

**A STUDY ON THE GUARANTEE OF THE TRAINING  
RIGHTS FOR TEACHERS OF RURAL PRIMARY  
SCHOOL THROUGH THE CASE OF THE PROJECT OF  
VISITING FAMOUS SCHOOLS IN THE D PRIMARY  
SCHOOL OF XI'AN IN CHINA**

**ΔΙΑΣΦΑΛΙΣΗ ΙΣΩΝ ΔΙΚΑΙΩΜΑΤΩΝ ΣΤΗΝ  
ΕΚΠΑΙΔΕΥΣΗ ΔΑΣΚΑΛΩΝ ΑΓΡΟΤΙΚΩΝ ΣΧΟΛΕΙΩΝ  
ΠΡΩΤΟΒΑΘΜΙΑΣ ΕΚΠΑΙΔΕΥΣΗΣ. ΜΙΑ ΜΕΛΕΤΗ  
ΠΕΡΙΠΤΩΣΗΣ ΤΟΥ ΠΡΟΓΡΑΜΜΑΤΟΣ  
“ΕΚΠΑΙΔΕΥΤΙΚΕΣ ΕΠΙΣΚΕΨΕΙΣ ΣΕ ΕΠΙΦΑΝΗ  
ΣΧΟΛΕΙΑ” ΣΤΗ Δ ΠΕΡΙΦΕΡΕΙΑ ΠΡΩΤΟΒΑΘΜΙΑΣ  
ΕΚΠΑΙΔΕΥΣΗΣ ΣΤΗΝ ΕΠΑΡΧΙΑ ΧΙ'ΑΝ ΤΗΣ ΚΙΝΑΣ**

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**Abstract**

The training for primary school teachers in remote western rural areas of China is relatively weak, thus their training rights cannot be fully guaranteed. Against this backdrop, the project of rural teachers visiting famous schools has been launched since 2005. However, how about the guarantee of rural teachers' training rights in this project? Through the investigation on the case of the project of visiting famous schools carried out at D primary school in Beilin District, Xi'an City from four aspects: the introduction to the project, the organization and management of trainees and trainers, the recording of the training courses and the interviews with trainees, it is found that the training rights of rural primary school teachers are guaranteed well, but there are still some problems in the training process, such as lack of opportunities for trainees' demonstration and training administration. More importantly, how to ensure and improve the training quality with the situation of trainers who are lack of background and experience on rural education? This is a problem not only of the development of this project, but of the guarantee of training rights of teachers at rural primary schools.

**Key words**

*Guarantee of training rights, rural primary school teachers, visiting famous schools.*

**Περίληψη**

Στις απομακρυσμένες δυτικές επαρχίες της Κίνας η εκπαίδευση των δασκάλων πρωτοβάθμιας εκπαίδευσης είναι σχετικά ανεπαρκής, καθώς δεν μπορεί να διασφαλισθεί εντελώς το δικαίωμά τους σε ποιοτική κατάρτιση. Για να αντιμετωπισθεί αυτή η κατάσταση από το 2005 εφαρμόζεται πρόγραμμα επισκέψεων δασκάλων από αγροτικές περιοχές σε επιφανή σχολεία. Ωστόσο, τι γίνεται με τη διασφάλιση του δικαιώματος για ποιοτική κατάρτιση των δασκάλων της υπαίθρου σε αυτό το πρόγραμμα; Πραγματοποιήθηκε έρευνα για το πρόγραμμα επίσκεψης επιφανών σχολείων στο δημοτικό σχολείο Δ στην επαρχία Beilin, στην πόλη Χί'αν. Η έρευνα διεξήχθη σε τέσσερις τομείς του προγράμματος: την εισαγωγή στο πρόγραμμα, την οργάνωση και διαχείριση εκπαιδευομένων και εκπαιδευτών, την καταγραφή των μαθημάτων κατάρτισης και τις συνεντεύξεις με τους εκπαιδευόμενους. Διαπιστώνεται ότι το δικαίωμα ποιοτικής κατάρτισης των δασκάλων της πρωτοβάθμιας εκπαίδευσης της υπαίθρου είναι καλώς διασφαλισμένο, αλλά εξακολουθούν να υπάρχουν ορισμένα προβλήματα στη διαδικασία κατάρτισης, όπως η έλλειψη ευκαιριών για παρουσίαση των εκπαιδευομένων και προβλήματα διοίκησης. Το πιο σημαντικό, πώς εξασφαλίσουμε και βελτιώνουμε την ποιότητα της κατάρτισης όταν οι εκπαιδευτές δεν έχουν πείρα και εμπειρία στην εκπαίδευση που παρέχεται σε αγροτικές περιοχές; Αυτό είναι πρόβλημα όχι μόνο για την αποτελεσματικότητα του προγράμματος, αλλά και για τη διασφάλιση του δικαιώματος σε ποιοτική κατάρτιση των εκπαιδευτικών των δημοτικών σχολείων της υπαίθρου.

