

# Professional Development in Internationally-Oriented Schools in China



## Professional Development, n.

The continuous process of enhancing teachers' and other staff members' knowledge, skills, and instructional practices, with the ultimate goal of improving student learning outcomes.

## A brief hello

It has been such a pleasure researching and crafting this guide with the Venture team. Research consistently shows that great teacher is the biggest predictor of student success. Therefore, professional development becomes our most powerful lever for school improvement. I hope this guide sparks both meaningful reflection and practical changes in your school.

### What's in this guide?

1. PD in China: an overview of the sector
2. Effective PD Essentials: insights and tips for success
3. PD Pathways: qualification programmes and directory

### Why this guide?

1. We focus on internationally-oriented schools in China
2. We cut through the noise with expert advice and latest data
3. Good PD brings immense benefits to any school (see next page)

We hope this guide helps you be more informed and make more insightful choices about PD, whether you're a school leader or educator.



Shane Leaning  
Co-Editor



# PD in China

An overview of the sector



## Benefits of PD done well

### 1. Teacher Retention

Effective PD keeps teachers engaged and reduces turnover by aligning with their motivations, providing a sense of purpose and recognition



Teachers who participate in effective PD have **higher levels of job satisfaction**, which is a **strong predictor of retention**

*(Kraft & Papay, 2014)*

The primary motivation for becoming a teacher is a “**passion for teaching**”

*(Venture’s Teachers in China 2024)*

### 2. Teacher Quality

Investing in PD improves classroom outcomes and builds a school’s reputation for excellence, attracting families seeking high-quality education



**57% of Chinese parents** and **68% of foreign parents** rated **high quality of teaching** as the most important factor in selecting an international school

*(Venture’s Parents in China 2024)*

Investment in PD creates a **virtuous cycle** where **professional growth** and **staff stability** reinforce each other

*(Johnson et al., 2012; Ingersoll et al., 2011)*

### 3. School Culture

A supportive PD environment promotes a culture of ongoing learning, collaboration, and growth among teachers, which extends to the broader school community.



Teachers **cannot create vibrant learning communities** among students if they have **no parallel community** that nourishes them professionally

*(Department of Education & Training Victoria, 2004)*

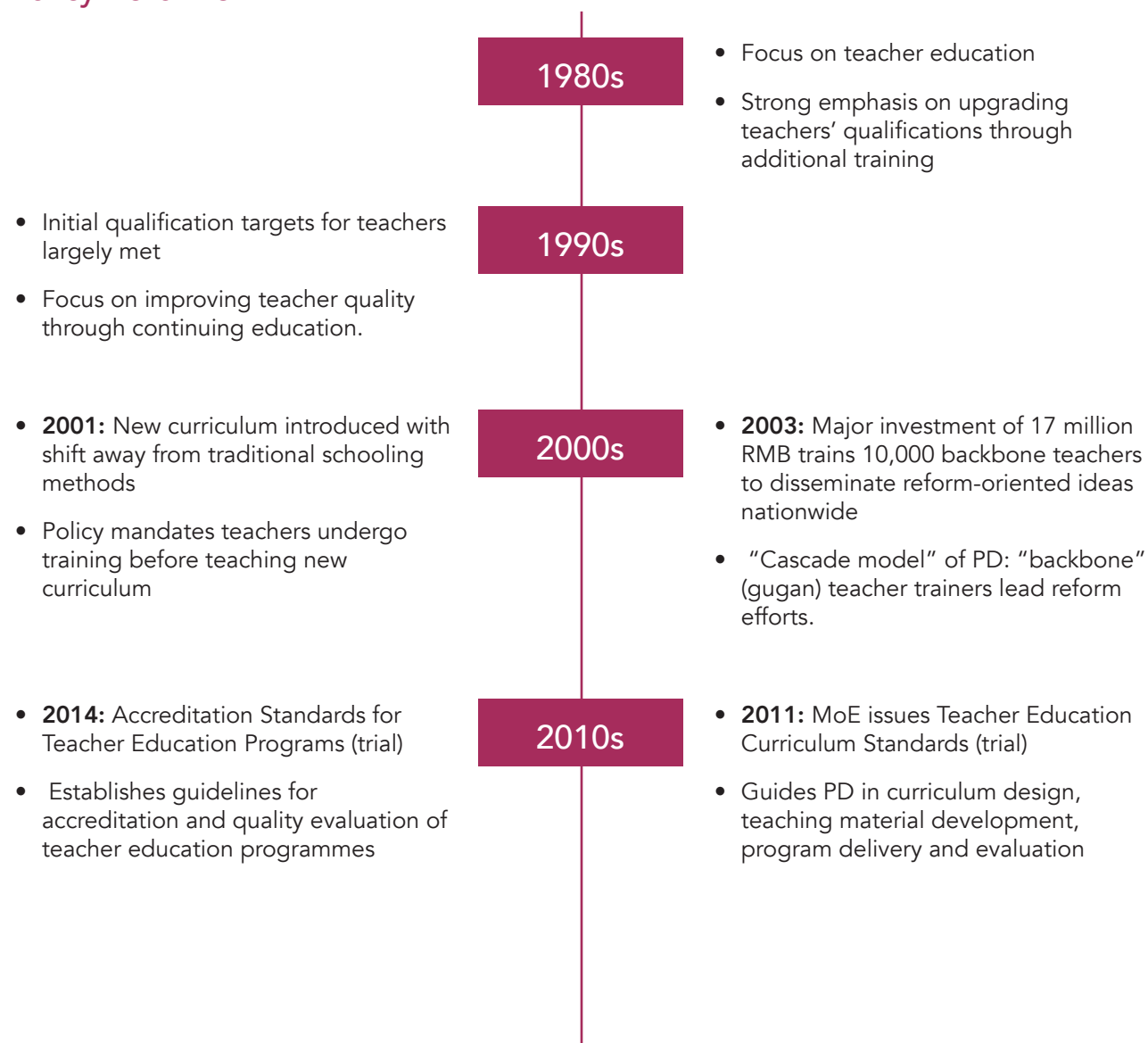
Professional development can positively affect school personnel’s ability to **become culturally aware** individuals

*(Lindenwood University, 2010)*

## Evolution of PD in China

PD has evolved over the last few decades, especially for Chinese teachers. Today, there is a more structured, standardised and research-oriented approach to PD in China, driven by extensive curriculum reforms and new notions of 'good' teaching.

