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**Teachers as change agents: Reflections on a CPD programme promoting innovation within the Chinese curriculum**

**Abstract**

Over recent years there has been increased attention globally on professional learning experiences for teachers with initiatives focused on improving the quality of teaching in the hope that this will lead to improved educational outcomes. Whilst research accounts of Continuing Professional Development (CPD) activities within local/ national/ international contexts are relatively common place, there is a need to further consider the impact of such programmes on the teachers involved in terms of their capacity to act as 'agents of change' in their classrooms and wider school contexts.

This presentation will draw upon evaluation data from a recent programme of professional learning centred on approaches to curricular integration and pupil engagement within STEM based subjects. This was delivered in China to a mixed group of 50 primary and secondary teachers by the School of Education at the University of Strathclyde as an international pilot of its CPD work in this area. In attempting to critically review the programme, current thinking relating to the issues of teacher autonomy and teacher agency will be drawn upon with suggestions offered on how similar initiatives could be handled in future to maximise their potential for positive impact on all those involved.