**Λέξεις κλειδιά**

*Διασφάλιση δικαιωμάτων για ποιοτική κατάρτιση, δάσκαλοι αγροτικών σχολείων πρωτοβάθμιας εκπαίδευσης, πρόγραμμα επίσκεψης φημισμένων σχολείων.*

**0. Introduction**

Since the 1990s, the development of teacher education in China has shifted from a platform of academic compensation to a platform of continued teacher 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 the rights of teacher professional development, specifically, article 7, paragraph 6, teachers have the right "to take refresher courses or other forms of training", thus "the construction of teachers' teams has embarked on the road of legalization" (Zeng Yi, 2016, p.430). On the other hand, with the rapid development of China's society, the gap between urban areas and rural areas is gradually widening (National Education Supervisory Mission [NESM], 2006).

Meanwhile, “the long-term unbalanced development of education shows that there are strong rich urban eastern areas and weak rural western areas” (Li Yi-ning, 2012, March 13). Because of this, the professional development of rural teachers is limited (Yu hai-jun, 2010). The rights of rural teachers to training, especially primary school teachers in remote rural areas of China, is also difficult to be fully guaranteed (Li Ying, 2009). In 2010, the Chinese government promulgated the “National Teacher Training Program (NTTP)” to promote the professional development of rural teachers, and began to implement training projects for rural teachers. In 2015, the NTTP was reformed and began to focus on training of rural teachers in the Midwest areas of China (Ministry of Education [MOE], 2015a). The training project to visit famous schools was launched, for these rural primary and secondary school and kindergarten teachers in Midwest remote and poverty-stricken areas with less training opportunities (Ma De-xiu, 2015, March 10).

Preceding research related to this project mainly focusses on the implementation and effect of the project. Some papers are summaries, reflecting and exploring on the design and implementation of the project (e.g., Zhang, Wu & Ye, 2016, Tang, Xu, Ma & Ge, 2017). Others are investigations on the needs and effects of the project (e.g., Ren Meng & Xie fei, 2017, Chen Hua, 2017). As an essential part of the research field of this project, the specific research on the guarantee of training rights is still in the blank stage, which is significant for further promoting development and improving the quality of the project. Then, as a newer project that is also the measure for the guarantee of the training rights of the rural teacher, what is the situation of the guarantee of the training rights in the specific organization and implementation of this project? How to evaluate it? This paper tries to answer these problems through the project of visiting famous schools carried out by the D Primary School in Beilin District, Xi’an City, Shaanxi Province of China<sup>1</sup>.

## 1. Background

As an important measure to improve the overall quality of primary and secondary school teachers in rural areas, and to promote the balanced development of compulsory education and enhance the reform of basic education (MOE, 2010), the project of visiting famous schools for rural teachers was carried out since 2015. Trainees of the project mainly are teachers of primary schools and kindergartens and special posts and public-funded normal students<sup>2</sup> in the rural areas that are selected in batches to participate in the project annually, and they are trained periodically for 2-3 years to continuously improve the comprehensive quality in education. The project proposes that the Midwest provinces “organize teachers who come from teaching sites<sup>3</sup> 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 capitals 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” (MOE, 2015b). 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” (MOE, 2016). Based on this focus, in 2018, the Ministry of Education put forward the implementation of three aspects of 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 teachers who were tuition-free students of normal university and teachers who have contracts with the nation to support compulsory education in western areas of China, and to enhance the effectiveness of their training with the post.
- (2) To strengthen the practical training. The proportion of practical training will be further increased. 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 organizations 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 anytime, anywhere, and better meet their individual training needsV (Educational Department Of Shannxi[EDOS], 2018).