### Policy Reforms



### Other Changes in the 2000s

#### Shift from Lifetime Employment

Traditional 'Iron Rice Bowl' idea of permanent teaching positions replaced by **contract-based employment**. Chinese teachers began to face regular inspections and evaluations to maintain their roles (Zhou & Reed, 2005).

#### PD Focus in Rural Areas

Addressing disparities within the teaching workforce: State Council of China allocated **500 million RMB** for PD in **372 impoverished counties** across 15 provinces / regions in 2003 (*China Education Daily*, 2003)

## PD in China: Media Takes

Given its mixed reporting on other aspects of China, it's worth noting that **Western media** has praised PD in China since the 2010s. It mentions China's systematic and effective training that provides teachers with career-long learning opportunities.

### A 2013 New York Times article praises a Shanghai school's transformation from low- to high-performing

40% of students are children of poorly educated migrant workers; its teachers dedicated 30% of their weekly time to developing teaching skills and lesson planning

### A 2014 Washington Post article praises Shanghai teacher training

"One thing we can learn from Shanghai: How to develop teachers...laser focus on teacher development and professional learning"

**Did you know:** The Ministry of Education in China mandates a **minimum of 360 hours** PD participation in a **5-year cycle** for all local teachers, and specifies that **5% of preschool budgets** should be arranged to support teacher PD.

**Chinese social media** discusses the ideological messaging offered by PD in local schools. One teacher shared this quote from her PD workshop on XiaoHongShu:

“大先生：大格局，大情怀，大学问，大修养”

which translates to...

**'Great Educator': A person with a broad perspective, deep compassion, profound knowledge, and virtuous character**

Ideology in Chinese PD has generated mixed responses:

- **PD should be practical:**

"Is it really beneficial for teachers to listen to **hollow, impractical speeches** from 'experts' who aren't even on the front lines of teaching?"

**VS**

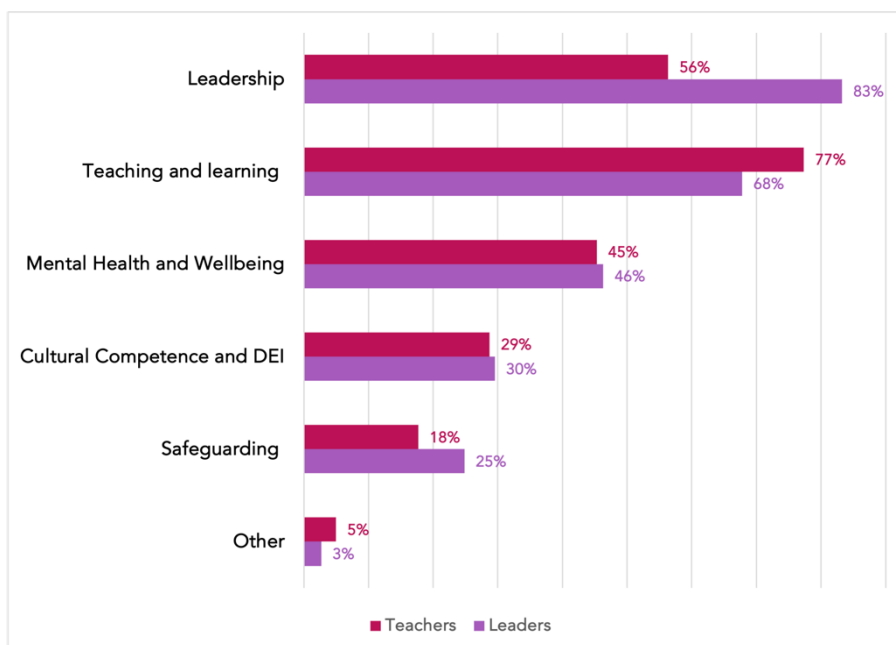
- **PD should align with**

**the nation's educational ethos:** teachers not only impart knowledge but also embody high moral and ethical standards.

## Sentiments from China

We surveyed 181 school leaders and 149 teachers from internationally oriented schools in China and here's what we found:

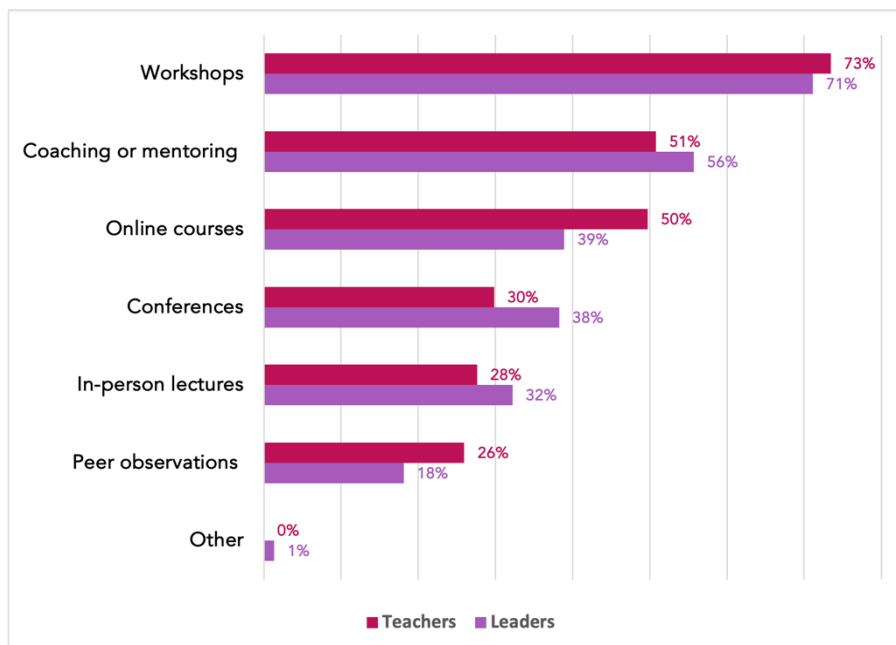
### Most engaging area of PD?



