



# Career Long Professional Learning (CLPL)



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# Standards for Chinese Exchange Teachers

(Adapted from the Provisional Standards for Registration,  
GTCS 2012)



# 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:

## **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 assessment types to 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 2 PL Date & Topics	Years 1 & 2 Tutorial Date
<b>August/ September:</b> 2.2 Educational Systems and Professional Responsibilities 2.1 Knowledge of the Curriculum	<b>Fri 6 Sep</b> Language Learning Policy in Scotland (Recording)	<b>Tue 24 Sep, 16:30</b>
<b>October:</b> 3.2 Classroom Management and Organisation 3.1 Teaching & learning	<b>Fri 4 Oct</b> Learning for Sustainability & Outdoor Learning	<b>Tue 29 Oct, 16:30</b>
<b>November:</b> 3.3 Assessment	<b>Fri 1 Nov</b> The Senior Phase: Introduction to NQs (recording)	<b>Tue 26 Nov, 16:30</b>
<b>December/ January:</b> 1.1 Social Justice 1.3 Trust & Respect	<b>Friday 6 Dec</b> Inclusion: Social Justice	<b>Tue 21<sup>st</sup> Jan, 16:30</b>

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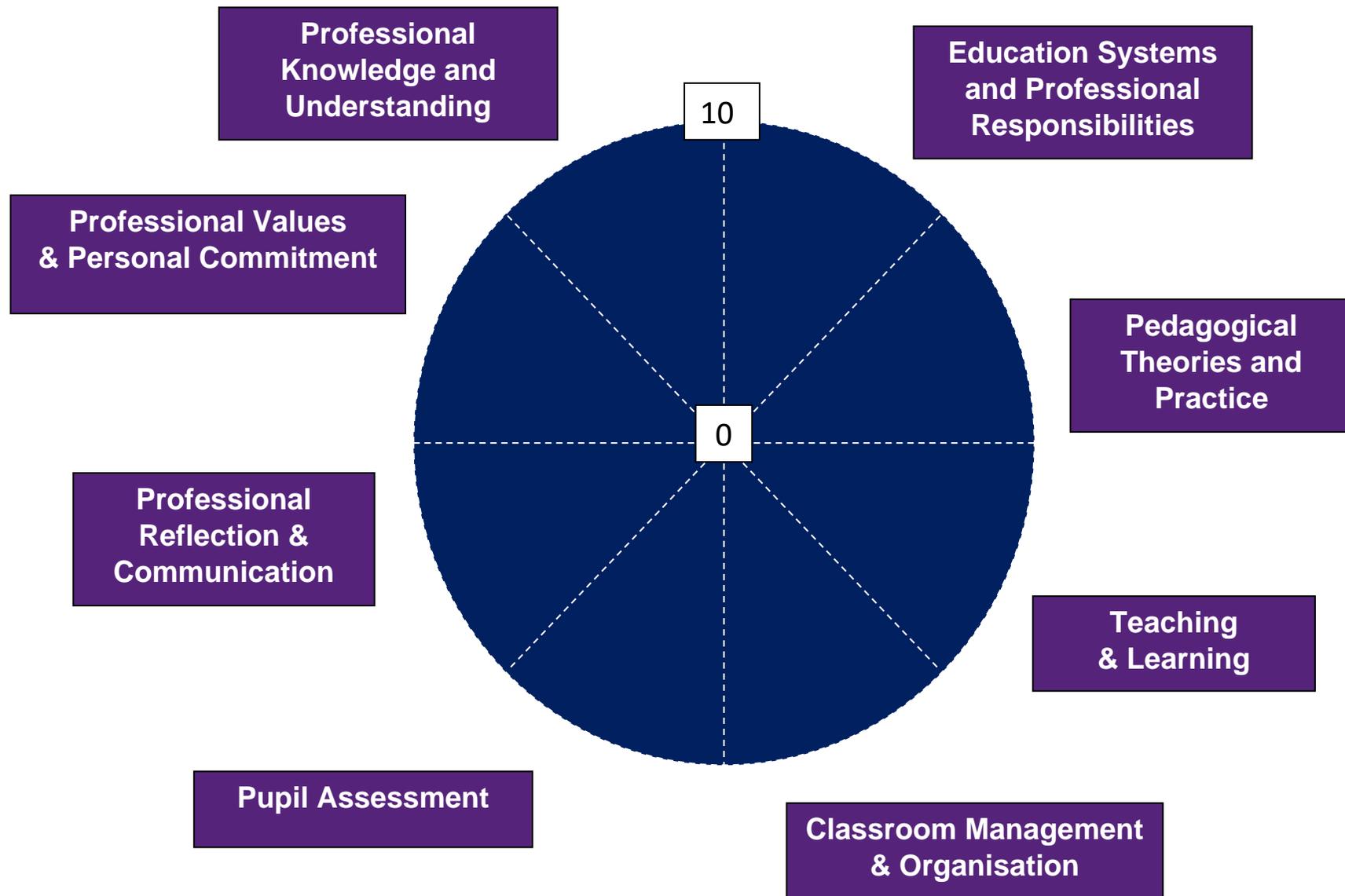
<p><b>February:</b></p> <p>3.1 Teaching &amp; learning</p> <p>3.2 Classroom Management &amp; Organisation</p>	<p><b>Fri 7 Feb All day (Ramshorn)</b></p> <p>Teaching and Learning</p>	<p><b>Tue 25 Feb, 16:30</b></p>
<p><b>March:</b></p> <p>2.3 Pedagogical Theories and Practice</p>	<p><b>Fri 7 Mar</b></p> <p>Metacognition: How we Learn (Recording)</p>	<p><b>Tue 25 Mar, 16:30</b></p>
<p><b>May:</b></p> <p>3.1 Teaching and Learning</p>	<p><b>Fri 2 May</b></p> <p>Digital learning (online)</p>	<p><b>Tue 27 May, 16:30</b></p>
<p><b>June:</b></p> <p>1.4 Professional Commitment</p> <p>3.4 Professional Reflection and Communication</p>	<p><b>Fri 6 Jun</b></p> <p>Reflection on PL Journey (TBC)</p>	<p>N/A</p>

