

I. Pay attention to technological changes and students' learning changes, improve teachers' digital literacy and scientific literacy, and support teachers' lifelong development.

1. Policies and special training to improve teachers' digital literacy

As for policies, *Guidelines on Carrying Forward the Spirit of Educators and Building a High-quality Professional Teaching Force in the New Era* suggested to implement plans to empower teachers' digital capacity and prepare teachers for technological reforms, so as to cultivate talents for the future. *Outline of Plan for Building China into a Leading Country in Education (2024-2035)* also indicated to “promote AI-driven educational reform, develop digital literacy standards for teachers and students, and build teachers' force by AI”. As for training, we guided teachers to take training courses on Smart Education Platform of China, with a total of more than 25 million trainees and 1.5 billion clicks by 2024. In the Summer Training Program for Teachers 2024, we added content of digital literacy to improve teachers' digital awareness, literacy and ability.

2. Improve teachers' scientific literacy

First, we trained primary and secondary school teachers to improve their scientific quality. Ministry of Education, National Academy of Sciences and China Association for Science and

Technology coordinated to integrate resources and projects, and jointly carried out 51 training programs for primary and secondary school teachers to improve their scientific quality, including special training programs for science teachers. A total of 4,500 primary and secondary school science teachers, school administrators and counsellors have been trained. Secondly, we hosted “academician’s visits to normal universities”. Ministry of Education, cooperates with institutions like Chinese Academy of Sciences, Chinese Academy of Engineering, to integrate the spirit of science and educational concepts in these activities, so that normal university students can be infected and inspired, and vigorously improves the scientific literacy of future teachers. Since the launch of the activity, 21 academicians have visited 23 teachers’ universities such as Beijing Normal University.

II. Enrich the digital learning resource platform to achieve “always and everywhere” learning. The fair and rational use of artificial intelligence, digital and other innovative factors to empower education.

We coordinated to promote the construction of “teacher training” sections of the Smart Education Platform for basic education, vocational education and higher education, and optimize the classification and supply of resources. We made clear teachers’ requirements for generative digital resources, so as to connect, update and share quality training resources. In

2024, through development, collection and selection, 1,000 high-quality digital resources were launched to provide support for teachers to carry out learning and practicing activities. On the Smart Education Platform, 291 new online training studios for teachers and principals in primary and secondary schools have been opened to advance resource sharing, key staff training, collaborative teaching and researching, and educational assistance.

III. Adhere to exchanges, cooperation and sharing, vigorously promote exchanges and cooperation among countries, promote intercultural exchanges and sustainable development of teachers, form collaborative partnerships, and build a community of education development.

We provided international visits for teachers and supported teachers in visiting overseas schools. In November 2024, 35 teachers were sent to Nanyang Technological University in Singapore for training. We developed and formulated the *Work Plan for International Exchange and Cooperation for Teachers in the New Era*, prepared for the establishment of a Global Teacher Development Institute, integrated high-quality teacher education resources at home and abroad, improved the network system for international exchange and cooperation for teachers, and strengthened international exchange and cooperation for teachers through the International Teacher Training Support

Plan, the International Teacher Training Promotion Plan, and overseas exchange plans for domestic teachers, so as to promote the internationalization of teacher education and build a global community of teacher professional development.