



Career Long Professional Learning (CLPL)



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Standards for Chinese Exchange Teachers

[Year One]



Standards for Chinese Exchange Teachers

These Standards are based on the criteria a student teacher in Scotland is expected to meet to qualify as a teacher. They should be understood by Chinese Exchange Teachers as the basic standard expected of student teachers in Scotland.

Chinese Exchange teachers should use the Standards to think about themselves as teachers in Scotland; to help them have discussions with their mentors and colleagues; and to help their own professional learning as a Mandarin teacher in Scotland. The Standards are based on 3 ideas: **Values, Sustainability, and Leadership**

Professional values

Our values are the basis of the Standards because in Scotland we aim to treat everyone in our society fairly and equally. These Standards are not just sayings we recite and then forget about. They help us know what is important and how to use this in our teaching practice. They are difficult areas to measure so it is important we look at specific ways in which we can:

- think about the values
- understand what this means in our work
- think of these as important in planning our own professional learning and to help us improve as teachers

Sustainability

Learning for Sustainability is “learning to live within the environmental limits of our planet and to build a just, equitable and peaceful society. It is essential for the well-being of all and is an international priority.” - *UNESCO, 2013*.

Sustainability is a priority for Scottish Government and for Scotland’s teachers. All schools promote the importance of creating a safer, greener, fairer society.

Therefore, sustainable development education, global citizenship, outdoor learning and health and well-being are an important part of Curriculum for Excellence. The Standards expect teachers to know and understand the challenges facing society locally and globally today.

Leadership

Good Leadership requires people to work together. All teachers in Scotland have opportunities to be leaders. They lead learning for, and with, all their pupils. They also work with and help other teachers and professionals. It is important that you see yourself as a leader of learning and think about ways of developing your leadership skills.

Standard 1: Professional Values and Personal Commitment (What you believe)

Pupils' education is shaped by the values of the people who teach them. Our values as teachers influence what we do. Chinese Exchange Teachers must show the values of social justice, integrity, trust and respect and personal commitment in their work.

Therefore, Chinese Exchange Teachers must:

1.1 Social Justice

- 1.1.1** Embrace the educational and social values of sustainability, equality, and fairness.
- 1.1.2** Follow the principles of democracy and social equality by showing fairness and inclusion to all pupils and colleagues regarding age, disability, gender and gender identity, race, ethnicity, religion and belief and sexual orientation.
- 1.1.3** Value and respect social and cultural differences and promote the importance of responsible global citizenship for all learners.
- 1.1.4** Involve learners in real world issues to enhance learning experiences and to encourage learning to create a better future for everyone.
- 1.1.5** Respect the rights of all learners as outlined in the United Nations Convention on the Rights of the Child (UNCRC) and their entitlement to make decisions about their learning and have all aspects of their health and well-being supported and developed.

1.1 Integrity

- 1.2.1** Show they are open-minded, honest, determined, and thoughtful.
- 1.2.2** Reflect on their own personal and professional thinking, attitudes, and beliefs in order to improve and transform their practice.

1.3 Trust and Respect

- 1.3.1** Act in a way which shows care and respect for others.
- 1.3.3** Motivate and inspire pupils of all social and economic backgrounds and help all pupils of all abilities learn.

1.4 Professional Commitment

- 1.4.1** Complete all tasks relating to being a teacher and work together with other staff in the school.
- 1.4.2** Engage in continuous professional learning and development and keep a record of it in their portfolios.

Standard 2: Professional Knowledge and Understanding (What you know)

Chinese Exchange Teachers:

2.1 Knowledge of the Curriculum

- 2.1.1** Can explain how languages are taught in Scotland and can make comparisons with China.
- 2.1.2** Have knowledge of other stages in the education system and other subjects in the curriculum.
- 2.1.3** Can plan effective lessons using a range of resources to help all pupils enjoy lessons and learn.
- 2.1.4** Encourage deeper learning by making links to other subject areas in their teaching.
- 2.1.5** Can develop and support pupils' literacy, numeracy and health and wellbeing through their teaching.

2.2 Education Systems and Professional Responsibilities

- 2.2.1** Understand the Scottish Curriculum and the values behind the Scottish Education System.
- 2.2.2** Know and understands the law in Scottish education today and a teacher's professional and legal responsibilities towards pupils.
- 2.2.3** Understand the different roles and responsibilities of staff within their school.
- 2.2.4** Can describe a school's ethos and show respect for it.
- 2.2.5** Understand the process involved in improvement planning in their school and how they are connected to this.