Teachers and leaders are **most engaged in areas directly aligned** with their roles and responsibilities.

It is important for PD programmes to address the **distinct priorities** of different stakeholders within schools.

### Most effective type of PD?



There is a **consensus** on the most effective types of PD, with **workshops as the clear favourite**.

To maximise engagement and impact, schools should combine **interactive, personalised, and flexible learning** approaches into PD.



## Teacher Motivations and PD

What motivates teachers across China?

**50%**  
Students

**47%**  
Self-growth

Foreign teachers are more motivated by students.

Chinese teachers are more motivated by self-growth.

Source: Venture's Teachers in China 2024 Survey

Where does PD fit in?

Teachers participating in PD in China face conflicts such as the challenge of balancing work and study, or the psychological tension of being "compelled" to participate.

Therefore, for PD to achieve its value, it requires an emphasis on "**generativity**".

**Generativity:** the desire to create positive change and contribute to the well-being of future generations

Source: Paper from a Chinese academic journal

A survey of over 700 school administrators by Frontline Education reveals that:

**97%**

desire a stronger connection between professional learning and teacher goals

**42%**

reported having PD that can facilitate personalised learning based on evaluation results

**PD programmes need personalised, goal-oriented approaches that emphasise growth and student impact.**





## Mechanisms That Make PD Effective

The Education Endowment Foundation identifies 14 key mechanisms (grouped into 4 categories) that schools should focus on to make professional development effective.

Category	Mechanisms	Schools should:
Building Knowledge	1. Managing cognitive load	Chunk information and present content in small, manageable parts
	2. Revisiting prior learning	Begin PD workshops by connecting to what participants already know

Category	Mechanisms	Schools should:
Motivating Teachers	3. Setting and agreeing on goals	Establish specific targets for improvement
	4. Presenting information from credible sources	Use trusted experts and reference research
	5. Providing affirmation after progress	Recognize contributions and reinforce positive changes

Category	Mechanisms	Schools should:
Developing Teaching Techniques	6. Instruction on performing techniques	Have clear guidance on implementing methods
	7. Arranging social support	Facilitate peer collaboration and assistance
	8. Modelling the technique	Show participants how to apply strategies through examples
	9. Monitoring and feedback	Observe and provide constructive feedback
	10. Rehearsing the technique	Allow staff to practice new methods before classroom use

Category	Mechanisms	Schools should:
Embedding Practice	11. Providing prompts and cues	Send reminders and follow-up sessions post-workshop
	12. Prompting action planning	Use 'Wish, Outcome, Obstacle and Plan' framework to plan
	13. Encouraging monitoring	Support self-reflection and tracking
	14. Prompting context-specific repetition	Ensure practice in real classroom settings

## Culture and Language in China

Internationally-oriented schools in China, which have seen an increase in local staff over recent years, need to cater to diverse needs and aspirations.

While the core mechanisms of effective PD remain important, implementation requires additional layers of cultural and linguistic sensitivity.

### Cultural Background

- Western-trained teachers may expect interactive, discussion-based workshops with peer learning opportunities
- Chinese-trained teachers may be more comfortable with didactic, expert-led instruction
- Some staff may be hesitant to participate in group discussions or challenge ideas openly

### Language

- English, often the default language for international school PD, may not always be the most effective choice
- Chinese teachers may benefit more from bilingual delivery for complex pedagogical concepts
- Follow-up support in participants' preferred language can greatly assist implementation

### Tips to consider

- **Differentiated PD pathways:** based on cultural and linguistic preferences
- **Bilingual facilitators:** bridge cultural and linguistic gaps
- **Mixed-language learning groups:** with appropriate translation support
- **Provide multi-language resources:** including written materials
- **Reflection in preferred languages, shared discussion in English**



## Future Trends in PD



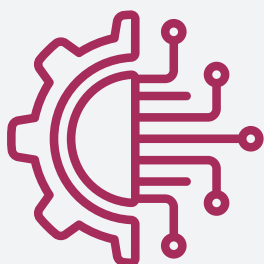
### 1. Initial Teacher Training

- Growing demand for internationally qualified teachers in international schools
- Significant expansion in pathways for local teachers seeking international qualifications from UK universities, such as iQTS and iPGCE (see pages 23 - 25)



### 2. Instructional Coaching

- Emerging as one of the most effective forms of PD (see survey on page 7)
- Effectiveness largely stems from the one-to-one relationship between coaches and teachers
- Targeted & manageable learning episodes, personal goal-setting, immediate feedback, regular follow-up & contextual application



### 3. AI & EdTech

- AI is increasingly being utilised in several key areas:
  - » Creating customised PD plans
  - » Analysing teaching practice and generating insights for improvement
  - » Adapting PD materials for different linguistic and cultural context
  - » Automating administrative aspects of PD