In accordance with the requirements of the above-mentioned, and as an area with a large amount of rural teachers in western areas of China, Shaanxi Province has carried out the project since 2015, and provided high-level training for rural teachers who have fewer opportunities to participate in training, and increased the proportion of practical training such as demonstration and observation in the class, field visits and so on, thus forming 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 came from rural primary and Secondary school in counties where they are in poverty-stricken areas. The specific contents of the project are as follows:

**Table 1:** The plan of Implementation for the Project of Visiting Famous Schools For Rural Teachers in Shaanxi Province in 2018

|                    |   |
|--------------------|---|
| Training -object   | Teachers who come from Rural Primary and Secondary Schools  |
| Training-goal      | To further enhance the teaching ability of subjects, practice skills and school-based training ability.   |
| Trainees-total     | 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 the subjects, it adopts the way of " immersion in the 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

Founded in 1920, the D primary school is the first-degree primary school of the first batch in Shaanxi province, the provincial representative school, and the practice base of quality education for teenagers in China. The D primary school is also 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 was to improve the educational level and teaching skills of rural primary school teachers. The training date of the project in the D Primary School was from November 4 to November 18, and the training-object were Chinese and Maths teachers who came from rural primary schools in the southern and northern poverty-stricken areas of Shaanxi Province. The details are as follows:

**Table 2:** The Sources of Rural Teachers Participating in the Project

| 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                        |
| Ping-li County      | 3                          | 2                        |
| Dan-feng County     | 3                          | 2                        |
| Zhen-an County      | 3                          | 2                        |
| Shang-nan County    | 3                          | 2                        |

Sources: The table of task and quota distribution about the project of visiting famous schools for rural teachers in Shaanxi province of NTT (2018), Schedule 4-8-2.

Note: 1. The total of trainees was 50, of which 30 are in Chinese and 20 are in Mathematics; 2. The age of the teachers participating in the project was not more than 45 years old.

### 3. Organization and Management

#### *(1) Organization*

The project in the D primary school consists of two organizations: the team of trainers, and the group of trainees.

Firstly, the organization about the team of trainers is shown 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 Cadre Teachers’ System of primary and secondary school in Shaanxi province”<sup>4</sup>, as

symbol of famous teachers, experts are divided into three types in the 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 set up a chief expert who is principal of the D primary school and the team of trainers that includes two parts as follows.

Part one 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 institutes in Shaanxi province for the responsibility of trainees' public courses. The following table shows the specific professional situation of the team:

**Table 3:** Professional situation of Teams of trainers

**Part I:** The professional situation of the team of Professional Expert  
in Public Courses

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

Source: Based on the field of collecting information.

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

| The 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: Based on the field of collecting information.

Note: the table doesn't include the tutors who have no professional title.

There are 21 members of the team of the subject experts and tutors, of whom 4 are subject experts and 8 are tutors in Chinese. 6 of which 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. Each learning group consists of 2-4 trainees with a tutor who leads the group members to carry out group study and individual research.

Lastly, the basic organizational structure of the project is formed by these two organizations as shown in the following chart:



**Chart 1:** The structure of the training organization

Source: Based on the field of collecting information.

In this chart, the duties and requirements of the tutors include:

- (1) combining 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 a clear purpose, important points and strong logic during the process of the teaching, and the cultivation of students of self-study ability and good learning methods should be aware of 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 “micro-lesson, micro-case, micro-story” of exhibition, trainees should refine and generate personal representative training results;
- (4) it is the obligation of trainees to do personal summary by combining experience and reflecting on problems. After confirming the direction of improvement, trainees should formulate the next personal development plan.

## (2) Management

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

**Chart 2:** Structure of management about the project



Source: Based on the field of collecting information.

