. See Ou Dian-nan and Liao Shi-chang,(2011). A brief discussion on the Investigation and Reflection on Distance Training of Primary and Secondary School Teachers in counties, Teachers, No. 19, p. 115.

23. MOE & MOF, (2012). The Notice of the Office of the Ministry of Education and Office of Ministry of Finance on the implementation of the "National Training teacher Program"in 2012. Retrieved from http://www.moe.gov.cn/srcsite/A10/s7034/201205/t20120517_146082.html,2020/4/21

24. MOE, (2013). The Management rule of "National Training teacher Program" for Training Projects of rural backbone Teachers in Primary and Secondary Schools in the Midwest areas and raining Projects for Kindergarten Teachers(2013). Retrieved from http://www.moe.gov.cn/srcsite/A10/s7034/201303/t20130320_149949.html,2020/4/21

25. Jiao Feng & Zhao Shan-shan, (2016). Literature review and prospect of research on "National Training Program". *Journal of the Northwest Adult Education,* No.6, 69-73.

26. Dai Ming-li, (2018). On the cooperative development strategies of normal universities in the National Training Program. *Higher Education Forum,* No. 02,

35-36,46.

27. Zhan Wei, (2007). A reflection on the layout of colleges and universities - the development of small towns needs the support of colleges and universities. *Science and Technology Information of Heilongjiang*, No.5.

28. Kang Li, (2015, September 9), Reform of National Training Teacher Program lights up rural teachers. *China Teacher paper.*

29. About the problems of the trainers team, for instance, Ye (2011) pointed out that some issues existed in the structure and mission of the trainers team, such as the low proportion of professional trainers, the unclear internal division of trainers team, and role of orientation in the trainer team, which were revealed in the implementation of this project in the first circle of NTTP. See Ye Li-xin, (2011). Analysis on the three fundamental issues in teacher training——reflection originating from implementation of national trainers training program. *Global Education*.,Vol.40,No 7,60-66. And Chen (2014) noted that there were problems in the appointment of experts from others provinces because the willing and cost, which made it difficult to appoint related experts. And then, in the construction of the trainer team, there existed instable situation and chief expert of the trainer team was difficult to play real role in the training activities in practice. In addition, the efficiency of the management team is low duo to the lack of effective coordination, which affected the training activities. See Chen Zhi-qi, (2014). The practical dilemma in the implementation of the National Training Program and its practical strategies - based on the experience of 12 provinces in central and Western China. *The Inservice Education and Training of School Teachers,* No.3. Total 332, 12-14. And Tan & Lv (2016) also noted that in the implementation of this program in the western areas, due to unlimited time and cost for the experts, the level of trainer team was dropped and weakened the quality of training, therefore, the structure of the trainer team were supposed to optimize and improve. See Tan Jie & Lv Zhi-gang, (2016). The problems and countermeasures in the project management of the National Training Program. *Journal of Seeking knowledge Guide,* No.20, 79-80.

30. Lian Qing-hua, (2017). Practice and consideration of rural teacher training. *Journal of Fu-jian radio & TV University,* No.5, General No.125,32-36.

31. Zhang Er-qing & Wang Xiu-hong, (2012). The main problems and analysis existing in teacher training——taking nation-level teacher training plan for example.

*Journal of Educational Science of Hunan Normal University,* Vol.11, No.4, 36-39.

32.  Chen An-ning, (2015). The problems and countermeasures in the implementation of the national training plan. *The Inservice Education and Training of School Teachers,* No.7, Sum No.348, 8-11.

33. Wang Bei-sheng & Feng Yu-hong, (2015). The realistic dilemma and breakthrough in the implementation of the National Training Plan. Journal of China's Education, No.10, 88-92.

34. Yuan Xiao-peng & Li Jin-qi, (2012). On the risk of implementing the National Training Program and its prevention and control mechanism. Journal of Huanggang Normal University, Vol.32 No.1,112-115.

35. Hou Long-long & Zhu Qing-huan, (2018). Policy analysis of teachers professional development: self-supporting professional development and task-based professional development. *Educational Science Research,* No.4, 72-76.

# Chapter Two: Rural Teachers' Training in the Development Period of TTMP (2015 - 2018)

On August 25, 2015, the Ministry of Education and the Ministry of Finance of China reformed NTTP, which has been implemented for five years for primary and secondary school teachers. Regarding the background of this reform, the head of the Department of Teachers' Work of the Ministry of Education pointed out the following three points: First of all, in 2014, during the investigation of Beijing Normal University, China's president Xi Jin-ping put forward clear requirements for the reform of NTTP: the weakness of education are in western areas, rural areas, old revolutionary areas, ethnic minority areas, border areas, poverty-stricken area and island areas where should be strengthened in the support. Secondly, on June 1, 2015, the General Office of the State Council issued the "Support plan for rural teacher (2015-2020)", which put forward clear requirements in implementation of NTTP to focus on supporting the training of rural teachers and rural headmasters in the Midwest areas. Thirdly, in the past five years, there are some problems in the implementation of NTTP, such that the training content of some institutions deviated from the reality of teachers, there were some insufficient coordination between training institutions and local educational administrative departments, the team building of training experts need to be strengthened, and the management responsibility of county-level educational departments need to be further strengthened and so on, which affect the training quality partly[1].

Preceding researches mainly discussed specific improvement on training model of TTMP and training effect and experiences on specific training content and approaches implemented by sub-projects involving non-backbone teachers (e.g.,Yang Yang et al.,2017;Li Ting-hai et al., 2018; Zhu Ying, 2017; Cheng Ming-xi, 2018, etc.), but the changes of the whole situation on training opportunity as well as training approaches are hardly studied. Then, after the reform of NTTP, what are the changes

in training opportunities and training services in TTMP? how about the guarantee of rural teachers' training rights with these changes? In this regard, this chapter will figure out the guarantee of rural teachers' training rights by investigation and analysis of these changes in TTMP from 2015 to 2018.

According to the above, this chapter will use the reform of documents, implemented plans of TTMP(2015-2018) as main research materials, because these materials, as the guidelines and standards for the reformed project, could be better reflect the overall outlook, basic situation and key points of the reformed project, which is also a specific showed form of guarantee. Thus, in the first place of this chapter, the developing process and scope of this national project are showed by the introduction of reform and changes of TTMP in this period of 2015－2018, which is the foundation to show the basic situation of guarantee. And then, based on the introduction, the training time that could reflect the basic situation on the guarantee of teacher' training rights after the reform of this project is analyzed by the related outcome and statistic of sub-projects in this period. In the third place, the analysis of the training quality is showed by the demonstration on the correction of the sub-projects, trainer, organization and management of the project, which reveal the level of guarantee of teacher' training rights after the reform of this project. Finally, the basic situation of the guarantee of rural teachers' training rights is concluded by the summary of the characteristic in the end of this chapter through the discussion of these findings after the reform.

## 1.    Reform and expansion of TTMP

In order to further realize the national development goal of building a well-off society putted forward by Teng Hsiao-ping, as leader of the Communist Party of China in the late 1970s and early 1980s[2], the 18th National Congress of the Communist Party of China (the 18th CPC National Congress) put forward the goal of building a well-off society in an all-round way by 2020 in November 2012. But, the large educational gap

between urban and rural areas has become a problem on the way to achieve this goal. Therefore, the 18th CPC National Congress decided to rationally allocate more educational resources to rural areas, remote areas, poverty and ethnic minority areas, meanwhile, and to strengthen the building of the teaching team. Therefore, in June 2015, the "Support plan for the rural teacher (2015-2020)" was issued by the State Council and required that from 2015, NTTP should concentrate on supporting the training of rural teachers and rural principals in the Midwest areas. Thus, TTMP began to focus on rural primary and secondary school teachers and principals for 2-3 years of periodic professional training.

Regarding this requirement, according to the policy on the reform and implementation of TTMP[3], it demanded that TTMP should serve local rural areas and school-based study and build local training teams. At the same time, because of the actual situation that rural teachers had little high-level training and lots of difficulties in attending training (Wei Shi-qiang, 2017)[4], the sub-project of Replacement of Full-time Training was adjusted to sub-projects of Replacement of Full-time Training of trainer team for rural teachers. On this basis, sub-projects of sending trainers to rural schools have been added to the programme. Meanwhile, there was a lack of on-site guidance and management in the implementation process of distance training (Ou & Liao, 2011)[5], and rural teachers have fewer training opportunities and lower level of information technology (Luo Jiang-hua, Wang Jing-xian, & Zhou Wen-jun, 2018)[6], thus, the policy of reform required that "Effective use of teachers' network on research community, and conscientiously implement the composite training model of centralized face-to-face teaching, network research and on-site practice", and the sub-project of distance training has been expanded to sub-project of network training combined school-based study and workshops research. In addition, according to the requirement of "helping rural teachers to enter famous schools in provincial central cities for broadening horizons, renewing their concepts and enhancing their abilities" in the policy, the short-term intensive training was adjusted to the sub-project of visiting famous schools for rural teachers with targeted training (e.g., Zhang, Wu & Ye, 2016; Ren & Xie, 2017)[7]. At the same time, in view of the requirements of the

policy and weak situation in the training of rural schools principals (Yang Jing-hai, 2015)[8] and the slow professional development of principals (Sun Zhong-hua, 2014)[9], a new training sub-project has been added for rural principals to "support rural teachers' professional development" (China rural education, 2015)[10]. As a result, TTMP has been expanded from three categories to five categories. Specifically, the training targets are shown in the following table:

**Table 6 Training objects of TTMP after the reform in 2015**

| No. | Sub-project name | Training object | Remarks |
|---|---|---|---|
| 01 | Replacement of full-time training about trainer team | The backbone teachers in rural primary and secondary schools, instructors in county-level teacher training schools | In principle, the age of trainees should not exceed 45 years |
| 02 | Training of sending trainers to rural schools | Teachers in rural primary and Secondary schools | |
| 03 | Teachers network training | County full-time trainers and instructors and Teachers, rural teachers with network learning conditions | Including two parts, one is the integration of network training and school-based study , another is teacher workshop research |
| 04 | Training of visiting famous schools | Teachers in the rural primary schools and schools cites[11] and special post[12] | In principle, the age of trainees should not exceed 45 years |
| 05 | Rural principal training | Principals in the rural primary and secondary schools | |

Sources: "National Teacher Training Program in 2015 - the Implementation Plan of TTMP and "National Teacher Training Program in 2015-TTMP".

In Table 6, the sub-project of replacement of full-time training was changed from the training of backbone teachers to the training of trainer's team consisting of backbone teachers, while the short-term intensive training has been extended to an sub-project of sending trainers to rural schools and other sub-project of visiting

famous schools attended by teachers with less opportunities for outgoing training, and sub-project of the training of rural headmasters for improving the management level of rural schools. Distance training has been expanded to network training that includes the integration about online training and offline school-based training, and the research of teacher workshops based on the integration of online and offline training.

However, in the subsequent process of implementation, because of the no-guarantee on the time caused by the replacement and the inadequate competence of interns in the post for teaching tasks and weak situation on rural education, etc. (e.g., Zhao, 2011; Li & Cai, 2012; Feng & Li, 2013; Xu, 2018)[13], TTMP in 2017 refined the training targets of the sub-projects according to the requirement of giving priority to the training of rural teachers in poverty-stricken counties[14]. Correspondingly, the changes of training objectives are shown in table 7:

**Table 7 Changes of training objects of TTMP in 2017**

| No. | Sub-project name | Training object | Remarks |
|---|---|---|---|
| 01 | Training of trainers team for rural teachers | Backbone trainers in the local areas | Conditional places can continue to be implemented by means of replacement |
| 04 | Training of visiting famous schools | Teachers who have less training opportunities in the rural primary schools and cites and special post | In principle, the age of trainees should not exceed 45 years |

Source: National Teacher Training Program in 2017 - the Implementation Plan of TTMP.

On the other hand, with the continuous development of the project in three years, the training object of sub-project is more and more clear, and the original vague of training object is gradually accurate. At the same time, some sub-projects have entered a more definite stage. Take the sub-project of network training as an example, on the basis of completing the integrated training of network training and

school-based training, the teachers' network training was carried out by relying on the backbone teachers to establish the network training platform and learning community (Lan Jue-ming, 2017)[15], which aimed at the problems of insufficient guidance of experts for the professional development of rural teachers and the imperfect leading mechanism of backbone teachers presently (Wang Li, 2016)[16]. Meanwhile, new objects were added in the sub-projects, thus further expanding TTMP in 2018 is shown in the following table:

**Table 8 Changes of training objects of TTMP in 2018**

| No. | Sub-project name | Training object | |
|---|---|---|---|
| 01 | Training of trainers team for rural teachers | Member of expert team for teacher training at county level | 1. Managers of county-level teacher development Center |
| | | | 2. Full-time and part-time staff of county-level teacher development center |
| | | | 3. Principals of teaching business in primary and secondary schools |
| 03 | Rural teacher workshop research | Rural teachers with network learning conditions | 1. The staff of rural primary school workshop |
| | | | 2. The staff of rural secondary school workshop |
| 04 | Training of visiting famous schools | Rural teachers who were students with state-funded in normal universities. | |

Source: National Teacher Training Program in 2018 -Implementation Plan of TTMP .

All in all, after the reform of NTTP, the sub-project of TTMP has been expanded from three to five, along with the consideration of the development of the above-mentioned projects, especially the increase of training content and the implementation of continuous refinement and classification, which means that the guarantee of rural teachers' training rights is no longer simply to provide training for rural teachers, but to gradually provide corresponding training in the light of the specific situation of different professional level of rural teachers and the actual situation of rural teachers, which also means that the guarantee of rural teachers' training rights is falling into place. At the same time, from the expansion of training

sub-projects and the continuous refinement in training objects, TTMP has been more conformable for the actual situation of rural teachers, while the positioning of target and implementation of training have gradually become clearer and improvable.

## 2. Outcome of training time after the reform of TTMP

Since the reform of NTTP in 2015, it has begun to concentrate on supporting the training of rural teachers and rural headmasters in the central and Western regions, and have trained more than 44 million rural teachers and rural headmasters[17]. Meanwhile, compared with situation of training time between backbone teachers and non-backbone teachers before the reform of TTMP, there are some changes in teachers groups and per capita training time when sub-projects has been expanded after the reform of TTMP in 2015 as follows:

**Table 9 Statistic of per capita training time of rural teachers in TTMP**

| Time \ Category \ Object | Training of trainer team | TSTRS | INTSBS | teacher workshop research | TVFS※ | Total |
|---|---|---|---|---|---|---|
| 2015 Backbone teachers | 480 | — | 120 | 180 | — | 780 |
| 2015 Non-backbone teachers | — | 64 | 120 | 112 | 80—120 | 376—416 296* |
| 2016 Backbone teachers | 0 | — | 120 | 180 | — | 300 |
| 2016 Non-backbone teachers | — | 64 | 120 | 112 | 0 | 296 |
| 2017 Backbone teachers | 0 | — | 120 | 180 | — | 300 |
| 2017 Non-backbone teachers | — | 64 | 120 | 112 | 0 | 296 |
| 2018 Backbone teachers | 0 | — | 120 | 180 | — | 300 |
| 2018 Non-backbone teachers | — | 64 | 120 | 112 | 0 | 296 |
| Total Backbone teachers | 480 | — | 480 | 720 | — | 1680 |
| Total Non-backbone teachers | — | 256 | 480 | 448 | 80—120 | 1264—1304 1184* |
| Mean Backbone teachers | 144 | 0 | 120 | 180 | — | 420 |
| Mean Non-backbone teachers | — | 64 | 120 | 112 | 20—30 | 316—326 296* |

Sources: Adapted from "National Teacher Training Program in 2015 - the Implementation Plan of TTMP " and the implemented plan of NTTP in Shaanxi province. Unit: 1 training hour= 1 hour ※The training object of the Training of Visiting Famous Schools (TVFS) are mainly teachers in rural primary schools and village teaching cites and special post. The training time is 10 to 15 days (8 training hours per day).In addition, because it lacks specific data of the number about teachers of the special post and the public-funded normal students newly added in this training project in 2018, the table doesn't include their specific statistic in training time. * The training time is of teachers in rural secondary school.

Notes: 1. According to the implementation plan of TTMP in 2015, in the training of trainers team and training of visiting famous schools, teachers are trained in batches every year. Teachers who have participated in these sub-projects will no longer receive these training, so they are once per capita; 2. Training time of the trainer team is counted by the actual execution in Shaanxi province; training of sending trainers to rural schools is four times, one time is two days (8 hours per day); backbone teacher in training time of workshop research is 15 days (2-3 times per year), time of network training is not less than 60 hours per year; rural teachers are at least four days (2 times per year) in workshop research, network training is not less than 80 hours; 3. This statistic of training time is based on the TTMP of MOE in 2015; 4. Training of Sending Trainers to Rural Schools (TSTRS); Integration of Network Training and School-Based study (INTSS).

In Table 9, the training of rural backbone teachers covered two sub-projects: training of trainers' team and network training. And the total training time was 1680 hours by 2018, and the average training time per person was 420 hours per year. The other teacher groups, non-backbone teachers with the training have three sub-projects: training of sending trainers to rural schools, network training and training of visiting famous schools. And the total of training time about middle school non-backbone teachers was 1184 hours by 2018, with an average annual training time of 296 hours per person; the total of training time about primary school non-backbone teachers was 1264 to 1304 hours by 2018, with an average annual training time of 316 to 326 hours per person. Overall, compared with training time of rural teacher before the reform of

TTMP, the average annual training time of rural teachers was at least 296 training hours, an increase of 3.7 times compared with the previous cycle, and training of rural teachers in individuals was strengthened. Meanwhile, the gap of the total training time between the backbone teachers and the middle school teachers and primary school teachers was 1.4 times and 1.33-1.29 times, which was shorter than that of the previous cycle. Thus, the gap in training time between the group of teachers has gradually narrowed.

Based on the above analysis, it is stated that the training of rural teachers in TTMP after the reform not only guarantees the overall training of rural teachers in terms of external quantity, but also achieves a certain amount of individual training of rural teachers in terms of average quantity. On the other hand, it divides the different rural teacher groups according to different situation and needs for all kinds of rural teachers as we can find different training objects from the table 3 with training standards, which provides the corresponding sub-project and training time and gradually narrows the gap of training time between rural teacher groups. Therefore, the above-mentioned changes also means that the TTMP after the reform guarantees the fair distribution of the number of internal teacher groups. In short, it can say that there is balanced trend for the training of rural teachers in this project.

In the final place, it is concluded that as the deserved meaning of guaranteeing about rural teachers' training rights, TTMP after the reform cover all rural teachers in the central and Western regions, which means the guarantee of training opportunities that every rural teacher should own the opportunity, thus rural teachers' training rights can be realized well, which is better than that of the first circle. More importantly, with the implementation of project standards and the stipulation of training hours for each sub-project, it also means that every rural teacher's training and time are guaranteed and the training rights are realized substantially. Meanwhile, the expansion of project and the increase of training hours after the reform have further guaranteed the quality and time of training activities for rural teachers along with narrowed gap in training time between different teachers groups, which means that the guarantee of training rights for different rural teachers has been further

strengthened.

**3.   Changes of training quality after the reform of TTMP**

After the reform of TTMP, there are changes in the aspects of correlation between the sub-projects, structure of trainers and management of the project through the comparison of the situation in the above aspects of TTMP before the reform, which are analyzed as follows.

**3.1.   Correlation between the sub-projects of TTMP**

After the reform of the project in 2015, it has been expanded from three sub-projects to five sub-projects. In the new project, the original sub-project of replacement of full-time training rural for rural backbone teachers was adjusted to the replacement of full-time training for trainer team which is composed of rural backbone teachers and instructors of county-level training centre, and the purpose of the sub-project is that providing training for trainer team that undertake the training task of rural teachers. The original sub-project of distance training was expended to the network training that includes the integration of online training and school-based training, which will combine online training of teacher with school-based training of teachers group, and the workshop training that can lead local rural backbone teachers to set up teachers' organizations of self-training in network, so that rural teachers can be able to do in continuous training activities. The newly-added sub-project of sending trainers to rural schools is that the members of trainer team that be trained by the sub-project of training for trainer team as trainers are sent to rural primary and secondary schools for conducting training activities by the way of demonstration about teaching activities, which aims to cultivate the backbone teachers for rural schools so as to promote the sustainable development of school-based training. At the same time, with the consideration of the situation that training management and service level in rural schools is difficult to meet the development and requirements of teacher training, the sub-project for rural headmasters' training is provided. In addition, some teachers in primary schools and teaching sites in rural remote areas have fewer opportunities to

go out for training, therefore, through the implementation of new sub-project of visiting famous schools, they are organized to participate in the training of 10 to 15 days in high-quality urban primary and secondary schools and universities so as to improve their education and teaching level.

From the above introduction about TTMP after the reform in 2015, the correlation between extended sub-projects has also changed as shown in the following figure.



project type ☐    project object ▣
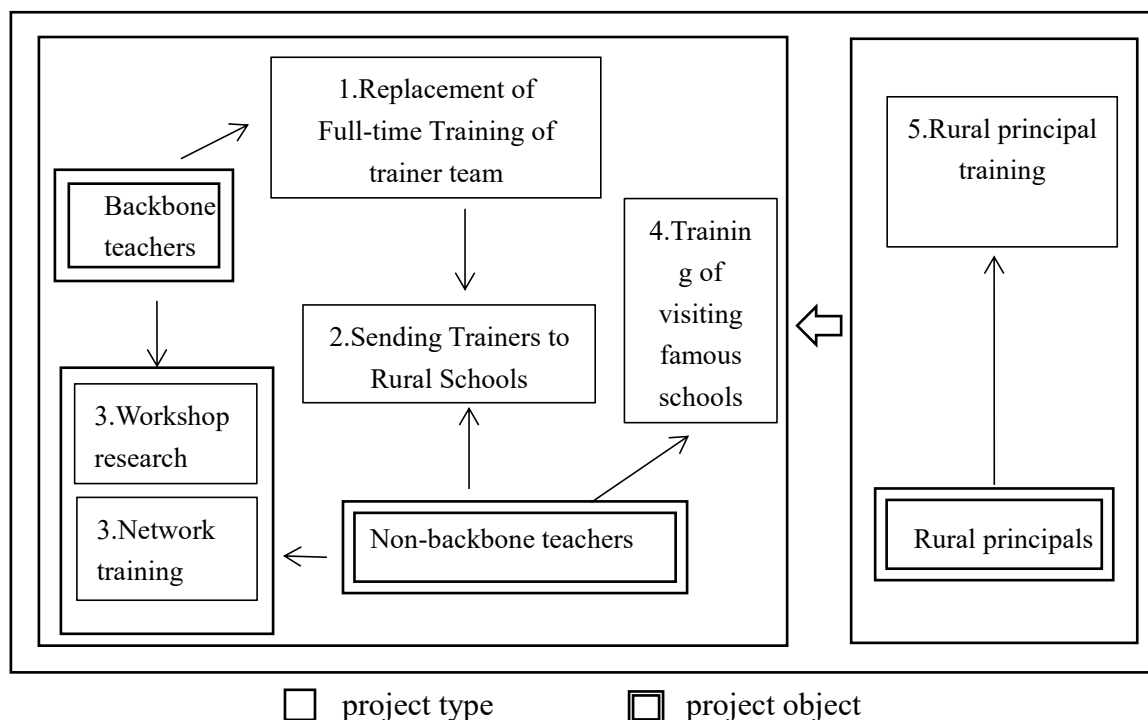
**Figure 5 Correlations of sub-projects in TTMP after the reform**

Source: Adapted from the information on the implementation plan in TTMP in 2015.

In the five types of sub-projects shown in Figure 5, the backbone teachers who participated in the replacement of full-time training of trainer team have established direct relationship with rural non-backbone teachers through the sub-project of sending teachers to the rural schools, which has promoted the development of school-based training for local rural teachers. At the same time, the sub-project of network training promotes the sustainable development of training for all the rural teachers by the ways of the combination of school-based training and the

training of workshop that be established by backbone teachers as self-training organization. Furthermore, the sub-project of training for rural headmaster provides good external environment for the sustainable development of school-based training that play significant role in training for rural teachers. In addition, the training of visiting famous schools mainly provides opportunities for teachers who are in remote rural primary and secondary schools and cites to get high-quality training, which makes up for the shortcomings of the above sub-projects in the implementation process. On the whole, the expanded sub-projects are no longer the alone process of implementation and completion, but has been established the internal systematic relationship between the sub-projects, which just like the some one words of "Going out for training and sending training to the schools, there are short-term training and long-term training,and it not only training the backbone, but also making good use of the backbone"[18].

Generally speaking, TTMP after the reform "break through the situation of relatively independent implementation of previous sub-projects"[19](China rural education, 2015, p.7), an integrated service & support system of professional development (e.g., Wu, 2017; Wang & Yin, 2017)[20] is established, so that the quality and effect of training are also guaranteed and strengthened.

## 3.2. Structure of trainers in the sub-projects of TTMP

As it was mentioned in the chapter I, there were unsatisfied training results on the sub-projects for the rural teachers' training through the analysis of the source and composition of the trainers in the sub-projects of TTMP before the reform, which led to a lot of problems affected the quality of the project for all rural teachers. In response to the above situation, TTMP was reformed in 2015, and the project category was expanded, corresponding, the situation of trainers has been changed after the reform of TTMP as shown in Figure 6:
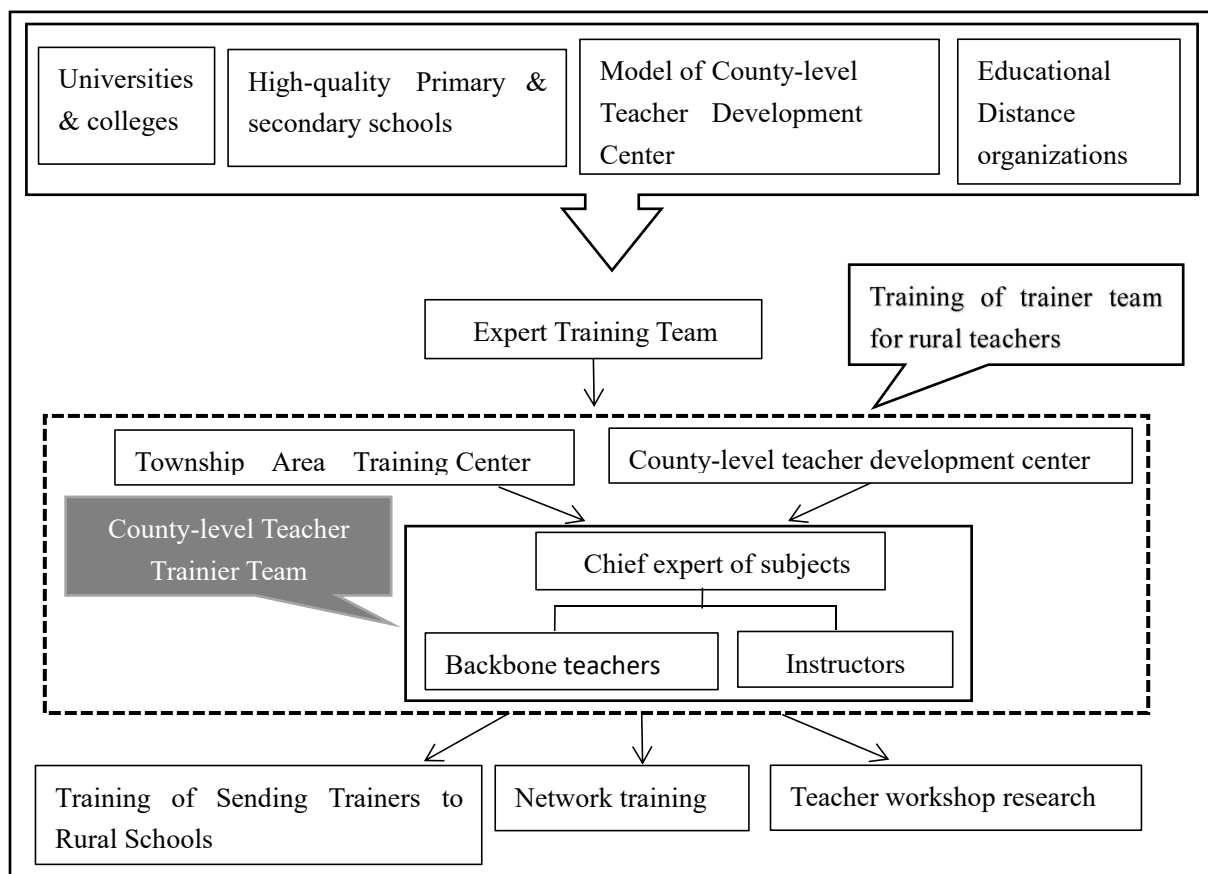
**Figure 6 Source and composition of trainer teams after the reform of TTMP**

Sources: Adapted from "National Teacher Training Program in 2015 - the Implementation Plan of TTMP" and " National Teacher Training Program in 2015 - TTMP ".