2.3 Pedagogical Theories and Practice

- 2.3.1** Know and understand how pupils learn and use this to help meet pupils' needs.
- 2.3.2** Can understand important learning and language teaching theories and use these in their planning and teaching.
- 2.3.3** Are aware of current policies which affect how languages are taught in Scotland.
- 2.3.4** Read and analyse a range of relevant educational research literature and use what they have learned to challenge and inform their teaching.
- 2.3.5** Can plan and teach using approaches which allow collaborative, active and experiential learning.

Standard 3: Professional Skills and Abilities (What you do)

Chinese Exchange Teachers:

3.1 Teaching & Learning

- 3.1.1** Can plan lessons to meet pupils' needs and interests and allow them to contribute to planning their own learning.
- 3.1.2** Can communicate well with all pupils and develop positive relationships with them
- 3.1.3** Can use effective AiFL strategies including questioning techniques, sharing of clear learning intentions and constructive feedback.
- 3.1.4** Encourage pupils to take part in debates, make decisions and discuss open-ended, complex, and sometimes controversial issues.
- 3.1.5** Can deliver lessons of an appropriate pace and challenge to all pupils and are aware of the different barriers to pupils' learning and how to overcome these asking for advice when necessary.

3.2 Classroom Management & Organisation

- 3.2.1** Create a safe, welcoming, and well organised classroom for all pupils.
- 3.2.2** Can use creative teaching strategies which allow pupils to work on their own, in pairs, groups or as a whole class.
- 3.2.3** Use outdoor learning where possible.
- 3.2.4** Organise and use ICT to support learning.
- 3.2.5** Can understand health and safety procedures and follow them appropriately.

3.3 Pupil Assessment

- 3.3.1** Can understand the principles of assessment, recording and reporting and how these are linked to successful learning and teaching.
- 3.3.2** Understand and know of a range of types of assessment which meet the needs of all pupils.
- 3.3.3** Understand how to involve learners in the assessment process and know how to give clear and constructive feedback.
- 3.3.4** Can use the results of assessment to identify learners' strengths and development needs which lead to further learning opportunities.
- 3.3.5** Can use assessment information to help make decisions and improve their teaching.

3.4 Professional Reflection and Communication

- 3.4.1** Can reflect and self-evaluate using the Standards for Chinese Exchange Teachers in Scotland.
- 3.4.2** Learn to adopt an enquiring approach to their teaching and engage in research and discussion with other staff.
- 3.4.3** Can evaluate their own teaching, listening to feedback from others, in order to improve their teaching and learning.
- 3.4.4** Contribute to the process of planning for improvement of your Confucius classroom.

3.4.5 Can work together to share their professional learning and development with colleagues from Scotland and China.

CLPL Timeline



Professional Learning Schedule

CLPL sessions for Chinese Exchange Teachers

2024-25

Theme of the Month	Year 1 PL Date & Topics	Years 1 & 2 Tutorial Date
August/ September: 2.2 Educational Systems and Professional Responsibilities 2.1 Knowledge of the Curriculum	Induction Week (Ramshorn) The Scottish Education System Living in Scotland	Tue 24 Sep, 16:30
October: 3.4 Professional Reflection and Communication 3.2 Classroom Management and Organisation	Fri 4 Oct Becoming a Reflective Practitioner (Recording)	Tue 29 Oct, 16:30
November: 3.3 Assessment	Fri 1 Nov, 10:00 Assessment is for Learning (online)	Tue 26 Nov, 16:30
December/ January: 1.4 Professional Commitment 2.2 Educational Systems and Professional Responsibilities	Fri 6 Dec Whole School Ethos (Recording)	Tue 21 Jan, 16:30