Note: There are 5 affairs group staff, 2 head daily life teachers, 3 head learning teachers. Under the head learning teacher, 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 5:** The division of responsibilities about members of the project

| No. | Identity  | The division of responsibilities   | Remarks   |
|-----|---|--|---|
| 01  | Head of leading Group                           | Responsible for planning the overall project   | Chief expert (Principal)                        |
| 02  | Deputy leader of the leading group              | 1. Responsible for formulating the implementation project  | Deputy vice-principal of the D primary school   |
|     |   | 2. 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. Responsible for the specific organization and implementation of the project                       | The teacher of the D primary school             |
|     |   | 2. Responsible for the coordination of other departments of school and projects                      |   |
|     |   | 3. 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. Responsible for trainees 'check-in, leave, attendance assessment, assignment receipt and dispatch | The staff of the office of the D primary school |
|     |   | 2. Responsible for trainees 'living and learning arrangements and organizing practical activities    |   |
|     |   | 3. Assist in the organization of the administrator of learning                                       |   |
|     |   | 4. Do summary and report to Assistant of the 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. Responsible for trainees' registration, transportation, security, health and other allocation management | The staff of different departments of the D primary school |
|    |                              | 2. Responsible for trainer's curriculum coordination, providing places and teaching equipment of training   |  |
|    |                              | 3. Assist logistics to manage trainee's accommodation   |  |
|    |                              | 4. Responsible for collecting materials & information and publicizing of project                            |  |
| 07 | Class monitor                | 1. 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 members of the 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: Based on the field of collecting information.

In addition, the regulation for trainees' management be summarized as follows:

1. trainees must abide by classroom rules, do not allow talking loudly, or other behavior that can affect 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 one is unable to attend the training due to illness or other reasons, the trainee must ask for leave with the head teacher of daily life.
5. During the period of training, trainees should abide by the regulations of teaching management. If there are problems with training management, the trainee can put forward suggestions and ask for help from a head teacher or director of the Executive Office of the project;

6. If there are other difficulties in life and learning during the training, the trainee could ask for help from the head teacher or relevant management personnel.

## 4. Training Curriculum and Processes

### (1) Training curriculum

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 strengthen the design of the curriculum to be based on a layered, classified and subjects of teachers<sup>5</sup> 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 relevance should be set up. Thirdly, it should optimize the structure of the 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 professional development of rural teachers<sup>6</sup>, the project of the D Primary School sets up the training theme that is “*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 a basic task and the improvement of teaching ability is the focus. On the basis of a professional category, the training curriculum should be designed by layers and subjects. Meanwhile, the design and implementation of practical courses should be strengthened, which makes the practical courses no less than 60% of the overall courses. Specific content as below table as shows:

**Table 6:** Curriculum of “immersion” about the project of Visiting Famous school for Rural Teachers in the D primary Schools in 2018 (Primary Chinese)