In the above figure, instructors of the county-level teacher development center and experts of educational distance organizations as new members were added to the trainer team that had previously carried out the sub-projects of replacement of full-time training and short-term intensive training, thus, the original trainer teams became the provincial trainer teams by the team-building standard of no less than 1:500 of ratio between experts and located teachers in the province. At the same time, according to the team-building standard of no less than 1:30 between trainers and the local rural teachers[21], the new county-level trainer teams be established and its members are the rural backbone teachers who are from the local township central school (township area training center) as trainees take parting in replacement of full-time training of trainer team, and instructors who are from the local county

teacher development center as new member. In which, some people be selected as the chief expert of different subjects to conduct training activities of trainer teams. And then, as far as relationship of provincial trainer teams and county-level trainer teams is concerned, the former is responsible for training of the latter by the sub-projects of training of trainer team and network training. After the end of the training, the latter not only carries out the sub-project of training of sending trainers to the rural schools, but also carries out the sub-project of network training to doing online and offline training activities for rural teachers in located primary and secondary schools. At the same time, the training of visiting famous schools and rural principals' training showed in Figure 7 are carried out by the chief expert system, in which trainers who come from high-quality urban primary and secondary schools and colleges and universities conduct training activities for rural teachers and principals.
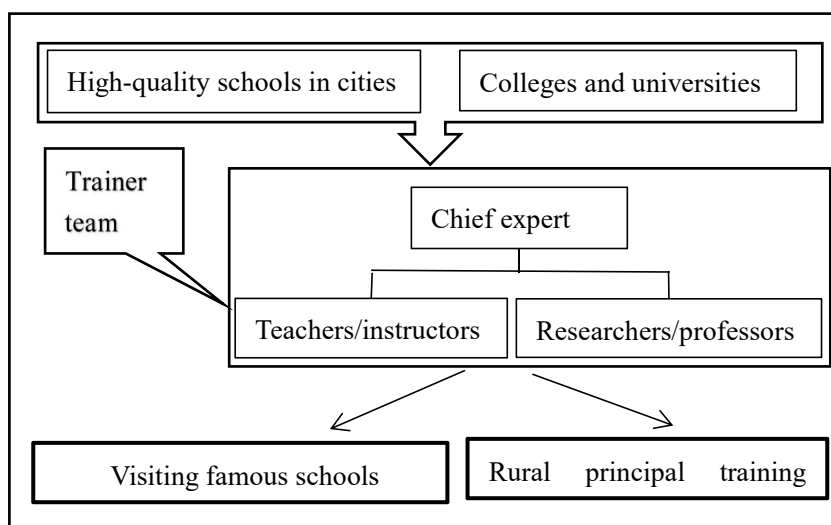


**Figure 7 Source and composition of trainer teams for the training of visiting famous schools and rural principals' training**

Source: Adapted from " National Teacher Training Program in 2015 - TTMP ".

Note: The training of visiting famous schools is mainly carried out by urban primary and secondary schools.

Considering with the changes in the source and composition of trainers after the reform of project, it is concluded that the newly added county-level trainer teams

are composed of rural backbone teachers and instructors as a local expert who have a better understanding about the situation of rural teachers and rural education, though urban trainers still dominate the training of visiting famous schools and rural headmasters. And this changes the situation in the past that urban trainers were unable to effectively meet the training needs of rural teachers due to lack of experience in rural education and teaching. Meanwhile, with the participation of trainers with rural educational background and the implementation of extended sub-projects, such as training of sending trainers to rural schools, network training and workshop training, the training places for rural teachers has also shifted from universities and schools in the urban areas to primary and secondary schools in the local rural areas, which means that the situation of original disconnected environment with rural education has been changed. Moreover, the county-level trainer teams that are established by the ratio of trainers and local rural teachers at no less than 1:30 has changed the situation that the majority of rural teachers lack the actual guidance of trainers in the process of online training due to the number of trainers were limited to the training of all rural teachers. In a word, these changes indicate that the construction of trainer teams is gradually moving towards a trend of "localization" that maintains the advantages of urban trainers while giving full play to the advantages of rural trainers, which also means that in the project, rural teachers have a more suitable guarantee for the development of their own education and teaching level.

Generally speaking, the biggest change of situation on trainer is the addition of county-level teacher training team as the local experts who have a good understanding of rural education (Lian Qing-hua, 2017), which also means that training space has begun to shift to local rural schools and training institutions, though urban trainers are still the main part of the sub-projects of visiting famous schools and rural principal training. In addition, network training implemented by county-level training team has also changed the situation that rural teachers lacked practical guidance and management of trainers. Thus, rural teachers have a better guarantee for their training in quality of trainer, which also guarantee the further professional development of rural teachers.

### 3.3. Management of TTMP

While the source and composition of project trainers have changed, the management of the project has also been reformed. As it was mentioned in the chapter I, the implementation and management of the project was mainly in the charge of the provincial education administrative department, which organized and managed the training organizations an administrative departments and the whole training process of each sub-project. Therefore, in the management of TTMP before the reform, the role and function about basic gross-roots management in the training activities was inadequate, which lead to the training of rural teachers was difficult to be effectively implemented.

Therefore, in order to solve the above problems and give full play to the role of basic management in the training of rural teachers, meanwhile, for the sake of the adaptation of changes in training places and trainer teams after the expansion of TTMP, with the implementation of sub-projects after the reform in 2015, changes have taken place in the management system which is shown in the following figure:

```
                    ┌──────────────────────────────────────┐
                    │   Department of Teacher Work, MOE      │
                    └──────────────────────────────────────┘
                    ┌──────────────────────────────────────┐
                    │   Program Executive Office of NTTP     │
                    └──────────────────────────────────────┘
                    ┌──────────────────────────────────────┐
                    │ Teachers' Office of Provincial         │
                    │ Department of public education         │
                    │ （ Provincial Office of NTTP）         │
                    └──────────────────────────────────────┘
                    ┌──────────────────────────────────────┐
                    │  Provincial Executive Office of NTTP   │
                    └──────────────────────────────────────┘
```

| Provincial and Extra-province High Level colleges and universities | Teacher Training organizations | Teacher Training department of Municipal Education Bureau | High quality schools | Distance Training organizations |

Teacher Training Unit of County Education Bureau

| Provincial High Level colleges and universities | Township Area Training Center (center schools) | County-level teacher development center |

| Town primary and secondary schools | Primary schools in villages |

┈┈ Training units    ⌐ ¬ Trained units    ☐ Administrative departments

**Figure 8 Framework of basic management after the reform of TTMP**

Sources: Adapted from National Teacher Training Program in 2015 - TTMP, and other materials collected.

Note: In order to better promote the development of teacher education, the Department of teachers' education of MOE was renamed Department of Teacher Work in 2012, and the names of teachers' offices of provincial education departments were adjusted accordingly.

In Figure 8, compared with the situation of management before the reform, after the reform of TTMP, the organization and implementation of newly-added sub-projects, such as training of sending trainer to rural schools, network training and workshop training, are changed and adjusted in the management of the county level except the training of trainer teams, the training of visiting famous schools and the training of rural headmasters, which still are managed by provincial education administrative departments. And then, through the integration of the original county-level teacher training institutions, teaching training and audio-visual education departments, county-level teacher development center was set up to promote the development of rural teachers in the county. At the same time, under the teacher development center, a district training center was established on the basis of Township Central schools, which is responsible for training activities of primary and secondary school teachers in the township area. Furthermore, in order to further strengthen the training effect of rural teachers, colleges and universities are not only responsible for the training of county-level trainer team, but also participate in guiding training activities of training of sending trainer to rural schools, network training and rural workshops research, which are under the management the county-level education administration department. Therefore, the role and function of the county-level education administration department, as basic gross-roots management, are strengthened than that of the past. Meanwhile, with the increase of units at the county and school levels, the focus of management has shifted to the bottom-round level (e.g., Wang, 2016)[22], a "province-based, five-level interaction" hierarchical management model composed of the state, provincial, municipal, county and school levels has been formed (Fu, 2018, p.2)[23], and function of management of bottom-round level has become stronger.

All in all, with the growing strength on the gross-roots management, the focus of the management of TTMP after the reform has shifted to the bottom-round level, which has changed the situation in the past, and the guarantee of the management for the rural teacher has also become stronger than that of the past, thus, it could be say that the change of the management in TTMP provide better guarantee

on the rural teachers' professional development.

**4.  Conclusion**

Through the investigation and analysis of project opportunities after the reform of TTMP, it finds that in the period of 2015-2018, with the most obvious change of sub-projects of TTMP, training opportunities for rural non-backbone teachers has increased from one sub-project in the starting period to three sub-projects after the reform of NTTP, and five sub-projects are implemented for different training objects. The above indicates that the training for different types of rural teachers is gradually classified and accurate, which means that the guarantee of their training rights has been further strengthened, with the comparison of that in the starting period. At the same time, based on the statistic of the training time of five sub-projects, it is found that the gap in training time between rural backbone teachers and rural non-backbone teachers is narrowing after the reform of TTMP. The above showed that the guarantee of the non-backbone teachers' training become stronger than the guarantee of non-back teachers' training in the starting period in training time, which means that balanced situation is showed on the guarantee of rural teachers' training rights.

Meanwhile, according to the analysis of changes in training approaches of TTMP, it is found that TTMP has stronger correlation on TTMP with strengthening of school-based study, shifting the focus of management to the county level, and increasing the rural teachers' training team after the reform, with the comparison of that in the starting period. Furthermore, TTMP carried out training activities in local rural areas, which manifests a downward picture of returning to the rural teachers' environment to promote the rural teachers' professional development, this objectively guarantees the training quality. Therefore, compared with situation of the per-reform of TTMP, the post-reform of TTMP shows a trend of gradually returning to the internal development of rural teachers. Consequently, training quality is improved from a low level to a higher level of professionalization, which means that there is a

higher-level guarantee of training rights than the previous level guarantee of training rights in the starting period.

Generally speaking, through the introduction of the expansion and development of TTMP, it finds that different kinds of rural teachers in the Midwest areas have participated in specific training activities of this national project through implemented five sub-projects with the changes of TTMP after the reform of NTTP. At the same time, based on the statistic of the training time of five sub-projects, it finds that the balanced situation is showed with gradually narrowed gap in training time between rural backbone teachers and rural non-backbone teachers. Moreover, the training quality of this project for rural teachers is gradually improved by the analysis of correlation with five sub-projects, trainers, organization and management of this project. Therefore, in the second circle of TTMP, it means the improvement on the guarantee of the rural teachers' training rights in the Midwest areas of China in this period.

**Notes**

1. Jin Xiao-yan, (2015, September 22). Promoting "Seed Teachers" to take root and sprout in the countryside - "National Training Teachers Program" has gone through five years, *Guangming Daily*.
2. In December 6, 1979, when Teng Hsiao-ping, as paramount post-Mao leader, met with the prime Minister of Japan, he first putted forward the concept of "well off" and the idea of achieving a well-off society in the end of twentieth century according to the actual situation of China's economic development. He said: "the four modernizations we want to achieve are the four modernizations of Chinese approaches. The concept of our four modernizations is not a modern concept like yours, but a "well-off". By the end of this century, even if China's four modernizations have achieved certain goals, our gross national product will still be very low. To reach the level of wealthier countries in the Third World, such as the per capita GNP of US$1,000, a lot of efforts have to be made. " Since then, he has put forward this idea many times. And in the twelfth National Congress of the Communist Party officially quoted this concept as its strategic goal at the end of the twentieth

century.

3. The main policies of reform refer to NTTP as follows: Ministry of education & Ministry of Finance, (2015). The notice of reform and implementation of national training program for kindergarten teachers in primary and secondary schools and kindergarten(http://www.moe.gov.cn/srcsite/A10/s7034/201509/t20150906_205502.html,2020/4/21).And Office of Ministry of Education & Office of Ministry of Finance,(2015). The notice of plan and implementation of national training for primary and secondary school and kindergarten teachers in 2015( http://www.moe.gov.cn/srcsite/A10/s7034/201504/t20150409_189420.html,2020/4/21）

4. Wei Shi-qiang, (2017). Cohesion problems between national training program and guangxi rural junior middle school history teachers' training. *Journal of Guilin Normal College,* Vol.31 No.2( Sum No.112), 98-101.

5. Ou Dian-nan & Liao Shi-chang,(2011). A brief discussion on the investigation and reflection on distance training of primary and secondary school teachers in counties. *Teacher,* No.19,114-116.

6. Luo Jiang-hua, Wang jing-xian, & Zhou wen-jun, (2018). The participation of rural teachers in the network training: conditions, problems and adjustment strategies. *Educational Research,* General. No.465, No.10,138-145.

7. For example, Zhang Xian-jin et al. (2016) stated that according to the requirement about the project of visiting famous schools, training trainers are required to organize participated teachers into good primary and secondary schools in advanced provinces and cities, as the driving power, problems existing in teaching and education through the method of visiting famous schools driving to change the teaching behavior of participated teachers and improve their educational and teaching ability. Zhang Xian-jin, Wu Xin-jian, & Ye Yan-zhu, (2016). Implementing and reflecting on the training project of Visiting Famous Schools of the National Training Program. *Journal of Teaching and Management,* No.31, 11-13. And Ren Meng & Xie Fei, (2017) proposed suggestions on the effectiveness and focalization of NTTP through the analysis of training needs and teaching situation of rural teachers in primary schools of Yunnan province according to the investigation on the project of visiting famous schools. Ren Meng & Xie Fei, (2017). The research of rural training school

teachers' demand in the national training plan. *Journal of Guizhou Education University,* Vol. 33. No.3, 75-79.

8. Yang Jing-hai, (2015). To improve the effectiveness of training for rural primary and secondary school principals. Liaoning Education, No. 22, 46-47.

9. Sun Zhong-hua, (2014). A study on the rural principal professional development under the background of Urbanization. Unpublished doctorial dissertation, Northeast Normal University, Changchun.

10. China rural education, (2015).The training program of the New National Training Program has been normalized from separateness to integration. China rural education, No.9, Total 237,7-8.

11. The teacher of school sites means that a few teachers are teaching in the small-scale primary schools that usually have about 10 pupils who are belongs to different grades. As the supplement for the rural schools and employees,the teachers of special post are someone who make contract with states to teach in the township schools and school cites.

12. The special post teacher is a special policy implemented by the central government for rural compulsory education in the central and Western regions since 2006. It is carried out by openly recruiting college graduates to teach in rural schools under counties and counties, so as to guide and encourage college graduates to engage in rural compulsory education, innovate the supplementary mechanism for teachers in rural schools, and gradually solve the problem of insufficient teachers in rural schools and unreasonable structure, which is aim to improve the overall quality of rural teachers and promote the balanced development of urban and rural education.

13. Some people pointed out some problems existed in the projects of replacement of full-time training, for example, Zhao (2011) pointed out that contradiction between the work and study has influenced on the training time of trainees, and a lot of problems in practice for interns were showed in the process of implementing the project of Replacement of full-time training. See Zhao Hong-Ya, (2011). The role, problems and countermeasures of the Midwest Training Program for rural key teachers in China. *Journal of College of Adult Education of Hubei University*, No.5, 5-8. And Li & Cai (2012) noted that some problems, such as the shorter internship time, the weaker comprehensive ability of interns and the difficult of effective guidance and evaluation duo to distributed places for interns and so on, had been

affected the effectiveness of the project. See Li Ze-min & Cai Ming-qin, (2012). Study on significance, situation and strategy of national school students' replacement teaching practice. *Journal of Guangzhou open university*, Vol.12, No.5, 30-34. According to the investigation on the project of replacement of full-time training from 2010 to 2013, Feng & Li (2013) indicated that all kinds of problems in reality of rural education directly hinder or effect the implementation and effectiveness of this project, because there were longer training time and training activities were conducted by the ways of universities and colleges, which made rural teachers faced some special difficult. Thus, it was obvious contradiction between subject of rural teachers and design and goal of this project. See Feng Jian-xia & Li Jin-qi, (2013). The Problems of rural education and the implementation of TTMP of the National Training Program. *Journal of Huanggang Normal university*, Vol.33 No1,115-118,171. Xu (2018) also noted that there existed problems in the four aspects as following: non-conforming schedule about replaced time for trainees and interns, replaced trainees who do not meet the training standards, lack of related responsibility of rural schools, and coordination cumbersome between training departments and rural schools, which affected the implementation of this project according to her investigation. See Xu Jie, (2018). The dilemma and problem solving strategies of replacement training of rural primary and secondary school teachers. *Journal of Lingnan Normal University*,Vol.39, No.1, 27-32.

14. Office of the Ministry of Education & Office of the Ministry of Finance, (2017). The notice of plan and implementation of national training for primary and secondary school and kindergarten teachers in 2017. Retrieved from www.moe.gov.cn/srcsite/A10/s7034/201703/t20170314_299563.html, 2020/4/21.

15. Lan Jue- Ming, (2017). Building teachers' workshops and constructing learning community: a study on the implementation strategies of training team workshops. Adult Education in China, No.12, 133-135.

16. Wang Li, (2016). A practical research on the research methods of "Teachers' Workshop". *Journal of Heilongjiang College of Education,* Vol.35 No.10, 22-23.

17. Ministry of Education's reply to Recommendation 2662 of the First Session of the Thirteenth National People's Congress.

18. Zhang Shuo, (2015, September 8). The training of rural teachers will become many times and more practical (see the focus of deepening the reform of education).

*People's Daily.*

19. China rural education, (2015).The training program of the New National Training Program has been normalized from separateness to integration. China rural education, No.9,Total 237,7-8.

20. For example, Wu (2017) showed that with the implementation of the service & support system of professional development in the new circle of NTTP, it has improved inter-activities between man-machine, trainee and trainee, trainer and trainer, and then enhance the quality national program was improved. See Wu Zhi-ping, (2017). Research on promoting the benign interactive development of regional teacher training in the National Training Program. Way of Success, No.12, Sum. 532, 21. And Wang & Yin (2017) elaborated specific training model of the school- based research as mixed training to realize normalization of training according to the second stage of implementation about the projects of NTTP in Heilongjiang province. See Wang Li & Yin Hong-fei, (2017). Research on school-based research methods based on the projects in the "national training plan". *Journal of Heilongjiang College of Education,* Vol.36 No.12, 22-24.

21. It refers to the teacher training team that undertakes the tasks of sub-projects of the training of sending trainer to the rural schools, network training and teacher workshops research, which does not include the managers who are responsible for the implementation of the above mentioned sub-projects, such as the administrators of the county-level teacher development center, the business headmasters of primary and secondary schools in township, etc.

22. Wang Jiao-jiao, (2016). The analysis path and innovative practice of the implementation of the new cycle of National Training Program. *The Inservice Education and Training of School Teachers,* No.6, Sum No.359,20-21.

23. Fu Yu, (2018). The analysis of model construction and strategy of the National Training Program from the perspective of teacher learning theory. *The Inservice Education and Training of School Teachers,* No.5, Sum No.382, 1-5.

## Chapter Three: Western Guarantee on Sub-project of "Sending Trainers to Rural Schools" (Case Study I)

Since China's normal education entered the stage of Teacher Education in 2000, teacher professional development has become an important goal, so that the status and role of training has become more and more significant. Then, the guarantee of the training rights of rural non-backbone teachers[1] who are the majority of teachers has also become important. However, with the rapid development of China's economy, education in the western rural areas is relatively backward. Affected by this, the training of rural teachers, especially non-backbone teachers remains weaker situation, such as fewer training opportunities. Therefore, it is also difficult to obtain a full guarantee of their training rights. In 2010, the Chinese government promulgated NTTP to promote rural teachers' professional development, and began to implement training projects for rural non-backbone teachers in Midwest areas. As the largest and most extensive training activities implemented by the Chinese government in recent years, TTMP guarantees the training rights of rural teachers in Midwest rural areas and promotes the professional development of rural teachers. However, in the process of the first cycle (2010—2014), because TTMP mainly aimed at rural backbone teachers, rural non-backbone teachers had fewer training opportunities[2]. Meanwhile, in view of the tendency of over-urbanization, the training was far away from the teaching environment of rural teachers[3], and the project lacked effective management[4]. As a result, the training effect for rural non-backbone teachers was unsatisfying. Therefore, the professional development of rural non-backbone teachers was limited, and their training rights had not been guaranteed adequately.

After the reform of NTTP in 2015, as an very important measure for the rural non-backbone teachers' training, the sub-project of sending trainers to rural schools was set up to solve the above problems and promote the further professional development of rural non-backbone teachers[5]. Thus, in this new sub-project, how

about the guarantee of rural backbone teachers' training rights? Through the investigation of the case on this project implemented by Baxian town's secondary school in P county of Shaanxi province, this chapter aims to answer the above question. Thus, in the first place of this chapter, the background of the case of this project is introduced, and then the project is investigated in detail by the introduction of organization and management, training curriculum, implementation process of the case. In the next place, the interview as important feedback on the effect of this project is showed. Finally, this chapter clarifies the situation on the guarantee of the training rights for rural non-backbone teachers in the western areas through summary and reflection on the project.

## 1.  Background

After the reform of the "NTTP" in 2015, in order to alleviate the contradiction between work and study in rural teachers' training, the Midwest project has set up a special training project for rural teachers, which sends experts to go into classrooms of rural schools, and provides on-site guidance to improve rural teachers' classroom teaching ability[6]. Under the overall planning of provincial educational department, the project is undertaken by county organizations, universities, county-level teacher development centers and township research centers with    training teams organized by local teachers as the main body, integrating provincial expert resources, and organizing training teams in different subjects to promote the development of school-based study through the activities of sending trainers to the rural schools. This project includes four stages : diagnosis and demonstration, studying lessons, demonstration of results, summary and promotion. According to the principle of TTMP in 2015, experts of different subjects will be sent to the same town's school at least four times a year, at least two days at a time, to support rural schools to carry out the school-based study.

In 2018, TTMP focused on that promoting the training team to go into the

classroom and enhancing the classroom teaching ability of rural teachers. Therefore, the important points of this project should be done in the following three aspects:

(1) Strengthen the main responsibility of districts and counties. Under the guidance of overall planning of provinces and municipalities, it should further strengthen the principal responsibility of district and county-level organizations, integrate local high-quality resources, establish and improve the working mechanism of joint declaration and collaborative implementation of university, Prefecture and county-level teacher development centers and research centers of township for further shifting the focus of implementation to the township. (2) According to the key tasks of each stages, the detailed implementation of training is further practiced by the adoption of targeted methods, highlight on-site diagnosis, use of cases of lessons, practical guidance, evaluation of results, and sharing of generative resources, so as to improve the training mode and ensure effectiveness. (3) Strengthen the implementation coordination of the project. The project should be carried out in coordination with the project of the rural teacher's training teams which are from local teachers as the main body to carry out this project, and be combined with the school-based study with the characteristics of rural schools so as to ensure the effective guidance for rural teachers. Rural schools should incorporate this project into the planning of school-based study so as to realize the in-depth integration of this project and school-based study.

According to the above requirements, in 2018, this project in Shaanxi Province focuses on the theme "promoting training is normal conditions", strengthening the main responsibility of the counties, focusing on training topics, and implementing five stages, namely, concept guidance, diagnosis and demonstration, studying lessons, demonstration of results, summary and promotion, so as to improve classroom teaching and integrate deeply the linkage of school-based study[7]. The specific information is shown as follows:

**Table 10 Implementation of the project of sending trainers to rural primary and secondary schools in Shaanxi province in 2018**

| Category | Contents |
|---|---|
| Training object | Teachers of primary and secondary schools in rural areas |
| Training target | With the training of county-level trainer team as the main body, the teachers of the same subject in the same township schools are given five-stage teaching training to help them to solve the practical problems in education and teaching and improve their classroom teaching ability. |
| The number of trainees | 4800 teachers of primary and secondary school |
| Training time | 10 days |
| Training content | Taking the five-stage training, trainers team will go into the training center schools of township. In view of the situation of rural schools, the self-diagnosis and self-planning of rural teachers will be strengthened by the ways of classroom observation, teaching demonstration and behavior improvement to enhance self-improvement awareness of training. The training process requires "sending trainers to the classroom, providing on-site guidance, support for the school-based study", so as to truly and effectively improve the quality of classroom teaching in rural teachers. |
| Implementing organization | The county as the main body, cooperating with provincial colleges and universities. |

Source: Notice on implementing the "National Teachers Training Program" in 2018: Training Project for Teachers of Rural Primary and Secondary Schools and Kindergartens in Shaanxi Province. Note: Kindergarten teachers are not included in this table.

## 2. Introduction of the case

## 2.1. A brief introduction to P county's project of sending trainers to rural schools

1) **Introduction to P county**

P county is located in Ankang City of Shaanxi Province. It is adjacent to Zhuxi County in Hubei Province in the east, Chengkou County in Chongqing City in the south, Langao County in Ankang City of Shaanxi Province in the west. P County covers an area 2,627 square kilometers. The 1990 census showed a total population of 234,121, with a population density of 89.1 people per square kilometer. The suburb of the county is rivers basin, the northern part is shallow mountainous area, the central part is middle mountainous area, and the southern part is the high mountainous area. The county has 11 towns within its jurisdiction.

2）**Introduction to the project of sending trainers to rural schools in P county**

According to the requirements of the NTTP in Shaanxi Province in 2018: under the guidance of the overall planning of the province, the main responsibility of the districts and counties to organize trainers to rural schools should be further strengthened and implemented, the resources of colleges and universities should be introduced, the local high-quality resources should be integrated, and the working mechanism of joint declaration and implementation which includes universities, county-level and regional research centers should be established and perfected. At the same time, according to the relevant requirements of the education administration department, the county-level teacher development center should join with colleges and universities to make an investigation on training needs, determine training topics, and make implementation plans. Accordingly, P county teachers' training center organized and implemented the project of sending trainers to rural schools. According to the requirements of the implementation of the NTTP in Shaanxi Province in 2018, the training activities of this project in P County are mainly shown as follows: for the improvement of teachers' classroom teaching and education quality, this project in P County in 2018 aims to improve teachers' comprehensive ability through the activities

of trainer teams, whose main tasks include: above all, to promote the change of teachers' mindset; secondly, to improve the improvement of classroom teachers' teaching ability; thirdly, to improve the improvement of school-based study level; fourthly, to help students form good learning habits. Under these tasks, in accordance with the requirements of the construction of rural teacher training team, P County has formed a 50-memeber training team that includes 19 provincial experts, 23 municipal experts and 5 first prize winners of provincial and municipal teaching contest. Meanwhile, according to the implementation of this project in P county in 2018, the focus isBaxian town's secondary school in the southern remote mountainous areas of P County, which has the largest number of teachers in the town-level secondary schools under the jurisdiction of the county, and it is backward in accepting the advanced educational ideas outside.

## 2.2. Introduction to the project of sending trainers to rural schools in Baxian town's secondary schools

### 1) Introduction to Baxian town's secondary school

Founded in 1958, Baxian town's secondary school is a complete secondary school and also a regional research and training center. The school serves more than ten administrative villages and surrounding units in Baxian and Luohe Towns. There are 16 classes and 75 staff in the school, among which there are more new teachers (teaching for less than 5 years), accounting for about one third, while teachers with 15 years and above experience accounted for one third respectively. The school has 6 teaching experts at the county level and 2 advanced teachers at the city level.

### 2) Introduction to the project of sending trainers to rural schools in Baxian town's secondary school

In accordance with the guidelines for the project issued by the Ministry of Education and the implementation requirements of the Project in Shaanxi Province in 2018, the Project of Baxian town's secondary school is launched for two objectives. Firstly, the

goal includes "using the platform, creating an environment, deepening school-based study, demonstration-oriented, radiation-driven, and improving efficiency" that is gradually implemented with the needs of teachers' professional growth in the school so as to ensure the quality of training. Then, organizing teachers to learn good courses through centralized training to improve the overall quality of teachers in the school, classroom teaching efficiency and the teaching quality; secondly, taking task-driven as the mainline and on-site teaching examples as the carrier to improve each participating teacher's classroom teaching ability through diagnostic demonstration and studying lessons. In this way, it can promote and strengthen the construction of research groups in schools. Under this goal, the school has five stages from September to December of 2018, with a total of eight days for each two-day period. It has carried out training activities for 75 teachers and 5 teachers in neighboring Luohe Town secondary school. The specific activities are arranged according to the following stages:

1. Guidance of concept and diagnostic demonstration (2018.9.21-9.22)

The training team of various subjects is sent to this school to diagnose the outstanding problems of classroom teaching by means of classroom observation and interviews with teachers and students. In view of the problems, experts choose the appropriate case of lessons and provide demonstration teaching by lectures, courses demonstration and special topics to guide teachers by ideas, and put forward teachers' study tasks.

2. Studying courses (2018.10.15-10.16)

According to the research tasks, this School organizes teachers to carry out studying courses through the research topics and combination with the school-based study. This stage highlights the problem solving of classroom teaching, focusing on teaching objectives and learning from teaching experience. And then, to find the solution to classroom teaching problems, and focus on teaching objectives, teaching content, teaching methods and means, teaching evaluation and constantly improve teaching design. In view of the difficulties of this stage in schools, the training team conducts on-site guidance through demonstration teaching, analysis of the same lesson,

thematic discussion and micro-lectures.

2. Demonstration of results (2018.11.20-11.21)

The training team presents the results of each period with the school, and shows the results of teaching improvement by the means of lectures, courses, lesson evaluation, collective lesson preparation, discussion about problems, peer interaction and micro-lectures.

3. Summary and Promotion (2018.12.14-12.15)

The training team guides rural teachers to systematically summarize the training activities, combing experience, reflecting on problems, defining the direction of future improvement, and promoting the school-based study and teachers' professional self-development.

Among the five stages mentioned above (based on the actual situation, the combination of concept guidance and diagnostic demonstration was carried out in the first stage), the third stage, namely, demonstration of results, objectively reflects the quality, effect and overall situation of the project. Therefore, this study has a special investigation around at this stage.

## 3. Organization and management of the project

In accordance with the requirements of the implementation of the NTTP in 2018, the focus of the implementation of this project should be further shifted to the township. And the training team should go into the classroom of rural schools and give on-site guidance to solve the practical problems of rural teachers' classroom teaching. Under these requirements, P County organized a training team included local backbone teachers and researchers of the county research office to carry out the third stage to Baxian town's secondary school. As the undertaker of this project, Baxian town's secondary school has also established a corresponding learning organization. The specific composition is as follows:

### 3.1. Composition of project organization

Implementation of this project in this school project consists of two organizations. The first organization is the training team of P county. The training team includes 3 members of management group and 12 members of expert team according to five subjects, of which expert teams are divided into training groups according to four subjects (history and geography combined into a group), and each groups includes three experts, one from the county research office as the chief expert, who is responsible for the implementation of the group training. The specific professional statistics of the experts participating in the training activities are shown as follows:

**Table 11 Professional level of teachers participated in the project in Baxian town's secondary school**

| Subjects group | Professional titles | Number | Remarks |
|---|---|---|---|
| Chinese | Provincial Teaching expert | 2 | |
| | City-level teaching expert | 0 | |
| | County-level teaching expert | 0 | |
| Mathematics | Provincial Teaching expert | 1 | Leader of municipal subjects |
| | City-level teaching expert | 1 | |
| | County-level teaching expert | 0 | |
| English | Provincial Teaching expert | 2 | One person is also the leader of municipal subjects |
| | City-level teaching expert | 0 | |
| | County-level teaching expert | 0 | |
| Geography | Provincial Teaching expert | 1 | Leader of municipal subjects |
| | City-level teaching expert | 0 | |

| | County-level teaching expert | 0 | |
|---|---|---|---|
| History | Provincial Teaching expert | 0 | |
| | City-level teaching expert | 1 | |
| | County-level teaching expert | 0 | |

Source: Created by the author based on on-site data collection.