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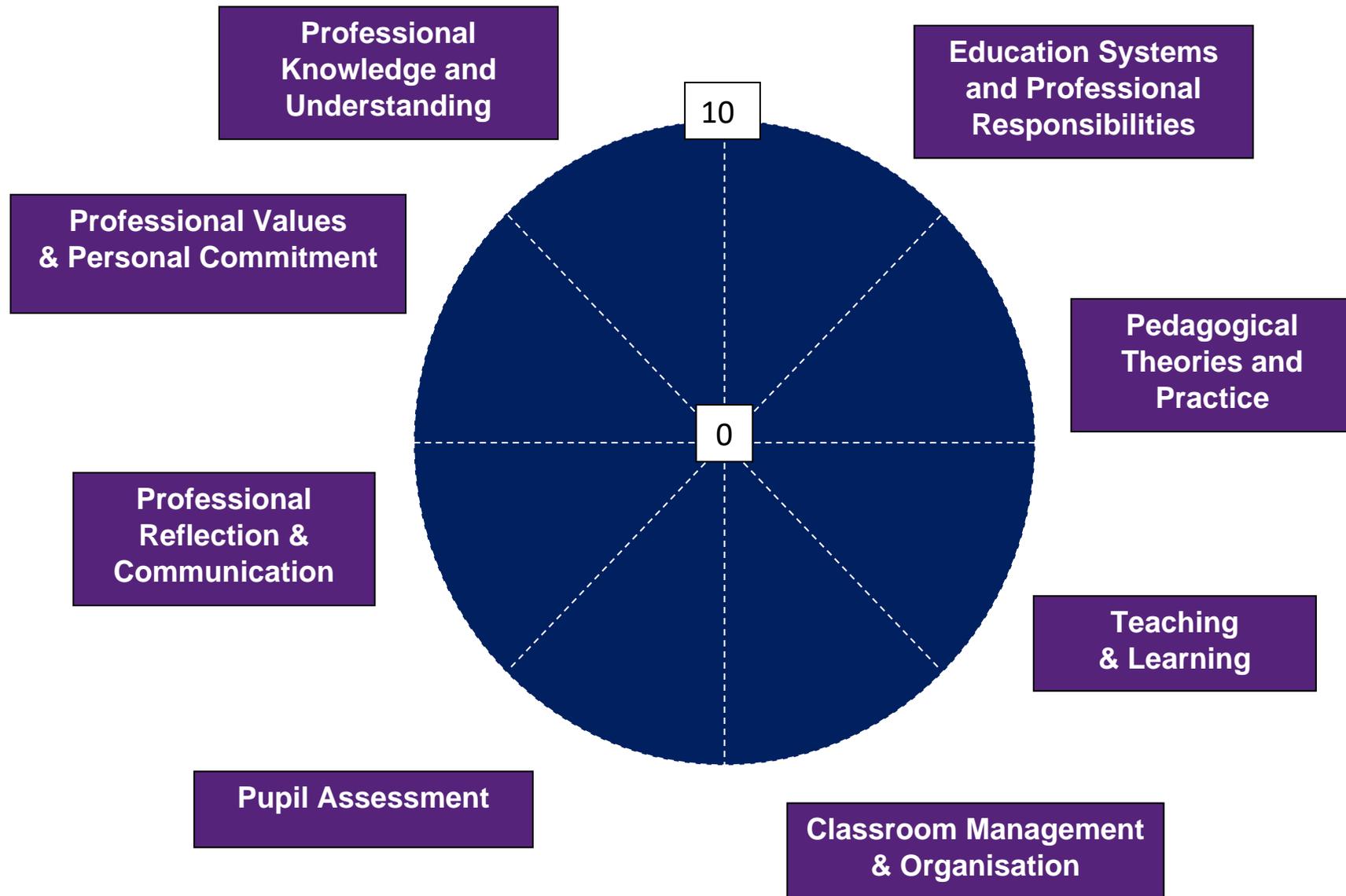
<p>February:</p> <p>3.1 Teaching & learning</p> <p>3.2 Classroom Management & Organisation</p>	<p>Fri 7 Feb – All day (Ramshorn)</p> <p>Teaching and Learning</p>	<p>Tue 25 Feb, 16:30</p>
<p>March:</p> <p>3.1 Teaching and Learning</p> <p>1.3 Trust and Respect</p>	<p>Fri 7 Mar 10.00</p> <p>Inclusion: Additional Support Needs (ASN)</p> <p>(online)</p>	<p>Tue 25 Mar, 16:30</p>
<p>May:</p> <p>2.3 Pedagogical Theories and Practice</p>	<p>Fri 2 May (recording)</p> <p>Rosenshine’s 10 Principles of Instruction</p> <p>(Recording)</p>	<p>Tue 27 May, 16:30</p>
<p>June:</p> <p>3.1 Teaching & Learning</p> <p>1.3 Trust & Respect</p>	<p>Fri 6 Jun 10.00</p> <p>Building Positive Relationships</p> <p>(Online)</p>	<p>N/A</p>

Assessment



- **Assessment Criteria**
- **Assessment Tasks & Deadlines**

GTCS Coaching Wheel: Self-Evaluation



Assessment Criteria – Year 1

Chinese Exchange Teachers’ Certificate of Professional Learning: Coaching wheel and 6 short reflections (minimum 250 words) throughout the year.

In order to obtain a certificate of Professional Learning, you will be required to complete a variety of professional learning activities throughout the year which will take the format of continuous formative assessment.

This will include workshops on 8 professional learning themes, related to the Standards for Chinese Exchange Teachers and there will be professional learning provided each month on these themes, followed by a discussion session a few weeks later, to reflect on your learning over the past month.

The formal part of the assessment will be to answer a series of reflective questions, linked to the Standards and the professional learning theme of the month. This will be a chance for you to show what you have learned and the progress you have made in that area.

You will also be asked to write a reflective journal based on the Professional Learning Workshops thinking about what you have learned, what you can try out in the class and how it has impacted your thinking and/or teaching.

Task	Deadline	Criteria
Participate in 8 online Professional Learning workshops and 8 discussion tutorials	Various dates throughout the year	Reflect on own teaching Discuss your thoughts and ideas in the tutorials Try out teaching strategies learned in PL workshops Discuss learning with your mentor
Maintain Reflective Journal	After each Professional Learning Workshop	Record your thoughts Try out new strategies Link your learning to the Standards

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Task	Deadline	Criteria
Reflective Task 1: Educational Systems and Professional Responsibilities	Fri 11 Oct Submitted via Teams	Minimum 300 words
Reflective Task 2: Professional Reflection and Communication	Fri 29th November Submitted via Teams	Minimum 300 words
Reflective Task 3: Assessment	Fri 10th January Submitted via Teams	Minimum 300 words
Reflective Task 4: Professional Values and Personal Commitment	Fri 28th February Submitted via Teams	Minimum 300 words
Reflective Task 5: Teaching and Learning	Fri 25th April Submitted via Teams	Minimum 300 words
Reflective Task 6: Pedagogical Theories and Practice	Fri 30 May Submitted via Teams	Minimum 300 words

Year 1 CETs Reflective Tasks

Task 1: Standard 2.2 - Educational Systems and Professional Responsibilities

Think about what you have learned about the Scottish education system and compare it to the Chinese education system.

- In your opinion, what are the similarities between the two systems as a whole?
- What are the differences?
- What do you think are the values behind educational policy in Scotland?

Write a minimum of 300 words. Try to answer each prompt question.

Deadline: **Friday 11th October**

Task 2: Standard 3.3 - Professional Reflection and Communication

Reflect on your development and skills as a Mandarin teacher in Scotland. Think about the months ahead and how you intend to develop your teaching skills further and improve your practice.

- In your opinion, what do you need to work on to develop your practice?
- What professional learning do you plan to do to support your development in this area?
- How will you share your learning with other Chinese Exchange teachers and your colleagues in China?

Write a minimum of 300 words. Try to answer each prompt question.

Deadline: **Friday 29th November**

Task 3: Standard 3.3 - Assessment

Reflect on the assessment strategies you use in the classroom and how you know the pupils are learning.

- What formative assessment techniques do you use?
- How do you involve your learners in the assessment process?
- How do you use the evidence you have from pupil assessments to inform and improve your teaching?

Write a minimum of 300 words. Try to answer each prompt question.

Deadline: **Friday 10th January**

Task 4: Standards 1 & 2.2 - Professional Values and Personal Commitment

Reflect on your role as a teacher in the wider school community. Think about the values (hidden curriculum) your school and teachers in Scotland hold.

- How do you see your role as a teacher?
- How do you show your school's values in your teaching?
- How do you critically evaluate your own assumptions, beliefs and values?

Write a minimum of 300 words. Try to answer each prompt question.

Deadline: **Friday 28th February**

Task 5: Standard 3.1 – Teaching and Learning

Think about your classroom practice. Consider how you plan, organise and deliver engaging lessons for your learners.

- How do you ensure your classroom or work area is a safe, well organised, well managed and stimulating environment for learners?
- What teaching strategies do you use to allow for collaborative and active learning in your lessons?
- How do you ensure that your lessons offer appropriate challenge and support for every learner?

Write a minimum of 300 words. Try to answer each prompt question.

Deadline: **Friday 25th April**

Task 6: Standard 2.3 - Pedagogical Theories and Practice

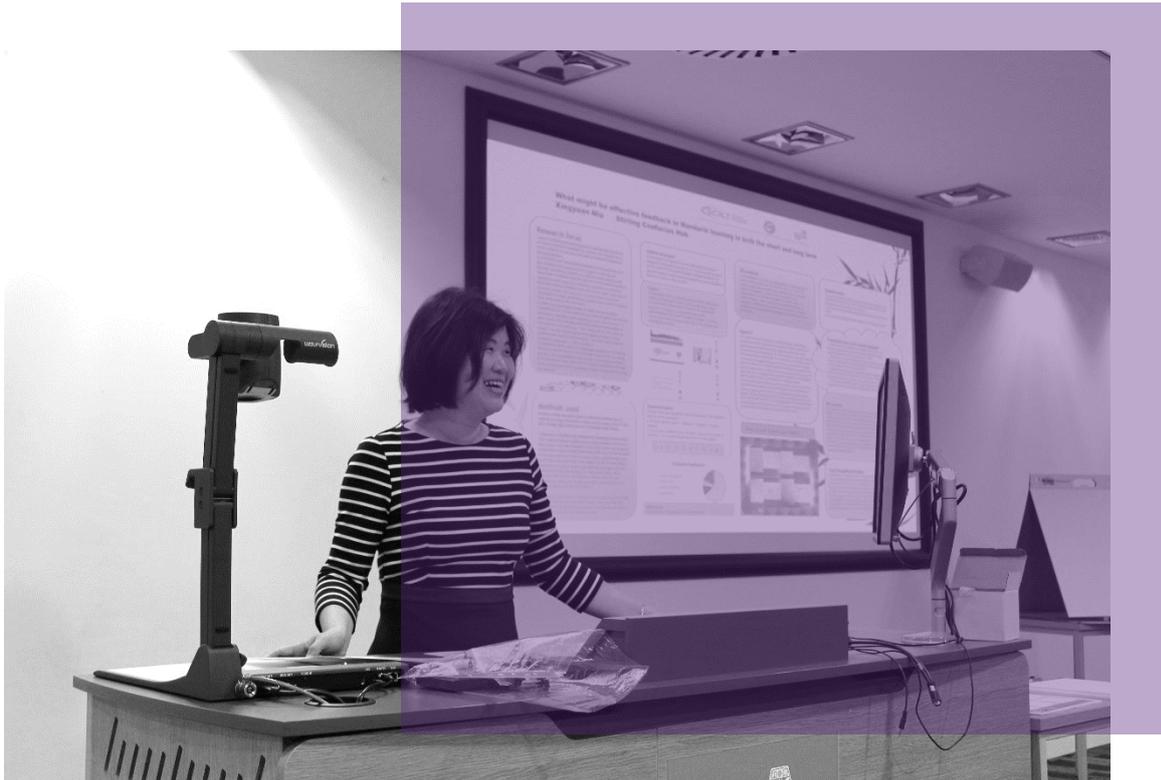
Think about the kind of professional learning opportunities that you still need to improve your teaching approaches and understanding of pedagogy.

- What professional reading have you done to widen your knowledge and understanding on how people learn?
- How has this changed your teaching methods?

Write a minimum of 250 words. Try to answer each prompt question.

Deadline: **Friday 30th May**

Documenting the CLPL Experience



- Reflective Notes

Year 1 CETs Reflective notes from CLPL

Professional Learning 1:

The Scottish Education System

Standards covered:

- 2.1.1 Can explain how languages are taught in Scotland and can make comparisons with China.
- 2.1.2 Has knowledge of other stages in the education system and other subjects in the curriculum.⁷
- 2.1.3 Can plan effective lessons using a range of resources to help all pupils enjoy lessons and learn.
- 2.2.1 Understands the Scottish Curriculum and the values behind the Scottish Education System.
- 2.2.2 Know and understands the law in Scottish education today and a teacher's professional and legal responsibilities towards pupils. [OBJ]

Summary of what I have learned in this CLPL session
Actions I will take following the professional learning
Evaluation of Impact

Professional Learning 3:

Assessment is for Learning

Standards covered:

- 3.1.3** Can use effective AifL strategies including questioning techniques, sharing of clear learning intentions and constructive feedback
- 3.3.1** Can understand the principles of assessment, recording and reporting and how these are linked to successful learning and teaching
- 3.3.2** Understands and knows of a range of types of assessment which meet the needs of all pupils
- 3.3.4** Can use the results of assessment to identify learners' strengths and development needs which lead to further learning opportunities
- 3.3.5** Can use assessment information to help make decisions and improve their teaching

Summary of what I have learned in this CLPL session
Actions I will take following the professional learning
Evaluation of Impact

Professional Learning 7:

Pedagogical Theories and Practice / Visible Learning

Standards covered:

- 2.3.2** Can understand important learning and language teaching theories and use these in their planning and teaching.
- 2.3.3** Are aware of current policies which affect how languages are taught in Scotland.
- 2.3.4** Read and analyse a range of relevant educational research literature and use what they have learned to challenge and inform their teaching.
- 3.4.2** Learn to adopt an enquiring approach to their teaching and engage in research and discussion with other staff.

Summary of what I have learned in this CLPL session
Actions I will take following the professional learning
Evaluation of Impact

Professional Learning 8:

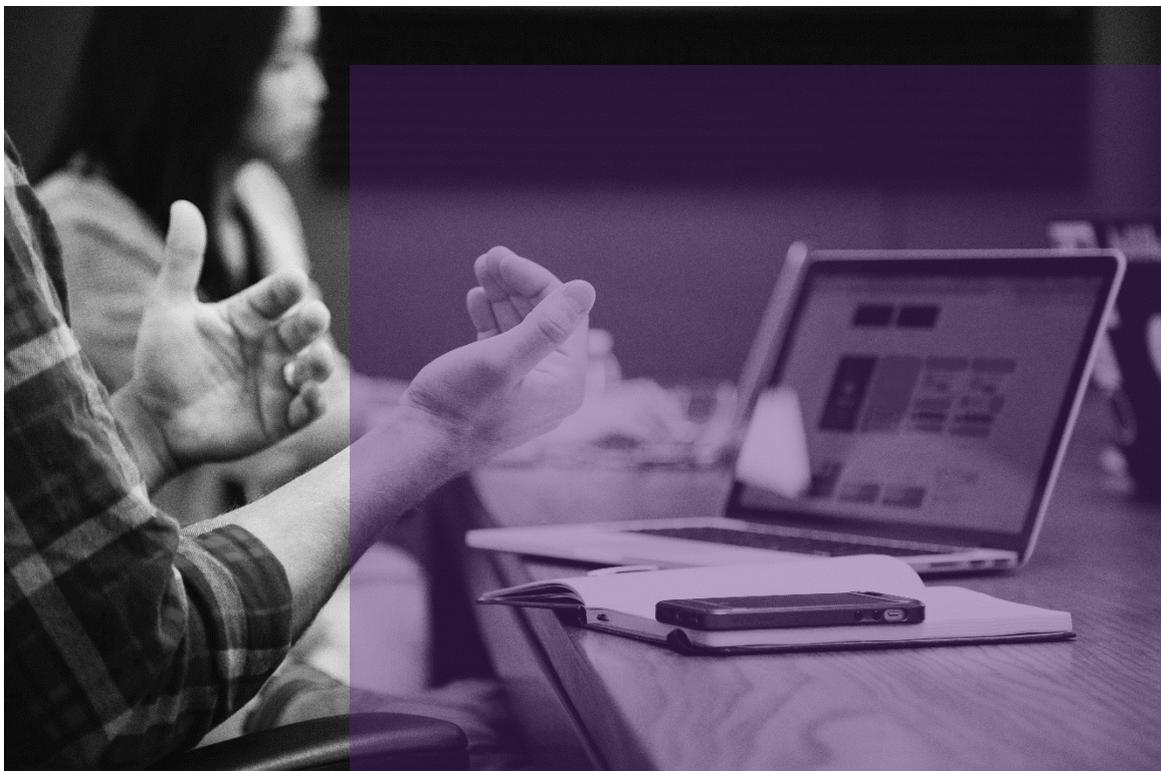
Building Positive Relationships / Classroom Management

Standards covered:

- 1.1.5** Respect the rights of all learners as outlined in the United Nations Convention on the Rights of the Child (UNCRC) and their entitlement to make decisions about their learning and have all aspects of their health and well-being supported and developed.
- 3.1.1** Can plan lessons to meet pupils' needs and interests and allow them to contribute to planning their own learning
- 3.1.2** Can communicate well with all pupils and develop positive relationships with them