| Time        | Curriculum style & content   | Training mode | Class 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,<br>a.m. | The tutor lesson: Making Chinese Reading Teaching More Effective                     | public      | 4 | knowledge |
| 11.08,<br>p.m. | The tutor lesson: Practical Strategy of Parent-Child Extracurricular Reading         | public      | 4 | knowledge |
| 11.09,<br>a.m. | The tutor lesson: School -based training Really Entering Normal Conditions           | public      | 4 | knowledge |
| 11.09,<br>p.m. | Visit "No schoolbag day" in the second classroom of our school                       | public      | 2 | ability   |
|                | Trainees prepare and discuss lessons with the tutor                                  | seminar     | 2 | ability   |
| 11.10,<br>a.m. | The tutor lesson: Composition Teaching in Primary Schools                            | public      | 4 | knowledge |
| 11.10,<br>p.m. | Trainee's self-study, exchange and share learning experience, write Research Journal | Group study | 4 | ability   |
| 11.11,<br>a.m. | Trainees prepare and discuss lessons with the tutor                                  | seminar     | 4 | ability   |
| 11.11,<br>p.m. | Trainee's self-study, exchange and share learning experience, write Research Journal | Group study | 4 | ability   |
| 11.12,<br>a.m. | The tutor lesson: 1. wisdom Classroom Lecture  | public      | 2 | concept   |
|                | 2. Three cases about Wisdom Classroom  | public      | 2 | Ability   |
| 11.12,<br>p.m. | Discussing the Effective Teaching Method of Chinese Course by Assessing lessons      | Group study | 4 | ability   |
| 11.13,<br>a.m. | The tutor lesson : Picture Book Teaching in Primary Schools                          | Public      | 4 | knowledge |
| 11.13,<br>p.m. | The tutor lesson: Ten Trends of Reconstructing Teachers in the Future                | public      | 4 | concept   |
| 11.14,<br>a.m. | trainee discuss and study lessons  | Group study | 4 | ability   |
| 11.14,<br>p.m. | trainee discuss and study lessons  | Group study | 4 | ability   |
| 11.15,<br>a.m. | Trainee practice lesson, and tutors evaluates trainees' lessons                      | public      | 4 | ability   |
| 11.15,<br>p.m. | Trainee practice lesson, and tutors evaluates trainees' lessons                      | public      | 4 | ability   |
| 11.16,<br>a.m. | Visit another famous primary school  | public      | 4 | ability   |
| 11.16,<br>p.m. | Chinese Poetry Competition   | public      | 4 | knowledge |
| 11.17,<br>a.m. | Visit local Center of Porcelain Art  | public      | 4 | ability   |
| 11.17,<br>p.m. |  |             |   |           |

Source: Based on the field of collecting information.

Note: 1. The formulation of the curriculum is based on the curriculum standards of the 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 4<sup>th</sup> & 5<sup>th</sup> for trainees to registration, accommodation and preparations for training, and November 18<sup>th</sup> for the graduation ceremony and trainees' return trip.

4. The opening ceremony of this project lasted for one hour on the morning of November 6.

## *(2) The training process*

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

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

In 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 a class by the series of training activities. This stage mainly includes three steps as below.

The first step is 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 a 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.

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 the 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 on teaching skills in class. The tutor teaches the teaching knowledge related to micro-teaching, and 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 comparison between different studies and ways within 20 minutes of mini-classroom. In the whole learning process, trainees not only master the skills of information technology through electronic equipment, but also make a progress on the ability of self-reflection, self-research and self-development in the classroom, which is the cultivation for the ability of lifelong learning.
- 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". The study means that the selected lesson, as a learning case, is researched repeatedly by the ways of comparative reflection and experienced learning. The improvement means that the teaching design around the 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 a high-quality lesson. At last, on the basis of the study and improvement, the trainee completes a valuable micro-topics research task, which is their high-quality lesson, under the instruction of their tutors.

After the end of above-mentioned training activities, there is an important training task for trainees to complete, which is that each learning group must select one member to do a demonstration lesson in public.

The third step is the report and summary of training activities to be done when the first and second step are finished. In this step, the learning group completed a subject study with the instruction of their tutors, and then trainees had a demonstration of results in teaching by the ways of teaching lesson in public and show of the micro-lessons, micro-cases and micro-stories. Next, the trainees who were selected by his or her learning group had a demonstration lesson to all members and tutors of the subject. After the finishing of the demonstration lesson, all the students and tutors discussed the lesson and the teaching performance of the selected trainee. Lastly, the tutors summarized the training and learning situation of trainees and gave trainees advice and suggestions in professional development by the ways of several aspects, such as reflection in educational problems, clarification of the direction for improvement, formulation about plan of the school-based training and personal development and so on.

