
STANDARD FOR CHINESE EXCHANGE TEACHERS

Adapted from the Provisional Standards for Registration, GTCS 2012



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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