Summary of what I have learned in this CLPL session
Actions I will take following the professional learning
Evaluation of Impact

Additional Resources



- [Selected Reading List](#)
- [Helpful vocabulary for reflective writing](#)
- [Notes](#)

Reading List & Information on Teaching and Learning

The Scottish Education System: Policy & Values

- <https://www.gov.scot/policies/schools/national-improvement-framework/>

Assessment is for Learning & Formative Assessment

- Inside the black box, Paul Black & Dylan William, Granada Learning, 1998
- Assessment is for Learning: Self Assessment Toolkit, Learning & Teaching Scotland (now Education Scotland), 2006
- Building the Curriculum 5: a Framework for Assessment, The Scottish Government, 2011
- Assessment for Learning - <https://www.youtube.com/watch?v=HcLMIY6R7RM>
- Formative Assessment in the Secondary Classroom, Shirley Clarke, Hodder Education, 2005

Classroom Management & Positive Relationships

- How to survive your first year in teaching, Cowley, Sue, Bloomsbury Education, 2013
- Getting the Buggers to behave, Cowley, Sue, Bloomsbury Education, 2014
- When the adults change, everything changes, Dix, Paul, Independent Thinking Press, 2017
- Classroom Behaviour, Rogers, Bill, Sage publications, 2015
- <https://www.teachertoolkit.co.uk/resources>
- <https://www.unicef.org.uk/what-we-do/un-convention-child-rights/>

Language Policy

- 1 Plus 2 - language Learning in Scotland - <https://www.youtube.com/watch?app=desktop&v=Hdxa97TTcNg>
- <https://www.gov.scot/publications/language-learning-scotland-12-approach>
- <https://www.gov.scot/binaries/content/documents/govscot/publications/corporate-report/2016/06/1-2-language-policy-progress-review/documents/1-plus-2-language-policy-progress-review-pdf/>

Pedagogy & Practice

- Tom Sherrington, *Rosenshine's Principles in Action*, 2019, John Catt Educational.
- G. Conti and S. Smith, *Memory*, 2021, Independently published.
- Rosenshine, B. (2010). *Principles of instruction; Educational practices series; Vol.:21; 2010. The International Academy of Education, 21(2010).*
- <https://teacherhead.com/2019/09/08/are-rosenshines-principles-just-common-sense-red19/>
- <https://frenchteachernet.blogspot.com/2019/06/the-rosenshine-principles-applied-to-mfl.html>
- <https://www.teachertoolkit.co.uk/wp-content/uploads/2018/10/Principles-of-Insruction-Rosenshine.pdf>
- Zhang, R., & Zhong, J. (2012). The Hindrance of Doubt: Causes of Language Anxiety. *International Journal of English Linguistics*, 2. <https://doi.org/10.5539/ijel.v2n3p27>
- What is Metacognition? - <https://www.youtube.com/watch?v=K7hadX9UZ5E>
- That's so Meta(cognitive) - <https://www.youtube.com/watch?v=f-4N7OxSMok>
- Jones, K. (2019). *Retrieval Practice: Research & Resources for Every Classroom*. John Catt.
- <https://www.teachinglearning.co.uk/metacognition-in-the-mfl-classroom/>
- <https://blog.innerdrive.co.uk/how-to-improve-metacognition-in-primary-schools>

Resources and Lesson Preparation

- *Outstanding MFL Lessons: 100 ideas for Secondary Teachers*, Danielle Warren, Bloomsbury Education, 2019
- <https://www.tes.com/teaching-resource>
- <https://www.teachitlanguages.co.uk/>

Writing Reflections and Reports

The Language of Reflection

I was surprised to discover that...	
I found that it was...	
Upon reflection, I believe this is because...	
All things considered, it was...	
Interestingly...	
This encouraged me to find out more about...	
On the one hand...but on the other hand...	
This suggests that...	
As a result of my reading...	
This particularly challenged my thinking...	
When we consider the Teachers Standards "..."	
I have to admit that...	
It became clear/evident that...	
As time went on...	
A particularly striking aspect of this was...	
I thought this merited further investigation...	
I found this thought-provoking because...	
I could see the greatest impact upon...	
Thinking about my own learning, it is clear to me that...	
Assumptions which I had made included...but upon reflection I became aware that...	



Notes