□ The 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 teaching technologies, the project made full use of of urban educational resources, organized trainees to visit other provincial primary schools and other educational places to broaden their horizons. βη77

## 5. Interview

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 near the end of the training. In this interview, considering the priority and importance of teaching age and teaching subject in teacher's professional development and the limitation of interview conditions, five rural teachers were randomly selected as interviewees. The basic information of the interviewees as shown as follows:



**Table 7:** The basic information of the interviewees

| No. | Name          | Gender | Units  | Subjects | Teaching age | Teaching position    |
|-----|---------------|--------|--|----------|--------------|----------------------|
| 01  | Teacher Wu    | male   | W town of school in Zi-yang county.                  | Chinese  | 05 years     | Headteacher in class |
| 02  | Teacher Liu   | male   | X town of school in Shang-nan county                 | Maths    | 28 years     | null                 |
| 03  | Teacher Huang | male   | S town of school in Zi-yang county                   | Maths    | 19 years     | registrar            |
| 04  | Teacher Zhou  | male   | D town of school in Han-bin district of An-kang city | Chinese  | 17 years     | registrar            |
| 05  | Teacher Wang  | male   | H town of school in Zhen-an county.                  | Chinese  | 16 years     | registrar            |

Source: Based on the field of collecting information.

The purpose of the interview was to investigate the guarantee of training rights by making clear the situation of professional development about rural teachers who are participating in the project. Questions from six aspects were asked: 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 professional development, the effect of this project on the professional 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 shown as follows:

| No. | Time                 | place     | Interviewee |
|-----|----------------------|-----------|-------------|
| 01  | 11.16,7:45—8:00 p.m. | dormitory | Teacher Wu  |

- Please introduce the situation about teachers of your school.

Teacher Wu (hereinafter referred to as 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, half of the teachers are as young as me, and the rest of the teachers are older than me.

- How 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. It was a 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.

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

W: I didn't think too much about it. 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. I am eager to learn more, especially face to face with those famous teachers.

- After 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' own 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 the classroom, I fully understand why students are the main object and center of learning activities.

- What do you think about this project?

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

- What suggestions you have for this project?

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

| No. | Time                 | place                          | Interviewee |
|-----|----------------------|--------------------------------|-------------|
| 02  | 11.17,8:30—9:30 a.m. | On the way of Visiting outside | Teacher Liu |

- Please introduce the situation about teachers of your school.

Teacher Liu (hereinafter referred to as L): I teach mathematics in my Township primary school. In my school, there is a dozen of teachers in school, and 6-7 of them are novice teachers who have just graduated and participated in the work.

- How did you get the qualification of this project?

L: In September, the school received the notification 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 NTT, and I also met the requirements of an age not exceeding 45 years old, so the school sent me to participate in this training.

What are your expectations for your professional 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 very 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. Therefore, it is a clear purpose for me to take part in this project.

After 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 from famous schools, are as busy as our rural teachers, and some teachers are busier than us.

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 doesn't spend too much time on preparing lessons to get a good result. On the other hand, the tutor has a good understanding of her students. She is always in charge of a class that from the entrance to graduation in the six years, so she is very 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 is found that the parents of urban students are better than those parents of rural students in tutoring their children's 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 naughtier 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 complex difficulties 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.

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.

What suggestions you have for this project?

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

| No. | Time                 | place               | Interviewee   |
|-----|----------------------|---------------------|---------------|
| 03  | 11.16,7:00—7:15 p.m. | Canteen of D school | Teacher Huang |

Please introduce the situation about teachers of your school.

Teacher Huang (hereinafter referred to as 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.

How 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.

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

H: Before attending this project, I want to know how the teachers of famous schools have good lessons in mathematics. Meanwhile, I also hold the idea of learning experience from famous schools to know how they could teach their students well.

After 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 mathematics lessons, personally demonstrated to us the content of learning, and explained to us how to use heuristic learning methods to solve the 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 the 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 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. Meanwhile, 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.

What do you think about this training?

H: I haven't found any shortcomings yet.

What suggestions you have for this project?

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

| No. | Time                   | Place     | Interviewee  |
|-----|------------------------|-----------|--------------|
| 04  | 11.17,10:00—10:30 p.m. | dormitory | Teacher Zhou |

Please introduce the situation about teachers of your school.

Teacher Zhou (hereinafter referred to as 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.

How did you get the qualification of this project?

Z: In August, a quota of this project that offers the opportunity to rural teachers was 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 the NTTTP.

What are your expectations for your professional 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 my process of teaching and learning, so I feel that I have made little progress in professional development. 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 very well.

