DEVELOPING TEACHERS’ PROFESSIONAL COMPETENCE AND IMPROVING THEIR TEACHING PRACTICE THROUGH CROSS-CULTURAL PROGRAMMES

Minxuan Zhang  
Shanghai Normal University, China

Rongjin Huang  
Middle Tennessee State University, USA

Shiqi Li  
East China Normal University, China

Xingfeng Huang  
Shanghai Normal University, China

Organizers
Minxuan Zhang is a professor in comparative education, the former president of Shanghai Normal University, and the director of the Teacher Centre under UNESCO. Rongjin Huang is a professor in mathematics education and the member of IPC for ICMI Study 25. Shiqi Li is a professor in mathematics teacher education, and is the IPC in the past ICMEs. Xingfeng Huang is an associate professor in mathematics teacher education leading the Shanghai team of Mathematics Teacher Exchange Programme between UK-China.

Discussants
Christian Bokhove, School of Education, Southampton University, UK
Debbie Morgan, National Centre of Excellence in the Teaching of Mathematics, UK
Jenni Ingram, Oxford University, UK
Julie Alderton, University of Cambridge, UK
Lianghuo Fan, East China Normal University, China
Minxuan Zhang, Shanghai Normal University, China
Rongjin Huang, Middle Tennessee State University, USA
Shiqi Li, East China Normal University, China
Xingfeng Huang, Shanghai Normal University, China

Aims
Since 2014, the UK government has funded the Mathematics Teacher Exchange Programme between UK-China to improve British teacher’s professional development. Through this programme, nearly 1000 teachers from both countries have visited schools in counterpart schools and learned teaching and teacher professional development practice from the other country. Over the past eight years, participating teachers have benefited from the exchange activities and improved their teaching practice (Boylan et al., 2019; Huang, Huang, & Bosch, 2021). However, some contradictions have occurred due to cultural differences between China (the East) and the UK (the West) (Yuan & Huang, 2020).

Classroom teaching and teacher learning are cultural activities. Thus, the differences in mathematics teaching and teacher learning between the East and the West are rooted in their cultural values, educational philosophies and traditions, and practical wisdom. It is crucial to identify the strengths and weaknesses of mathematics education and understand the underlying cultural differences in order to learn from each other (Leung, Graf, & Lopez-Real, 2006). The contradictions regarding mathematics teaching and learning between the East and the West could be the driving force for teachers' learning, and promote their self-reflection and teaching improvement (Huang, Lai, Huang, 2021).
Therefore, based on these projects and research literature, this discussion group will focus on (1) what we can learn from the exchange programme between the Eastern and Western cultures; (2) practice and research on cross-cultural teachers’ collaboration and learning in the future. This discussion is aimed to deepen our understanding of the theories and practice of mathematics teaching and teacher professional learning in the East and the West and improve our own mathematics education.

The Discussion Group will be held in a hybrid mode, so the participants and observers can attend online or physically.

**Planned structure**

Based on the teacher exchange programme between UK-China, the difference in mathematics practice between the East and the West, and mathematics teachers’ collaboration and learning in cross-cultural contexts will be discussed. The theoretical perspectives on teachers’ cross-cultural collaboration and learning in mathematics education or other fields, as well as different models for teacher practices cross-culturally in the future (e.g. online lesson study) also will be focused on.

<table>
<thead>
<tr>
<th>Planned timeline</th>
<th>Topic</th>
<th>Responsible person</th>
</tr>
</thead>
<tbody>
<tr>
<td>21:30 – 22:00</td>
<td><em>Sharing the experience in and research findings on the exchange programme between UK-China</em></td>
<td>Minxuan Zhang</td>
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<tr>
<td>22:00 – 22:45</td>
<td><em>Discussion: (1) Why it is necessary and important for teachers’ collaboration cross-culturally; (2) What can be learned from the exchange programme between the Eastern and Western cultures; (3) Practice and research for teachers’ cross-culture collaboration and learning in the future</em></td>
<td>Rongjin Huang</td>
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<td>22:45 – 23:00</td>
<td><em>Comments</em></td>
<td>Jenni Ingram</td>
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</tbody>
</table>

**Venue requirement:** Internet, Microphone, Screen or Whiteboard, Computer and Projection

**Reference**


