

**STRATEGIC  
PROJECT**



*2023-2024*

# **BRIDGING THE GAP**

**Practical Teaching and Research Activities  
for Chinese Language Teachers**

The composition of the project plan will  
be carried out in 2023 to Term 1 2024.

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# Rationale

Based on the feedback received from Chinese teachers at the end of 2022 and early 2023, the Chinese teaching team in South Australia is facing several major challenges:

Firstly, there is a lack of practical research and teaching activities, especially for early career teachers who have limited opportunities to observe classroom teaching firsthand, resulting in a slow improvement in their teaching skills.

Secondly, due to a lack of professional development budget, Chinese teachers, particularly those in rural areas, are unable to participate in sufficient research and training activities.

Thirdly, there is a lack of research activities focused on the curriculum, particularly on AC9.0, leading to doubts and anxieties among teachers about implementing the new syllabus.

## Project Objectives

To address the above challenges, the CLTASA plans to implement the following activities included in the Bridging the Gap project to better support the needs of rural teachers, early career teachers, and all teachers:

### **AC9.0 Research and Resource Library Program**

Three-term AC9.0 research is organized to work with Chinese teachers to analyze and discuss the effective use of resources. Through discussions on AC9.0-based teaching plans and the development of a practical resource library, we aim to share online materials, classroom resources, unit plans, differentiated activity designs, and task settings suitable for different year levels. The goal is to provide practical resources and save teachers time in creating similar resources.

### **Class Observation Activities**

Organize Chinese teachers to visit and observe Chinese classes in other schools. Through mutual learning and sharing, facilitate exchange and improvement among teachers. Additionally, provide early career teachers with the opportunity to observe advanced teaching practices of experienced teachers, helping them develop into competent educators. By participating in both online and offline class observation activities, promote communication and collaboration among urban and rural teachers, as well as between early career and experienced teachers.

# Project Benefits

## Benefits for Early Career Teachers

- Participation in AC 9.0 research activities enables Early Career teachers to understand the latest curriculum requirements and teaching methods, better applying them in their own teaching practices.
- Through class observation activities, Early Career teachers can observe advanced teaching experiences of experienced teachers, facilitating their rapid growth into competent teachers.

## Benefits for Country Teachers

- By participating in research and professional development, teachers from country can compensate for the lack of professional development opportunities due to limited training budgets, thereby improving their teaching abilities.
- Engaging in class observation activities allows country teachers to engage in discussions with urban teachers, promoting exchange and collaboration between urban and country teachers, and enriching their teaching experiences.

## Benefits for All Teachers (including Pre-service Teachers)

- AC 9.0 research activities will help all Chinese teachers understand the new syllabus requirements and provide practical teaching plans and resource libraries, saving teachers time and effort.
- Class observation activities provide teachers with opportunities for observation and learning, facilitating professional growth and improvement through the adoption of others' teaching experiences.
- Through these project activities, Chinese teachers will gain practical teaching experiences and teaching resources, enhancing the quality and effectiveness of their teaching, further meeting the students' needs in Chinese language learning, and advancing teachers' professional development and satisfaction.

# Project Activities

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## **Cross-classroom observations and discussions (4 sessions)**

Organize opportunities for teachers to observe each other's classes and engage in discussions afterward. This can foster a culture of learning and collaboration among teachers. By observing and reflecting on different teaching approaches, teachers can gain insights, exchange ideas, and learn from each other's experiences.

## **Monthly discussions and development on AC 9.0 (4 sessions)**

Regular meetings can be held to discuss the requirements and updates of the AC 9.0. Teachers can collaboratively analyze the curriculum, share insights and best practices, and explore effective teaching approaches aligned with the curriculum.

## **Resource Library for teaching support (long term-goal)**

Develop an online platform and resource library specifically tailored to Chinese language teachers. This platform can provide access to instructional materials, lesson plans, teaching resources, and examples of best practices. Teachers can utilize these resources to enhance their teaching practices and save time in creating their own materials.

## **Face-to-face and online professional development (2 sessions in Term 3 and 4 2023)**

Due to budget limitations, the CLTASA currently does not have professional development scheduled for Term 3 and Term 4. However, if the project application is successful, professional development sessions can be conducted for all teachers to facilitate knowledge sharing and skill enhancement among Chinese language teachers. These sessions will be based on the project discussions and research conducted each term. The topics covered may include effective teaching strategies, assessment methods, integrating technology in the classroom, and addressing specific challenges faced by teachers.

## **Instructional coaching**

Offer one-on-one support and coaching to Chinese language teachers. Experienced mentors can work closely with individual teachers, especially country teachers and Early Career teachers, to provide guidance, feedback, and support in implementing new teaching strategies and techniques. This personalized approach can help teachers refine their instructional methods and address specific areas for improvement.

## **Participation in the State or National Conference**

Project teachers can present their experiences, outcomes, and successful practices to a wider audience. This will allow teachers to showcase their achievements, receive feedback, and learn from other professionals in the field.

## **Project Report Submission**

At the conclusion of the project, require participants to participate in the final report writing by sharing the project's goals, outcomes, challenges faced, successful strategies, and recommendations for future improvements. This report can serve as a valuable resource for other teachers and educational stakeholders interested in similar initiatives.

# *Evaluation and Feedback Process*

To ensure a comprehensive evaluation of the project's success, a robust evaluation and feedback process will be implemented. This process will incorporate both quantitative and qualitative methods to gather data and assess the project's effectiveness.

## **Quantitative Data Collection**

Quantitative data will be collected to measure the project's impact on student outcomes and teacher engagement. This data may include student performance data, such as pre- and post-project assessments, to evaluate any improvements in language proficiency. Additionally, data on teacher participation rates and engagement in project activities will be collected to gauge the level of involvement and commitment.

## **Surveys and Questionnaires**

Surveys and questionnaires will be administered to both teachers and students to gather feedback on the project's activities, resources, and overall effectiveness. These surveys can cover topics such as teacher satisfaction, perceived improvements in teaching practices, student engagement, and the usefulness of the provided resources. The feedback collected will provide valuable insights into the project's impact and areas for improvement.

## **Qualitative Data Collection**

Qualitative data will be collected through various means to gain deeper insights into the project's outcomes. This can include teacher feedback sessions, focus group discussions, and reflective practices. Teachers will have the opportunity to share their experiences, challenges faced, and the benefits they have derived from participating in the project. Classroom observations and lesson evaluations can also provide qualitative data on the implementation of new teaching strategies and techniques.

## **Data Analysis and Reporting**

The collected quantitative and qualitative data will be analyzed to assess the project's effectiveness. This analysis will involve identifying patterns, trends, and correlations in the data. The findings will be compiled into a comprehensive report that highlights the project's goals, outcomes, and recommendations for future improvements. The report will provide evidence-based insights into the impact of the project on student outcomes and teacher professional development.

# Project Budget

## Travel: \$900

The travel budget of \$900 can be used to cover expenses related to transportation, accommodation, and meals for country teachers and project staff who need to travel for face-to-face professional development sessions or cross-classroom observations. This will enable participants to attend these events and benefit from the learning and collaboration opportunities they provide.

## Consultancy: \$1,200 Instructional Coaching

The budget for instructional coaching can be used to engage experienced consultants or experts who will provide one-on-one support and guidance to Chinese language teachers. They can assist teachers in implementing new teaching strategies and techniques aligned with the project's goals and objectives. The funds can cover the consultancy fees and any related expenses incurred during the coaching process.

## Technology: \$900 Resource Library and Online Platform Development

The technology budget can be used to develop an online platform or website that hosts resource library, materials, and best practices for Chinese language teachers. This includes designing and developing the platform, covering hosting fees, and obtaining necessary technology tools or software licenses. It can also be allocated towards procuring or creating instructional resources tailored to the project's objectives.

## Personnel: \$1,200

The personnel budget of \$1,200 can be allocated towards various activities involving personnel, such as:

### Facilitators or trainers

It can be used to compensate professionals who lead the termly face-to-face professional development sessions, provide instructional coaching, or deliver consultancy services related to the project. This can include their expertise, time, and any associated expenses.

### Project coordinators or administrators

It can be used to cover personnel costs associated with managing and coordinating the project, including administrative tasks, communication, and coordination among stakeholders.

## Evaluation and Assessment: \$300

The budget for evaluation and assessment can cover the costs associated with collecting and analyzing data to evaluate the project's impact. This can include survey tools or software, data analysis software licenses, and any expenses related to data collection, such as printing survey forms or conducting interviews or focus groups.

## Contingency Fund: \$500

The contingency fund is set aside to address unforeseen expenses or changes in project requirements. It provides flexibility to cover any unexpected costs that may arise during the project implementation, ensuring smooth progress and successful completion.