After 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 a strong ability to teach and do research.

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 prompts 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 from the tutor's, which made me make 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 is 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.

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 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 cannot 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 tutor. However, the time arrangement of the tutor is somewhat tense, and it is difficult to have a separate time for communication.

What suggestions you have for this project?

Z: I hope that it can give some time for trainees to ask questions of education and teaching in the process of training activities in the future, and the period of training will be prolonged for about 20 days, which are better for us I think. 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.

| No. | Time                   | Place     | Interviewee  |
|-----|------------------------|-----------|--------------|
| 05  | 11.17,10:35—11:00 p.m. | dormitory | Teacher Wang |

Please introduce the situation about teachers of your school.

Teacher Wang (hereinafter referred to as w): My school is a township primary school,

there are more than a dozen teachers, and most of them have more than ten years of teaching age as like me.

How did you get the qualification of this project?

w: In September, the school received a notice of this project from the 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 the NTP.

What are your expectations for your professional 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 professional 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. I feel that I have entered a bottleneck period in professional development. This project provides such a very good opportunity, and which is very helpful to me.

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

w: Through 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 in several steps, and how to introduce relevant knowledge and inspire students to think. However, I can only tell the students these contents, and cannot 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 a 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 tutors. 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 of this training, our learning group set up a subject group in Wechat. My tutor and I added friends to each other in Wechat so that we can communicate directly when I meet some professional problems anytime and anywhere.

What 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 master and understand our learning content easily.

What 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, taking into account the answers of the first question of the interview, we can find that the rural teachers really lack the opportunity to go out to participate in training, and the project provides such a valuable opportunity for them. At the same time, trainers selected are the high-level teachers, which can be seen from the composition of the training experts team, this provides a guarantee for promoting the professional development of rural teachers. Otherwise, thinking about the composition and implementation of training curriculum, tutorial system and the answers of question 2 and 3 of the interviewees, it can be said that the project is an effective measure for rural teachers to make a progress in professional development. In addition, the rules and requirements for trainees provide a guarantee that makes rural teachers use the training effectively. In general, the effect of project conforms to the original intention of the project that *“provides high-level training in time for rural teachers who have fewer opportunities to participate in training”*, and which could be said that the project is an 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 are no specific and clear regulations in respect of rights for the rural teachers, which is only mentioned in article 5 of the regulations that trainees could put forward suggestions and demands 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 rural teachers' needs at different stages of professional development are hard to meet absolutely. Hence, it is not enough for the guarantee of training rights.

Furthermore, considering the training process of the project and answer of question 5 and 6 with teacher Zhou, 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 and ask question, so that it is difficult for each trainee to meet the requirements in demonstration lesson and consultation. Meanwhile, in view of the feedback of teacher Wang about the answer to question 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 five interviewees participating in training, 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 that 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 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 the students' situation and the teachers' working conditions that can be known from the answer of question 4 of the teacher Liu and teacher Huang, are different from the urban teaching environment. Moreover, if the tutors who are from urban famous schools were unfamiliar with the rural educational environment, the training effect of the project is undoubtedly more or less impacted. 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 a very significant thing for the guarantee of training rights to improve the professional development of rural teachers.

### *Notes*

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1. 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.
2. In here, as the supplement and assistance for the rural schools, the special post was set up for someone who makes a contract with states to teach in the township schools and school sites since 2006. In addition, the public-funded normal students as an improvement for the quality of rural schools were newly added in this training project in 2018.
3. 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.
4. It is formulated by Shaanxi Education Department and Shaanxi Human Resources and Social Security Department.
5. In here, the layered of teachers means different professional development stages about the teacher. There are three stages for the teacher as follows: novice teacher, qualified teacher and cadre teacher in china, and each stage be called layer; The classification of teachers means different sort 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 Maths and Chinese,etc.
6. 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 a traditional and subjective status of pupils is impacted. There are still some problems in modern educational concepts, especially in Chinese teaching in classroom, teaching of composition and so on. The above came from the interview with the director in the Executive Office of the Project in NTTTP of the D Primary School at 4:00-4:30 pm, on November 15, 2018.

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