Notes: The total number of experts participating in the demonstrative courses is 8, and another 5 are responsible for the after-class training and counseling. History and geography experts are merged into a small group because of the small number of related subjects in Baxian secondary School. This table only includes the professional level of the experts who participated in the heterogeneous training of the same course.

On the other hand, as the subsidiary organization, the trainee's group is established, including all teachers of Baxian town's secondary school and five teachers of Luohe secondary school, which is in the township annexed to the town. According to the research groups of Chinese, Mathematics, English, History and Geography, the group formed five study groups to conduct training activities. Each study group is composed of the head of a research group who is responsible for coordinating with the expert training group of the training team and the subject teachers. At the same time, in view of the fact that there are many new teachers in the school, according to the requirements of the school's educational administration office, teachers who take demonstrative courses are selected based on three criteria: firstly, the teacher is the training object of the school; secondly, the teacher can play a leading role in demonstration; thirdly, the teacher can be more quickly and appropriately guided face to face by experts, and meet the requirements for new positions. The details are as follows:

**Table 12 Professional level of teachers participating in heterogeneous activities of the same class in Baxian town's secondary school**

| Subject | Teaching time（years） | Number | Professional titles |
|---|---|---|---|
| Chinese | 01 | 1 | |

| | 02 | 2 | |
|---|---|---|---|
| | 15 | 1 | |
| | 16 | 1 | |
| Mathematics | 04 | 1 | City-level teaching expert |
| | 05 | 1 | |
| | 06 | 2 | |
| | 10 | 1 | |
| English | 0.5 | 3 | |
| | 03 | 1 | |
| | 05 | 1 | County-level teaching expert |
| Geography | 02 | 1 | |
| | 05 | 1 | |
| History | 03 | 1 | |
| | 04 | 1 | |
| | 08 | 1 | |

Source: Created by the author based on-site data collection.

Note: This table does not include the professional level of other teachers in the school.

Based on the above-mentioned organizations, it forms the basic organizational framework of the project as shown in the following figure:
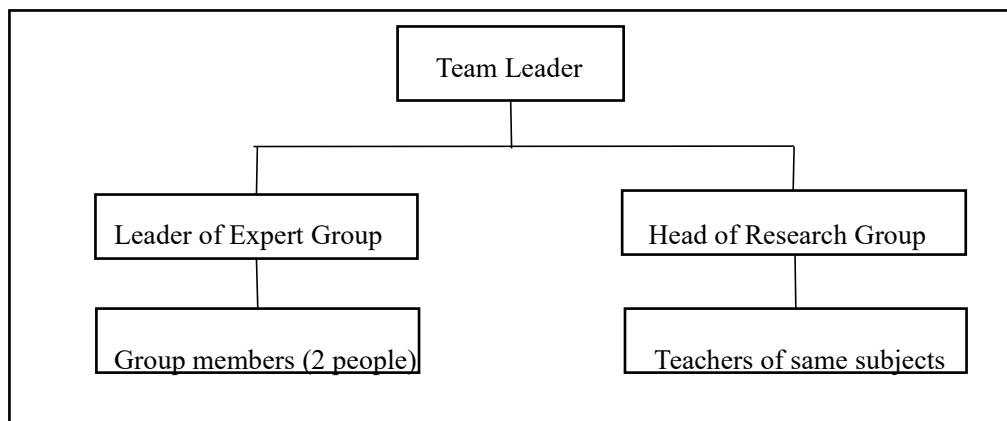


**Figure 9 Organizational framework of project in Baxian town's secondary school**

In this figure, the responsibilities of the training team's leader include: (1) in

charge of the overall design, coordination and management of the training activities; (2) guiding and supervising the training activities of expert groups; (3) coordinating the activities of subjects expert groups and school research groups; the leader of expert groups is responsible for (1) the heterogeneity of the same course and training implementation activities; (2) Preparing lectures and evaluating lectures with team members to solve problems in school curriculum activities; members of the expert group are responsible for the teaching activities of heterogeneous classes, as well as the guidance to trainees. The head of the research group is responsible for the convening and liaison of subject teachers and attendance, while all subject teachers participate in this activity and study.

## 3.2. The framework of project management

Under the overall management of P county's teacher training center, the management of this project is conducted by the leading group of NTTP in this school, while the project office is set up to be responsible for the specific project affairs. Its basic management framework is as follows:
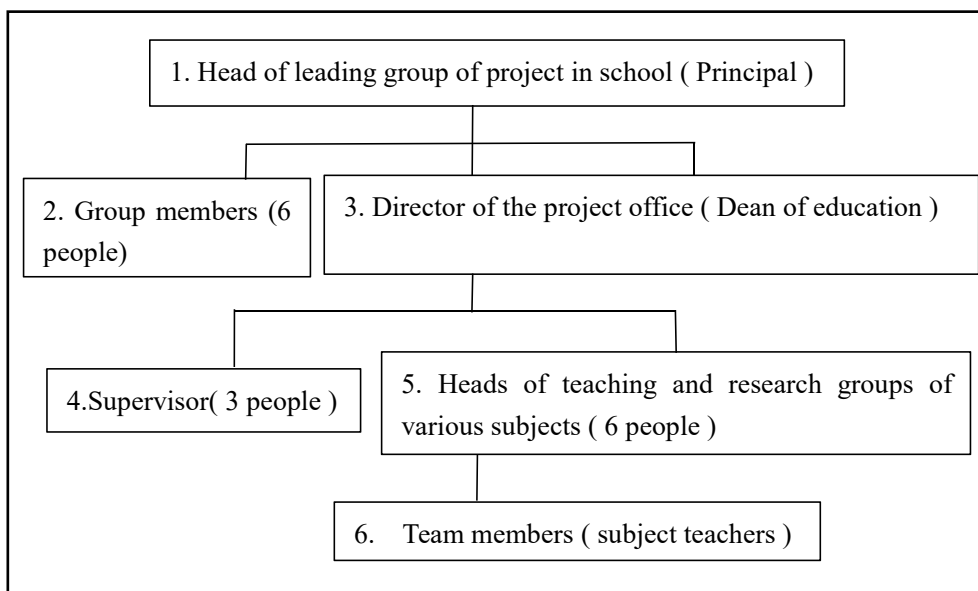


**Figure 10 Management framework of project in Baxian town's secondary school**

Note: There are 7 members in the group, 9 members in the project office, 6 members in the school research team, and the total number is 80 .

    In this framework of management, the division of responsibility among

the staff is as follows:

**Table 13 Responsibility arrangements of personnel**

| No. | Title | Responsibility | Remarks |
|---|---|---|---|
| 01 | Group leader | Instruct the training of the project in Baxian town's secondary school | Principal |
| 02 | Group members | 1. Being responsible for publicity and reporting of the training | Vice Principal and others |
| | | 2. Convening meetings of subject groups and communication activities | |
| 03 | Director of the project office | 1. Being responsible for the specific organization and implementation of the project | Registrar |
| | | 2. Being responsible for the coordination with other departments of the school and the project | |
| | | 3. Being responsible for project communication and training activity arrangement of the school | |
| | | 4. Dealing with the requirements of experts, leaders of the research team and trainees | |
| 04 | Supervisor | 1. Supervise trainees' learning and hanging banners | |
| | | 2. Maintaining Training Order and Safety | |
| 05 | Head of research group | 1. Responsible for Curriculum seminars | |
| | | 2. Contact and call up trainees; record attendance. | |
| | | 3. Serve for the training during the seminar | |
| 06 | Team members | 1. Participate in training activities on time | Teachers of various subjects |
| | | 2. Obey the regulations and complete training activities | |

Source: Created by the author based on-site data collection.

Note: Requirements for the study and homework of the team members: (1) Prepare and

design courseware according to the time period; (2) Take part in a demonstration course after training.

## 4.    Training activities and processes of the project

### 4.1.    Training activities of the project

According to the requirements of the Ministry of Education in 2018, the project of sending trainers to rural schools should further strengthen the main responsibility of counties, and focus on the training theme, strengthen the accurate diagnosis, symptomatic demonstration and comparative studying of the participating teachers, improve teaching in classroom and promote the effective connection with school-based study. Furthermore, implementing four stages according to the key tasks of each stage by the means of adopting targeted methods, highlighting on-site diagnosis, evaluating of results, and so on, so as to ensure the effectiveness of the project. In 2018, the project of Baxian town's secondary school in P County took "Promoting teaching ability in classroom" as the training theme. In the third stage, on-site classroom training activities were carried out to improve teaching skills under the guidance of teaching concepts for teachers participating in the training of various subjects by the specifically designed curriculum, which is shown in the following table:

**Table 14 Schedule of "sending trainers to rural schools" in Baxian town's secondary school (the stage of demonstration of results in Chinese subject)**

| Main sections | Training time | Schedule | Training content | Training methods | Training hour |
|---|---|---|---|---|---|
| Heterogene ous classroom observation | In the morning of November 20th | Section I 8:40—9:20 | Participating Teacher's course (Eighth Grade) | Classroom exercises | 1 |
| | | Section II | Expert's same | Classroom | 1 |

| in the same course | | 9:30—10:10 | course | Demonstration | |
|---|---|---|---|---|---|
| | | Section III 10:20—11:00 | Participating Teacher's course (Ninth Grade) | Classroom exercises | 1 |
| | | Section IV 11:10—11:50 | Expert's same course | Classroom Demonstration | 1 |
| Studying Improvement | In the afternoon of November 20th | 14:00—17:00 | Discussions about Morning Courses between teachers in the school and experts | Discussion about courses | 3 |
| | | 18:00—20:00 | Participating Teachers and experts to prepare for lessons collectively, and discuss problems and help each other. | Panel Sessions | 2 |
| Classroom observation of presentation report | In the morning of November 21th | Section I 8:40—9:20 | Demonstration of Participating Teachers (seventh Grade) | Classroom Demonstration | 1 |
| | | Section II9:30—10:10 | Demonstration of Participating Teachers (Eighth Grade) | Classroom Demonstration | 1 |

| | | Section III 10:20—11:00 | Demonstration of Participating Teachers (Eighth Grade) | Classroom Demonstration | 1 |
|---|---|---|---|---|---|
| | | Section IV 11:10—11:50 | Interactive discussion between teachers in the school and experts | Discussion about courses | 1 |
| Consolidation and improvement | In the afternoon of November 21th | 13:30—15:30 | Summary of this training stage | Mini-lecture | 2 |

Source: Created by the author based on-site data collection.

## 4.2. Training process of the project

The training process centers on the improvement of teaching quality of classroom. The training activities are carried out in the following four steps.

1. In the first step. In view of the previous three stages of this project, Baxian town's secondary school selected some teachers as representatives according to the subject to demonstrate courses prepared by themselves. In the same classroom, experts of the trainer team observed on the spot. Next, the expert demonstrates a course with the same teaching content. And then, teachers of the school study the process of this course on the spot and find the gap in teaching ability between them and experts after comparing with their own courses.

2. In the second step. After the end of the teaching activities of selected teachers and experts, subject expert groups and teachers of this school discuss courses in the first step, collectively evaluate courses, and then teachers selected from the school show the course to carry out self-reflection. At the same time, the participating

teachers put forward their opinions and puzzlements on the course observed in the morning, and then experts answer and discuss.

3. In the third step. The teachers selected from this school write the teaching plan in advance, and then submit it to the research group of the school. After that, under the guidance of the experts, teachers selected began to prepare courses for the next day with collective discussion and planning.

4. In the fourth step. Teachers selected show the courses that are prepared again. The experts continue to observe and evaluate the courses on the spot. At the same time, they have an evaluation of teaching activities and courses and give corresponding guidance. After that, experts will give a more in-depth explanation on how to improve the teaching quality of a type of course combined with the feedback of the first three steps in the form of mini-lectures.

## 5. Interview with receivers

In order to understand the implementation of the project on the guarantee of rural teachers' training rights, semi-open interviews with rural teachers who participated in this training project were conducted during the training period. Due to the limitation of conditions of the field research, such as the inconvenience of interviewees' time during training activities, two trainees were selected as interviewees in the interview. The reason for choosing these two teachers as the interviewees is that an interviewee himself/herself should be a teacher participating in this training project and also a registrar in charge of the school's teaching affairs, so that he/she has a better understanding of the overall training situation of teachers in this school, which can reflect the overall situation of this project on the implementation and help to grasp the overall guarantee situation of rural teachers in this school. Another interviewee, an ordinary teacher, can reflect the implementation and in-depth effect of this project, which makes up for the insufficient feedback of the individual training caused by the first interviewee's interview, so as to have a comprehensive and profound understanding of this project. The specific content of this interview consists of two

parts. In the first part, two trainees were selected as interviewees in the interview. The reason for choosing these two teachers as the interviewees is that an interviewee, teacher L with 18 years of teaching experiences as a dean of studies in the school, has a better understanding of the overall training situation. The other interviewee, an ordinary teacher, teacher H with 4 years of teaching experiences, can reflect the implementation and in-depth effect of this project, which makes up for the insufficient feedback of the individual training caused by the first interviewee's interview.

The second part is the outline of the interview. The purposes of this part are to study the environment of teachers' professional development (mainly including school-based study) in this school, the teachers' situation of professional development throughout this project, the effect of this project on the professional development of the participating teachers, the existing problems and opinions on the implementation of this project, which are reflected by five questions(see the following records). The purpose of these questions is to investigate and evaluate the guarantee of rural teachers' training rights. Then, the interview with teacher L is shown as follows:

①Please introduce your usual training activities in school.

Teacher L (hereinafter referred to as L): There is a special situation in our school, that is, there are more new teachers, accounting for one-third of the total number of teachers, and fewer old teachers. In order to improve the overall quality of teaching in our school, we must improve the ability of new teachers through the training. Therefore, the school carried out the apprenticeship system, which means the backbone teachers of the school help and guide new teachers, for example, I am a chemistry teacher who has two new teachers as my students. They have listened to my courses at least once a month, meanwhile, I have listened to their courses at least twice a month. I have a look at their teaching design and then gave some pieces of advice. At the same time, I will talk with them about their career development plans, but It's not institutionalized yet. On the other hand, in the study of the research group, we have some discussions on the new concept of teachings, such as student-centered teaching and research activities. However, I do not have a tutor who can offer help in school when I encounter some problems, so that I deal with some problems of my

professional development by online learning, consulting colleagues, and asking experts outside. For example, when facing some problems our research groups could not solve, we can consult some people through the network or the teaching and research center.

②What are your expectations for professional development before participating in this project?

L: As a teacher who has more than ten years of experience, I have been teaching for a period of time. I am thinking about how to optimize the teaching in my classroom. Because in this process, I encounter many problems. For example, after finishing my course, I would rethink whether this course can be better and students can accept my teaching method. These problems cannot be solved by myself even though I thought it again and again. It may not be possible. Therefore, I think the biggest puzzlement for me is how to make my students interested in learning subjects.

③ After participating in this project, what have you learned in regard to your teaching ?

L: Generally speaking, in this project, I often communicate with my colleagues about this issue. Teachers feel that this is a very fruitful way to promote personal growth. I remember that one teacher said that he had a bigger gain after experts gave him guidance in one course. He felt that this way of sending trainers to rural schools was very helpful for teachers' personal growth. Actually, this kind of training activity basically solves the problems by the ways of face to face communication. I think it may not be so good for rural teachers to go outside for study in a few days. Face to face guidance is better, more targeted, more suitable for our school, and can promote the overall development of the school. At the same time, compared with network research that is theoretical and boring, it is more practical, so, with the combination of the two, I think it is better.

④What do you think are the shortcomings of this project?

L: I have yet found any problems with this project. I feel that the effect of this project is very good and the teacher's feeling is also good. Though some teachers feel tired after two days of training activities, they thought it is worthwhile.

⑤What suggestions do you have for this project?

L: For rural teachers, first of all, after a period of teaching, the guidance of ideas needs to be strengthened; secondly, for the development of school, most of our young teachers whose teaching ability and skills in classroom are main issues, I think, for example, through such a way or activities that certainly have a certain role in promoting their teaching abilities, but it needs to be further improved for the better adaption to the development of school and provide better services for students.

Secondly, the interview with teacher H is shown as follows:

①Please introduce your usual training activities in school.

Teacher H (hereinafter referred to as H): According to my situation, firstly in the activities in my research group I choose different types of courses to specialize in the curriculum model, and then slowly specializing out, taking this core literacy as example through studying courses of speaking and grammar according to own approaches, I developed a set of my models for communication (research). Of course, I am still very young, and there are many things to learn. On the one hand, according to the apprenticeship system, I have three new English teachers as my students this year. We have an evaluation of course activity once a month. They come to listen to my courses and I also listen to their courses to offer guidance. I found that teachers are very solid in basic skills, and their teaching ability is very good, but in the study of the course, the time and difficulties of each part are not accurate for the grasp. For example, a teacher is going to have a listening & speaking English course. He discussed with me his ideas and teaching design, courseware and so on. I gave some help through listening and speaking exercises, introduction and presentation according to his ideas. At the same time, I also have a teacher who has more than twenty years of teaching to instruct my study, which is based on the school's arrangements and my own circumstances. All in all, I feel that I studied some things through listening to courses when I first took up my job, and my tutor often teaches me self-confidence about the mode of courses. At the same time, I also improve myself by participating in online research by watching and studying in free time. In addition, I summarize my records through the school-based study of each semester.

②What are your expectations for professional development before participating in this project?

H: Sometimes I feel that I am very hard working in preparing lessons, but I don't have enough ability in raising students' learning interest. I think that I need to find ways to mobilize students to participate in more activities. Although everyone can get the curriculum model, how to obtain an in-depth understanding of the curriculum concept and core ideas?

③After participating in this project, what have you learned in regard to your teaching?

H: I think this kind of beneficial activity can teach me a lot. Different teachers in the same course have different approaches. And we can learn a lot from trainers' teaching in the activities. The experience about both the overall approaches and details in teaching really helps we young teachers to have a bigger gain. For professional development, it is very necessary. Firstly, it is more convenient. We don't need to go out for study and there will be teachers to guide us at local schools. Secondly, I can learn something from these trainers' courses, meanwhile, I have communication with them after the course so that we can learn from each other. Furthermore, there are lectures on special topics of the course, which give me a lot of reflection from the lectures.

④What do you think are the shortcomings of this project?

H: I haven't thought about it yet.

⑤What suggestions do you have for this project?

H: I want to do a good job in the school-based study every time, but I am busy with a lot of work because of the uneven allocation of time.

## 6. Summary and reflection

By investigating the project of sending trainers to rural schools in Baxian town's secondary school, it can be found that this project provides a direct and convenient opportunity for the rural teachers according to interviewers' answers of H-3 and L-3,

compared with the previous training situation(H-1, L-1). At the same time, judging from the composition of the trainer team, experts selected by this project are the backbone teachers who have the experience and background of rural education and teaching, which objectively ensures that the training is closely related to the rural teachers' environment of professional development. In addition, in order to meet and improve rural teachers' teaching ability, and solve other urgent problems in rural teachers' professional development, it is indeed suitable for the actual needs of rural teachers which could be found through these results of implementation of training courses, classroom practice and other training methods (mainly heterogeneous classes) combined with interviewees' answer(H-3, L-3). Thus, this project plays an active and important role in promoting the professional development of rural teachers. At the same time, the training venues are directly set in the classrooms of the school, which also provides a guarantee for teachers to participate in training activities quickly and actively. Therefore, on the whole, it conforms to the original design of this project, that is, to send experts to go into classrooms of rural schools, give on-site guidance to rural teachers, and focus on improving rural teachers' teaching ability. This is undoubtedly one of the necessary and important measures to guarantee the training rights of rural non-backbone teachers and promote their professional development.

On the other hand, from the management structure, responsibility arrangement and participants' regulations of this project in Baxian town's secondary school, it focused on how to complete the training task in a relatively short period of time. Therefore, it was carried out from the perspective of teachers' training obligations, and the behavior of participating teachers has been stipulated, while some rules reflected how teachers can effectively be realized their training rights stayed a lack situation. This is not enough to guarantee the implementation of teachers' training rights.

Furthermore, according to the process of training activities and interviews with answers of L-4 and H-5, in the process of training activities carried out in the form of research groups, because of the limitation of training time (two days, four courses a day), therefore, most of the subject teachers except selected teachers have

fewer opportunities to show their courses, which makes it difficult to realize that each participating teacher can get the effective guarantee of their training rights in practice. At the same time, considering teacher's feedback(L-1), those who have been teaching for more than 15 years lack direct and long-term support of training experts, which is difficult to meet teachers' long-term professional development(see L-2) and quality of improvement(see H-2), thus there is a lack of the necessary guarantee of training rights in the long run.

In addition, based on the conversation of the W director[8], how to ensure the long-term effectiveness of rural teacher training has become a problem for the development of this project, which is supported by L-5. At the same time, the trainer team is also facing the problem of how to further improve the level of training to meet the long-term training needs of rural teachers, so this also puts forward questions of how to continue to deepen the guarantee of rural teachers' training rights.

Generally speaking, this current project effectively solves the problem that training of rural teachers in the past was separated from the rural teachers' environment and the training effect was not good. It fits the teaching environment of rural teachers well and effectively promotes the professional development of rural teachers. However, the policy emphasizes that trainers in rural areas should go deep into rural teachers' classroom to improve their education and teaching level, but there is no clear guidance or rules on how to further ensure that every teacher has the opportunity to present display course in public and other more specific training content, which is undoubtedly insufficient for the effective realization of rural teachers' training rights. Therefore, how to combine the training time of this project with teaching situation of rural teachers, and really ensure that every teacher can get practical training opportunities so as to improve their professional development, is still an issue to be explored in this project.

**Notes**

1. In this study, compared with the rural backbone teachers who are rural primary and

secondary school teachers with the title of provincial, municipal and county-level education and teaching experts, non-backbone teachers are rural primary and secondary school teachers without the title of provincial, municipal and county-level education and teaching experts. This kind of teachers has a large number in the total number of teachers.

2. According to TTMP from 2010 to 2014, the training projects for backbone teachers include three sub-projects, whereas the sub-project involving non-backbone teachers is only one.

3. For example, Zhang Xiao-guo (2013) thought that the urbanization tendency of training was reflected in the main sources, training contents and training bases of NTTP, which training activities were mainly carried out in the universities and primary and secondary schools in urban areas, so it was far away from the educational and teaching environment of rural teachers, training was divorced from the reality of rural areas. At the same time, non-backbone teachers were participated in project of distance training through personal online learning. Although this was more convenient for them, learning content took less account of the actual environment of rural teachers, which also leaded to unsatisfactory learning results.

4. Referring to Ou Dian-nan & Liao Shi-chang, (2011). A brief discussion on the investigation and reflection on distance training of primary and secondary school teachers in counties. Teacher, No.19,114-116.

5. Presently, as it was mentioned in the preface of this study, preceding researches mainly focused on the implementation and effect of this project, some researches were case studies on the process of the project implementation for specific regional target (e.g., Li Ting-hai, 2018; Yi Hong-yue, 2016; Fan Li, 2015; Zhang Jin-xiang, Zhang Ping & Liu Guang-jian,2016, etc). And some researches focused on the implementation, evaluation, effect and model of this project(e.g., Mu Zhi-ping, 2017; Han Dong-mei, 2018; Zhou Jin-guo, 2016; Zhang Hao & Ren Shao-jian, 2016; Li Yong, 2018, etc). Therefore, there is a blank of research on the guarantee of the training rights of rural non-backbone teachers about this project.

6. See Letter on the reply to the proposal No. 0399 (Education Type 043) of the Fifth Session of the12th National Committee of the CPPCC, Teaching Proposal [2017] No. 343 (November 1, 2017).

7. It refers to the document: A Notice on Implementing the "National Training

Teacher Program" in 2018: Training Program for Teachers in Rural Primary and Secondary Schools and Kindergartens in Shaanxi Province (www.snedu.gov.cn/news/jiaoyutingwenjian/201807/18/14289.html. 2020/4/22).

8. In order to understand the whole situation of this project in P county, there is a conversation with the head of the trainer team, W director, who is also in charge of this project in P county on November 20, said that "as a whole, this project is implemented from September for secondary school of Baxian Town and primary school of Luohe Town as its central point. The most important thing is to improve teachers' teaching capacity in classroom, and finally improve the quality of teaching ... we send trainers to rural school with the training menu decided by the school, and improve teaching abilities of teachers by using lesson within 40 minutes". Then, he further stated that the professional development of rural teacher is not solved in once or twice training... because teachers need a process of growth to be guided and helped step by step ... The second point is the overall improvement through support with training constantly as external causes to arouse rural teachers' interesting in their professional development. Lastly, he pointed out that it is the difficulty of organization because of the problem of limited number trainers. Secondly, the project is carried out in October and November, so the training time sent trainers to rural school is limited. Furthermore, teachers used many teaching methods remain in the past, they do not know how to use core literacy. At the same time, their skills on classroom organization and teaching are weak, and new teachers need to be more trained. In addition, there is a lack of top-quality resources of teachers in rural schools. A trainer team should be trained by higher level universities and colleges constantly, which means continuous good resources is necessary for the development of this project.

# Chapter Four: Central Guarantee on Sub-project of "Sending Trainers to Rural Schools" (Case Study II)

As we all known mentioned in the introduction of this study, the guarantee of the training rights of rural non-backbone teachers as the majority of teachers[1] has also become important. However, the training of rural non-backbone teachers remains weaker situation. In 2010, TTMP of NTTP has been implemented to promote rural non-backbone teachers' professional development in the Midwest areas. But in the process of the first cycle (2010—2014), TTMP mainly aimed at rural backbone teachers, rural non-backbone teachers had fewer training opportunities[2]. Meanwhile, in view of the tendency of over-urbanization, the training was far away from the teaching environment of rural teachers[3], and the project lacked effective management[4]. As a result, the training effect for rural non-backbone teachers was unsatisfying. Therefore, the professional development of rural non-backbone teachers was limited, and their training rights had not been guaranteed adequately.

In 2015, the sub-project of sending trainers to rural schools has been implemented in the western and central areas[5]. Then, how about the guarantee of non-backbone teachers' training rights in the central rural areas? This chapter tries to clarify the basic situation on this project in the central areas through the investigation on the case of the project implemented by Limin town's primary school in Y county of Henan province[6]. Thus, this chapter firstly introduces the background of the case of this project. And then the project is investigated in detail by the introduction of organization and management, training curriculum, implemented process of the case. In the next place, the interview as important feedback on the effect of this project is showed. In the last of this chapter, it gives the evaluation of the guarantee of training rights in the central areas through summary and reflection on this project[7].

## 1.   Background

As it was mentioned in chapter three, the project with the feature of sending focused on promoting the trainer teams to go into the classroom with on-site guidance and enhance the teaching ability of rural teachers in 2018. Thus, according to the above requirements, the target of the project in Henan province was that local trainer teams carry out the project to promote development of school-based research with the adoption of task-driven approach and innovate training mode of rural teachers, and enhance the effectiveness of training[8]. And then the main tasks of this project are below: 1. setting up a high-level trainer team with reasonable structure by subjects; 2. implementing this project in rural areas with distinct themes in stages; 3. Guiding rural schools to carry out activities of school-based research; 4. improving the teaching ability of rural teachers; 5. producing a number of training curriculum as localized training resources; 6. improving the support system of rural teachers professional development. Under this target and tasks, the project was carried out by the trainer teams in different subjects of the county level, which was organized by the education bureau of county-levels as the main body and the county teacher development center as the assistance. And specific implementation of this project is shown as follows:

**Table 15 Implementation of the project of sending trainers to rural primary and secondary schools in Henan province in 2018**

| Category | Contents |
|---|---|
| Training object | According to tasks of sending trainers to rural schools and the distribution of teachers in rural schools, counties should select qualified trainees with the scale of 50 members in each class as a training unit to set up classes in the township so as to facilitate rural teachers to participate in the project. For the training of a small number of teachers in some subjects, the project can be carried out by the ways of collection of the several towns. |
| Training target | It should further strengthen the main responsibility of the counties |

| | |
|---|---|
| | and focus on training themes to strengthen the stages of accurate diagnosis, symptomatic demonstration and comparative teaching between on the experts and participating teachers, and effectively improve teachers' teaching ability and promote effective links with school-based research. |
| The number of trainees | 3200 teachers in rural primary and secondary school. |
| Training time | 8 days |
| Training content | It be implemented by the training stages of "diagnostic demonstration, general research, demonstration of teaching, repeating studying on training lessons, demonstration of results, summary and promotion", and according to the key tasks of each stage, adopting targeted training methods and emphasizing on-site diagnosis, practical guidance, evaluation of results, sharing of generative resources and so on, so as to prefect the training model and ensure effectiveness of the project. |
| Implementing organization | The county as the main body, cooperating with provincial colleges and universities. |

Sources: Adapted from Notice on implementing the "National Teachers Training Program" in 2018: Training Project for Teachers of Rural Primary and Secondary Schools and Kindergartens in Henan province, and the implementation guideline of the project of sending trainers to rural schools of "National Teachers Training Program" for counties in Henan province.

Note: Kindergarten teachers are not included in this table.

## 2. Introduction of the case

## 2.1. A brief introduction to Y county's project of sending trainers to rural schools

As one of the better representative counties of the implementation on NTTP in Henan province, Y county is located in the eastern part of Henan province and the north of the alluvial plain of the Yellow River, which covers an area of 1485 square kilometers. In the fifth census of 2000, the total population of Y county was 102,5261. There are 23 towns under its jurisdiction. In 2018, Y county organized and implemented this project according to the requirements of NTTP of Henan province. Firstly, based on the four subjects of Chinese, English, Mathematics of primary school and preschool education, four trainer teams of 27 members were established to carry out this project in the town's primary schools. Secondly, according to the training target, that is, the project can be carried out by the ways of collection of the several towns, some primary schools of township as research centre of towns for the places of sending were selected to carry out this training activities in subjects, in which the raining of Chinese was carried out in Li-min town's primary school in the northern area of this county, the training of Mathematics was carried out in Du-ji town's primary school in the southern area of this county, and the training of English and preschool education were carried out in Cheng-guan Town's primary school and kindergarten. And then Y county selected 200 trainees from 23 towns' primary schools and kindergartens to participate in the training activities of four subjects in accordance with the requirements of the six stages with the training themes.