# Assessment



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

# GTCS Coaching Wheel: Self-Evaluation



## Assessment Criteria – Year 2

**In order to obtain a Level 2 certificate for Chinese Exchange Teachers 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 complete 6 reflective tasks, in a variety of formats, 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 you learning to the Standards

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Task	Deadline	Criteria
Reflective Task 1: <b>Educational Systems and Professional Responsibilities</b>	<b>Fri 11<sup>th</sup> October</b> Submitted via Team	Write up to 500 words
Reflective Task 2: <b>Classroom Management and Organisation</b>	<b>Fri 29<sup>th</sup> November</b> Submitted via Team	Recording up to 3 minutes (Audio/Video)
Reflective Task 3: <b>Assessment</b>	<b>Fri 10<sup>th</sup> January</b> Submitted via Team	Recording up to 5 minutes (Audio/Video)
Reflective Task 4: <b>Teaching and Learning</b>	<b>Fri 28<sup>th</sup> February</b> Submitted via Team	Recording up to 5 minutes (Audio/Video)
Reflective Task 5: <b>Pedagogical Theories and Practice</b>	<b>Fri 25<sup>th</sup> April</b> Submitted via Team	Write up to 500 words
Reflective Task 6: <b>Professional Reflection and Communication</b>	<b>Fri 30<sup>th</sup> May</b> Submitted via Team	Graphic presentation – showing you professional learning (mind-map, PPT, poster, etc.)

# Year 2 CETs - Assignments

## **Task 1: Standard 2.2 - Educational Systems and Professional Responsibilities**

**Read and identify the key features of Language Learning in Scotland: A 1+2 Approach. Write a summary to explain what you have learned. You should mention:**

- 3 key features of Scotland's languages policy
- What are the values behind this policy?
- What do you like/ not like about this policy?
- Are there any similarities or differences with the Chinese policy on learning languages?

You should write up to 500 words in English.

Deadline: Friday 11<sup>th</sup> October.

## **Task 2: Standard 3.2 – Classroom Management and Organisation**

**Consider what you have learned from recent professional learning sessions and share this is a recording, either video, or audio.**

- You could reflect on what new knowledge you have gained, what you already knew, how you will use your new knowledge and the impact on your learners.

Audio or Video recording, up to 3 mins.

Deadline: Friday 29<sup>th</sup> November

## **Task 3: Standard 3.3 - Assessment**

**Reflect on recent professional learning and record your thoughts on learning and assessment in the Senior Phase. You could mention:**

- A summary of the means of assessment in Scotland
- In what ways are assessment procedures different in Scotland from China?
- What do you agree/ disagree with regard to Scotland's assessment system?
- What ideologies/ values/ pedagogical theories underpin these assessments?

Audio or Video recording, up to 5 minutes.

Deadline: Friday 17<sup>th</sup> January

## **Task 4: Standard 3.1 – Teaching and Learning**

**Think about your recent professional learning:**

- What experience did you have of the issue beforehand?
- What did you already know about the subject?
- What did you learn during the session?
- What will you do with your new understanding?

Audio or Video recording, up to 5 minutes

Deadline: **Friday 28<sup>th</sup> February**

## **Task 5: Standards 2.3 – Pedagogical Theories and Practice**

**Complete a piece of professional reading or viewing (journal article, book chapter, podcast, video) related to your professional learning this month and reflect on what you have learned. You could discuss:**

- why you chose to read this article/video
- what you found interesting
- what surprised you
- what you agreed/ disagreed with

You should write up to 500 words in English.

Deadline: **Friday 25<sup>th</sup> April**

## **Task 6: Standard 3.4 – Professional Reflection and Communication**

- As a result of my professional learning throughout this year, how has my teaching developed to improve outcomes for all learners?
- How do I know this?
- What evidence of impact do I have?
- What does this tell me about my own teaching and learning?

Graphic presentation showing your professional learning journey (mind-map, PPT, poster, etc.)

Deadline: **Friday 30<sup>th</sup> May**

# Documenting the CLPL Experience



- Reflective Notes



# Year 2 CETs Reflective notes from CLPL

## Professional Learning 1:

### Scotland's Language Learning Policy

**Standards covered:**

- 2.1.1** Can explain how languages are taught in Scotland and can make comparisons with China.
- 2.2.1** Understand the Scottish Curriculum and the values behind the Scottish Education System.
- 2.3.3** Are aware of current policies which affect how languages are taught in Scotland.

Summary of what I have learned in this CLPL session

Actions I will take following the professional learning

Evaluation of Impact









## Professional Learning 6:

### How Pupils Learn

#### **Standards covered:**

- 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.
- 2.3.4** Read and analyse a range of relevant educational research literature and use what they have learned to challenge and inform 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 8:

### My professional learning journey

#### Standards covered:

- 1.4.2 Engage in continuous professional learning and development and keep a record of it in their portfolios.
- 3.4.2 Learn to adopt an enquiring approach to their teaching and engage in research and discussion with other staff.
- 3.4.5 Can work together to share their professional learning and development with colleagues from Scotland and China.

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: