

# Career Long Professional Learning (CLPL)



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# STANDARD FOR CHINESE EXCHANGE TEACHERS

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*Adapted from the Provisional Standards for Registration, GTCS 2012*



SEPTEMBER 1, 2020

CONFUCIUS INSTITUTE FOR SCOTLAND'S SCHOOLS

## 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.

### **1.2 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)**

### **2.1 Knowledge of the Curriculum**

Chinese Exchange Teachers:

- 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

Chinese Exchange Teachers:

- 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

Chinese Exchange Teachers:

- 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)

### 3.1 Teaching & Learning

Chinese Exchange Teachers:

- 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**

Chinese Exchange Teachers:

- 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**

Chinese Exchange Teachers:

- 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**

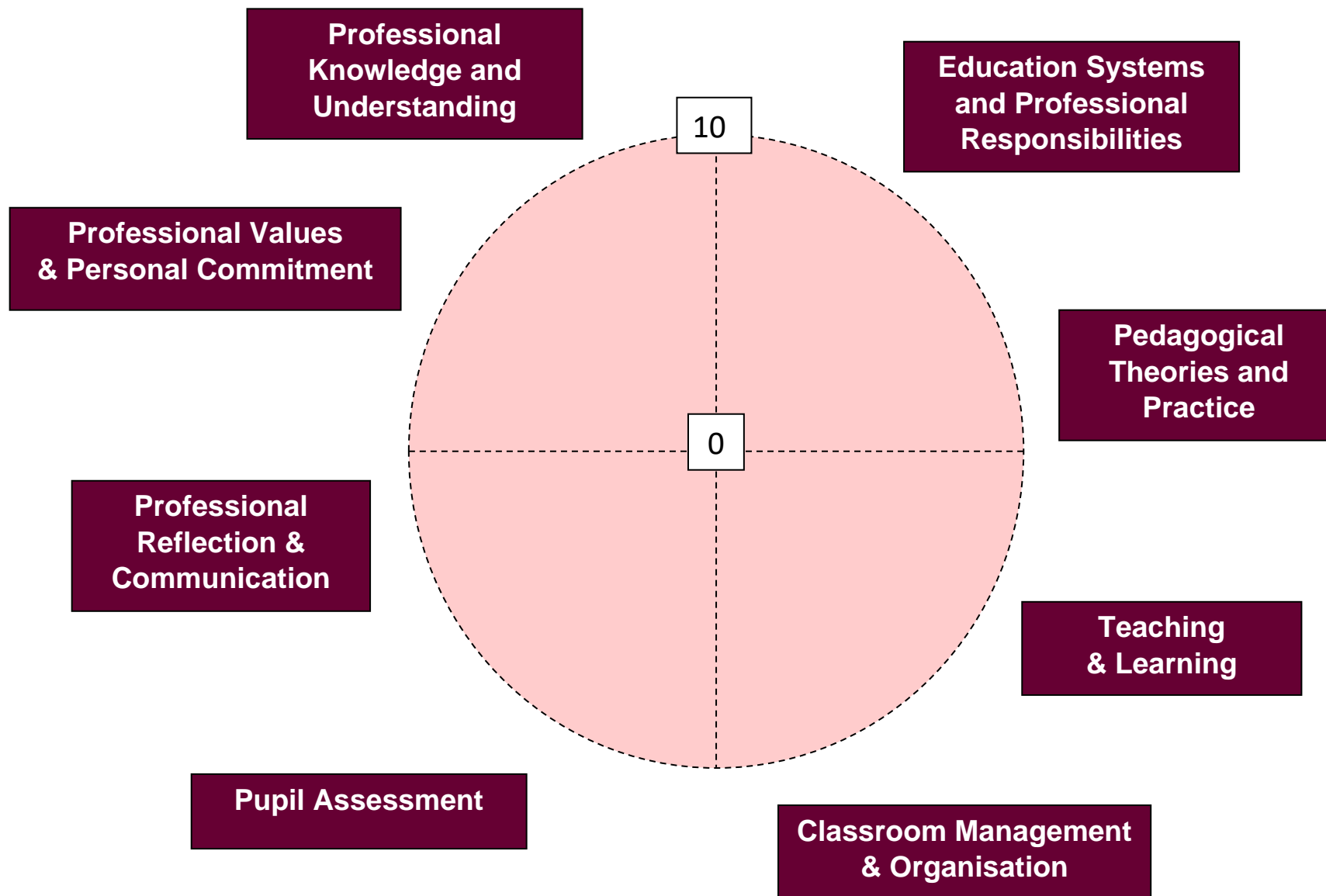
Chinese Exchange Teachers:

- 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

Chinese Exchange Teachers professional Learning Programme 2020-2021

Month	Theme of the Month	Professional Learning Input Live/ Video access	Live/ Video/In person	Live Follow-up discussion	Linked to Standard
1	Online Learning/ Teaching	Friday 25 <sup>th</sup> September	Live 10-12	Tues 27 <sup>th</sup> October	Classroom Management Learning & Teaching
2	Building Positive Relationships  Inclusion part 1	Friday 30 <sup>th</sup> October	Recorded	Tues 1st December	Classroom Management Professional Values and Personal Commitment
3	Becoming a Reflective Practitioner  Inclusion part 2	Friday 4 <sup>th</sup> December	Live 10-12	Tues 19 <sup>th</sup> January	Professional Reflection & Communication Professional Values and Personal Commitment
4	Assessment is for Learning	Friday 22nd January	Recorded	Tues 23rd February	Learning & Teaching, Assessment
5	Whole School Ethos	Friday 26 <sup>th</sup> February	Recorded	Tues 23 <sup>rd</sup> March	Educational Systems and Professional Responsibilities Professional Knowledge and Understanding
6	Assessment and Moderation	Friday 26 <sup>th</sup> March	Live	Tues 4 <sup>th</sup> May	Assessment
7	Metacognition Visible Learning	Friday 7 <sup>th</sup> May	Recorded	Tues 8 <sup>th</sup> June	Pedagogical Theories and Practice
8	Evaluation	Friday 11 <sup>th</sup> June	Live (In person?)		Professional Reflection & Communication





**Year 2 and beyond – Chinese Teachers’ Certificate of Professional Learning**

In order to obtain a Level 2 certificate for Chinese Exchange Teachers you will be required to complete a variety of professional learning tasks throughout the year by means of continuous formative assessment.

This will include 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 your assessment will be to answer a series of reflective questions, linked to the Standard and your professional learning theme. 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.

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Task	Deadline	Criteria
Participate in 8 online Professional Learning workshops and 8 discussion tutorials	Various dates throughout the year	<ul style="list-style-type: none"> <li>• Reflect on own teaching</li> <li>• Discuss your thoughts and ideas in the tutorials</li> <li>• Try out teaching strategies learned in PL workshops</li> <li>• Discuss learning with your mentor</li> </ul>
Reflective Task 1	30 <sup>th</sup> October	Approx. 250 words
Reflective Task 2	4 <sup>th</sup> December	Approx. 250 words
Reflective Task 3	22 <sup>nd</sup> January	Approx. 250 words
Reflective Task 4	22 <sup>nd</sup> February	Approx. 250 words
Reflective Task 5	26 <sup>th</sup> March	Approx. 250 words
Reflective Task 6	7 <sup>th</sup> May	Approx. 250 words
Maintain reflective journal	After each Professional Learning workshop	<ul style="list-style-type: none"> <li>• Record your thoughts</li> <li>• Try out new strategies</li> <li>• Link your learning to the Standards</li> </ul>

**Record of Mentor Meetings**

Date

Key Focus

Agreed Actions

Standards for CETs  
covered

**Records of Observed Teaching**

Date/Time	Class and level	Key Focus of lesson	Corresponding Standards for CETs	Strength and areas for development
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## Record of Continued Professional Learning

Date

Key Focus

Brief Description

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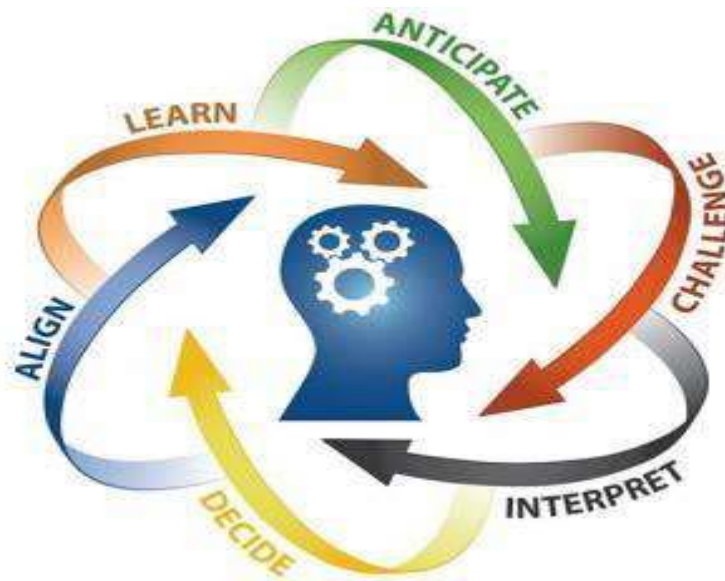
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# Reflection and Reports



# CETs Reflective Journal

**Professional Learning 1: Introduction to Reflection and Professional Learning  
Online and digital learning – using resources**

**Standards covered:**

- 3.2.2** Can use creative teaching strategies which allow pupils to work on their own, in pairs, groups or as a whole class
- 3.2.4** Organise and use ICT to support learning
- 3.4.3** Can evaluate their own teaching, listening to feedback from others, in order to improve their teaching and learning
- 3.4.5** Can work together to share their professional learning and development with colleagues from Scotland and China

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

**Professional Learning 2: Building Positive Relationships  
Inclusion part 1**

**Standards covered:**

- 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.
- 1.1.5** 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.

- 3.1.2 Can communicate well with all pupils and develop positive relationships with them
- 3.2.1 Create a safe, welcoming, and well organised classroom for all pupils

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

**Professional Learning 3:     Becoming a reflective practitioner  
  Inclusion part 2**

**Standards covered:**

- 3.4.1 Can reflect and self-evaluate using the Standards for Chinese Exchange Teachers in Scotland
- 3.4.3 Can evaluate their own teaching, listening to feedback from others, in order to improve their teaching and learning
- 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
- 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.



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

#### **Professional Learning 4: 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
- 3.3.2** Understand and know 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

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

**Professional Learning 5:    Whole School Ethos  
Global Citizenship**

**Standards covered:**

**2.2.1** Understand the Scottish Curriculum and the values behind the Scottish Education System

**2.2.4** Can describe a school's ethos and show respect for it

**1.1.3** Value and respect social and cultural differences and promote the importance of responsible global citizenship for all learners.

**1.1.1** Embrace the educational and social values of sustainability, equality, and fairness.

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

**Professional Learning 6:    Assessment & Moderation**

**Standards covered:            3.3.1, 3.3.2, 3.3.3, 3.3.4, 3.3.5**

**3.3.1** Can understand the principles of assessment, recording and reporting and how these are linked to successful learning and teaching

**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

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

**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

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

## CETs Reflective Questions

### Task 1: Standard 3.3 Professional Reflection and Communication

Reflect on your development and skills so far 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. What do you need to work on? Where do your professional interests lie and what will you do to achieve these goals?

Write approximately 250 words in English to answer the following questions:

1. What areas of accomplishment/ expertise would I like to develop?
2. What professional learning will I engage in to support my development in this area?
3. How do I share my learning with colleagues in school/other Chinese Exchange teachers/colleagues in China?

### Task 2: Standard 3.2: Classroom management and Organisation

Think about your classroom practice. What resources do you use and how do you manage the resources in your classes? Are your lessons well planned? How do you know this? How do you manage behaviour in your class? Do the pupils have a well-structured classroom routine?

Write approximately 250 words in English to answer the following question:

1. How do I ensure the classroom or work area is a safe, well organised, well managed and stimulating environment for learners?

### **Task 3: Standard 3.1: Teaching and Learning**

Reflect on the teaching strategies you use. How do you keep your pupils interested in the lesson? What works well? How do you plan your lessons to suit different interests, abilities and learning styles for your pupils?

Write approximately 250 words in English to answer the following questions:

- 1. How do I ensure that learners are actively engaged in what I am teaching and that my lessons include a variety of materials and teaching approaches?**
- 2. How do I know that everyone is included and participating?**

### **Task 4: Standard 1: Professional Values and Personal Commitment**

Think about yourself as a teacher. What do you think the roles of a teacher are? What are your values as a teacher? What influences your professional values and how do you show these in your teaching?

Write approximately 250 words in English to answer the following questions:

- 1. How have my own professional values been developed and what**
- 2. shapes them?**
- 3. How do I express the professional values in my teaching?**
- 4. How do I critically reflect on my own assumptions, beliefs and values?**

### **Task 5: Standard 3.3: Assessment**

Reflect on the assessment strategies you use in the classroom. How do you know the pupils are learning? What questioning techniques do you use? How do you give constructive feedback to your pupils? How do you ensure your assessment methods are appropriate for all pupil abilities?

Write approximately 250 words in English to answer the following questions:

- 1. What strategies/materials/approaches do I use for formative and summative assessment appropriate to the needs of all learners?**

### Task 6: Standard 2.3 Pedagogical Theories and Practice

Think about the kind of professional learning opportunities 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 approximately 250 words in English to answer the following question:

1. In what ways do I engage with professional literature, theory, research and policy to challenge and inform my thinking and practice?