**2.2.   Introduction to the project of sending trainers to rural schools in Limin town's primary schools of Y county**

In view of the above-mentioned, meanwhile, thinking about the simultaneous development of various subjects, the limitations of time and research conditions, this project in the Li-min town's primary school as the object was selected for a specific investigation. And founded in 1999, Li-min town's primary school is a rural central primary school and a regional research and training center, which covers an area of 14674 square meters and serves for primary teachers who are from 33 administrative villages in the northern plain area and other towns' primary schools, such as Li Lao-jia and Tian-miao Township and so on . There are 12 classes and 512 students in

the school[9].

In 2018, according to the *Guidelines for the project of sending trainer to rural schools* issued by the Ministry of Education and the implementation requirements of this project in Henan province, the project in Li-min town's primary school focuses on the training theme of "Building an effective teaching in reading of Chinese according to teaching objectives", and establishes three objectives: 1. Promoting the professional development of rural teachers. Specific contents are that in order to enhance teachers' teaching quality and teaching level, it should be improve efficiency of classroom teaching and enhance level of the teaching design and teaching ability of primary school teachers in Chinese through teaching activities such as "making, evaluation and discussion" of the course; 2. promoting the development of school-based research. Through on-site guidance to carry out activities of school-based research, it should promote the development of school-based research in other towns' schools and explore new training model of school-based research, so as to promote the progress of county's school-based research and improve Chinese teachers' ability of the county's rural primary school; 3, Summarizing the training model. It should be formed training model, which are suitable for this county's characteristics through the implementation of this project, and then promoting the reform and innovation of teaching in reading of Chinese so as to achieve the effectiveness of teaching in Chinese reading. Under this, the trainer team conducted training activities of six stages in this school, which were arranged as the following:

1.Diagnosis of problems in classroom teaching (2018.11.23 & 2018.11.29)

The trainer team was sent to the school to diagnose through observation in classroom, questionnaires, interviews with teachers and students and thematic research. It was found that teachers had little knowledge of Chinese curriculum standards in their teaching, which was difficult for teachers to determine objectives of teaching. Meanwhile, ability of teaching design was limited, and the capacity of classroom teaching was neglected. Some activities for school-based research were less, which were neglected for teachers to realize its significance. Thus, this project established the training theme of "building effective teaching of Chinese reading  with teaching

objectives in primary school".

2.Studies of general knowledge (2018.12.07-2018.12.08)

According to the results of the first stage, the teacher development center of Y county organized the members of the Chinese workshop and the principal of the school to prepare training activities, such as lessons preparation, research on the curriculum standards.

3.Demonstration on teaching (2018.12.14)

The trainer team carried out training activities with the school to improve teachers' capacity of classroom teaching by taking the form of experts' courses for demonstration, representative courses of teachers in the school and collective discussions.

4.Studying and research on courses (2018.12.15 & 2018.12.21)

The trainer team observed and guided the process of lessons preparation and classroom teaching by means of centralized study, and conducted collective discussions to improve the capacity of teaching design and classroom teaching. At the same time, activities for school-based research were carried out through lectures and evaluations of courses, as well as weekly network seminars.

5.Demonstration of results (2018.12.22 & 2018.12.28)

Through the form of teaching design and special reports on teaching, the trainer team systematically summarized the training activities within the training themes of this project, and gathered the training results with the idea of guidance, operational mode and typical cases. Recording the whole process of implementation of this project in various ways. At the same time, it was demonstrated by the concrete results of trainees on the spot in the way of "high-quality course plus special reports" to improve ability of teaching.

6.Summary and promotion (2019.12.29)

The results produced by the process of this project were displayed by special reports, material summaries, etc. Meanwhile, the results of demonstration and reflection on training are promoted.

In the above-mentioned stages, the third, fourth and fifth stages are relatively

concentrated and objectively reflect the quality, effect and overall situation of this project. But, due to the adjustment of the schedule in this school and the limitation of the actual conditions, this study mainly focused on the stages of the demonstration on teaching and studying and research on courses as a specific content of the investigation.

## 3.  Organization and management of the project

In accordance with the requirement of the implementation of this project of sending in 2018, the focus of the implementation should be further shifted into rural schools, and the trainer team should go deep into the classroom of rural schools and give on-site guidance to solve the practical problems of rural teachers' teaching. Under this requirement, Y County organized a training team composed of experts from local university, backbone teachers and researchers of teaching and research office to carry out the third training activities in Li-min town's primary school, namely the third and fourth stages of training activities. And then, as receiver of this project of sending, this school established related organization for training activities.

### 3.1.  Organizations of this project

There were two organizations in the implementation in this project in Li-min town's primary school. The first organization is the trainer team of Chinese subject of Y County, which consists of four members of the management group and seven members of the experts team, totaling 11 members. Among them, the experts team was composed of one expert as chief expert from local universities and six experts as chief host and members of Chinese workshop from local primary schools to carry out six stages of training activities. And the specific titles of the experts participating in the training and teaching activities are shown as follows:

**Table 16 The titles of trainers team in the project of "sending" in Limin town's primary school**

| Subject | Professional titles | Number | Remarks |
|---------|---------------------|--------|---------|
| Chinese | Associate professor | 1 | Chief expert |
| | Famous teaching teachers at provincial level | 2 | One person is the chief host of the workshop |
| | Provincial superfine teachers | 2 | |
| | Municipal backbone teachers | 1 | |
| | Senior teacher | 1 | Researcher of teachers development center of Y county |

Source: Created by the author based on on-site data collection.

Note: Except for the chief expert, the other experts in the trainer team are also members of the Chinese workshop, one of them is the chief host of Chinese workshop.

Correspondingly, selected trainees of Chinese workshop of Y county formed the second organization, namely the trainee group. In here, according to the *Notice of Educational Department of Henan province on Organizing and Implementing the "National Teachers Training Program" - the Training Project for Kindergarten Teachers in Primary and Secondary Schools of Henan Province*, the principles of selected trainee of Chinese workshop are showed as following: 1. he/she is enthusiastic for the education and has a good professional ethics; 2. he/she is enterprising and willing to learn and have team spirit; 3. the age of selected trainee is not exceed of 45 years old. Thus, 50 Chinese teachers who were from 13 towns' primary schools participated in the training activities in Li-min town's primary school, which is as follows:

**Table 17 Statistic of selected trainees of Chinese workshop in Y county**

| Name of places | Number of trainees |
|---|---|
| Li-min Town | 17 |
| Zhang-ji Town | 3 |
| Shao-gang Town | 6 |
| Da yang-ji Town | 3 |
| Gu Wang-ji Town | 2 |
| Cheng-jiao Town | 2 |
| Tian-miao Town | 2 |
| Liu-ji Town | 2 |
| Qiao-ji Town | 3 |
| Li Lao-jia Town | 2 |
| Zheng Ji Town | 2 |
| Cheng guang Town | 3 |
| Zhen Li-gu Town | 3 |

Source: Created by the author based on on-site data collection.

On this basis, according to the system of workshop, that is, the project was conducted by experts as the hosts for the trainees in different grades (six grades) to set up four learning groups and carry out training activities by discussions of curriculum and mini-demonstration courses, which formed the basic training structure of organizations in the project.

## 3.2. Management of this project

Under the management of the leading group of this project in Y county, the training activities of management were in charge of the project's office of Y county, which was responsible for the specific affairs of this project. Meanwhile, the management group in the school was set up to cooperate with the project's office of county in training activities. The basic management framework is showed in the figure 11:
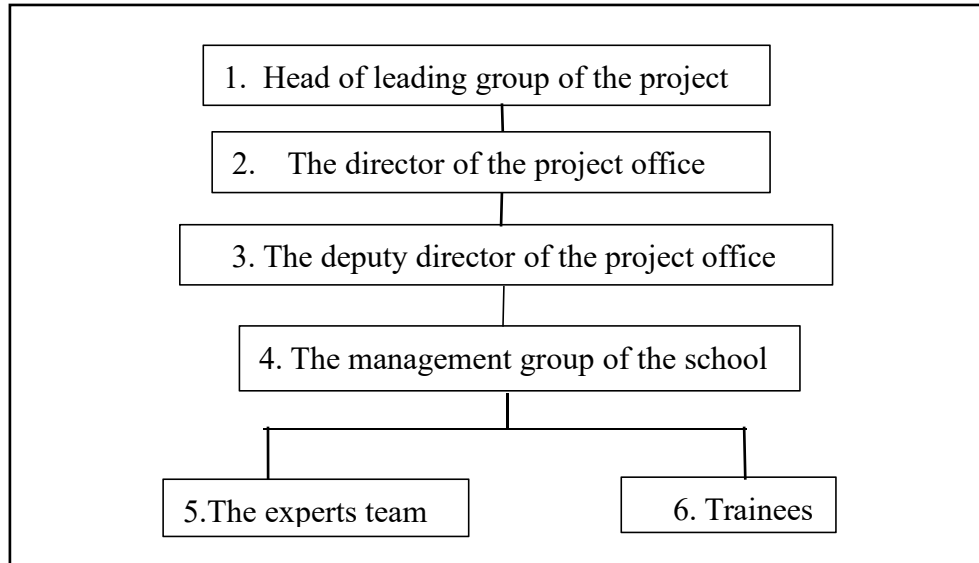
**Figure 11 Management framework of project in Limin town's primary school**

Source: Created by the author based on on-site data collection.

Notes: 1,The leading group of project consists of members of No.01, 02 and 03, and the project's office includes the leader of each school participated in the project; 2, There are 9 members of leading group (including 7 members of the project's office and 3 members of management group of the school), 4 members of management group of the school, 7 members of the experts team, 50 trainees, the total is 67.

In this framework of management, the division of responsibility among the staff is as follows:

**Table 18 Responsibility arrangements of personnel**

| No. | Title | Responsibility | Remarks |
|-----|-------|----------------|---------|
| 01 | Group leader | Being responsible for the whole coordination and management of the project | Deputy director -general of Education Bureau of Y county |
| 02 | Director of | 1, Being responsible for declaration and | Head of |

| | | implementation of the project, handing out the implementing plan of the project, etc. | Teacher Training Unit of education bureau of Y county |
|---|---|---|---|
| | the project office | 2, Establishing organizations for implementation and coordinating the implemented work of various units. | |
| | | 3, Being responsible for the selection of trainees and the overall solution of contradictions between work and training to ensure that trainees participate in project on time | |
| | | 4, Being responsible for the assessment of trainer teams and the registration of trainees' training time | |
| | | 5, Being responsible for supervision, summary of evaluation and commendation of the project | |
| 03 | Deputy director of the project office | 1, Cooperating with the Teacher Training Unit to make project declaration and implementing plan | Deputy director of teacher development center of Y county |
| | | 2, To execute the specific implementing plan of the project | |
| 04 | The management group of the school | 1, Being responsible for selecting trainees according to requirements of the project | The group leader is the principal of the Limin town's secondary school, and the Deputy |
| | | 2, Cooperating with the Teacher Development Center to work well on organized management | |
| | | 3, Being responsible for improvement of school-based research in the implementation of projects | |

| | | | group leader is the principal of the Li-min town's primary school, and the other people are the class advisers. |
|---|---|---|---|
| 05 | Experts | 1, Being responsible for formulation of training plan in subject. | One member of the team is chief expert, the other members are hosts of workshop. |
| | | 2, Implementing the requirements of each stage of the project and ensuring the training effect of sending | |
| | | 3, Cooperating with the summary of the project | |
| 06 | Trainees | 1, Making personal training plan according to implementing plan of the project. | |
| | | 2, Participating in research and learning activities, submitting the training plan and summary on time, etc. | |
| | | 3, Participating in various kinds of practical activities, carrying out the training plan, and play a leading role in the demonstration of the training in schools. | |

Source: Created by the author based on on-site data collection.

In the above table, the responsibilities of the trainees are the following: 1. he/she should    clarify the purpose of the training and keep the right attitude towards

the training to participate in the training activities and strive to make oneself professional development; 2. he/she should study effectively in accordance with the requirements of the project within the prescribed time, consciously abide by the discipline of the training and participate in the activities in workshop, such as evaluation of courses and mini-courses, mini-cases, micro-stories and so on; 3. through the stages of problem diagnosis of problem and demonstration on teaching, he/she should figure out owner problems in teaching and clear owner training tasks, so as to develop personal training plans; 4. through the stage of studying and research on courses, trainees should show their process of classroom teaching, optimize teaching design, and effectively improve ability of teaching; 5. he/she should pay attention to the whole process of self-summary and self-improvement, constantly refine personal experience, clear improvement objectives, and formulate the next step of training plan; 6. he/she should ensure that the training assessment is qualified, and timely complete the various demonstration tasks of the project; 7. trainees should actively participate in online seminars.

On the other hand, in order to ensure the smooth implementation of this project, the rules of management for trainees were formulated by the following three aspects: (1) The rules of trainees' life. 1. abiding by the regulations of the school and comply with social morality; 2. compliance with the training schedule and actively participate in various collective activities; 3. observing proper dress codes; 4. for trainees, pay attention to personal and property safety, strictly prohibit swimming in rivers; 5. maintaining public sanitation. (2) The rules of trainees' studying. 1. trainee should master basic knowledge and professional theoretical knowledge, improve the ability to analyze and solve problems, and master practical skills; 2. according to school requirements, self-studying should be emphasized with the good learning methods so as to cultivate learning ability; 3. during the training period, it is necessary for trainee to ask for leave and follow the system to fulfill the leave formalities in advance; 4. observing discipline of classroom, do not leave without reason; 5. trainee should take notes in class and finish homework in time; 6. trainee can contact and communicate with teachers in time when they have suggestions and difficulties in

training; 7. trainees should actively participate in various practical activities with full preparation; 8. the attendance rate of trainees must reach more than 95%. Otherwise they will be disqualified from training. (3) the rules of attendance and leave. 1. During the period of training, all the training activities are strictly attended, and trainees should not be late, leave early or absent without reason; 2. During the period of training, trainees are not allowed to leave the training places. Official formalities are required for trainee to ask for leaving, otherwise, it will be handled as truancy; 3. When the absence is completed, trainee must submit the note of leave. If trainee do not submit the note of leave in time, it will be handled as truancy. Those who are late and leave early for more than 30 minutes are treated as absenteeism.

## 4.  Training schedule and processes of the project

## 4.1.  Training schedule of the project

According to the implemented requirements of the Ministry of Education in 2018, the project of sending trainers to rural schools should focus on the training theme, strengthen the accurate diagnosis, symptomatic demonstration and comparative study of the participating teachers, improve classroom teaching and promote the effective connection with school-based study. Thus, the trainer team established the training theme of "building effective teaching of Chinese reading with teaching objectives in primary school", and in the third and fourth stages, it carried out training activities through on-the-spot training in classroom for trainees to improve their teaching skills by the specifically designed curriculum, which is shown in the following table:

**Table 19 Schedule of "sending trainers to rural schools" in Limin town's primary school (the third & fourth stages)**

| Training stage | Training time | Schedule | Training content | Training methods |
|---|---|---|---|---|

| Demonstration on teaching | In the morning of December 21th | 8:30—9:10 | Demonstration of expert's course | Classroom observation |
| --- | --- | --- | --- | --- |
| | | 9:20—10:00 | Demonstration of expert's course | Classroom observation |
| | | 10:10—10:20 | Expert's lecture | Classroom discussion |
| | | 10:20—10:50 | Demonstration of selected teacher's course in this school | Heterogeneous forms for the same course |
| | | 10:50—11:20 | Trainees' comments | Collective evaluation |
| | | 11:20—11:30 | Expert's comments | Collective evaluation |
| | In the afternoon of December 21th | 13:20—14:40 | Expert's teaching (Teaching design of mini-course ) | Collective learning |
| | | 14:50—16:20 | Communication of teaching design for mini-course | Panel sessions |
| | | 16:20—16:30 | Summarize and assign training tasks | Collective distribution |
| Studying and research on courses | In the Morning of December 22th | 8:30—9:50 | Demonstration of mini-course | Group discussion and collective discussion |
| | | 10:00—11:20 | Demonstration of mini-course | Group discussion and collective discussion |

| | | 11:00—11:30 | Summary and election of course representatives | Collective election |
|---|---|---|---|---|
| | In the afternoon of December 22th | 13:20—14:30 | Teaching design of mini-course | Group discussion |
| | | 14:40—16:00 | Demonstration of representatives' mini-course | Collective evaluation |
| | | 16:00—16:20 | Summarize and assign training tasks | Collective distribution |

Source: Created by the author based on on-site data collection.

## 4.2. Training process of the project

Based on the above schedule, the training process centered on the effectiveness of teaching in Chinese reading in the stage of demonstration on teaching, which made the demonstration of experts' course to improve trainees' understanding and mastery of teaching knowledge. In the fourth stage, the training activities were mainly carried out through the studying of mini-course, so as to improve the trainees' practice capacity in teaching. These specific process is shown according to the following four steps:

1. In the first step, based on the problems existing in the teaching of Chinese reading of rural teachers, the training activities with different topics were carried out according to the implementing plan of Chinese workshops. First of all, the expert chose the teaching content and gave a demonstration on teaching with the training theme, and all the trainees had on-the-spot observation. And then, the selected trainee also gave a demonstration on teaching with the same course according to their own understanding while the experts team had an observation on the spot.

2. In the second step, after observing the demonstration of experts' courses, the experts team and trainees discussed the demonstrated courses, and then the chief

expert of the experts team gave some comment on the demonstrated courses. At the same time, all the learning groups    discussed on related training topics of Chinese reading.

3. In the third step, after communicating with the expert, the experts team made lectures about teaching design of mini-course, knowledge and methods of teaching, so as to improve rural teachers' teaching ability.

4. In the fourth step, according to the training schedule, the training activities entered the stage of studying and research on courses, that is, collective demonstration of mini-courses. Members of groups prepared mini-courses with heterogeneous forms for the same course, and conducted the publicity activities of mini-courses for all teachers and the experts team. At the same time, experts gave related comment on the groups' mini-courses as we can see from the below pictures.

## 5.   Interview with receivers

In order to clarify the implementation situation of this project on the guarantee of rural teachers' training rights, the interviews with rural teachers who participated in the project were made. But, considering the limitation of interviewed conditions, such as inconvenience of interviewees' time in training activities and individual willing of trainees, the group interview of four teachers randomly selected as interviewees based on their years of teaching experience was implemented by the questions related to guarantee of training rights in this project. The interview was divided into two parts. In the first part, four trainees who have a long-term teaching experiences were selected as interviewees in the group interview. The reason for choosing these teachers as the interviewees is that they are excellent representatives in this project and have a better understanding of the overall training situation in their village primary schools, which reflected the basic training situation in rural teachers' professional development.

The second part is the outline of the group interview. The purpose of the

outline is to figure out the environment of rural non-backbone teachers' professional development in their school, the situation of professional development that trainees have achieved through this project, the effect of this project on the professional development of the participated teachers, the existing problems in the implementation of this project and the suggestion of the participated teachers themselves. Therefore, five questions have been set up(see the following records). The purpose of these questions is to investigate and evaluate the guarantee of rural teachers' training rights through clarification of the situation of participated teachers' professional development in the project.

Then, teacher K as the first interviewee with 17 years of teaching experiences answers these questions as showed as below.

①Please introduce your usual training activities in school.

Teacher K (hereinafter referred to as K): there are six classes and 12 teachers in my school, young teachers account for half of all teachers, and two teachers are more than 30 years of teaching experience. I am a younger teacher who teaches Chinese of the lower grades of my school, and I have no tutor who can give me guidance in my teaching, because the other younger Chinese teacher teaches pupils of senior grades, thus, I usually seek some piece of advice and support from my schoolmates who are Chinese teachers in the county's primary schools through chatting software in my cellphone when I encountered problems in teaching.

② What are your expectations for professional development before participating in this project?

K: I am Chinese teacher who is responsible for the teaching of first and second grades. In my experience, I feel many pupils cannot understand the learning content well, which is because teachers are used to the traditional teaching mode and have no motivation to stimulate pupils to reflect on learning content. Second, pupils maybe lazier and pay more attention to their achievements, they are unwilling to think too much, which is a question I have been thinking about for a long time. Thus, I want to cultivate and improve pupils' learning abilities in many aspects from the junior grade through learning habits and living habits. I think pupils' achievements are

important, but ability is also a significant aspect for pupils. I cherish this learning opportunity and hope to improve my ability, especially ability in teaching. In addition, the learning environment of pupils is also a question, pupils' parents do not attach more importance to children's learning, on the other hand, there is lack of communication between on pupils and parents which affects the learning effect of pupils, thus, I expect to solve these questions well.

③After participating in this project, what have you learned in regard to your teaching?

K: I learned a lot through the demonstrated courses of famous teachers. Each teacher has owned characteristics in teaching. Firstly, they have solid basic skills and strong ability to control the classroom teaching. Secondly, they also have different language skills and activities for pupils of different grades, which aroused pupils' enthusiasm of participation and reflection, and then everyone finished the learning process together and teaching goal was achieved very well. This is a great illumination for me, I think, how to absorb the experience of famous teachers for me to teach my pupils better is my goal of teaching in future. Generally speaking, I have gained a lot and my ability in teaching has been improved rapidly, because this training aims at our classroom teaching and benefits our own teaching method.

④What do you think are the shortcomings of this project?

K: I think that this training reminded me to pay attention to the pupils' reading emotion and their reading habits in my teaching in the future.

⑤What suggestions do you have for this project?

K: I hope these training activities can be carried out frequently. Our rural teachers' schools are scattered, thus training by face-to-face manner is more useful for us, which is also very flexible and targeted.

And another teacher F with 18 years of teaching experiences gives his responses as following.

①Please introduce your usual training activities in school.

Teacher F (hereinafter referred to as F): my school is large. And there are 37 teachers in which included 6 special post teachers, 20 backbone teachers in my school.

In the past, I mainly participated in training activities in the school as well as at the town, but now there are more training activities at the county level, and the experts of the county level is better than ours in teaching, thus, I often discuss with them. In addition, there are QQ groups in the internet where I can consult some experts on the topic in teaching and education when I faced with problems in my teaching.

② What are your expectations for professional development before participating in this project?

F: I have been teaching Chinese in primary school for sixteen years after my graduation. I think that pupils are weak in reading and learning of Chinese. Their knowledge and abilities in reading and writing are weaker than that of urban students, because rural teachers' own abilities are not high, and they rely entirely on teaching reference and themself reserved knowledge, thus they are a little difficult in ability of Chinese teaching. In addition, I feel that there is lack of educational theory for rural teachers, because the time of studying on my professional theory is limited, and most time I studied something by myself, for example, my acquaintance with new theory of Chinese teaching in current domestic is less, and I feel it is hard to make a breakthrough in my teaching.

③After participating in this project, what have you learned in regard to your teaching?

F: In the past, the training activities for teachers were conducted in the schools of teachers continue education. Now this situation has been changed, it is more conducive to teachers' participation by conducting training activities in the teacher's schools with a very clear training task. The form of mini-courses for all the trainees is better than concentrating on lectures and training in the county. In this training activity, I shared my growing experience with people so that everyone can learn together, which is also helpful to me. At the same time, it is more practicality than previous training, and with the guidance of famous experts, trainees were able to go to classes and evaluate effect of teaching, which has made me realize the problems existed and promoted me to think more and grow up.

④What do you think are the shortcomings of this project?

F: I feel that some teachers are weak on their reflection on teaching, and some teachers lack the internal digestive ability after learning.

⑤What suggestions do you have for this project?

F: It is necessary to communicate with rural teachers in time in the explanation and comprehension of courses. Because this project is still exploring, I hope that it could be better through this training time.

The answers from teacher W who has the 18 years of teaching experiences is shown as follows:

①Please introduce your usual training activities in school.

Teacher W (hereinafter referred to as W): There are 12 teachers in my school. 9 teachers are middle-aged teachers, and there are no young teachers. In my school, teachers who are longest teaching of experience is more than 30 years. The training activities have been conducting for rural teachers in the school and central school in township, and the training activities of county level are increasing recently. I feel their levels in teaching are more higher than ours.

②What are your expectations for professional development before participating in this project?

W: I feel, as a Chinese teacher, professional quality is weak, and self-learning is insufficient along with the development of the Chinese subject. From the viewpoint of pupils' development, I think rural pupils have fewer opportunities for all-round development. Children have a good at learning in partial subject, which is not conducive to the children' development in all aspects, thus it is difficult to enter a good university. Therefore, I talked to the principal of my school about whether I could teach pupils with systematic learning along with their growth from grade 1 to grade 6. And then with the principal's consent, I firstly focused on the element quality for pupils' solid foundation to teach Chinese reading and writing as the cultivation of basic skills and good learning habits. From the first grade of primary, I taught my pupils Pin-yin through speaking and explaining according to their understanding levels. In the third grade, I asked pupils to take part in practical activities so as to go

out of school for getting experience and material of Chinese writing, and finally their achievement has always been the first in the township. At the same time, I organized my pupils to participate in reading activities by donated books and encouraged they to write more. In this way, I hope the quality of education as that of urban children could be offered for rural children. At present, my puzzling problem is how to make my pupils to develop well in learning, because 90% of the pupils I taught are left-behind children, you know, the success of a child needs the support of teachers, he/she and parents. If these three aspects keep a state of harmony, it is easier for children to succeed. Otherwise it will become difficult to guarantee children' development. And left-behind children have an weak situation on support from their parents in learning, for example, assigned homework are difficult for my pupils to complete owing to their parents have gone out to work, only grandparents who have a lower educational levels cannot gave related assistance in their homework. Therefore, I have to spend a lot time in my teaching to promote learning development of pupils in my classroom.

③After participating in this project, what have you learned in regard to your teaching?

W: I have gained a lot from this training project. In a word, this training project keeps its feet on the ground, which is the essential difference between this training and network training, it is taught by famous teachers with the face to face. As a difficult problem in Chinese teaching, Chinese reading is weak part for us as rural teachers, and in this training, I have achieved rapid improvement through the explanations and guidance of experts.

④What do you think are the shortcomings of this project?

W: I think there need to do some extensions in training courses, such as the extension of pedagogical psychology and some educational management for rural teachers, because rural teachers have to manage everything for children in the schools.

⑤What suggestions do you have for this project?

W: I look forward to participating in more such training activities in the future. I hope this project will benefit more and more rural teachers.

The last interviewee, teacher G with 25 years of teaching experiences gives

her responses as following:

①Please introduce your usual training activities in school.

Teacher G (hereinafter referred to as G): Our school is located in the urban-rural fringe, with more than 90 teachers, most of whom are over 40 to 50 years old, accounting for 60 to 70% of all teachers in my school. There are more than 20 new teachers. I usually participated in training activities in our school.

② What are your expectations for professional development before participating in this project?

G: The first point, I think, is that educational theory and concepts need to be updated, because there are many places where I use my past experience of teaching, and I cannot have good understanding on the curriculum standards, thus, I need to study in educational theory and concepts. The second one is that there is some inertia in my teaching I need to change. Maybe there are some job burnout for me, I think.

③After participating in this project, what have you learned in regard to your teaching?

G: I think this training is very good. In the past, training activities mainly were conducted by the experts' lectures and training in the classroom was less. In this training project, the famous teachers brought the their courses for us in the classroom directly, and teaching activities were vividly demonstrated by themself on how to teach Chinese reading, we can have a good understanding in teaching, which is more efficient than theoretical training in the past. Furthermore, I always have some puzzled problems about teaching ideas. And through this training, I find that their teaching ideas are very clear, they not only pay attention to knowledge in teaching, but also pay attention to learning methods and learning habits, which give me a lot of inspiration, and reflecting on this learning I feel that I also needed to further study, especially, the in-depth study of curriculum standards, and the other is the ability of control classroom.

④What do you think are the shortcomings of this project?

G: I hope the training conditions of the project could be better and the time can be adjusted. The weather is too cold.

⑤What suggestions do you have for this project?

G: I think this kind of training activity with practice is very good. And everyone can participate in this project, everyone has the opportunity to speak and show their opinions, everyone can comment on their opinions each other and make progress together. I hope to participate in this kind of training activity more time in the future.

## 6. Summary and reflection

By investigating the project of sending trainers to rural schools in Li-min town's primary school, it can be found that this project provided rural teachers with a timely and effective training opportunity, which can be proved from answers of teachers (K-5, W-5, G-5), compared with previous training situation according to the interviewee' answers of the first question. At the same time, through the conversation between the project leader and the chief expert, it is also found that in the training activities, every participating teacher has the opportunity to participate in mini-courses and publish their own opinions, which directly ensures that every participating teacher in different grades has a real opportunity to improve their teaching ability. Furthermore, judging from the composition of the trainers team of the project, the selected experts are the backbone teachers who possess the rich experience and background of rural education and teaching, which objectively ensures that the training can meet the needs of rural teachers' professional development. In addition, in order to improve rural teachers' teaching ability in Chinese reading, this project is implemented through the implemented process of the training schedule and practice courses(mainly heterogeneous in the same mini-course). According to teachers' feedback (all the answers of question 3) on the above training activities, it is indicated that this project meets the actual needs of rural teachers and plays an active and effective role in promoting the professional development of rural teachers. Therefore, it conforms to the original intention of the project, that is, the trainer team should go deep into the

classroom of rural schools and give on-site guidance for rural teachers to solve the practical problems in teaching, which also conforms to the province's orientation of the project: "what rural teachers lack, what sending for them".

However, considering with the management structure, duty arrangement and rules and regulations of trainees in the case, it showed more requirements for participating teachers in the training process, which ensures that training activities can be effectively implemented. But, it was realized that there is no clear stipulation on how to give full play to the enthusiasm of participating teachers in training activities, which indicates that project managers pay more attention to the compulsory nature of training rights and less attention to the rights nature of training. This means that training rights should be further strengthened to guarantee of teachers' training rights in the training management and rules.

Moreover, according to Henan Province's regulations on the selection for trainees and investigation on the process of training activities, the project adopts the learning groups in different grades and mini-courses to conduct training activities, which ensures that trainees have the opportunity to participate in the activities and promotes their teaching levels effectively. However, for other rural teachers (mainly teachers in villages' primary schools), such direct and effective training and publishing opportunities are few, and there are no clear solutions for this situation with the policy, thus, it has become a problem to further guarantee teachers' training rights. At the same time, according to the interviewees' feedback(K-1, F-2), these teachers who have been teaching for more than 15 years lack more support with long-term experts' guidance directly, and there are more spontaneous training activities of teachers themselves by the internet. In this way, it is difficult to meet the long-term professional development and improvement of training quality, thus lacking the necessary guarantee of training rights in the long run.

Meanwhile, based on the feedback from teachers(K-2, F-2,W-2), we can realize that rural teachers generally lack better and newer guidance in education and teaching when they face their students' problems and backward teaching and educational environment. Thus, they need more long-term and systematic guidance

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and support of professional skills, ideas and knowledge in their professional development. At the same time, they need not only improvement in teaching skills and adjustment in the training time(F-4,F-5,G-4) but related educational management when they face the educational situation of their pupils(W-4), which put forward higher requirements for the quality of training. Therefore, how to offer a long-term and high-quality professional support has become a problem to be solved for the further development of the project. On the other hand, at present, the main task of this project is to improve rural teachers' teaching ability in classroom, and the training in rural educational environments is still insufficient, thus, it is difficult to guarantee the above-mentioned needs of rural teachers, which has become a problem in the guarantee of rural teachers' training rights.

Generally speaking, this project with the feature of sending has effectively solved the problem that the training for rural teachers in the past was divorced from the rural teachers' teaching environment. It adapts to the teaching environment of rural teachers, meets the needs of current rural teachers' professional growth and effectively promotes the professional development of rural teachers. However, the policy of this project in Henan province emphasized on going into rural teachers' classroom to improve rural teachers' education and teaching level, but the rules on selection of trainees has not been cleared according to the case investigation, which means the lack of full guarantee for those rural teachers in schools of village level, and this is insufficient for the effective implementation of training for every rural teacher. Therefore, how to ensure every rural teacher can get practical opportunities of training is an issue according to the actual situation and different conditions of rural teachers, especially, when we mentioned teacher from villages' schools. At the same time, considering the actual teaching environment faced by rural teachers, it is also issue that how to provide long-term and high-quality professional support so as to continuously improve the professional development of rural teachers, which also means these issues has became deepening issues of the guarantee of rural teachers' training rights.

**Notes**

1. As mentioned in the introduction of this study, there are 4.118 million teachers in rural primary schools, accounting for 73.7% of the total number of teachers in primary schools, and 2.435 million teachers in rural junior middle schools, accounting for 70.0% of the total number of teachers in secondary schools. Among them, the proportion of backbone teachers at county level and above county level is 12.0% in rural primary schools. The proportion of non-backbone teachers is 88.0%, with the number of non-backbone teachers is 3.624 million. The proportion of backbone teachers at county level and above county level is 15.1% in rural secondary schools, the rest is 84.9% in non-backbone teachers with the number of 2.067 million. The proportion of non-backbone teachers in rural primary schools and secondary schools in Midwest areas should be about 85%.

2. According to TTMP from 2010 to 2014, the training projects for backbone teachers include three sub-projects, whereas the sub-project involving non-backbone teachers is only one.

3. For example, Zhang Xiao-guo (2013) thought that the urbanization tendency of training was reflected in the main sources, training contents and training bases of NTTP, which training activities were mainly carried out in the universities and primary and secondary schools in urban areas, so it was far away from the educational and teaching environment of rural teachers, training was divorced from the reality of rural areas. At the same time, non-backbone teachers were participated in project of distance training through personal online learning. Although this was more convenient for them, learning content took less account of the actual environment of rural teachers, which also leaded to unsatisfactory learning results.

4. Referring to Ou Dian-nan & Liao Shi-chang,(2011). A brief discussion on the investigation and reflection on distance training of primary and secondary school teachers in counties. Teacher, No.19,114-116.

5. According to the purpose of this sub-project that mainly provides higher-level training activities for rural primary and secondary teachers by sending excellent experts as trainers, it directly provides training opportunity for rural non-backbone teachers in rural schools so as to promote their professional development and school-based study. See "The Notice of the Office of the Ministry of Finance & the

Office of the Ministry of Education on Implementing the National Training Plan for Teachers in Kindergarten and Primary and middle Schools in 2015(www. moe.gov.cn/srcsite/A10/s7034/201504/t20150409_189420.html, 2020/4/22).

6. For the protection of privacy rights, the name of university and trainers' names were anonymously handled through the replacement of capital letters in this paper.

7. At present, some preceding researches was studied with the implementation, evaluation, effect and models of this project(e.g., Mu Zhi-ping, 2017; Han Dong-mei, 2018; Zhou Jin-guo, 2016; Zhang Hao & Ren Shao-jian, 2016; Li Yong, 2018; Liu Chao, Zhang Hui, & Qian Chen-yang, 2016, etc). Some researches were case studies on the process of the project implementation for specific regional target (e.g., Li Ting-hai, 2018; Yi Hong-yue, 2016; Fan Li, 2015; Zhang Jin-xiang, Zhang Ping & Liu Guang-jian, 2016, etc). These studies mainly discussed project content and approaches, but project opportunity and its specific approaches and content is hardly studied with the rights-based perspective. Especially, preceding research of this study which related to the guarantee of rural non-backbone teachers in central areas is the blank stage.

8. It refers to the document of Notice on implementing the "National Teachers Training Program" in 2018: Training Project for Teachers of Rural Primary and Secondary Schools and Kindergartens in Henan Province( http://www.haedu.gov.cn/2018/09/17/1537154172696.html. 2020/4/19)

9. It refers to The implementation guideline of the project of sending trainers to rural schools of "National Teachers Training Program" for counties in Henan Province (http://www.haedu.gov.cn/2018/09/17/1537173669608.html. 2020/4/19)

## Chapter Five: Western Guarantee on Sub-project of "Visiting Famous Schools" (Case Study III)

As it was mentioned in the introduction of this study, since the 1990s, the development of teacher education in China has shifted from the stage of academic compensation to the stage of teacher continuing education. In 1993, the promulgation of the *law of the people's republic of China on teachers* clearly stipulated the professional status of teachers and rights in teacher professionalism development,especially on article 7, paragraph 6, teachers have the right "to take refresher courses or other forms of training", " the construction of teachers' team has embarked on the road of legalization"[1]. On the other hand, with the rapid development of China's society, the gap between urban areas and rural areas is gradually widening[2]. Meanwhile, "the long-term unbalanced development of education shows the situation that there is strong eastern and weak western, rich urban areas and weak rural areas"[3]. Affected by this, the professionalism development of rural teachers is limited[4]. The training rights of rural teachers, especially non-backbone teachers in primary schools in remote rural areas of China, is also difficult to be fully guaranteed[5]. In 2010, the Chinese government promulgated NTTP to promote the professional development of rural teachers, and began to implement training projects for rural teachers. In 2015, NTTP was reformed and began to focus on training of rural teachers in the Midwest areas of China. And then, as another very important measure for rural non-backbone teachers' training, the training project of visiting famous schools is launched, which is for these rural primary and secondary school and kindergarten teachers as rural non-backbone teachers in Midwest remote and poverty-stricken areas with less training opportunities[6].

As an new project which is also the measure for the guarantee of the training rights of rural teachers, the training project of visiting famous schools is important for the object of this study to investigate and research, thus, what is the situation so far

about the guarantee of the training rights in the specific implementation of this project? This chapter tries to answer the above problem through investigation on this project in the western areas by the case of the project that was carried out by the D primary School in Beilin District, Xi'an City, Shaanxi province of China[7]. Thus, in the first place of this chapter, the background of the case of this project is introduced, and then the project is investigated in detail by the introduction of organization and management of the case, training curriculum, implementation process of the case. In the third place, the interview as important feedback on the effect of this project is showed. Finally, this chapter clarifies the situation on the guarantee of the training rights for rural non-backbone teachers in the western areas through summary and reflection on the project presently.

## 1. Background

As an important measure to improves the overall quality of primary and secondary school teachers in rural areas, to promotes the balanced development of compulsory education and enhances the reform of basic education and raises the quality of education[8],the project of visiting famous schools for rural teachers be carried out since 2015. trainees of project mainly are teachers of primary school and schools cites and special post in the rural areas[9] that are selected in batches to undertake the project annually,and they are trained periodically for 2-3 years to continuously improve the comprehensive quality in education. The project proposes are that the Midwest provinces "organize teachers who come from teaching sites[10] in batches to visit high-level training institutions and schools of eastern areas, teachers who come from rural primary school to visit high-level training institutions and schools in provincial capital or eastern cities for 10 days or so by the way of centralized training. With the obvious problems in their education and teaching, experts' lectures, case studies and observation of famous schools and other ways are adopted to broaden their horizons, renew their ideas and enhance their abilities". In 2016, the focus of the project was

adjusted to "provide high-level training in time for rural teachers who have fewer opportunities to participate in training"[11]. Based on this focus, in 2018, ministry of education put forwards the implementation of three aspects about this project as follows:

(1) To further clarify the training emphases. The proportion of rural teachers who are going to the training outside the provinces is not less than one-half. To strengthen the training of teacher who was tuition-free student of normal university and teacher who have an contracts with the nation to support compulsory education in western areas of china, and enhance the effectiveness of their training with post. (2) To strengthen the practical training. The proportion of practical training will be further increase. As effective ways of training,demonstration and observation in the class, field trip, scene experience and internship of on-the-post should be strengthened. (3) To explore more convenient ways of learning. On the basis of the multi-element and diversified mixed training of "concentrated face-to-face teaching, network training, on-site practice and after-training guidance", the training organization are encouraged to develop mobile learning platforms and APPs for rural teachers, so as to help them build an effective learning environment that can be learned at any time and anywhere, and better meet their individual training needs.

In accordance with the requirements of the above-mentioned about the project, as one of concentrated and abundant area of rural teachers in western of china, Shaanxi Province carries out the project since 2015, and provides with high-level training for rural teacher who have fewer opportunities to participate in training,and increases the proportion of practical training such as demonstration and observation in the class, field visits and so on, thus forms projects' characteristic of "immersion" that means trainees be trained by trainers in the real classroom of famous schools, and study education and teaching with tutors together. In 2018, the implementation of the project focused on the rural teachers who come from rural primary and Secondary school in counties where are in poverty-stricken areas of the province. The specific contents of the project are shown as follows :

**Table 20 The plan of implementation about the project of visiting famous schools in Shaanxi province in 2018**

| Category | Contents |
|---|---|
| Training object | Rural Primary and Secondary Schools Teachers |
| Training goal | To further enhance the teaching ability of subjects, practice skills and school-based training ability. |
| The number of trainees | The total is 750, of which 450 are primary school teachers and 300 are secondary school teachers. |
| Training time | 15 days |
| Training contents | Based on the basic teaching skills of subjects, it adopt the way of " immersion in whole training-process" to conduct training and internship in urban famous primary and secondary schools. |
| Undertaking agency | High-quality primary and secondary schools in provincial cities |

Source: The Guidelines of Training Project for rural teachers of Kindergarten and Rural Primary and Secondary Schools in Shaanxi Province of NTTP in 2018.

Note: This table does not include training of kindergarten teacher.

## 2. Introduction of the case

As a famous primary school which be representative in shaanxi province, the D primary school has carried out the project since 2015. In 2018, its situation is shown as follows.

### 2.1. The introduction of the D primary School in Beilin district of Xi'an City

Founded in 1920, the D primary school is the first-degree primary school of first batch in Shaanxi province, the provincial representative school, and the practice base of quality education for teenagers in China. There are 66 classes, 3598 students and

126 staffs in the D primary school. Among staffs, there are more than 30 teaching experts, backbone teachers and Excellent young teachers,one have the title of senior teacher of the middle school, 2 provincial special-grade teachers, 45 teachers who have the title of senior teacher of primary school, 29 teachers with bachelor's degree and 62 teachers with junior college degree.

## 2.2. The introduction of project in the D Primary School

The D primary school is one of the better representatives that carried out the project since 2015 in Shaanxi province. In 2018, under the guidelines of the project, the main goal of the project in the D primary school is to improve the educational level and teaching skills of rural primary school teachers. Its purpose is to promote rural teacher's educational and teaching innovation in an all-round way through training, to continuously enhance the rural teacher's ability and level of implementation of quality education, and the overall quality and professional level. The Training date of the project in the D Primary School is from November 4 to November 18 in 2018,and training-object is Chinese and Maths teachers who come from rural primary schools in the southern and northern poverty-stricken areas of Shaanxi province. The details are as follows:

**Table 21 Sources of rural teachers participating in the project of visiting famous schools in the D primary school**

| Sources of trainees | Training-subject ( Chinese ) | Training-subject ( Maths ) |
|---|---|---|
| Ding-bian County | 3 | 2 |
| Jing-bian County | 3 | 2 |
| Yang County | 3 | 2 |
| Cheng-gu County | 3 | 2 |
| Han-bin District | 3 | 2 |
| Zi-yang County | 3 | 2 |
| Pin-li County | 3 | 2 |
| Dan-feng County | 3 | 2 |
| Zhen-an County | 3 | 2 |
| Shang-nan County | 3 | 2 |

Source: The list of task and quota distribution about the project of visiting famous schools for

rural teachers in shaanxi province of NTTP (2018), Schedule 4-8-2.

Notes: 1.The total of trainees is 50, of which 30 are in Chinese and 20 are in Mathematics;2.The age of the teachers participating in the project is not more than 45 years old; 2.In this project, Ding-bian county and Jing-bian county belong to southern poverty-stricken areas of Shaanxi Province, and Yang county, Cheng-gu county, Han-bin district of An-kang city, Zi-yang county, Pin-li county, Dan-feng county, Zhen-an county and Shang-nan county belong to northern poverty-stricken areas of Shaanxi province.

## 3. Organization and management of the project

### 3.1. The organization of the project

The project in the D primary school consists of two organizations that are the team of trainers and the group of trainees. Firstly, the organization about the team of trainers be showed as follows:

According to "the Notice on Implementing the National Training Project for Teachers of Rural Primary and Secondary Schools and Kindergartens in Shaanxi Province in 2018", the team of trainers includes training experts and chief expert who is also responsible for the team of trainers, and have a senior professional and technical title and be familiar with the development of related subjects. In principle, the proportion of experts who come from other provinces is no less than 20% in the team of trainers, and the instructors and the excellent teachers are no less than 60% in the team of training experts. Meanwhile, in accordance with "The Suggestion on Strengthening the Construction of the backbone Teachers' System of primary and secondary school in Shaanxi province"[12], experts are divided into three types in professional standard: famous teachers, leaders of subjects and teaching professionals at the provincial, municipal and county levels. Based on the above standards,the D primary school sets up chief expert who is principal of the D primary school and the team of trainers that includes two parts as follows.

The one part is the team of professional experts that included professors who

are from universities and provincial special-grade teachers who are from the other famous schools and institute in Shaanxi province for the responsibility of trainees' public courses. The following table shows the specific professional situation of the team:

**Table 22 Professional level of trainers team in the D Primary school**

**Part I The professional situation of team of professional expert in public courses**

| Public course | Professional title | Number | Remarks |
|---|---|---|---|
| Teaching theory & Teaching method | Special-grade Teachers at Provincial Level | 3 | Experts from other schools and institute |
| Educational theory | Professor | 2 | One person came from an University in Guangdong Province |

Source: Created by the author based on on-site data collection.

Note: The total of the team of professional expert is 5.

The other part is the team of subject experts and tutors that included experts' of subject who are provincial discipline leaders of the D primary school and are in charge of the subject and manage the team of tutors,and tutors who are from the D primary school and are in charge of trainees' training in education and teaching.The following table shows the specific professional situation of this team:

**Part II  The professional situation of the team of subject experts and tutors**

| Subject | Professional title | Number | Remarks |
|---------|--------------------|--------|---------|
| Chinese | PFT&PDL&PTP | 1 | |
| | Provincial Famous Teacher (PFT) | 1 | |
| | Provincial Discipline Leader (PDL) | 1 | |
| | Municipal Discipline Leader (MDL) | 2 | |
| | Provincial Teaching Professionals (PTP) | 1 | |
| Maths | PDL&PTP | 1 | County Famous Teacher |
| | Provincial Discipline Leader (PDL) | 1 | County Famous Teacher |
| | Provincial Teaching Professionals (PTP) | 1 | Municipal Teachers |

Source: Created by the author based on on-site data collection.

Note: The table don't included tutors who have no professional title.

There are 21 members of the team of the subject experts and tutors, of which 4 are subject experts and 8 are tutors in Chinese, of which 6 are tutors and 2 are subject experts and 1 is subject experts & tutors in Maths. The total of the whole trainers' team that included chief expert is 27.

Secondly, the participating rural teachers formed the group of trainees as the other organization. The group is divided into two big learning groups in Chinese and Mathematics subjects. There are eight learning groups in Chinese subjects and seven learning groups in Mathematics subjects. The tutorial system is implemented that means each learning group consists of 2-4 trainees with a tutor who lead the group members to carry out group study and individual research.

Lastly, the basic organizational structure of the project be formed by these two organization as shown in the following figure:
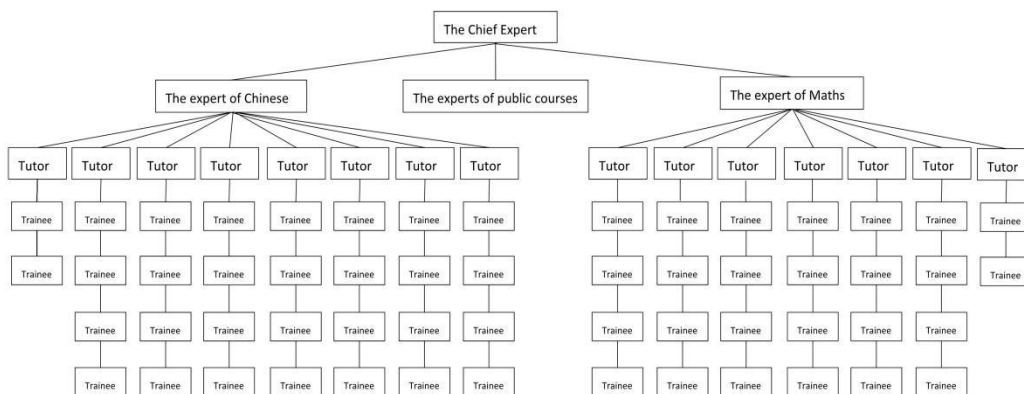
**Figure 12 The structure of the training organization about the project of visiting famous schools in the D primary school**

Source: Created by the author based on on-site data collection.

In Figure 12, the duties and requirements of the tutor include: (1) combing and studying obvious problems in teaching of rural teacher in class and putting forward solutions and strategies; (2) communicating and guiding trainees in educational ideas and teaching concepts, helping trainees transform teaching concepts into teaching in class and improve their teaching skills; (3) training in strict accordance with the curriculum requirements. trainees should be instructed in time to ensure the effectiveness of the training; (4) the tutors should check trainees' teaching-related skills at any time and encourage trainees to actively innovate in teaching and try new teaching methods; (5) with the account of curriculum requirements and the actual situation of trainees,the tutor prepares lessons with trainees and help trainees to grasp teaching objectives,key point and methods, to compile teaching cases and improve the understanding of the textbook; (6) it is necessary to require trainees to have clear purpose, important point and strong logic in the oral expression during the process of the teaching,and the cultivation of students of self-study ability and good learning methods should be aware for the inspirational education in the process of the teaching; (7) pay attention to the instruction and modern educational technology for trainees; (8) submit a summary on guiding work of trainee's learning.

The responsibilities of trainees include: (1) seriously participating in training and identifying obvious problems of teaching in class, and then defining the objectives and tasks of this training, and formulating individual training plans; (2) seriously participating in studying at lessons.Learning from model lessons, optimizing teaching design, timely using what have learned to practice in classroom, and improving teaching effectiveness; (3) with the actively participating in activities that contain the demonstration and evaluation of lessons and "mini-lesson, mini-case, mini-story" of exhibition,trainees should refine and generate personal representative training results; (4) it is obligation for trainees to do personal summary by combing experience and reflecting on problems. After the confirming the direction of improvement, trainees should formulate the next personal development plan.

At the same time, learning and assignments of trainees are also required. It can be seen about learning requirements from that: (1) to clarify the learning content and tasks and fulfil the all kinds of training tasks in time with good quality; (2) it is necessary to attend training activities on time and ensure learning time; (3) there is obligation to comply with the rules during process of training and learning, do not pick up the mobile phone in class; (4) to take notes in class and filling in training evaluation and completing all assignments. Assignment Requirements be summarized as that:after completing each module, the trainee completes the study log and other assignments according to the training content; each learning group completes a demonstration course; the trainee completes his personal thesis, educational story and training summary before the end of the training.

## 3.2.  The management of the project

The management of the project is administrated by the leading group of NTTP of the D primary school. Under the leadership group, the Executive Office of the project be established to take charge of the specific management of the project. Its basic structure of management is as follows:

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┌─────────────────────────────────────────┐
│  1.  Head of leading group of the project │
└─────────────────────────────────────────┘
              │
┌─────────────────────────────────────────┐
│   2. Deputy leader of leading group       │
└─────────────────────────────────────────┘
              │
┌─────────────────────────────────────────┐
│  3. Director of the executive office of the project │
└─────────────────────────────────────────┘
     ╱              │              ╲
┌──────────────┐ ┌────────────────────┐ ┌──────────────────────┐
│ 4.  Head     │ │ 5. Head teacher of │ │ 6. Members of affairs │
│ teacher of   │ │ learning           │ │ group                 │
│ daily        │ │                    │ │                       │
└──────────────┘ └────────────────────┘ └──────────────────────┘
                      │
         ┌────────────────────────────┐
         │  7. Class monitor (trainee) │
         └────────────────────────────┘
                      │
         ┌──────────────────────────────────┐
         │  8. Learning group leader(trainee) │
         └──────────────────────────────────┘
                      │
         ┌────────────────────────────────────┐
         │  9. Learning group members(trainee) │
         └────────────────────────────────────┘
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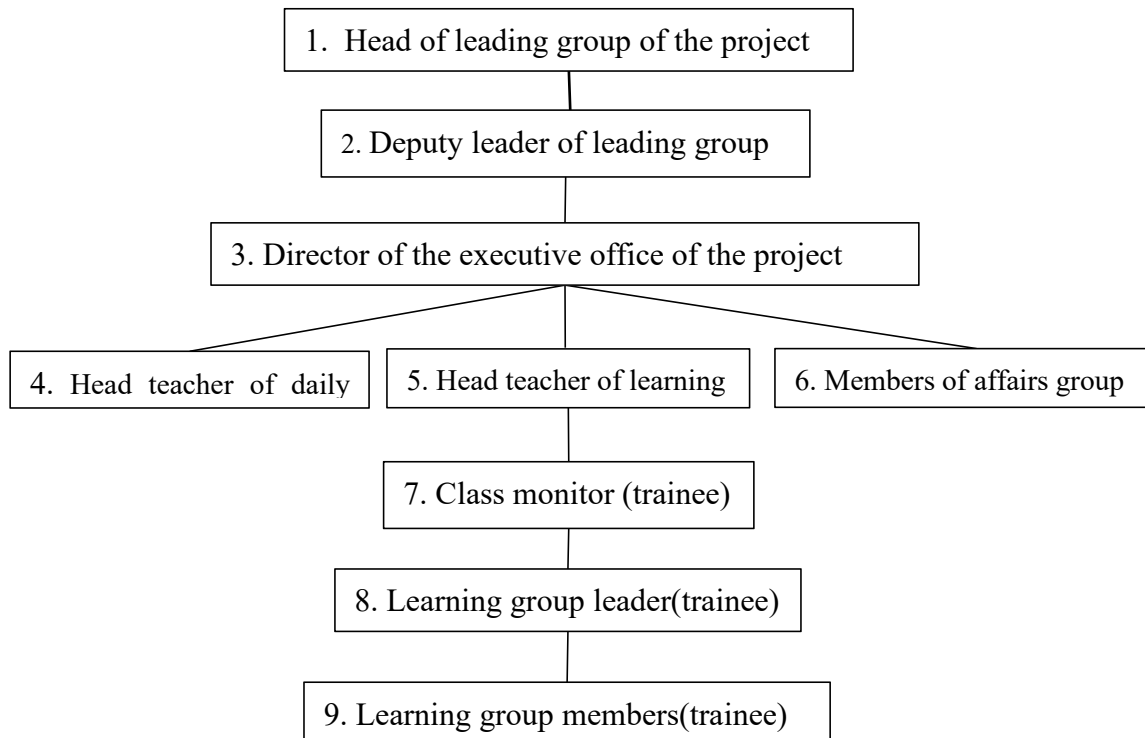
**Figure 13 Management structure of the project of visiting famous schools in the D primary School**

Source: Created by the author based on on-site data collection.

Notes: There are 5 staffs of affairs group, 2 head teachers of daily life, 3 head teachers of learning. Under the head teacher of learning, there are 3 classes, each class includes 1 monitor and 5 learning groups that contain 4-2 people,and each learning group consists of 1 leader and 3-2 members.

In this structure of management, the division of responsibilities among the members of the project is as follows:

**Table 23 The division of responsibilities about members of the project**

| No. | Identity | The division of responsibilities | Remarks |
|---|---|---|---|
| 01 | Head of leading group | Being responsible for planing of the overall project | Chief expert |
| 02 | Deputy leader of leading group | 1, Being responsible for formulating the implementation project | Deputy vice-princ ipal of the D primary school |
| | | 2, Being responsible for contacting experts, arranging and coordinating the subject curriculum plan | |
| | | 3, Organize the team of experts and tutors to implement the project | |
| 03 | Director of the executive office of the project | 1, Being responsible for the specific organization and implementation of the project | The teacher of the D primary school |
| | | 2, Being responsible for the coordination of other departments of school and projects | |
| | | 3, Being responsible for project liaison, management and arrangement of training affairs | |
| | | 4, Deal with the requirements of experts, head teachers and trainee | |
| 04 | Head teacher of daily life | 1, Being responsible for trainees' check-in, leave, attendance assessment, assignment receipt and dispatch | The staff of office of the D primary school |
| | | 2, Being responsible for trainees' living and learning arrangements and organizing practical activities | |
| | | 3, Assist in organization of the administrator of learning | |
| | | 4, Do summary and report to assistant of leading group | |
| 05 | Head teacher of learning | 1, Introduction of experts and coordination of curriculum activities | The tutors |

| | | 2, Collect training materials and compile them into volumes | |
|---|---|---|---|
| | | 3, Conduct discipline training | |
| 06 | The members of affairs group | 1, Being responsible for trainees' registration, transportation, security, health and other allocation management | The staff of different departments of the D primary school |
| | | 2, Being responsible for trainer's curriculum coordination, providing places and teaching equipment of training | |
| | | 3, Assist logistics to manage trainees' accommodation | |
| | | 4, Being responsible for collecting materials & information and publicizing of project | |
| 07 | Class monitor | 1, Being responsible for the organization and study of the class | Trainees |
| | | 2, Assist the administrator of learning in class management | |
| 08 | Learning group leader | 1, Assist the administrator of learning in attendance for group learning | Trainees |
| | | 2, Feedback members' requests in time, and coordinate and communicate with member of learning group | |
| | | 3, Complete and issue briefings and training reports on time | |
| 09 | Learning group members | To be Solidarity and cooperation, earnestly preparing and excellently completing the training task | Trainees |

Source: Created by the author based on on-site data collection.

In addition, the regulation for trainees' management be summarized as follows: 1.trainees must abide by classroom rules, and do not allow casual access and

talking loudly or other behaviors affecting other people's learning in class; 2. It is necessary to consciously maintain public sanitation and care for public property and facilities; 3.To abide by the regulations of accommodation; 4. To consciously keep the order of training and strictly observe attendance. If it is unable to attend the training due to illness or other reasons, the trainee must ask for the leave with the head teacher of daily life. 5. During the period of training, the trainee should abide by the regulations of teaching management.If there have problems on training management,the trainee could put forward suggestions and demands to a head teacher or director of the Executive Office of the project; 6. If there are other difficulties in life and learning in the during of training,the trainee could ask for help of the head teacher or relevant management personnel.

## 4.　Training curriculum and processes of the project

### 4.1.　Training curriculum of the project

According to the "Guiding Standards of Training Curriculum for Teachers of Kindergarten and Primary and Secondary Schools" issued by the Ministry of Education of China in 2018, it firstly should strengthens the design of curriculum that are based on layered, classified and subjects of teachers[13]and the diagnosis of trainee' ability, and carry out training activities with distinct themes. Secondly,with a view to connecting on reform of teaching in basic education and the textbooks, the training content with strong pertinence should be set up.Thirdly,it should optimizes the structure of training curriculum to strengthen teaching in practice and trainee' participation, so as to ensure that the proportion of practical courses is not less than 50%.

　　Based on the rigid requirements of the above-mentioned curriculum and the needs of professionalism development of rural teachers[14], the project of the D Primary School set up the training theme that are"the teaching and learning around student-centered under the concept of the new curriculum standard"in 2018. It

determined that the promotion of the teaching behavior about rural teachers is basic task and the improvement of teaching ability is the focus. And then,on the basic of professional category, the training curriculum be designed by layers and subjects.Meanwhile,the design and implementation of practical courses should be strengthened, which made the practical courses no less than 60% of the overall courses. Specific content as below table as shows:

**Table 24 Curriculum of "immersion" about the project of visiting famous schools in the D primary School in 2018 (Chinese Subject)**

| Time | Curriculum approaches & content | Training method | Training hour | Professional category |
|------|--------------------------------|-----------------|---------------|----------------------|
| 11.06,a.m | Expert Lecture: Art Education | Public | 3 | Concept |
| 11.06,p.m | Expert Lecture: Knock on the Gate of Education with Truth and Wisdom | Public | 3 | Concept |
| | Disciplinary discussion and formation of study groups | Public | 1 | Ability |
| 11.07,a.m | Expert Lectures: Cultivation of Innovative Ability and Reform of Classroom Teaching in Primary Schools | Public | 4 | Ability |
| 11.07,p.m | Oral expression and Communication | Public | 4 | Ability |
| 11.08,a.m | The tutor lesson: Making Chinese Reading Teaching More Effective | Public | 4 | Knowledge |
| 11.08,p.m | The tutor lesson: Practical Strategy of Parent-Child Extracurricular Reading | Public | 4 | Knowledge |

| 11.09,a.m | The tutor lesson:School-based training Really Entering Normal Conditions | Public | 4 | Knowledge |
|---|---|---|---|---|
| 11.09,p.m | Visit "No schoolbag day" in the second classroom of our school | Public | 2 | Ability |
| | Trainees prepare and discuss lessons with tutor | Seminar | 2 | Ability |
| 11.10,a.m | The tutor lesson:Composition Teaching in Primary Schools | Public | 4 | Knowledge |
| 11.10,p.m | Trainee's self-study, exchange and share learning experience, write Research Journal | Group study | 4 | Ability |
| 11.11,a.m | Trainees prepare and discuss lessons with tutor | Seminar | 4 | Ability |
| 11.11,p.m | Trainee's self-study, exchange and share learning experience, write Research Journal | Group study | 4 | Ability |
| 11.12,a.m | The tutor lesson:1,wisdom Classroom Lecture | Public | 2 | Concept |
| | 2,Three cases about Wisdom Classroom | Public | 2 | Ability |
| 11.12,p.m | Discussing the Effective Teaching Method of Chinese Course by Assessing lessons | Group study | 4 | Ability |
| 11.13,a.m | The tutor lesson：Picture Book Teaching in Primary Schools | Public | 4 | Knowledge |
| 11.13,p.m | The tutor lesson:Ten Trends of Reconstructing Teachers in the Future | Public | 4 | Concept |

| 11.14,a.m | Trainee discuss and study lessons | Group study | 4 | Ability |
|---|---|---|---|---|
| 11.14,p.m | Trainee discuss and study lessons | Group study | 4 | Ability |
| 11.15,a.m | Trainee practice lesson, and tutors evaluates trainees' lessons | Public | 4 | Ability |
| 11.15,p.m | Trainee practice lesson,and tutors evaluates trainees' lessons | Public | 4 | Ability |
| 11.16,a.m | Visit another famous primary school | Public | 4 | Ability |
| 11.16,p.m | Chinese Poetry Competition | Public | 4 | Knowledge |
| 11.17,a.m | Visit Local Center of Porcelain Art | Public | 4 | Ability |
| 11.17,p.m | | | | |

Source: Created by the author based on on-site data collection.

Notes: 1. The formulation of curriculum is based on the curriculum standards of NTTP; 2. Daily training time: 08:30-11:30 a.m,14:00-17:00 p.m; 3. The training of the project lasts for 15 days, of which including November 4th & 5th for trainees to registration,accommodation and preparations for training ,and November 18th for the graduation ceremony and trainees' return trip; 4. There have an opening ceremony of this project lasted for one hour in the morning of November 6.

## 4.2. Training process of the project

In accordance with training curriculum, there are three stages of the specific training process that is shown as follows:

①In the first stage,it focuses on the problems existing in trainee' educational concepts, and the team of professional experts in public courses explicate educational concept for trainees by the ways of public lectures. And then trainees who have own problems in educational concepts ask questions to get answer from expert on the spot.

②In the second stage,the training focuses on the weakness of teaching abilities in class and promotes the study abilities of lesson and teaching skill in class by the series of training activities. This stage mainly includes three steps as below.

The first step is the diagnosis and demonstration. Through observing trainees' teaching process in the classroom and communicating with trainees, the tutors find out trainees' problems and choose the appropriate lesson cases to provide demonstration on teaching by the ways of lecture, study and evaluation, and then propose the task of training study. In this process, the team of subject experts and tutors demonstrates the lesson in the classroom while trainees listen to the lessons and take notes. After the end of the class,trainees evaluate and analyze the lesson by using teaching evaluation methods, and exchange learning experience and opinions on the tutor's demonstrative lesson each other, and then ask questions to the tutors so as to enhance the understanding of the teaching skills. In addition, with the visiting of the "no schoolbag day" that be developed by the D Primary School itself, trainees learn how to organize and carry out colorful interest courses on campus.

On the basis of the first step, the second step is the practice and reflection on the teaching.Under the instruction of the tutor, trainees immerse themselves in atmosphere of the studying and participate in the teaching activities in the classroom. In this step, two parts are included as follows:

1) The practice and reflection about teaching skills in class. The tutor teaches the teaching knowledge related to micro-teaching, then demonstrates a problem that refers to teaching skill in class through micro-teaching,and chooses the best way to solve this problem by the compare between different studies and ways within 20 minutes of mini-classroom. In the whole learning process, trainees not only master the skills of informational technology through electronic equipment, but also make a progress on the ability of self-reflection, self-research and self-development in the classroom.

2) The practice and reflection of study ability in lessons. In this part, according to the training task and school-based training,the tutor organizes trainees to "study and improve on the selected lesson repeatedly". In here, the study means that

the selected lesson, as learning case,be researched repeatedly by the ways of comparative reflection and experienced learning. The improvement means that the teaching design around solution of teaching problems in lesson be improved by the making progress in teaching objectives, teaching content, teaching methods and teaching evaluation constantly. Taking into account of the difficulties in study and improvement of lessons, the tutor instructs trainees by the ways of the demonstration teaching, thematic seminar and field guidance, and assists trainees to have an high-quality lesson. At last, on the basis of the study and improvement, the trainee completes a valuable micro-topics research task, which are their high-quality lesson, under the instruction of their tutors. After the end of above-mentioned training activities, there is important training task for trainees to complete, which is that each learning group must select one member to do demonstration lesson in public.

The third step is that report and summary of training activities to be done when the first and second step was finished. In this step, the learning group completed a subject study with the instruction of their tutors, and then trainees have demonstration of results in teaching by the ways of teaching lesson in public and show of the mini-lessons, mini-cases and micro-stories. Then, the trainee who be selected by his or her learning group have a demonstration lesson to all members and tutors of the subject. After the finishing of demonstration lesson, all the students and tutors discuss the lesson and the teaching performance of the selected trainee. Lastly, the tutors summarize the training and learning situation of trainees and give trainees advice and suggestion in professionalism development by the ways of several aspects, such as reflection in educational problems, clarification of the direction for improvement, generation of representative results, formulation about plan of the school-based training and personal development and so on.

③The third stage is the investigation on education and teaching.With the account for the situation that rural teachers are limited in the closed teaching environment and have less opportunities to contact with advanced ideas and technologies of teaching, the project makes full use of the advantages of urban educational resources, organizes trainees to visit other provincial primary schools and

other places to broaden their horizons.

**5.  Interview with visitors**

In order to make clear the situation about the guarantee of the training rights for rural teachers in this project, the interview of the rural teachers who participated in the project was made when the close to the end of the training. In this interview, considering the priority and importance of teaching experiences and teaching subject in teacher professional development and the limitation of interview conditions, five rural teachers as the interviewees were randomly selected to conduct interviews.

And then, the purpose about outline of interview is to investigate the guarantee of training rights through making clear the situation of professionalism development about rural teachers who are participating in the project by the questions from six aspects: the trainee' environment of professional development in the rural school, the obtainment of the opportunities to participate in the project, the intent that rural teachers take part in this project on the professionalism development, the effect of this project on the professionalism development with the reflection of rural teachers, trainees' evaluation in the implementation of this project and the suggestion of the teachers participating in this project. Based on the above, there are six questions for the interviewees to be left : 1. please introduce the situation about teachers of your school; 2. How did you get the qualification of this project? 3. What are your expectations for your professionalism development before participating in this project? 4. After attending this project, what do you have the professional gains? 5. What do you think about this project? 6. What suggestions you have for this project?

Based on the above questions, the first interviewee, teacher W with 5 years of Chinese teaching experiences gives his answers as follows:

①Please introduce the situation about teachers of your school.

Teacher Wu (hereinafter referred to as the W): My school is a Township Central school, which includes two parts: primary school and junior middle school.

There are two dozen teachers in our primary school, the half of teachers are young as me, and the rest of teachers are older than me.

②How did you get the qualification of this project?

W: In August, the school received the notification to participate in the project of visiting famous schools,and leader of school thought that I had worked for five years and basically mastered the teaching.It was valuable time for me to come out and learn the better educational experience of provincial primary schools, so, the school decided to send me to participate in this project. This is also the first time I have participated in a project of NTTP.

③What are your expectations for your professionalism development before participating in this project?

W: I didn't think too much about it. This training opportunity is rare. I want to take part in it with a learning attitude. I hope I can learn more about the good teaching experience which come from the outside, especially the practical ability of the class. This will be useful for our rural teachers. I am eager to learn more, especially face to face with those famous teachers.

④After attending this training, what do you have the professional gains?

W: what I have the greatest achievement is that I understand education which is an art to treat students with love. In the past, more attention was paid to students' achievements and classroom teaching, and less consideration was given to students' situation. You know, the theme of this training project is "the teaching and learning around student-centered under the concept of the new curriculum standard". Through the theoretical explanations of experts and the observation and study in the field of classroom, I fully understand why students are the main object and center of learning activities. Teachers actually serve the development of students. This training is also an opportunity for me to broaden my horizon. The network is very developed now, our rural teachers can easily get a lot of knowledge and information from the network, but its feelings are different when you are listening to the experience of experts in education and teaching of this project. What I have learned can also be shared with my colleagues and my students when I go back.

⑤What do you think about this project?

W: On the whole, I feel satisfied. Trainers have done their best to train us. I also communicate and help with each other in my learning group. I feel everyone is very happy. It is a good training experience for me.

⑥What suggestions you have for this project?

W: I expect that more such training activities will be hold in the future, it is very helpful to the professionalism development of our rural teachers.

Then, teacher L who has 28 years of maths teaching experiences responded to these questions as follows:

①Please introduce the situation about teachers of your school.

Teacher Liu (hereinafter referred to as the L): I teach mathematics in my Township primary school. In my school, there are a dozen of teachers in school, and 6-7 of them are novice teachers who have just graduated and participated in the work. There is no teacher who is backbone teacher of Municipal or County-level in our school.

②How did you get the qualification of this project ?

L: In September, the school received the notification requesting to participate in the visiting famous school project. For the first time, I strongly applied to the school leaders to participate in this project of NTTP, and I also met the requirements of an age not exceeding 45 years old, so the school send me to participate in this training.

③What are your expectations for your professionalism development before participating in this project?

L: I attended this training project with my perplexity and problems of teaching in rural schools for many years. Because I worked for 28 years and I am vary familiar with the teaching content of the subject, so that my biggest perplexity and problem is how to deal with the contradiction between teaching and self-learning reasonably and efficiently, and improve the quality of my class teaching.You know, it is very busy for rural teachers in the routine teaching and school affairs. For example, except spending a lot of time on preparing lessons and management in class every day,

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I have to be responsible for the safety of pupils, nutrition lunch of pupils, and so on. Therefore, it is the clear purpose for me to take part in this project. I wonder that the teachers of some famous schools how deal with it in such a situation.

④After attending this training, what do you have the professional gains?

L: Through the on-the-spot study and inspection in urban famous school, I found that the teachers in the cities, especially those in famous schools, are as busy as our rural teachers, and some teachers are busier than us. For example, some teachers are not only our tutors who give us instructions in the whole process of the project,but also headteacher who is in charge of their own classes and teach their own lesson, assign homework to students, prepare lessons in the evening. Generally, it takes no less time than ours in the whole work of one day, but I feel they are doing well.

By communicating with the tutor and following her to see how she did it, I found that the tutor is good at teaching and have a thorough understanding of the teaching content, so she don't spent too much time on preparing lessons to get a good result. On the other hand, the tutor had a good understanding about her students. She is always in charge of a class that from the entrance to graduation in the six years, so she is vary familiar with learning situation about each pupil of her class,and then she can quickly find the key points of students' learning to instruct them in a short time, and make rapid progress in her student' learning. But in rural primary school, the mobility of pupils is high, usually a teacher just understand and familiarize with the students' personality and learning situation in one year, and the next year the student transferred to another school with his parents, so that rural teachers are difficult to effectively make the progress of students' learning, and have to spend a lot of time to deal with this situation.

In addition, it be found that the parents of urban students are better than those parents of rural students at tutoring their children's homework. Many parents are graduates and undergraduates or even doctors, which means helping their children to develop good learning habits, so teachers can accomplish teaching task well without spending much time on students' homework. On the contrary, most of the parents of rural students are not educated enough to help their children to form good learning

habits effectively, which requires rural teachers to spend a lot of time to urge and help students to complete their homework. At the same time, rural students are more naughty than urban students, teachers also worry about the safety of students and classroom order in schools, which causes they have to spend time and energy to deal with it.

The project made me well aware of the perplexity in rural education and teaching that I have been facing for a long time. How to stimulate students' interest in learning in a limited time and cultivate students' good learning habits is an important problem that I have to think about and solve after the end of this training. I think this is also the biggest gain I have.

⑤ What do you think about this training?

L: well, I haven't felt any shortcomings yet. I need to go back and think about it carefully.

⑥What suggestions you have for this project?

L: I want to have more opportunities for learning and communicating.

Another maths teacher H with 19 years of teaching experiences gives his answers as follows:

①Please introduce the situation about teachers of your school.

Teacher Huang (hereinafter referred to as the H): I am working as a teacher in a primary school in a town. There are about 17 teachers in our school. Teachers like me who have worked for more than ten years are approximately 60% of the whole school. This is basically the situation.

②How did you get the qualification of this project ?

H: Local bureau of education notified our school to participate in this project. I applied for this project and came out to study with the approval of the school. This is the first time I have participated in such training activities.

③What are your expectations for your professionalism development before participating in this project?

H: Before attending this project, I want to know how the teachers of the famous schools have a good lessons in mathematics. At the same time, I also hold the

idea of learning experience from famous schools to know how they could teach their students well.

④After attending this training, what do you have the professional gains?

H: After more than ten days of observation and study with the tutor, I have benefited from the project. For example, the tutor gave us the an mathematics lessons, personally demonstrated to us the content of learning, and explained us how to use heuristic learning methods to solve arithmetic problem about the quadrilateral area with four kinds of teaching ways, which I used to think less in mathematics teaching. However, this is also related to the learning situation of rural students. Many students do not listen carefully in classroom, and the degree of homework completion is also unsatisfactory. Teachers not only teach students the learning content, but also maintain the order in the classroom. Therefore, a lot of time and energy are focused on how to maintain the classroom order and safety of students, which makes it difficult to take into account of the teaching content and the teaching effect too much. On the one hand, this training and learning let me know how the teachers of famous schools teach lessons, and found the gap in teaching. At the same time, it also urges me to think about how to combine the teaching situation faced by rural teachers, especially the learning situation of rural students, and what good teaching methods should be adopted to effectively solve the problems that I encounter in the process of teaching.

⑤What do you think about this training?

H: I haven't found any shortcomings yet.

⑥ What suggestions you have for this project?

H: I hope to have more training activities be hold.

The last two interviewees gave their responses for these questions. A Chinese teacher Z with 17 years of teaching experiences said that as following:

①Please introduce the situation about teachers of your school.

Teacher Zhou (hereinafter referred to as the Z): I come from a township central primary school in the suburbs of An-kang city. There are fifteen teachers in my school. Most of them, like me, have been teaching for more than ten years. There are no new teachers in these years.

②How did you get the qualification of this project?

Z: In August, a quota of this project that offers the opportunity to rural teachers be allocated to my school. I submitted my application to the school and attended the training on schedule after approval of the school. This is the first time for me to participate in NTTP, the opportunity is rare for me.

③What are your expectations for your professionalism development before participating in this project?

Z: The greatest expectation of participating in this training is to learn better teaching experience with famous teachers. I have been engaged in teaching for more than ten years. I have already mastered the general requirements of subject teaching. Now I deeply feel that I lack the help and instruction of famous teachers with rich teaching experience in the my process of teaching and learning, so I feel that I have made little progress in professionalism development. Although I usually communicate and study with my colleagues on teaching work, we all have similar work experience, and it is difficult to make rapid progress and breakthroughs in our own profession. So I cherish the opportunity of this training very much when I realized that the tutors are all top experts in the province , and hope to learn from tutors vary well.

④After attending this training, what do you have the professional gains?

Z: The biggest impression of this training is that my tutors are provincial famous teachers and provincial discipline leaders. They have strong ability of teaching and research. They can grasp the situation about the teaching content and students' understanding accurately and can quickly find the problem and provide effective learning methods and strategies to help students to understand knowledge learned in a short time. Through this period of study, I have the following main gains: the first is that let me clearly see the gap between my teaching and famous teachers' teaching by the preparing lessons, teaching in the classroom and after-class discussions with the tutors, and this prompt me to more actively reflect on teaching process and methods; Secondly, through the group learning, especially in the process of study of lessons, I prepared a lesson that has been amended many times and finally was affirmed by the tutor. And then I got more professional instruction and

improvement by the tutor, which made me make a great progress in teaching professional level. Thirdly, during the training process of more than ten days, I learned a lot of theoretical knowledge about education. Although I often read educational books in my school, this are different from listening to experts' explanations by myself. This training helps me to better understand the role of education and teachers and students in my teaching process, which is a big inspiration for my teaching work in the future.

⑤ What do you think about this training?

Z: I feel that every teacher participating in the training activities should have the opportunity to show his or her a demonstration lesson. Let's take my study group as an example. There are four members in our group. Every member wants to show his or her carefully prepared lesson to all the students and tutors when they are preparing for the demonstration lesson together. But each group can only allow one member to do demonstration lessons. So there are three members who can not achieve this wish, inevitably leaving some regrets. In addition, I also have some confusion in the long-term rural teaching activities. Before I came to attend the training, I prepared several questions to consult the instructor. However, the time arrangement of the instructor is somewhat tense, and it is difficult to have separate communication time. This also makes me regret.

⑥What suggestions you have for this project?

Z: I hope that it should give some time for trainees to ask questions of education and teaching in the process of training activities in the future, and it is better for us I think if the training timing can be prolong for about 20 days. Another thing is that it is better to give every trainee a chance to show themselves. Of course, I also desire that I can participate in such training projects more time in the future.

The other Chinese teacher W with 16 years of teaching experiences answers these questions as following:

①Please introduce the situation about teachers of your school.

Teacher Wang (hereinafter referred to as the w): My school is a township primary school, there are more than a dozen teachers, most of them have more than

ten years of teaching age as like me. And there is novice teachers in our school.

②How did you get the qualification of this project ?

w: In September, the school received a notice of this project from bureau of education of my county. I submitted my application and got the school's approval before I came to participate in this project. This is also the first time that I have participated in NTTP.

③What are your expectations for your professionalism development before participating in this project?

w: An important purpose of my visiting to famous schools is to receive the instruction of experts with rich teaching experience and help me to make great progress in professionalism development, because it's not easy for me to get the instruction of these top experts. In my routine teaching activities, I like to study by myself, but it is difficult for me when I encounter many teaching problems without the instruction of famous teachers. You know, I often feel that I am confronted with many puzzles in education and can not be effectively and quickly solved. I feel that I have entered a bottleneck period in professionalism development. This project provides such a very good opportunity, and which is very helpful to me.

④ After attending this training, what do you have the professional gains?

w: Through the learning with my tutor, I feel that I have gained a lot in my teaching. Taking a Chinese lesson in our training as an example, I am already familiar with the contents and methods of this lesson, what I should demonstrate and how to introduce relevant knowledge and inspire students to think is clear for me. However, I can only tell the students these contents, and can not accurately grasp the key points of this lesson, especially every time I taught it and feel it is not good enough. It is until the time I heard the lesson of famous teacher who can have a good understanding of the core of the article and the psychology of students' learning, and then I understand my situation and have a great harvest. Meanwhile, I also carefully prepared my own lesson that the same lesson as the tutor's. By comparison and evaluation of the lesson, I found my professional gap and shortcomings, and also made clear the direction of my future efforts in teaching. After the end this training,

our learning group set up a subject group in Wechat. My tutor and I added friends each other in Wechat, so that we can communicate directly when I meet some professional problems at anytime and anywhere.

⑤What do you think about this training?

w: I feel that the training system needs to be strengthened for our rural primary teachers, I mean that the arrangement of training content should be related to each other, so as to make easier for us to master and understand our learning.

⑥What suggestions you have for this project?

w: I am eager for more opportunities to communicate with famous teachers.


## 6. Summary and reflection

Through the investigation of the above projects in the D primary school, the following points can be summarized. Above all, based on the teachers' answers of the first question, we can found that the rural teachers really lack the opportunity to go out to participate in training, and the project provides such an valuable opportunity for them. At the same time, trainers selected are the high-level teachers, which can be seen from the composition of training experts team, this provides a guarantee for promoting the professional development of rural teachers, as supported by answers of teachers(W-4, Z-4, w-4). Moreover, considering the composition and implementation of training curriculum, tutorial system and interviewees' answers of question 2 and 3, it can be said that the project is effective measure for rural teachers to make a progress in professionalism development. In addition, the rules and requirements for trainees provides guarantee that rural teachers can participate in training effectively. Generally, the effect of project conforms to the original intention of the project that "provide high-level training in time for rural teachers who have fewer opportunities to participate in training". As the interviewee said that "it is a good training experience for me"(W-5), this project is important and effective measure for rural teachers to guarantee the training rights.

However, in these respects of the structure of the management, the division of responsibilities and trainee' regulations of the project in the D Primary School, it can be asserted that the behavior of trainees is mainly stipulated with the perspective of obligations. There is no specific and clear regulations in the respect of rights for the rural teachers, which is only mentioned in article 5 of the regulations that trainees could put forward suggestions and requirements to a head teacher or director of the Executive Office of the project. Besides, the layered of teachers is not clearly reflected in the training process of the project, despite the fact that there have been some diagnoses for trainees in the second stage, which means that it is hard to meet rural teachers' needs at different stages of professionalism development absolutely. Hence, it is not enough for the guarantee of training rights.

Furthermore, considering the training process of the project and teacher's answers(Z-5, Z-6), which is mentioned that in the process of training activities of learning groups, there are fewer opportunities and separate times for everyone to demonstrate in teaching, so that it is difficult for each trainee to meet the requirements in demonstration lesson and consultation. Meanwhile, regarding the feedback of teacher(w-5), it is possible that insufficient systematic on the training content influence on the effect of training. What's more, according to the answer to the sixth question of interviewees, it is obvious that training opportunities for teachers in rural remote areas are still in a scarce state. In conclusion,there are lots of places what need to improve in this project in the future, and which are also important for the guarantee of training rights.

Last but not least, it can be seen from that the current training content of the project mainly focuses on the practice of teaching. But the teaching environment and conditions of rural teachers, including students' situation and teachers' working conditions that can be known from the answers of teachers (L-4, H-4), are different from the urban teaching environment. Moreover, if the tutors who are from the urban famous schools were unfamiliar with rural educational environment, the training effect of the project is more or less impacted undoubtedly. Therefore, it will be another important issue that how to provide more effective training for Rural Teachers

in the development of this project in the future, and which is also vary significant thing for the guarantee of training rights to improve professional development of rural teachers.

**Notes**

1. Zeng Yi, (2016). History of Teacher Education in China, *The Commercial Press*, p. 430.

2. National Educational Supervision Report 2005 - Balanced Development of Compulsory Education: the Allocation of Public Educational Resources, it is noted that China is in an important transition period of economic and social development, with unbalanced economic and social development in all parts of the country, and prominent contradictions between urban and rural dual structure. So, the gap between urban and rural areas of compulsory education, regions and schools still exists, and some of them are still widening.

3. Li Yi-ning, member of CPPCC National Committee, spoke at the fifth session of the 11th National Committee of CPPCC in March 2012, and he believed that this resulted in the sequelae of the urban-rural dual structure that had lasted for many years in the planned economy era, as well as education in developing countries. The shortage of investment and the lack of timely adjustment in the design of system have gradually made the economic development unbalanced in the East and the West of china ,which accumulate into a gap in the development of education. See You said and I commented: Only when education is balanced, can the countryside have a bright future, *People's Daily*, 2012.03.13.

4. Yu thought that the overburdened of teaching task and insufficient guarantee of training for rural teachers leads to a great discount in the quality of continuing education, which has a series of shortcomings such as fewer opportunities, lower levels and shorter time, "No matter the professional status or improvement in practice of rural teachers, there are facing a lot of difficulties". Yu Hai-jun,(2010), On the Dilemma and Countermeasures of Rural Teachers' Professionalization, *Educational Science Forum*, No. 3.

5. Li believed that the present training of rural teachers of primary school is only offered for a few excellent backbone teachers,but it should be the teachers who

encounter more difficulties in education and teaching needed training most. Whereas most teachers who need further education are not given the corresponding opportunities of training. Moreover, channels of professionalism development about rural teachers of primary school are narrow. Through the poor working conditions of rural teachers of primary school and few available resources for professionalism development, it can be seen that channels that rural teachers can participate in professionalism development are not diversified enough. "At present, the training of rural teachers in our country are three approaches: the training outside the school, school-based training and self-promotion, which are common modes of professionalism development. However, the training outside the school have become a preferential policy. Only a few so-called backbone teachers have the opportunity to participate in it", hence,"the needs of rural teachers can not be met because there is no smooth channel for professionalism development as a guarantee." Li Ying, (2009), Teacher professionalism development in the Perspective of Teachers' Survival Status of the Rural Primary School, *Journal of Bohai University (Philosophy and Social Sciences Edition),* No.6.

6. On March 10, 2015, Ma De-xiu, member of the CPPCC National Committee, at the 3rd plenary meeting of the 12th National Committee of Chinese People's Political Consultative Conference, pointed out that the overall quality of rural teachers in remote and poverty-stricken areas, such as central schools in towns, village primary schools and teaching sites, had declined sharply, and the quality of rural education is worrying. She suggested that strengthening the construction of rural teachers should be regarded as a breakthrough point for the priority development of education.

7. For the protection of privacy rights, the name of school and trainers' names were anonymously handled through the replacement of capital letters in this paper.

8. The notice of Ministry of Finance & Ministry of Education on the Implementation of the National Training Plan for Teachers in Primary and middle School(https://www.moe.gov.cn/srcsite/A10/s7034/201006/t20100630_146071.html, 2020/4/19)

9. In here, the school cites are the extreme small-scale primary schools which usually have a few teachers and about 10 pupils who are belongs to different grades. As the supplement and assistance for the rural schools,the special post was set up for someone who make contract with states to teach in the township schools and school

cites since 2006. In addition,the public-funded normal students as improvement for the quality of rural schools were newly added in this training project in 2018 .

10. It mainly refers to primary schools with small scale and multiple teaching in some remote rural areas. In this type of school, more than a dozen students of different grades are taught by one or two teachers in the same classroom.

11. See The Notice of the Office of the Ministry of Finance & the Office of the Ministry of Education on Implementing the National Training Plan for Teachers in Kindergarten and Primary and Middle Schools in 2016(www.moe.gov.cn/srcsite/A10/s7034/201601/t20160126_228911.html,2020/4/22 ）

12. It be formulated by Shaanxi Education Department and Shaanxi Human Resources and Social Security Department.

13. In here, the layered of teachers means different professionalism development stages about teacher. There are three stages for teacher as follows: novice teacher, qualified teacher and backbone teacher in China, and each stage be called layer;The classification of teachers means different sorts of teachers, there are seven sorts of teacher as categories and levels of schools as follows:kindergarten, primary school, junior and senior high school, secondary vocational school and colleges & universities in china; The subject of teachers means different subjects in schools, such as Maths and Chinese and so on.

14. Taking the subject of Chinese as an example, director of the Executive Office in the D Primary School made a pre-training survey of needs about 30 rural teachers who will participate in this project of the D primary school in October 2018, and found that rural teachers have the awareness of pursuing new knowledge, but their basic skills are not strong enough. As a result, teaching methods tend to be traditional and subjective status of pupils is impacted. At the same time, the modern teaching methods that rural teachers should use have not played their due role. Although rural teachers do not lack the awareness of use in resource , they lack resources and access to resources. There are still some problems in modern educational concepts, especially in Chinese teaching in classroom, teaching of composition,teaching of students' oral communication,teaching of reading and so on,because that they do not

understand the current situation of educational reform, it is necessary for rural teachers need to update their teaching concepts and acquire more specific and effective teaching skills and methods. Therefore, it is urgent to strengthen the practice of rural teachers in self-learning and teaching research, and to improve educational concepts of rural teachers so as to enable them to master the basic skills of education and teaching, enhance their educational and teaching abilities, open their teaching horizons, update their educational concepts. Note: The above came from the interview with the director in the Executive Office of the Project in NTTP of the D Primary School at 4:00 - 4:30 pm, on November 15.

## Chapter Six: Central Guarantee on Sub-project of "Visiting Famous Schools" (Case Study IV)

As it was mentioned in the chapter five, the *law of the people's republic of China on teachers* clearly stipulated the professional status of teachers and rights[1]. However, with the rapid development of China's society, the gap between urban areas and rural areas is gradually widening[2]. Meanwhile, "the long-term unbalanced development of education shows the situation that there is strong eastern and weak western, rich urban areas and weak rural areas"[3]. Affected by this, the professionalism development of rural teachers is limited[4]. The training rights of rural non-backbone teachers in primary schools in remote rural areas of China is difficult to be fully guaranteed[5]. After the reform of NTTP in 2015, as another very important measure for rural non-backbone teachers' training, the training project of visiting famous schools is launched, which provides rural non-backbone teachers especially primary teachers in Midwest remote and poverty-stricken areas with training opportunities in the central and western areas[6].

The chapter five tries to make clear the situation on the guarantee of training rights in the western areas. As another case study on the project of visiting famous schools, this chapter aims to clarify the situation on the guarantee of the training rights for rural non-backbone teachers in the central areas through the investigation on the case of the project in S city's normal university of Henan province[7]. Firstly, the background of the case of this project is introduced, and then the project is investigated in detail by the introduction of organization and management of the case, training curriculum, implementation process of the case. In the next place, the interview as important feedback on the effect of this project is showed. Finally, this chapter gives the evaluation of the guarantee of training rights in the central areas through summary and reflection on the project.

## 1. Background

As it was mentioned in the chapter 5, the project of visiting famous schools has been implemented since 2015, and then focused on that "provide high-level training in time for rural teachers who have fewer opportunities to participate in training " since 2016. Based on this focus, the project put forward the following three work guidelines in 2018:

(1) To further clarify the training emphases. The proportion of rural teachers who are going to the training outside the provinces is not less than one-half. To strengthen the training of teacher who was tuition-free student of normal university and teacher who have an contracts with the nation to support compulsory education in western areas of china, and enhance the effectiveness of their training with post. (2) To strengthen the practical training. The proportion of practical training will be further increase. As effective ways of training,demonstration and observation in the class, field trip, scene experience and internship of on-the-post should be strengthened. (3) To explore more convenient ways of learning. On the basis of the multi-element and diversified mixed training of "concentrated face-to-face teaching, network training, on-site practice and after-training guidance", the training organization are encouraged to develop mobile learning platforms and APPs for rural teachers, so as to help them build an effective learning environment that can be learned at any time and anywhere, and better meet their individual training needs.

In accordance with the above requirements of MOE for the implementation of the project, Henan province has provided high-level training for rural teachers with fewer opportunities to participate in training since the project began to be implemented since 2015. In 2018, considering the actual situation of the province, the project was implemented for rural teachers with fewer opportunities to participate in training in counties of poverty-stricken areas. And the project is carried out by the eight types of training sub-projects according to the training objects as following: teachers in teaching sites, village primary teachers, special post teachers, teachers in rural kindergartens established by newly-built public (civilian), teachers in scarce

subjects (fields), teachers in main subjects, Young Pioneer Counselor, teachers as members of the Party and instructors of family education[8]. And the specific content of the project for rural primary and secondary school teachers is shown as follows:

**Table 25 The plan of implementation about the project of visiting famous schools in Henan province in 2018**

| Training object | Training goal | The number of trainees | Training time | Training contents | Undertaking agency |
|---|---|---|---|---|---|
| Teachers who come from Rural Primary and Secondary Schools, teaching sites and special post. | To further enhance the teaching capacity of subjects, practice skills and school-based training capacity. | The total is 12300, of which 7700 are primary school teachers and 4600 are secondary school teachers. | 15 days | Based on the basic teaching skills of subjects, it adopts the way of " immersion in whole training-process" to conduct training and internship in urban famous primary and secondary schools. | High-quality primary and secondary schools in provincial cities and others provincial cities. |

Sources: The education department of Henan province, (2018); The notice of organizing and

implementing the "National Teachers Training Program" for teachers in kindergarten and primary and secondary schools of Henan province, schedule 4.

Note: This table does not include training for kindergarten teachers.

## 2.   Introduction of the case

As an outstanding representative of this project in Henan province, the S city's normal university has carried out the project since 2015. In 2018, its situation is shown as follows:

### 2.1.   The introduction of the S city's normal university

As a provincial public full-time higher education institution, the S city's normal university was founded in 2000, which is located in the eastern part of Henan province. There are 21 colleges with 72 undergraduate majors in the university. In June 2018, there are more than 400 full-time professors and associate professors, and more than 150 qualified teachers with "double-qualified" qualifications and 7 provincial teaching teams in the university.

### 2.2.   The introduction of the project in S city's normal university

NTTP was implemented by S city's normal university in 2012, and six of the 15 projects organized by the Ministry of Education for the online evaluation of trainees' satisfaction in NTTP were the first places in Henan province. Since the implementation of new sub-projects in 2015, the project of visiting famous schools has become one of the better project representatives in Henan province in two consecutive years. In 2018, the project of visiting famous schools is carried out for two kinds of rural teachers: one is teacher of rural backbone subjects and the other is teacher of rural weak subjects, and its target is 750 rural primary and secondary school teachers who are from rural areas of the province. At the same time, the project is divided into ten training sub-projects according to different subjects and grades to

train teachers in rural primary and secondary schools. Among the sub-projects of these different subjects, the project of visiting famous schools for Chinese teachers in rural primary schools, undertaken by the colleges of humanities of S city's normal university, is representative in the design and implementation of the project.

The specific goals of the project for Chinese teachers of primary schools are as including: 1. grasping the national training policy, correctly understand the teacher training work, improve professional ethics and professional accomplishment; 2. grasping the basic theory of modern teacher training, mastering the general law of teacher training and familiarize with the advanced experience and mode of teacher training; 3. improving the trainers' capacity of development, implementation and evaluation of curriculum, enhancing the level of design, organization and management of training activities and the capacity of training. It is necessary to master the implementation methods and skills of network and school-based research. The training project for Chinese primary school teachers can be designed with full understanding of the needs of the object. The teaching can be implemented. The training project can be evaluated and managed; 4. To master the diagnostic techniques and means of Chinese primary school teachers in terms of professional concepts, professional knowledge and professional capacity , so as to provide effective guidance for their professional development; 5. To master the main links in the process of management of the training project. It can use relevant tools to analyze the main problems in the practice of training management and put forward targeted solutions, formulate specific teacher training projects, develop training courses and organize implementation of the project[9].

Under the above goals of this project in college of humanities of S city's normal university, from December 3 to December 31 of 2018, the college of humanities carried out training activities for 200 Chinese teachers from rural primary schools in southern, eastern and northern areas of Henan province, according to the scale of 100 teachers in two periods and 50 teachers as the training class of each periods. Considering that it is limited by time and actual conditions for the investigation, this study randomly selected the training activities of the second class

of the second period as the object to investigate the specific guarantee of this project. The specific situation of the participating teachers is showed as table 26:

**Table 26 Sources of rural teachers participating in the project of visiting famous schools in college of humanities of S city's normal university**

| Undertaking agency | Class No. | Zhen Zhou city | Sanmen xia city | Puyan city | Yongcheng city | Total |
|---|---|---|---|---|---|---|
| The college of Humanities of S city's normal university | The second class of No.2 in Chinese of primary school | 19 | 11 | 7 | 13 | 50 |

Source: The list of trainees participated in the project of visiting famous schools for rural teachers in S city's normal university of Hennan province of NTTP (2018).

Note: In this table, 19 trainees are from 13 counties and districts under the jurisdiction of Zhengzhou City, including 2 people of Xinmi City, 2 people of Zhongmou County, 2 people of Zhongyuan District, 1 people of Shangjie District, 1 people of Economic Development district, 2 people of Xinzheng City, 2 people of Xingyang City, 1 people of Zhengdong New District, 1 people of Airport District, 2 people of Erqi District, 1 people of Guancheng Hui District, 1 people of Huiji District and High-tech District respectively; 11 trainees are from seven counties and districts under the jurisdiction of Sanmenxia City, including 1 people of demonstration area, two Lingbao City, 1 people of Lushi County, 1 people of Yima City, 1 people of Economic Development Zone, 1 people of Hubin District, 2 people of Shaanzhou District and Mianchi County respectively; 7 trainees are from six counties and districts under the jurisdiction of Puyang City, including 1 people of Fan County, 1 people of Hualong District, 2 people of Puyang County, 1 people of Qingfeng County, 1 people of Taiqian

County, and 2 people of Nanle County; 13 trainees from 13 townships under the jurisdiction of Yongcheng City, including 1 people of Luanhu town, 1 people of Lizhai town, 1 people of Ma Mu town, 1 people of Youyang town, 1 people of Peiqiao twon, 1 people of Shishili town, 1 people of Chen Guanzhuang town, 1 people of Chengguan town, 1 people of Chengxiang town, 1 people of Shuangqiao town, 1 people of Xinqiao town, 1 people of Wolong town and Longgang town respectively.

## 3.   Organization and management of the project

According to the Notice on Implementing NTTP of 2018－The training Project for Teachers of Rural Primary and Secondary Schools and Kindergartens in Henan Province, there are the requirements for the training expert team, which requires training unites should establish a well-structured training expert team. And in the trainer team, in principle, the chief expert should possess senior professional and technical title and be familiar with relevant subjects. Meanwhile, in principle, the proportion of the number of provincial and extraterritorial experts in the trainer team is no less than 20%, and the proportion of the number of faculty members and first-line excellent teachers is no less than 60%. And then, the college of humanities of S city's normal university establishes a trainer team to carry out the train activities for Chinese primary school teachers as trainees who are organized by the training group, which is showed as following.

### 3.1.   The organization of the project

The project is consisted by two organizations that are trainer team and trainee group. And as the first organization, the trainer team is consisted by two parts, one is a tutor team headed by chief experts, the other is a expert team of public course and it is composed by experts from both inside and outside the province and famous teachers of front-line teaching posts. In the trainer team of 16 people, the chief expert is responsible for the organization and implementation of the training work. And the

specific professional situation of the trainer team is as follows:

**Table 27 Professional level of trainers team in college of humanities of S city's normal university**

**Part I Statistics of professional situation of the tutor team**

| Subject | Professional title | Number | Remarks |
|---|---|---|---|
| Chinese of primary school | Professor | 5 | One person is chief expert |
| | Associate professor | 1 | Head teacher in subject |
| Total | | 6 | |

**Part II Statistics of professional situation of expert team in public courses**

| Subject | Professional title | Number | Remarks |
|---|---|---|---|
| Chinese of primary school | Provincial Special-grade Teacher | 6 | All teacher are from front-line teacher in other provinces |
| | Senior Teacher | 1 | S city's researcher |
| | Senior Teacher | 2 | One people is front-line teacher in province |
| | Professor | 1 | Who came from university in other province |
| Total | 10 | | |

Source: Created by the author based on on-site data collection.

Notes: There are 16 experts and tutors in the whole trainer team in this table, of which 6 are both experts and tutors. In addition, because the teachers from the teaching practice base are not members of the trainer team, they are not included in this table.

As the second organization, the trainees are organized by the trainee groups. Based on the principle of organization for teachers to participate in the training activities freely, it has formed six teaching and research groups, each consisting of 6 - 10 members. And each group elects one member as the head of the teaching and research group. At the same time, each group is guided by a member of the expert tutor team according to the tutorial system, which means that the trainees are divided

into several study groups, and the tutors lead the group members to carry out learning activities. And this forms the basic organizational framework of the project as showed in the following figure:
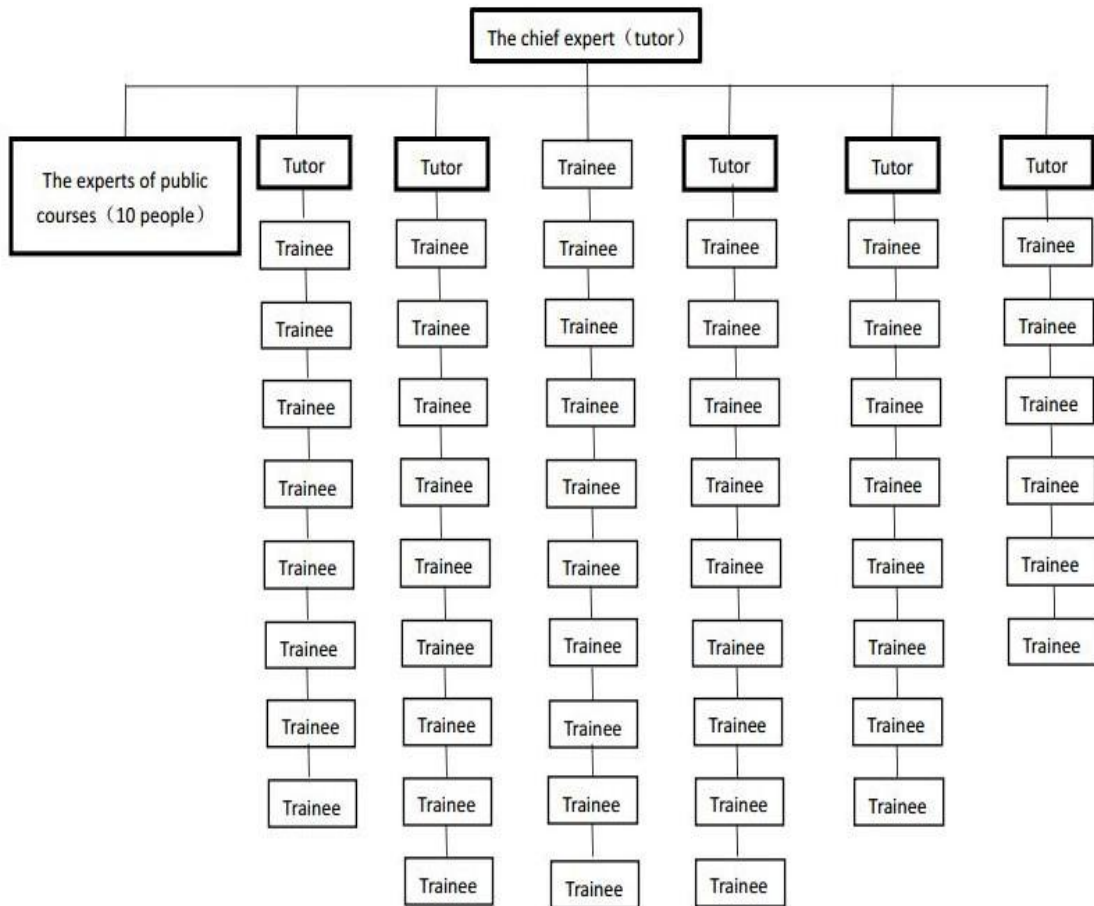


**Figure 14 Structure of training organizations in the project of visiting famous schools in college of humanities of S city's normal university**
Source: Created by the author based on on-site data collection.

In figure 14, the tutor's duties and requirements include: (1) participating in the course of ice-breaking activities; (2) guiding the trainees' teaching practice; (3) collecting and reviewing the trainees' learning experience, reflection and other assignments and regularly recommending them to the head teacher of daily life for the report; (4) supervising and guiding the writing and editor of the trainees' homework for material summary and collation; (5) tutors collectively participate in the

organization of on-site teaching activities, which is no less than two times during the time of the whole training project. And on-site guidance for trainees should not be less than four times during the whole process of training activities from establishment to the conclusion of project .

At the same time, the requirements for trainees' study and assessment include: (1) be familiar with project implementation and trainees' rules, and clear out the learning content and learning tasks; (2) compliance with attendance system, and trainees should attend training in 10 minutes earlier and don't leave early. It is not allowed to absent from class without reason, if there are special reasons, it is necessary to perform leave formalities; (3) Obey discipline of the classroom, trainees are not allowed to enter and leave the classroom or answer the phone at will; (4) the trainees should actively study and participate in classroom interaction, seminars and other practical courses. Meanwhile, they should complete daily record of attendance and training logs, truthfully fill in training evaluation, and conscientiously complete all assignments.

In addition, there are requirements about trainees' assessment according to the comprehensive performance, assessment of professional course, teaching and training capacity assessment, in which the comprehensive performance assessment occupy with 20% of the total score, that included the attendance and learning attitude and so on. And the assessment of professional course is 40% that included trainees' notes, communication and interaction, teaching seminars, group activities, reflection on homework and training logs, etc. Teaching and training capacity assessment occupy with 40% that included the training summary and research results.

## 3.2. The management of the project

The training management of the project is administered by the further- education college of the S city's normal university,as the organization of the university's adult education, which is responsible for the establishment of the office of National Training Project to manage the training activities of the project of visiting famous schools in the colleges. Under the management of this office, groups of sub-projects

are set up according to the training of different subjects. Among them, the college of humanities is in charge of training for Chinese teachers in rural primary school through the establishment of a team to carry out specific management, such as organization and implementation of this training project. And Its basic structure of management is showed in the figure 15:
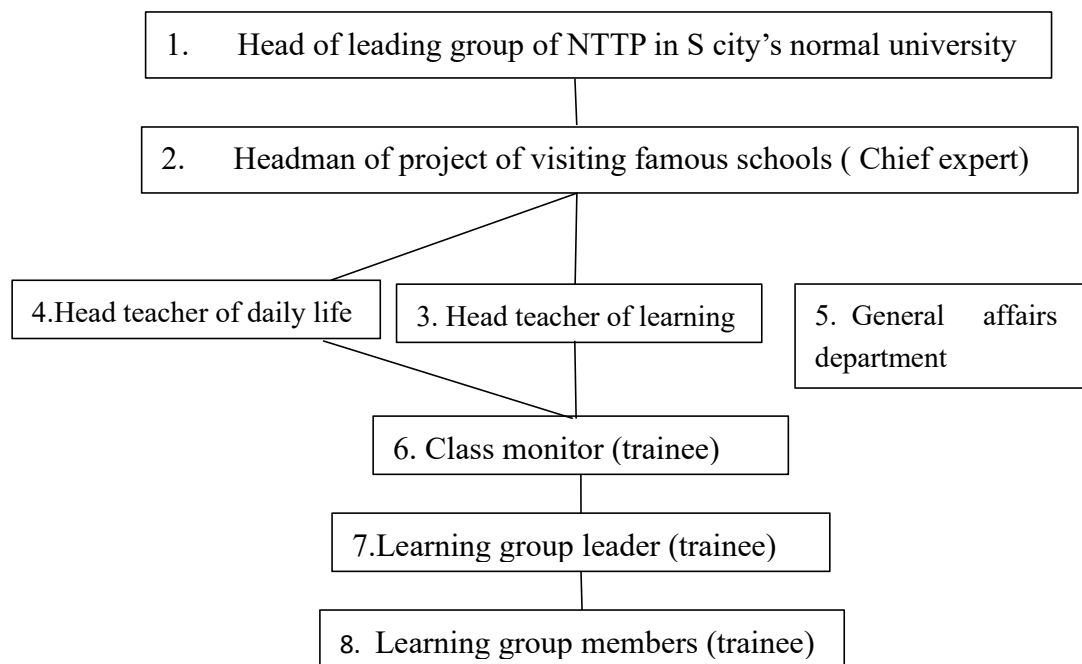


**Figure 15 Management structure of the project of visiting famous schools in college of humanities of S city's normal university**

Source: Created by the author based on on-site data collection.

Note: There are 5 teaching staff, 2 living class teachers, 1 teaching class teacher, and 6 - 10 teaching and research groups under their jurisdiction.

In this structure of management, the division of responsibilities among the members of the project is shown as follows:

**Table 28 The division of responsibilities about members of the project**

| No. | Identity | The division of responsibilities | Remarks |
|---|---|---|---|
| 01 | Head of leading Group | 1, Overall planning and coordination of the declaration and implementation of NTTP | |
| | | 2, External liaison and communication | |
| | | 3, Reception of External Experts, etc. | |
| | | 4, Holding various types of seminars and research meetings, listen to the opinions of experts and trainees on the implementation of the project, and timely inform related implemented departments to make adjustments. | |
| | | 5, Supervise and inspect teachers' classes and various practical activities, management of class teachers, attendance of students and compilation of briefings. | |
| | | 6, Being responsible for the evaluation of subject headmasters, life headmasters and tutors in project group. | |
| | | 7, Preparations for project acceptance. | |
| | | 8, Assist the media in the propaganda of national training. | |
| 02 | Headman of the project | 1, Organizing and presiding over the overall work of the project. | The chief expert as dean of teaching who is in charge of College |
| | | 2, Being responsible for the formation of project management team. | |
| | | 3, Being responsible for project budget, expenditure and final accounts. | |
| | | 4, To be responsible for teaching, student management and follow-up guidance in the | |

| | | implementation of the project; to arrange the work of life, subject and tutor as a whole; to organize regular seminars. | |
|---|---|---|---|
| | | 5, Being responsible for guiding the project team to do a good job in project closure and evaluation of various materials. | |
| 03 | Head teacher of learning | 1, Assisting chief experts in project for investigation and declaration work. | Part-time tutor |
| | | 2, Being responsible for the contact, selection and reception of experts inside and outside the school, submitting the list of experts to the office of NTTP, and establishing the experts' repository. | |
| | | 3, Being responsible for the development and implementation of plan. | |
| | | 4, Being responsible for compiling learner's manual and admission notice. | |
| | | 5, Design, collation and reporting of courses' resources such as teaching experts' courseware. | |
| | | 6, Write self-evaluation report of project performance appraisal in time. | |
| | | 7, Being responsible for the issuance, collection and statistics of various questionnaires which should be analyzed, collated and filed. | |
| 04 | Head teacher of daily life | 1, Being responsible for student status management, assessment, award selection, daily management, etc. | |
| | | 2, Establish and improve class organization and take charge of attendance. | |
| | | 3, Being responsible for trainees' life affairs and | |

| | | other services. | |
|---|---|---|---|
| | | 4, Being responsible for collecting and sorting out all kinds of data related to trainees' training. | |
| | | 5, Being responsible for the establishment of class network | |
| | | 6, Organize trainees to carry out various activities such as sports and culture. | |
| | | 7, Being responsible for news writing, briefing editing, etc. | |
| 05 | General affairs department | 1, Being responsible for training spaces and trainees' accommodation arrangement. | |
| | | 2, Inspection and maintenance of classroom facilities. | |
| 06 | Class monitor | 1, Being responsible for the life and study of trainees in the classroom. | |
| | | 2, Assisting project team and head teacher in class management. | |
| 07 | Learning group leader | 1, Being responsible for organizing group learning. | |
| | | 2, Feedback on team members' requests, coordinate and communicate with experts in time. | |
| 08 | Learning group members | Complete the learning task in accordance with the National Teacher Training Program | |

Source: Created by the author based on on-site data collection.

In addition, the office of NTTP in S city's normal university stipulates the following management rules for trainees: (1) obeying the unified management of the leading group and the class monitor; (2) taking good care of personal belongings, protect public property and consciously maintain the environmental hygiene of the classroom and room; (3) If the trainee feel ill or have other difficulties, he or she can

contact the head teacher or the staff of the management of project in time; (4) trainee's leave should be implemented in accordance with the system of cancellation of leave, which will be recorded in the records of their training files.

## 4.  Training curriculum and processes of the project

### 4.1.  Training curriculum of the project

According to the newly revised "Guiding Standards of Training Curriculum for Teachers of Kindergarten and Primary and Secondary Schools" issued by the Ministry of Education of China in 2018, it is necessary to strengthen the design of training courses, which are based on the layered, classified and subjects of differ kinds of teachers and the diagnosis of rural teachers' capacity to conduct training activities with distinct themes. Secondly,with a view to connecting on reform of teaching in basic education and the textbooks, the training content with strong pertinence should be set up. Thirdly, it should optimize the structure of a training curriculum to strengthen teaching in practice and trainee' participation, so as to ensure that the proportion of practical course is not less than 50%.

Based on the rigid requirements of the above-mentioned curriculum and needs of rural teachers' professional development. In 2018, the project of S city's normal university set up the training theme to improve the teaching capacity of rural teachers, and focus on the improvement of teaching through a variety of learning activities, such as the lectures of teaching and education in Chinese subjects, the study of local cultural resources, and visiting of other famous primary schools in the province and the others provinces, which is showed specifically as follows:

**Table 29 Curriculum about the project of visiting famous school in college of humanities of S city's normal university in 2018 (Chinese Subject)**

| Time | Curriculum & content | Training method | Training hour | Professional category |
|------|---------------------|-----------------|---------------|----------------------|
| 12.18, a.m | Opening ceremony（8:30—9:00） | Public | 1 | |
| | Interpretation of training plan in Chinese subject（9:10—12:00） | Collective learning | 3 | Concept |
| 12.18, p.m | Communicated activities for trainees | Collective participation | 4 | Ability |
| 12.19, a.m | Expert Lectures: The discussion on effective teaching from the highlights of Chinese Curriculum Standards | Collective class | 4 | Knowledge |
| 12.19, p.m | Topics of local Chinese courses | Collective class | 4 | Knowledge |
| 12.20, a.m | Special report on teaching and research of practice in Shiyan Primary School | Collective learning & Answering questions | 4 | Knowledge |
| 12.20, p.m | Expert lectures: NTTP helps the professional development of rural teachers | Collective learning & Answering questions | 4 | Concept |
| 12.21, a.m | Expert Lectures: The significance between teachers' musical literacy and Teaching | Collective learning & answering questions | 4 | Knowledge |

| 12.21, p.m | The Observation course of the fourth grade in primary school | Collective visiting | 2 | Ability |
|---|---|---|---|---|
| | Expert Lectures: Creating a wonderful life with classics | Collective learning | 2 | Knowledge |
| 12.22, a.m | Expert Lectures: Take the soul on the road, and take the snail for a walk | Collective learning & Answering questions | 4 | Knowledge |
| 12.22, p.m | Expert Lectures: Breaking the barrier of Chinese teaching | Collective learning | 4 | Knowledge |
| | Regional sharing and discussion on writing of teaching experiences | | | |
| 12.23, a.m | Thematic Report : Practice of Chinese teaching in primary Schools | Collective learning | 4 | Ability |
| 12.23, p.m | Thematic Report : Reform of writing teaching in and out of Class in primary School | Collective learning | 4 | Ability |
| 12.24, a.m | Thematic Report: Research on the strategy of teaching design of writing in primary school | Collective learning | 2 | Ability |
| 12.24, p.m | Thematic Report: The observation course and teaching on practice and research of painting textbook | Collective learning | 4 | Ability |
| | The study of Chinese mini-course （18:30—21:30） | | | |
| 12.25, a.m | Expert Lectures: Introduction of Chinese mini-course | Collective learning | 4 | Knowledge |
| 12.25, | Consolidation and operation of | Collective | 4 | Ability |

| | | | | |
|---|---|---|---|---|
| p.m | Chinese mini-course | learning | | |
| | Thematic report : Production of Chinese mini-course | | | |
| 12.26, a.m | The reading track of teachers professional development | Collective learning | 4 | Knowledge |
| 12.26, p.m | Construction and practice of poetry course in Primary Schools | Collective learning | 4 | Ability |
| 12.27, a.m | Thematic Report : The discussion on three problems in writing teaching | Collective learning | 4 | Ability |
| 12.27, p.m | The sharing in art of writing teaching and design | Collective learning | 4 | Ability |
| 12.28, a.m | Diagnosis and maintenance of mental health | Collective learning | 4 | Knowledge |
| 12.28, p.m | The investigation of local Chinese course resources | Collective investigation | 4 | Knowledge |
| 12.29, a.m | The interpretation and design on textbook based on unites' integration | Collective learning | 4 | Ability |
| 12.29, p.m | The lyric art of plaintive Ci in Song dynasty | Collective learning | 4 | Knowledge |
| 12.30, a.m | The demonstration and comments on individualized instructional design | Public discussion | 4 | Ability |
| 12.30, p.m | Regional sharing meeting of NTTP | Seminar | 4 | Ability |

Source: Created by the author based on on-site data collection.

Notes: 1. The curriculum is based on the curriculum standards of NTTP, of which 81% are

175

practical course; 2. Daily class time: AM 08:30-11:30; PM 14:00-17:30; 3. The training of this project lasts for 15 days. And on December 17$^{th}$, it is the registration and accommodation for the trainees. There is planning for teachers' professional development and follow-up work arrangements in the morning, and there is the graduation ceremony and farewell party in the afternoon on December 31$^{th}$.

## 4.2. Training process of the project

According to the three dimensions of professional concepts, professional knowledge and professional capacity, the training process is focused on the Chinese curriculum and teaching capacity, and implemented by the form of expert's lectures and reports to conduct three parts of the training activities, which is shown as the follows:

In the first part, it aims at the problem of unclear understanding of the concept and lack of effective guidance for rural teachers' professional development, the tutor team guides trainees to figure out the concept of teachers professional development. And experts teach the theory of teachers professional development to the trainees through public lectures, and dialogue with trainers.

In the second part, it aims at the problems existing in the education and teaching of Chinese subject for rural teachers,which mainly focus on rural teachers' Chinese literacy, knowledge and teaching skills. In this part, it mainly includes three steps.

①The first step is the training of Chinese literacy. With the expert's lectures and reports, the expert team of public course explains to the trainees how to improve the quality of Chinese course through learning in related fields so as to improve the professional quality of rural teachers.

② The second step is the training of knowledge and teaching skills of Chinese. In the way of lectures, experts of public course, they are from inside and outside the province, explain to the trainees how to effectively improve the level of the teaching design and writing capacity in Chinese course so as to improve the teaching capacity of rural teachers in classroom. In addition, in view of the problems existing in the production of Chinese courseware for rural teachers, experts of public

course have trained participating teachers to master the skill of mini-course production, so as to improve rural teachers' capacity to use information technology in Chinese teaching.

③The third step is the demonstrated activities in classroom. Through the study of the literacy, knowledge and skills of the Chinese subject, according to the requirements of the expert team, each the teaching and research group conduct the teaching design and exercise activities with a certain topic of Chinese teaching, and finally give everyone a mini-demonstration course.

In the third part, considering the situation that rural teachers are limited to the closed teaching environment, and they have less opportunities to contact with advanced ideas and technologies of education and teaching, it is necessary to make full use of the advantages of urban educational resources, so that the rural teachers can inspect and visit provincial primary schools to understand the characteristics of school education, and broaden their horizons. At the same time, through visiting the local cultural places, the trainees can understand and learn how to carry out the local activities for Chinese teaching.

## 5. Interview with visitors

In order to clarify the implementation of the project on the guarantee of rural teachers' training rights, it was carried out to interview with the rural teachers who participated in this training project after the end of the training. In this interview, considering the priority and importance of teacher's age in teacher's professional development and the limitation of field research conditions and the will of trainees, two teachers were randomly selected as the interviewees based on the teaching experiences of the trainees. The content of the interview is divided into two parts. In the first part, two teacher as interviewees were randomly selected to participate in interviews so as to understand the overall effect of this project. One interviewee is young teacher Z with 2 years of teaching experiences, which could reflect the effect of this project for

young teachers' professional development. The other interviewee is old teacher G with 25 years of teaching experiences, which could reflect the effect of this project for old teachers' professional development.

The second part is the outline of the interview. In this part, the purpose of outline is to investigate the guarantee of training rights through making clear the situation of professionalism development about rural teachers who are participating in the project by the questions from six aspects: trainee' environment of professionalism development in the rural school, the obtainment of the opportunities to participate in the project, the intent that rural teachers take part in this project on the professionalism development, the effect of this project on the professionalism development with the reflection of rural teachers, trainees' evaluation in the implementation of this project and the suggestion of the teachers participating in this project. Based on the above, there are six questions for the interviewees(see the following records).

Based on the above, the specific interview on teacher Z is shown as follows:

①Please introduce the situation about teachers of your school.

Teacher Zhao (hereinafter referred to as the Z): In my school, there are many teachers and students in our school. As a rural school, there are about 1000 students in our school, twenty or thirty full-time teachers and a dozen are substitute teachers who are form the village, in which the majority is female teachers, and the rest is five or six male teachers who are mainly responsible for the work of the leadership or rear-service.

As regards the teaching and research activities in my school, to be honest, I feel there is lack of real teaching and research, taking me as an example, as teacher who have just been in the school for one or two years, I really want to study because the older teachers are almost retired in my school, but there is almost no chance in one year. And I participated in the training on the internet for the first year, which conducted training activities as "mutual reinforcement plan" on cctalk in the internet, that is, I studied for one year. After studying for a year, I participated in this national training program in the second year.

②How did you get the qualification of this project?

Z: I have been working for two years since in September 2017. In my first year as a primary teacher, I won a prize due to my work hard. Meanwhile, I continued to my online study, and got a school-level award of teacher capacity. And then the headmaster thought that I was a teacher who loved to learn and should be sent to go out for study more, thus, he gave me the opportunity to go out to participate in this project.

③What are your expectations for your professionalism development before participating in this project?

Z: I am the leader of Chinese teaching and research group in my school. Thus, I wanted to make some progress in Chinese teaching and research and learn some things, because in our school's teaching and research activities, well, usually the teaching depend on the teacher himself, and no one could listened to the lessons and gave some guidance. Occasionally, other teachers in school could listen to the lessons, but the guidance effect was not very good. At the same time, the curriculum has no characteristics, I think a school must have its own characteristics in curriculum, so that I just want to make some changes in teaching and research and improve ourselves together with all teachers in my school, after all, it's not enough to rely on your own strength to improve teaching, which is up to your team, I feel.

④After attending this training, what do you have the professional gains?

Z: After attending this training, I have some ideas. I want to go back and lead the teachers in the lower grade to carry out some researches on a picture book course in our school every week because Chinese teachers have more than 20 classes in one week. And then in the higher grade, I want to pay more attention to the course of writing and composition. Meanwhile, let our teachers search more materials related to Chinese and conduct more studying activities together. That's all.

⑤What do you think about this project?

Z: When I went to study, I felt very confident and learned very well. I felt that the process was very good. However, after I finished my study, there was no further guidance for me, that is very important I felt. For example, after trainees

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finished their study, what's the idea of each teacher? How does he think? How does he implement his idea, and trainer can ask trainees to write and say, and then the training institution can further follow up trainees to see how they are doing, because there is difference between the thought and practice. You know, people are not very conscious and self-discipline, and then if they could give some further guidance, people may do better.

⑥What suggestions you have for this project?

Z: I feel that it is fewer opportunity for one or two rural teachers who can go out to participate in this project once a year. If it really wants rural teachers to grow up in their profession, I think it must have more training activities so that more teachers could participate in this project. Moreover, I think that the good teachers can go to the rural schools for rural teachers, it is not necessarily let everyone go out for training, for example, good teachers can go there and here for training by the way of lectures, so Chinese teachers can take one day or two to listen to their course. In other words, let the teachers move for a while, and then other teachers can listen to the good lectures, that is, taking mobility for rural teachers' training. And more teachers can benefit with this way, I think.

The other interviewee, teacher G gives her answers as following:

①Please introduce the situation about teachers of your school.

Teacher Guo (hereinafter referred to as the W): As a whole, our school has more young teachers, especially in these two years, the number of young teachers who are undergraduates becomes a lot. In our school, there are just 15 or 16 teachers in which six or seven teachers are the higher teacher at the primary and secondary school. And the age of teacher is that the biggest one is more than 50 years old, and the average age of teachers in my school is more than 30 years old. Well, there are more teachers between 30 and 40 years. Our school's teaching and research activities are basically carried out every half a month. Generally speaking, we take each teaching and research group as the unit for teaching and research because the scale of our school is small and all of classes are parallel classes as one grade is a single class. Meanwhile, there are many things in our school, thus, teaching and research activities

are carried out every two weeks. Well, this is the basic situation on teaching and research activity in my school.

②How did you get the qualification of this project?

G: Generally, I get this qualification due to my very rich experience with a long time in the front line of teaching. Relatively speaking, although there are many young teachers in our school, they are not familiar with teaching. And I want to go out for further studying. Thus, the school master gave me this opportunity to go out and have a look and study with advanced experts, and hoped me to guide these young teachers in the school after this training.

③What are your expectations for your professionalism development before participating in this project?

G: One is that I want to go out and communicate with other teachers and acquire the knowledge of the development of educational frontier, because my school is small. It was also very good for me to communicate with teachers who are from different places together.

④After attending this training, what do you have the professional gains?

G: It is really big gain for me, which included the method of reading this time, especially some methods have been advocated in recent years, such as reading aloud I have asked for. And I found each teacher had some different method in reading and teaching when I went to listen. You know, it is a little weak for me to do in reading and writing in this respect. So I think this training is very good, and it can understand some of the rural teachers' needs. In addition, this is good for me to get some information-based training with the arrangement of a good course.

⑤What do you think about this project?

G: On the whole, I think this training is very good. The time of this project is very tense, even if there arranged some courses when we arrived the training place at night.

⑥What suggestions you have for this project?

G: I just think it is good. However, I think that we should participate in more practice training in this project, because we learned a lot all the time in theory, which

included some of the lectures with all theoretical things, thus it should let us go into school and do more practice in teaching, which is better. We want to learn more about the actual method on the process of teaching, for example, how to do these theoretical things in the classroom that I hope should give more importance in the future.

**6.   Summary and reflection**

Based on the investigation of the above projects in the college of humanities of S city's normal university, some points can be summarized. First of all, according to the statistics of the teachers participating in this project in S city's normal university and the answers (Z-1,G-1) in the interview of two teachers participating in this project, we can find that the rural teachers really lack the opportunity to go out to participate in the training, and this project provides an opportunity. At the same time, it can be showed that the composition of the trainer team of the project, the teachers of university and front-line teachers selected by the project are experts from inside and outside the province, which provides a guarantee for promoting the professional development of rural teachers. In addition, in order to meet and improve rural teachers' teaching capacity in classroom, and provide teaching skills to solve urgent problems in rural teachers' professional development, the project is carried out by the implementation of training courses, tutorial system and other training methods. Thus, considering the above and answers of interviewees (Z-2,G-2; Z-3,G-3), it can be concluded that the project plays an active and important role in promoting the professional development of rural teachers. At the same time, these measures, such as the rules for trainees, the assessment requirements for learning and homework formulated in the management activities, provide a guarantee for participating teachers to have active and effective training activities. Therefore, we can say that the project in S city's normal university conforms to the original intention of the project, that is, "provide high-level training in time for rural teachers who have fewer opportunities to participate in training". Generally speaking, it is not only one of the

necessary and important measures to guarantee the training rights of rural teachers, but also beneficial to promote the professional development of rural teachers, as supported by answer of interviewees(Z-4, G-4).

However, according to the investigation on the management structure, duty arrangement and participant regulations of the project in the college of humanities of S city's normal university, it is obvious that the behavior of the trainees is stipulated from the perspective of the obligation of the training rights, and the regulations are relatively simple, thus, it is inadequate for the guarantee of the training rights for the trainees in the training activities. Although in the third article of the rules, teachers' opinions on training management can be reflected to the head teacher or member of leading group, it is not enough to guarantee the implementation of teachers' training rights in the training process.

Meanwhile, consideration with the training curriculum, the training process and answer of interviewee(G-6), it is easy to find that lectures and reports are the main contents and forms of training. This ensures that trainees can get sufficient theoretical knowledge in subjects, which is help to improve and strengthen their professional literacy. But, because of this training form mainly adopt the traditional training mode with the theoretical characteristic, there are fewer practical activities in the real classroom except only two times of visits and inspection activities(see the curriculum). Therefore, perhaps it affects the further professional development of rural teachers, which is a problem for the better guarantee of teachers' training rights. At the same time, considering the teacher's feedback(Z-5) that lack of further guidance after the training, the effect of training can not fully meet the needs of trainees' professional development, which leads to the difficulty of timely realization of teachers' training rights in the specific training activities.

Furthermore, taking into accounts that the results of the teacher's answer(Z-6), the training opportunities for rural teachers are still in a scarce state. Thus, it is not only necessary to continuously guarantee the right of teachers' training with providing more training opportunities, but also necessary to further give more ways to ensure every rural teacher can get better quality of training, so as to promote

greater progress in the professional development of rural teachers.

In addition, it reveals that the current training content mainly stays in the training of education and teaching in related subjects through answers of interviewees(Z-6,G-6), as Z said that "I think that we should participate in more practice training in this project"(G-6). Meanwhile, training activities are mainly carried out in urban colleges and universities, which makes the training of rural teachers far away from their real environment, so that trainees only stay in a strange and passive acceptance state. Thus, how ensure this project can play a more effective role is to be further study. At the same time, because of the lack of rural education background and experience, experts as trainers are not familiar with the situation of rural education, and how deeply meet the needs of rural teachers' professional development and solve their problems is still a issue that needs to be further studied.

**Notes**

1. Zeng Yi,(2016). History of Teacher Education in China, *The Commercial Press*, p. 430.

2. National Educational Supervision Report 2005 - Balanced Development of Compulsory Education: the Allocation of Public Educational Resources, it is noted that China is in an important transition period of economic and social development, with unbalanced economic and social development in all parts of the country, and prominent contradictions between urban and rural dual structure. So, the gap between urban and rural areas of compulsory education, regions and schools still exists, and some of them are still widening.

3. Li Yi-ning, member of CPPCC National Committee, spoke at the fifth session of the 11th National Committee of CPPCC in March 2012, and he believed that this resulted in the sequelae of the urban-rural dual structure that had lasted for many years in the planned economy era, as well as education in developing countries. The shortage of investment and the lack of timely adjustment in the design of system have gradually made the economic development unbalanced in the East and the West of china ,which accumulate into a gap in the development of education. See You said and I commented: Only when education is balanced, can the countryside have a bright

future, *People's Daily*, 2012.03.13.

4. Yu thought that the overburdened of teaching task and insufficient guarantee of training for rural teachers leads to a great discount in the quality of continuing education, which has a series of shortcomings such as fewer opportunities, lower levels and shorter time, "No matter the professional status or improvement in practice of rural teachers, there are facing a lot of difficulties". Yu Hai-jun,(2010), On the Dilemma and Countermeasures of Rural Teachers' Professionalization, *Educational Science Forum*, No. 3.

5. Li believed that the current training of rural teachers of primary school is only offered for a few excellent backbone teachers,but it should be the teachers who encounter more difficulties in education and teaching needed training most. Whereas most teachers who need further education are not given the corresponding opportunities of training. Moreover, channels of professionalism development about rural teachers of primary school are narrow. Through the poor working conditions of rural teachers of primary school and few available resources for professionalism development, it can be seen that channels that rural teachers can participate in professionalism development are not diversified enough. "At present, the training of rural teachers in our country are three approaches: the training outside the school, school-based training and self-promotion, which are common modes of professionalism development. However, the training outside the school have become a preferential policy. Only a few so-called backbone teachers have the opportunity to participate in it", hence,"the needs of rural teachers can not be met because there is no smooth channel for professionalism development as a guarantee." Li Ying, (2009), Teacher professionalism development in the Perspective of Teachers' Survival Status of the Rural Primary School, *Journal of Bohai University (Philosophy and Social Sciences Edition),* No.6.

6. According to the purpose of this sub-project that mainly provides training opportunities for these rural teachers who have no or fewer training opportunity to go out for training, it firstly provides training opportunity for rural primary teachers as rural non-backbone teachers in villages so as to promote their professional development. See "The Notice of the Office of the Ministry of Finance & the Office of the Ministry of Education on Implementing the National Training Plan for Teachers in Kindergarten and Primary and middle Schools in 2015(www.

moe.gov.cn/srcsite/A10/s7034/201504/t20150409_189420.html, 2020/4/22).

7. For the protection of privacy rights, the name of university and trainers' names were anonymously handled through the replacement of capital letters in this paper.

8. The education department of Henan province, (2018). The notice of organizing and implementing the "National Teachers Training Program" for teachers in kindergarten and primary and secondary schools of Henan province. Retrieved from www.haedu.gov.cn/2018/09/17/1537173669608.html, 2020/4/22.

9. The training manual of the project of visiting famous schools for rural Chinese teachers in primary school in S city's normal university of Henan province in 2018.

# Conclusion

This study has illuminated the basic situation on guarantee of the training rights of rural teachers in China by investigating and analyzing an array of the factors of *Training Condition Guarantee* of TTMP and four cases of two sub-projects currently implemented for the rural non-backbone teachers in the Midwest areas. This section summarizes the findings and concludes the study with a brief implication on this guarantee of rural teachers' training rights in the future.

## 1.  Findings and significance

*General situation on guarantee*

Through both investigation of TTMP and analysis of an array of factors of training condition guarantee, the study has identified several stages on the guarantee of since implementation of TTMP. Concerning the meaning of changes on TTMP for the guarantee of training rights (Research Question 2), it has been shown that before the reform in 2015, TTMP has covered all regions of Midwest rural areas through the implementation of three sub-projects. And a bigger gap between backbone teachers and non-backbone teachers was found in training timing and the quality of training. Therefore, the popularization of guarantee is general situation in this period. After the reform, it was found that with the implementation of five sub-projects, the gap in training timing between backbone teachers and non-backbone teachers was decreased while the improvement on quality of training, e.g., the internal and external links between rural teachers' groups have become stronger. Therefore, the promotion of guarantee is general situation after the reform. From the above-results, it detects that the situation on guarantee of rural teachers' training rights has experienced a changed process from popularization to improvement since the implementation of this project. Generally, this national project as effective measures provided by the government ensure the realization of teachers' training rights.

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*Training opportunities and approaches and contents*

With respect to the changes on opportunities with the investigation and analysis of an array of factors of TTMP (Research Question 1), it has been illuminated that rural teachers not only have adequate guarantee on training opportunities compared with inadequate opportunities before the implementation of TTMP, but also have balanced guarantee by comparison of training times and hours between backbone teachers and non-backbone teachers before and after the reform. Meanwhile, through investigation and analysis of changes on three factors of project styles, i.e., correlation, trainers and management, the results showed that the guarantee on training approaches have been strengthened and improved with the reform of TTMP.

At the present opportunities and approaches and contents for non-backbone teachers(Research Question 3), the interviews and these factors of cases of two sub-projects have been investigated and analyzed to the guarantee of their training rights. The results indicated that although training opportunities have been guaranteed for the non-backbone teachers, such a high level of training activities was expected to further add on training times and hours based on the feedback of interviews. There was obvious effect on the guarantee with stronger organization and management of these sub-projects, but teachers' training guarantee was restricted due to some lacks in training implementation. The lacks included the management rules on fair participation in teaching activities and trainers' effective capacity in learning organization. While there was an emphasis on development of rural teachers' teaching skills in the policy of TTMP, rural teachers' utilization of the training contents is limited, because of the incompatibility between rural teachers' different professional development needs and training curriculum and process supplied by the government. The incompatibility included that training places divorced from the teaching environment of rural teachers, and training courses or contents was difficult to adapt with rural education and the long-term development for rural teachers, with the insufficient capacity of trainers in the training process. Generally, the above suggests that these sub-projects providing direct short-term training guarantee, and have only a limited effect on the long-term training guarantee .

Based on the above results, it indicates that the implementation of training project not only focus on the fair distribution of opportunities but also pay attention to the utility of approaches and compatible content, so as to avoid the gap resulted by unbalanced practice on an array factors of project conditions. Generally, from the perspective of guarantee of training rights, it should properly handle the relationship in each part of training conditions guarantee between fairness and effectiveness.

*Further needs of guarantee*

With respect to the further guarantee (Research Question 4), the study has illuminated the results of guarantee both the case-studies about two sub-projects in two provinces in terms of training opportunities, approaches and contents. Among this, the present rural non-backbone teachers have better guarantee on opportunities and approaches than that of reform, with the implementation of two sub-projects. However, it was clear that the present teachers' needs was limited to the training contents in the guarantee of their training rights. The contents included incompatible curriculum with rural teachers' actual teaching environment, the difficulty of trainers' capacity to meet with trainees' needs in the training process. Among the above, as the key role impacted on the training contents, trainers and their professional training level were difficult to adapt with the requirements of further guarantee for the rural teachers' training. This means the guarantee of rural teacher' training rights will enter a deeper stage. Based on the above results, it could be detected that the situation on the training rights guarantee for rural teachers, especially non-backbone teachers will probably change from the present improving training condition to providing long-term professional training condition in the future.

In view of above-mentioned findings, the significance of this study is demonstrated in the following aspects: Firstly, in the mainstream of policy research on rural teacher' training in China, this study makes up for the blank in the field of research on the guarantee of rural teachers' training rights by investigating and analyzing training condition guarantee. At present, the preceding researches on rural teachers' training

mainly focus on the implementation and management of training projects and related discussions about training policies, and it lacks the summary and investigation on the training condition guarantee with rights-based perspective in China. Therefore, by the findings of this study, people can understand the basic situation of the guarantee of rural teacher' training rights in China. At the same time, this study also clarifies the relationship between the guarantee of teachers' training rights and the implementation of training policy through the investigation and analysis of TTMP, that is, the training policy with specific projects as a concrete performance on training condition guarantee is important and necessary way for the purpose of guarantee of rural teachers' training rights.

Secondly, this study provides the world, especially, the developing countries with Chinese practical experience and model for teachers professional development in rural areas, and expands the scope of practice on teachers professional development. With teacher professional development becoming the trend of development on teacher education in the world, how to promote the professional development of rural teachers in developing countries under the limited training condition is a difficult problem for the development of teacher education(e.g., Liu Jing, 2014). Based on the summary and analysis of the cases of sub-projects in TTMP, this study provided useful experience on training approaches with featuring 'sending' and 'visiting'. Because such training approaches conducted by the country to promote the professional development of rural teachers is a new thing seldom emerged in other places of the world at present, it not only has positive reference and significance for other developing countries on their professional development of rural teachers, but also enriches and expands the content of practices of teacher education.

Lastly, this study is conducive to perfect policy on teachers' training and promote the development of TTMP. According to investigation and analysis of cases of two sub-projects in TTMP, it indicates that sub-projects needs to provide long-term and specialized training to support the professional development of rural non-backbone teachers, which is helpful for policy makers, managers and researchers to further perfect this training policy. It is also suggest the implemented direction of

sub-projects in the next step, as well as to carry out more systematic and specialized research on rural teachers' training so as to promote the development of rural non-backbone teachers' training.


## 2. Issues in the future


In February 2018, the Central Committee of CPC and the State Council issued the *Opinions on comprehensively deepening the reform of the teaching staff construction in the new era*[1], which put forward the new development goal of "building a high-quality professional teaching staff ". Under this goal, "improving the quality of teaching staff in primary and secondary school in an all-round way" as requirement has become a new target of teachers' development. Naturally, the quality of rural teachers in primary and secondary school has become an essential factor that will affect the achievement of this goal. As an important way to improve the quality of rural teachers, the quality of training has also become the main requirement and research highlights of rural teachers' training presently. On the other hand, considering the actual disparity in professional learning between rural teachers and urban teacher, as detected by questionnaire survey in the study of Ge Wen-wu(2008), rural teachers generally lag behind urban teachers in learning attitude, learning methods or approaches, learning environment, teaching ideals and skills, and so on. Therefore, "the main task of rural teachers' professional learning is to narrow the gap with urban teachers presently"(Ge Wen-wu, 2008, p. 202).

However, as the significant resource supported for rural teachers' training as embodied professional learning, many colleges and universities have gradually weakened function on the undertaking teachers' training since the reform in the 1990s. For example, with the market-oriented reform, normal colleges and universities have changed from closeness to openness(Kurosawa Nobuaki & Zhang Mei, 2000)[2] while normal nature is gradually weakening accompanied by the weakening of training status[3]. At the same time, the function of teachers' training of some comprehensive

universities is also difficult to play its role due to the marginalization of its normal educational institutions and the weakening of normal education[4]. Thus, Li Jin-yu(2018) noted that training of teacher is in the state of "subordinate", "sideline" and even "marginal" (p.53) in the development of normal universities and colleges, and "it is difficult to attract the best universities and teams to engage in teacher training, to achieve the goal of optimizing teachers' teaching team, and to really improve the quality of education and teaching"(Wang Hong, 2018, April 12)[5]. The lack of professional research on teachers' training(e.g., Li Jin-yu, 2018)[6] is a consequence of this. Meanwhile, it is difficult to achieve stable development in the construction of the teacher-trainer team(Liu Fang, 2016). As a result, the development of teacher training is restricted.

The problem brought by the above restriction has been reflected in the trainers and their professional training level for the rural teachers' training. According to the last study (Luo Shuang, 2018) based on the survey of the rural teachers' training in Jiangxi Province of China, nearly half of the trainers in colleges and universities as undertaking the "leading role" of rural teachers' training have no working experience in primary and secondary schools. Furthermore, colleges and universities have been engaged in research of higher education for a long time, and have less investment in research of basic education and lower willingness (Wu Mao-seng, 2012 )[7]. Meantime, many trainers took part-time jobs to trained rural teacher (e.g., Ye Li-xin, 2011; Luo Yan-hua & Song Wan-ju, 2013)[8], Luo's survey (2018) further showed that the training team for rural teachers has not yet formed a team, there is no stable and specialized teacher-trainers teams(p.35)[9]. Therefore, rural teachers' training still lacks the effective force for sustainable development.

On the other hand, according to the findings of the case studies of this study, there is a lack of long-term and efficient support for the professional development of rural teachers in primary and secondary school. But, based on the feedback of interviews in these cases, it detected that teachers-trainers lacks the corresponding professional support in their training capacity, thus it is difficult to meet the rural teachers' the above-needs. Moreover, colleges and universities, because the

weakening of teacher training and other realistic limited conditions such as training system and fund, are hard to provide long-term and professional support for teacher-trainers. Therefore, it will bring about restriction for the development of TTMP in the future, and the guarantee of rural teachers' training rights will also facing deepening problems.

Generally, taking account of the above-mentioned, it is possible to predict that promoting the professionalism of teacher-trainers and rural teachers' training in the future will become a main issue in the development of TTMP, which is also possible to become one of the directions of deepening the guarantee of rural teachers' training rights in the Midwest areas.

In addition, as specific aspects of this study, some other issues should be studied in the future as shown as follows.

In the first place, based on the investigation and analysis of two sub-projects from chapter 3 to chapter 6, it should be noted that present management rules and its process are more established from the perspective of teachers' obligations to conduct training activities, thus, some problems such as more emphasis on trainees' tasks in rules are obvious. Thus, it is necessary to study how to change this orientation to trainees' needs and requirements in management rules with rights- based perspective so as to well guarantee the realization of training rights[10]. At the same time, in the implementation of the sub- project of sending trainers to rural schools, there is a lack of clear policy at the provincial level on the guarantee of training opportunities for village-level teachers, and the improvement of the relevant policies of village-level teachers' participation in training should be issue of the sub-project to be studied[11]. Moreover, in the implementation of the sub-project of visiting famous schools, how to build organic correlation between some factors such as places and methods in training process and rural teachers' teaching circumstance will be an important issue for this sub-project to carry out effective training in the next step[12].

Secondly, according to the feedback from the interviewees in the cases of this study, it reflected the actual situation that rural teachers encountered some

problems in their teaching and educational environment, for example, the mobility of students in rural schools is relatively high, and unsatisfied learning habits caused by the lack of effective support from rural students' parents, as well as how to effectively improve the learning ability of left-behind children, which more or less affect the effectiveness of training content and professional development of rural teachers, thus, these problems are necessary to be further studied and solved in the further rural teachers' training activities[13].

Finally, this dissertation also needs to be perfected from the following aspects in the future:

Above all, through analysis of an array of factors in training opportunities and approaches and contents, this dissertation mainly focuses on the research on the guarantee of the training rights of rural non-backbone teachers, and gives some researches on the guarantee of training rights of rural backbone teachers in TTMP, which illuminate the basic situation of guarantee of rural teachers' training rights in central and western areas of China. However, this is not enough for the illumination fully of the guarantee of rural backbone teachers' training rights. Therefore, based on findings of this study, it is necessary to further illuminate the whole situation of the guarantee of rural backbone teachers' training rights in the Midwest areas.

Furthermore, through interviews in two sub-projects, this dissertation had an investigation and conclusions on the guarantee of rural teachers' training rights in the central and western areas. Although the results obtained by qualitative research method can better excavate and reflect the substantive problems of training condition guarantee encountered by rural teachers in the implementation of the project (such as lack of long-term professional support for teachers, higher mobility of students faced by rural teachers, etc.), this is hard to absolutely certain the generalize results form the case-studies in the whole national appearance. Therefore, in the future, it is necessary to carry out questionnaire survey as quantities research method and large-scale sample data statistics to confirm the results and further study on the related educational issues, for example, the researches on relationship between the factors of rural students'

mobility and the professional development of rural teachers, the correlation between rural teachers' teaching environment and the support of rural students' parents, so as to further clarify the reasons affecting the guarantee of rural teachers' training condition.

In addition, this dissertation is only based on the investigation of two representative provinces in the central and western areas, and only selected some representative cases as study cases in this study. Therefore, it is difficult to absolutely conclude that there are the same situation in the guarantee of rural teachers' training rights in other provinces of the central and western areas, especially when we consider the bigger gap on economic development level and teaching level between the western provinces and the eastern and central provinces. Therefore, it is also necessary to study and analyze the whole situation on this study in the future through investigation of the two sub-projects in the each provinces of the Midwest areas of China.

**Notes**

1. This policy can be retrieved from
http://www.gov.cn/zhengce/2018-01/31/content_5262659.htm, 2020/4/20.
2. See Kurosawa Nobuaki & Zhang Mei, (2000). *Modern China and Teacher Education.* Tokyo: Akaisi Bookstore, May the 31st. p.158.
3. This can be seen from the number of normal majors and the proportion of students after the reform, taking Beijing Normal University as an example, there has 57 undergraduate majors, of which only 14 are enrolled normal students, the rest are non-normal students. According to incomplete statistics, the proportion of non-normal majors in local normal universities has reached 60% to 70% of all the majors, and the number of students of non-normal majors in the schools has exceeded 50% (Yang Xi-ye, 2016, January 6). With the original normal nature of normal universities gradually weakened, the concomitant result is "in the process of comprehensive reform of normal universities, the status of teacher education and teacher training weakened"( Li Jin-yu, 2018, p.50).
4. Some people pointed out that after nearly ten years of reform and adjustment,

normal education has formed the structure of normal universities as the main body and comprehensive universities joined together, and has showed the characteristics of integration, openness and universitization, which has improved the running level and academic level to a certain extent. However, the current normal education is also facing a severe situation, "Some comprehensive universities have marginalized the education institutes in order to build first-class universities, and even some comprehensive universities, such as Sun Yat-sen University, Shan-dong University, Lan-zhou University, have abolished the education institutes. At the same time, in order to build a first-class university, the normal colleges themselves have reduced the enrollment scale of the normal major and its enrollment, or transformed into a comprehensive university, resulting in the weakening of normal education and the loss of resources". See Zhang Xiao-bao & Li Bing-huang,(September 20, 2017).

5. See Wang Hong,(2018, April 12 ). The five major dilemmas are binding the teacher training, Guangming Daily. Retrieved from http://epaper.gmw.cn/gmrb/html/2018-04/12/nw.D110000gmrb_20180412_2-14.htm, 2020/4/20.

6. As it is issued that professionalism of teacher training should have its own set of concepts and knowledge base, norms and implementation standards, as well as effectiveness and testing means. That is to say, as adult learning and teaching activities, teacher training has its own independent system of knowledge, ideas, concepts and methods, and unique internal logic and mode of theory and practice. From this point of view, there is still a long way to go for our teacher training to be "professionalism". Because on the one hand, we strengthen teacher training, on the other hand, we overlook or even ignore the research on teacher training( Li , 2018).

7. See Wu Mao-seng, (2012). A discussion on the construction of teacher- training groups of teachers' universities in Fujian province. Unpublished master dissertation, Fujian Normal University, Fuzhou.

8. For example, Ye Li-xin(2011) noted that the number of teachers who are engaged in full-time training is much less than the number of teachers who are engaged in part-time training according to the figure 1 of investigation (p.61). And this situation was proved by Luo Yan-hua & Song Wan-ju(2013), in their research, it was pointed out obviously that there lacks full-time and professional training teachers in traditional training ... a lot of trainers in NTTP are from the universities and collages

and educational research institutes ... they are not good at the research for the rules of adult learning and feature of training for teachers in primary and secondary schools...(p.68).

9. See Luo Shuang, (2018). A research of the investigation of the present situation and the construction strategy of teacher trainer teams in rural primary and secondary school. Unpublished master dissertation, Jiangxi Normal University, Nanchang.

10. This refers to the further investigation and analysis on some factors of management rules and its process because, as supported by Li Jin-yu(2003) and other research, these factors included traditional management ideal, ways and habits make people less aware of the rights of the managed in the training activities. Thus, this need to be further illuminated and studied.

11. In here, the arrangement on distribution of opportunities, organization and management of project approaches is deeply influenced by traditional training model-the task-based model which leads to the neglect of the subjectivity of teachers as grass-roots training objects (e.g., Hou Long-long & Zhu Qing-huan, 2018), therefore, with the teachers' further needs of this sub-project, the systemic study of the guarantee on policy for the village-level teachers' training rights become important issue in the next step.

12. The study of Fu (2018) pointed out that traditional teacher learning divorced from their teaching circumstance so that training effect on training contents was unsatisfied. Thus, the further study on relationship between some factors such as training places and methods of training process and teaching circumstance will be significant topic of this study, with the situation learning theories as the new viewpoint in Chinese academic(e.g., Fu Yu, 2018).

13. Actually, these problems reflect some factors influenced in effectiveness of curriculum and schedule under training contents. These factors included learning habits, learning support conditions(family resource) and mobility of rural students, as related factors of rural teachers' teaching environment, have more or less actual impact on effect of teachers development according to the teachers' feedback in cases of this study. But the literature reviewed on the above factors so far has no specific study in this sub-project, thus, the systemic investigation and analysis is necessary to explore and discuss the reasons, relationship and influence on these factors and teachers' training for the further guarantee of teachers' training rights.

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