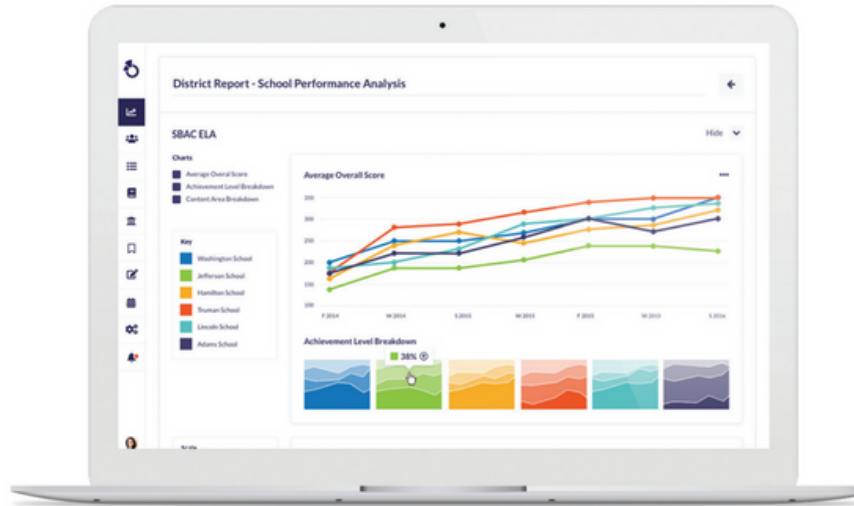




300+



1 million



# One platform to Teach, Grade, and Analyze

## Data Management

Bring together third-party data in one easy-to-use data warehouse

- Create custom dashboards that display the data you want to see
- Search for and identify students in school or district who meet certain criteria
- Track growth over time

## Assessment Management

Create, distribute, and grade formative and summative assessments

- Create assessments using 65+ item types or choose from pre-built items
- Flexible rubrics support traditional and standards-based grading
- Automatically grade and store assessment data within Otus

## Learning + Classroom Management

Replace several one-off classroom software tools with a single system

- Utilize popular edtech tools for attendance, recognitions, exit tickets, lesson planning, custom student groups, and much more
- Organize and distribute web-based resources
- Create a complete learner profile



# Effective PD Essentials

Insights and tips for success



## Types of PD: A Quick Overview

**External PD** connects teachers with PD providers and outside organizations, often led by experts with programmes tailored to fit school needs and teacher interests. Examples of external PD types include:

- **Conferences and workshops** with leading education experts.
- **Online courses** covering specific areas such as authentic leadership, child safeguarding etc.
- **Formal degree qualifications** in teaching which can be obtained at higher education institutions

### Did you know:

The IB conducted **57 offline workshops** in China in the past year, and FOBISIA offered **54 PD programmes** for members, including 16 within China. ACAMIS offers a range of PD programmes from technology integration to leadership.

### Did you know:

Certain international schools invest heavily in their internal PD programmes. For example, Harrow AISL launched the AISL Academy in 2021, which offers **over 100 programmes** through an online platform designed for both academic and non-academic staff.

Meanwhile, **Internal PD** takes place within the school environment and is typically led by school staff. Common formats include the collaborative **Lesson Study** Groups and **Peer Observations**.

In the following pages, we examine insights for effective PD in the areas of safeguarding, leadership, wellbeing, DEI, and teaching.



# Safeguarding in China: Essential practices

By Stephanie Hobler,  
CEO of

**teachUP**

Email: [stephanie.hobler@edpg.org](mailto:stephanie.hobler@edpg.org)

## 1. Evolution of safeguarding in China

**Notable strides:** Policies that strengthen safeguarding

2021: Regulations on  
Protection of Minors at  
Schools

Campaign to combat  
excessive homework and  
bullying

2024: Law governing  
preschool education

### Remaining challenges: Reporting and escalation

- **Common barriers:** fear of lawsuits, reluctance to involve law enforcement, pressure from influential families seeking to avoid reputational damage
- **Cultural and systemic differences:** hurdles in collaborating with law enforcement or child protection agencies

### What's still needed:

- Enhanced clarity in escalation processes
- Greater inter-agency collaboration
- Targeted bilingual training for school staff

In a recent TeachUp survey,  
> 23% respondents working in China  
schools reported having witnessed/  
heard of safeguarding concerns not  
appropriately addressed.

## 2. How perceptions of safeguarding have evolved over time

### Reactive to proactive

Shift in  
approach:  
from  
responding  
to incidents  
to preventing  
them

### Harm: Beyond physical

Addressing  
emotional,  
mental and  
digital

### Mental health

Not just child  
protection,  
but fostering  
environments  
where  
children thrive

### Shared responsibility

From sole  
responsibility  
of designated  
safeguarding  
leads (DSLs)  
to all staff

### Attention

More  
attention  
to student  
voices,  
diverse  
populations,  
cultural  
sensitivity

## 3. Essentials for training in schools

1. Accessible to all school community (beyond teachers)
2. Delivered in the native language of staff members
3. Emphasise the interconnectedness of roles within the school

*"For example, a janitor noticing unusual behaviour in a student, or a bus driver observing signs during the commute, can provide critical early warning signals."*



## The overlooked middle: Elevating leadership

How well does your school attend to its 'middle'? PD budgets often favour staff at the 'ends' of the hierarchy at the expense of middle leaders, who often bridge diverse staff and broad responsibilities at internationally-oriented schools. Here's some considerations based on Stone & Stone's (2024) latest research:

### 1. Middle leaders prioritise classroom experiences in teacher development

"If people are part of a rich environment, then they can become better teachers. For me, it's about doing the job and learning from other teachers as opposed to theory and courses"

– Head of Secondary History

They consider more 'academic' forms of professional learning less meaningful

**Tip:** Integrate practical opportunities into all PD offerings, even the more 'theoretical' ones

### 2. Middle leaders dislike top-down approaches

"Top-down initiatives... means that we just keep telling teachers how to teach instead of skilling them to make judgements...and develop who they are as teachers"

– Secondary Head of English

Provide middle leaders with more opportunities for two-way dialogue

**Tip:** School leaders should act more as facilitators rather than directors

### 3. Equip middle leaders to mentor other teachers

"I don't feel like I have any real control over what I'm doing to train and develop other people"

– Primary English Lead

Middle leaders recognise teacher development as an integral part of their work

This requires both skills and opportunities

**Tip:** Focus on PD that develops mentorship and training skills

## Thriving in pressure cookers: Steps to wellbeing

International schools in China often have to deal with a high-pressure environment. We spoke with Dr. Christopher Willard, a lecturer at Harvard Medical School and a global authority on psychological wellness:

**Q: What key lesson(s) should every school leader consider for promoting student wellness in high-stress K-12 schools?**

A: The first thing is for staff to take care of themselves and feel well-supported. You won't have calm, regulated students if they are also surrounded by burned-out, stressed-out staff. Next, ensure the staff understand at least the basics of mental health and know the warning signs to watch for. Finally, have support staff like counsellors available to help students and work on peer counselling programs.

**Tips: 1. Prioritise staff care 2. Know the signs 3. Counsellor support**

**Q: What advice do you have for teachers wanting to integrate wellness practices despite time or resource constraints?**

A: While many educators feel they "don't have time" for wellness practices, research shows that even **a minute of mindfulness can transform the next hour of learning**. Take two minutes in the morning, a minute before class, or a moment of relaxation before exams. Invite students to research wellness practices and develop schoolwide projects.

**Tip: 1-2 minutes of mindfulness throughout the day**



**Q: How can educators foster a supportive environment at international schools?**

A: We need to provide kids with accurate information about mental health before they get misleading messages from social media. **Teaching them to recognise signs in themselves and others, destigmatising mental health issues, and normalising mental health treatment.** Schools can teach these basics in health classes or hold regular meetings with counsellors to build trust.

**Tip: Teach students to recognise mental health issues**

Dr. Christopher Willard, a Harvard Medical School lecturer and global mental health expert, has worked with K-12 schools worldwide, from the U.S. to Asia.

For more resources, visit: <https://www.drchristopherwillard.com/>

If you would like to work with Dr. Chris, reach out to: [bonnie@mindfulabs.com](mailto:bonnie@mindfulabs.com)



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## DEI gone **wrong**: Redeveloping cultural competence

While cultural proficiency is a must in China, here's five reasons why culture and DEI training for teachers can fall short, based on a 2022 article by University of Michigan School of Social Work's Shayla R. Griffin.



1. **Confirmation bias:** Schools often do not adequately address personal or psychological barriers that prevent meaningful self-reflection during DEI training

Tip: Create opportunities for guided reflection to increase awareness of biases



2. **Mandate over motivation:** Forced learning and organisational mandates hinder teachers' personal motivations to understand DEI

Tip: Give teachers a say in which aspects of DEI they want to learn



3. **Don't shame, encourage:** Shaming makes participants less keen and open to learning, especially if there's no sense of connection

Tip: Foster relationship-building and positive encouragement in sessions



4. **All appeal, no action:** Focusing on emotional appeal and theoretical concepts alone doesn't empower participants to implement DEI practices

Tip: Provide more structure and hands-on practice during training



5. **Standalone sessions:** Participants need ongoing learning, practice and adaptation for such a dynamic and ever-evolving topic

Tip: Have multiple sessions over longer term with practice in between



## Beyond traditional learning: Ground-up methods

Peer learning has become a widely popular form of PD, especially with virtual options. It offers a dynamic alternative to traditional training by fostering knowledge-sharing and skill-building through collaborative interactions among colleagues rather than formal instruction.

### What are the differences?

#### Peer Learning PD

- Collaborative, democratic
- Blurs the lines between teacher and learner
- Engages in a process that involves active discussion and critical thinking
- Provides directly relevant insights that can be applied on the job

#### Traditional Learning PD

- Top-down approach with predefined curriculum
- Clear distinction between instructor and learner
- Primarily the dissemination of information without accountability for implementation

### Case studies: Peer learning communities (PLCs) in school

**Nanjing International School** uses **virtual PLCs** to create a culture of ongoing collaboration in the post-Covid era

**Access International Academy Ningbo (AIAN)** leaders see **informal exchanges** during PLC sessions as the best learning opportunities

**PeerSphere**

For more information on getting involved in PLCs, please visit PeerSphere's website.

Tip: Consider ground up methods beyond traditional instructor-based PD for your school







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## DEEPENING AWARENESS



## IGNITING JOY AND WONDER



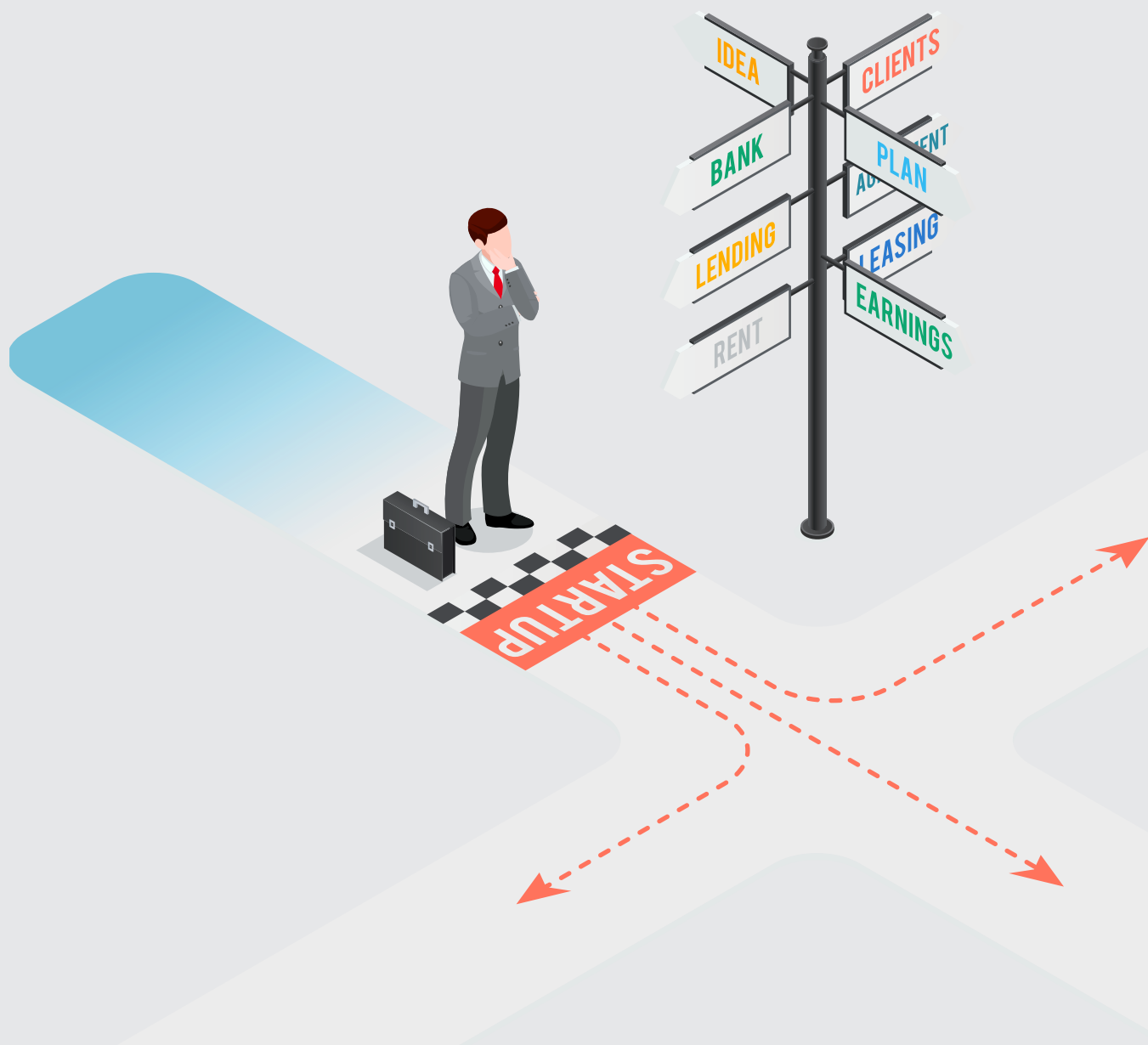
## STRETCHING BOUNDARIES



*Highlights*

# PD Pathways

Qualification Programmes & Directory



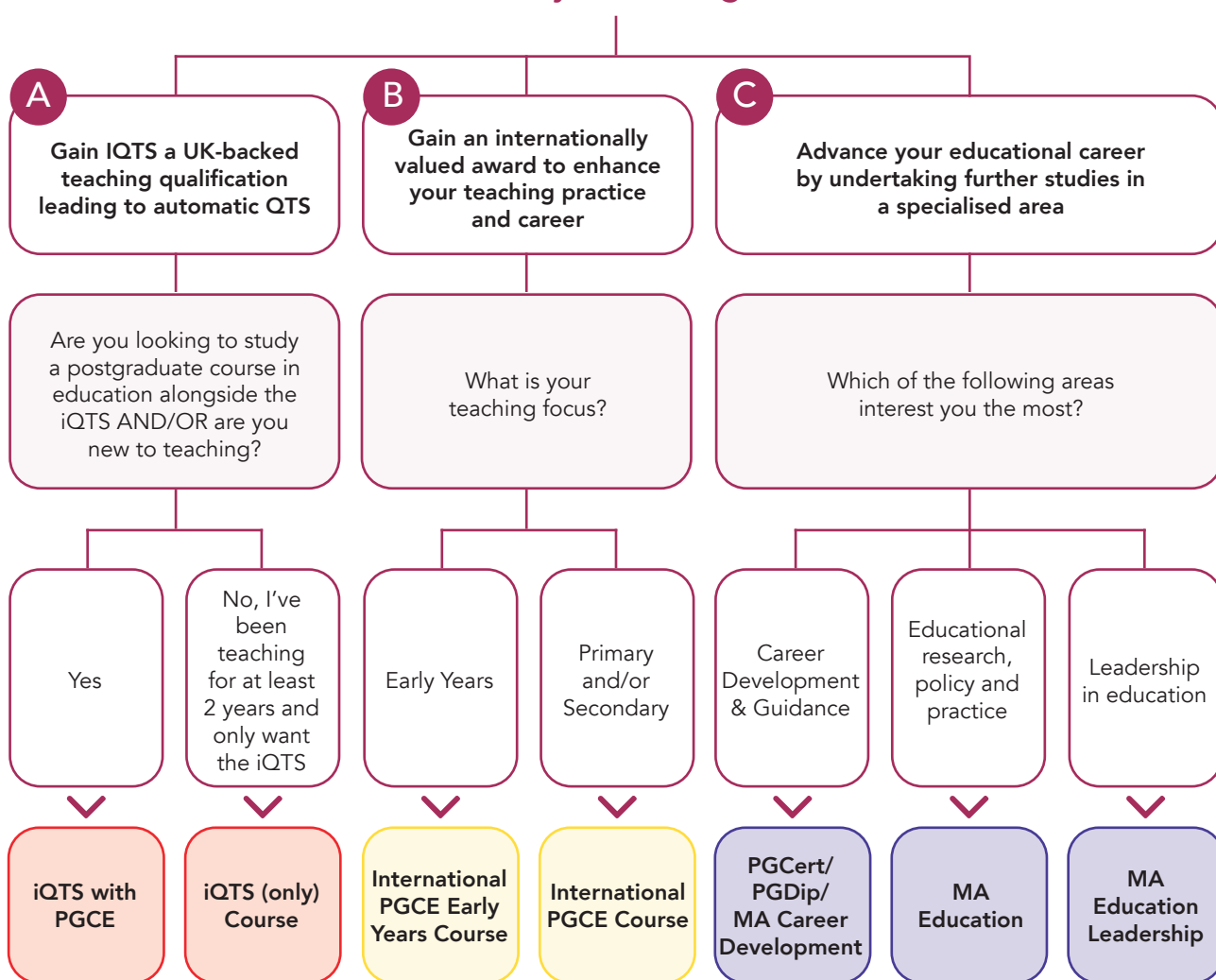


## Choose the right path: Qualifications for Teachers

PGCE, iQTS, what does it all mean? We talked to **UWE Bristol's School of Education and Childhood** to understand what kinds of programmes are available for international educators looking to upskill.



What is your main goal?



**UWE  
Bristol**

University  
of the  
West of  
England

## Programmes Offered by UWE Bristol

Type	Cost	Entry Requirements	Contact Information
<b>1. iQTS only</b>	£4,750	First degree from an institution of higher education or equivalent;  At least 2 years teaching experience	<a href="mailto:uweiqts@uwe.ac.uk">uweiqts@uwe.ac.uk</a>
<b>2. iQTS (PGCE)</b>	£9,250	First degree from an institution of higher education or equivalent	<a href="mailto:uweiqts@uwe.ac.uk">uweiqts@uwe.ac.uk</a>
<b>3. iPGCE or iPGCE EY (non-QTS)</b>	£2,850  (£2,950 From Sep 2024)	Level 6 entrants: 240 credits at level 4 and 5 of HE study.  Level 7 (Master's) entrants: undergraduate degree or equivalent.	iPGCE: <a href="mailto:juliet.edmonds@uwe.ac.uk">juliet.edmonds@uwe.ac.uk</a>  iPGCE (EY): <a href="mailto:eleri.john@uwe.ac.uk">eleri.john@uwe.ac.uk</a>
<b>4. MA Education</b>	£772 per 15 credits	Undergraduate degree (or equivalent, or demonstration of suitability)	<a href="mailto:fay.lewis@uwe.ac.uk">fay.lewis@uwe.ac.uk</a>
<b>5. MA Education Leadership</b>	£596 per 15 credits	Undergraduate degree (or equivalent, or demonstration of suitability)	<a href="mailto:paul2.redford@uwe.ac.uk">paul2.redford@uwe.ac.uk</a>
<b>6. PgCert/ PgDip/ MA Career Development</b>	£1,575 per 30 credits	Undergraduate degree, or other qualifications or professional experience	<a href="mailto:kate.colechin@uwe.ac.uk">kate.colechin@uwe.ac.uk</a>

**iQTS = International Qualified Teacher Status, backed by the English Department for Education, designed for individuals training in international schools.**

iQTS with PGCE is available for new teachers or those who want to gain a masters' level academic award.

**iPGCE = International Postgraduate Certificate of Education, for developing and enhancing best practice teaching approaches.**

Can be studied at Level 6 (Professional Graduate Certificate) or Level 7 (Postgraduate Certificate; 60 credits go towards MA).

**MA Education:** For driving educational developments whilst progressing your career, good preparation for research practice and doctoral study. **MA Ed Leadership:** For developing leadership skills and progressing career. **Career Development:** For qualifying as practitioner, help others navigate career decisions.

University	Type	Cost	Course Module Examples
University of Sunderland	iPGCE (non-QTS)	£7,828	<i>Emerging Professional Practice in Education</i>
University of Leicester	iPGCE (non-QTS)	£5,050	<i>Critical Reflections on Classroom Practice: how people learn and pedagogy</i>
University of Greenwich	iPGCE (non-QTS)	£4,200	<i>Research Informed Teacher Education</i>
University of Cumbria	PGCE (non-QTS)	£3,675	<i>Raising the Achievement of Learners</i>
University of Bath	iPGCE	£4,035	<i>Education in an International Context</i>
University of Worcester	PGCE	£3,000	<i>Learning in the 21st Century</i>
Leeds Beckett University	PGCE	TBC	<i>Developing Subject Competence</i>
Queen Margaret University	MA Education	£7,284	<i>Shared Leadership for Sustainable Development in a Global World</i>
University of Exeter	MA Education	£10,000	<i>Special Educational Needs: Learning, Teaching and Assessment</i>
University of Manchester	MA Educational Leadership in Practice	£17,000	<i>Models of Educational Leadership</i>
University of Buckingham (BISE)	PGCE	£4,500	<i>International Education; Philosophy of Education</i>
	iQTS	£8,000	<i>Subject-specialized curriculum modules</i>
	MA Education	£4,000	<i>Learning how to navigate the topic of education research methodology</i>

## School PD Directory: Providers to get started

While this list is by no means comprehensive, every organisation on it offers online PD with a range of focus areas and instructional modes.

### Leadership

Organisation	Focus	Type	Example PD Offering
<b>Shane Leaning</b>	Personal & Organisational Leadership Transformation	On-demand Courses & Coaching	<i>International School Leadership Mastermind</i>
<b>UpThink Coaching</b>	Building Authentic, Personal Leadership	Workshops & Coaching	<i>Leading Self, Leading Others &amp; Leading Culture</i>
<b>The Heads Conference</b>	Senior Leadership Transition	Workshops & Conferences	<i>Managing Relationships and Communications with Parents</i>
<b>PD Academia</b>	Middle Leadership Growth & Development	Programme, Coaching, Workshops	<i>Transformational Leadership Program for Aspiring Senior Leaders</i>
<b>The Education People</b>	Strategic and Instructional Leadership Development	On-demand Courses & Live Webinars	<i>Senior Leaders: Understanding School Finance</i>
<b>MiniPD</b>	Leadership Transition for All Levels of Leadership	On-demand Courses	<i>Middle Level Leadership for Impact in International Schools</i>

### Mental Health & Wellbeing

Organisation	Focus	Type	Example PD Offering
<b>Bounce Forward</b>	Understanding Psychological Fitness/Skills	Programme	<i>Nurture Your Resilience: For Trainee Teachers</i>
<b>Happy Seeds</b>	Practical Strategies to Support Social Emotional Growth	Workshops	<i>Tailored Workshops:</i> E.g. Develop Self-awareness and Growth Mindset

Organisation	Focus	Type	Example PD Offering
<b>Grow Your Mind</b>	Building a Positive Staff and Student Wellbeing Culture	Workshops & On-demand Courses	<i>Whole School Approach to Social, Emotional &amp; Wellbeing Learning in the Classroom</i>
<b>Mental Health Academy</b>	Learning Holistic, Clinical Mental Health Practices	On-demand Courses	<i>Innovation and Inclusion: Future Directions in Health Equity and Mental Health</i>
<b>Real Training</b>	Improving Wellbeing in a Whole School Context	On-demand Courses	<i>Senior Mental Health Lead Training</i>

## Culture & DEI

Organisation	Focus	Type	Example PD Offering
<b>simpleK12</b>	Creating Safe and Inclusive Classroom Culture	On-demand Courses & Workshops	<i>Research Based Strategies to Promote Diversity in the Classroom</i>
<b>Diverse Educators</b>	Embracing Diversity in the Workplace, Curriculum & Leadership	Workshops, Coaching	<i>Becoming a Culturally-Intelligent School</i>
<b>Coach Diversity</b>	Creating Diverse and Inclusive Workplace Experience	On-demand Courses & Coaching	<i>Generational Diversity</i>
<b>Real Training</b>	Supporting and Empowering Students with SEND	On-demand Courses	<i>Cross-cultural Issues in SEND</i>
<b>The Education People</b>	Fostering Inclusive Environment for Students with SEND	On-demand Courses & Coaching	<i>Creating an Inclusive Environment (Secondary)</i>

## Safeguarding

Organisation	Focus	Type	Example PD Offering
<b>TeachUP</b>	Bilingual Safeguarding Training For China-Specific Schools	On-demand Courses & Workshops	<i>Introduction to Safeguarding and Child Protection China</i>
<b>The Education People</b>	Training for Safeguarding Leads & Basic Awareness Induction	On-demand Courses & Live Webinars	<i>Safeguarding Record Keeping for Designated Safeguarding Lead</i>
<b>Real Training</b>	Safeguarding AI in Education	On-demand Courses	<i>Safeguarding AI for Leaders</i>
<b>EduCare</b>	Improving Safeguarding for International Schools	On-demand Courses	<i>Child Neglect for International Schools</i>
<b>112 Safeguarding</b>	Safeguarding Training for Whole-School Staff, from Basic to Specialist Level	Workshops & Programme Courses	<i>Safeguarding &amp; Child Protection Workshop for School Medical Staff</i>

## Teaching & Learning

Organisation	Focus	Type	Example PD Offering
<b>PeerSphere</b>	Learning New Teaching Methods & Strategies Used By Peer Educators	Peer Sharing & Learning, Conferences	<i>Amplifying Student Agency</i>
<b>Teach Better</b>	Maximizing Impact of Curriculum and Teaching Approach	Workshops & On-demand Courses	<i>Developing Mastery Questions</i>
<b>TTA</b>	Integrating Technology & AI in Classroom & Curriculum	On-demand Courses	<i>Gamify Your Classroom: A Practical Guide to Game-Based Learning</i>

Organisation	Focus	Type	Example PD Offering
<b>TeachUp</b>	Promoting High-Quality Teaching to Transform Learning Outcomes	On-demand Courses & Workshops	<i>Creating Powerful Learning: Self-Efficacy, Growth Mindset and Self Regulation</i>
<b>simpleK12</b>	Improving Blended Learning & Collaborative Learning Methods	On-demand Courses & Workshops	<i>Upskilling Our Students for the 21st Century Workplace</i>
<b>Better Lesson</b>	Developing Flexible Instructional Models	On-demand Courses, Workshops & Coaching	<i>Designing Student-Centered Performance Assessments</i>
<b>MiniPD</b>	Understanding & Delivering the Value of International Education	On-demand Courses & Coaching	<i>Designing Learning for Intercultural Understanding in International Schools</i>
<b>Venture Education (TeachBetter Workshop)</b>	Various Topics: Mental Health, Leadership, AI, etc.	Online workshop	<i>Transition to Leadership</i>







# Worldwide educational trips - 100% designed and planned by us

We deliver exceptional, personalized educational experiences for teachers and students alike. From STEM trips in South Korea, where students will meet with PhD researchers studying aerospace at Busan University, to exploring prestigious US institutions such as UCLA, Stanford, and UC Berkeley on a Culture & University trip to California, our trips are fully customizable to suit your learning objectives.

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## Why choose us?

- Experts in educational travel since 2011
- All trips are designed & planned by us
- Our itineraries are fully customizable
- Unlimited quotes & flexible payment plans
- Health & safety is our top priority
- Knowledgeable & fully trained Adventure Leaders
- On-the-ground teams to support you throughout

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Room 202, Building 4, 689 Xinhua Rd,  
Baoshan District, Shanghai

## We Want to Hear from You!

Thank you for reading our guide, we'd really appreciate it if you can answer four **questions** for us about PD. Won't take more than two minutes, and will help us to understand far better how teachers and schools are thinking!

Scan the QR code below:



**Do you have feedback? Do you provide PD to schools in China?**

We'd love to hear from you! Please reach out to [contact@ventureeducation.org](mailto:contact@ventureeducation.org) with your feedback and if you would like to feature in our next edition of PD guide.

## About Venture Education

Venture Education is an award-winning, Beijing-based market intelligence consultancy that works with a vast network of schools, educators, and organisations around China, connecting and empowering international education through research, events, promotion and support. Our clients include internationally-oriented schools and school groups across China, as well as governments, universities, and well-known organisations around the world.



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