

# The Hanban Teachers' Report



**Fhiona Mackay, Director of SCILT/CISS**

## Requirements

- An interim report submitted to CISS by
- A final report submitted to CISS by
- For teachers staying two years, the final report is submitted in June of their final year

## A good report...

- Contains no surprises, is concise and clear
- Is the culmination of discussions and mentor meetings.
- Is an honest reflection of the teachers' professional values, skills and abilities
- Links to the aspirations of the *Standards for Hanban Teachers in Scotland*
- Offers constructive and formative feedback, celebrates strengths and suggests agreed areas for development

## Responsibilities

- Records of mentor meetings – Hanban teachers
  - Records of observed lessons – mentor
  - Record of professional learning – Hanban teachers
  - Key strengths/areas for development – mentor \*
  - Action plan – Hanban teachers\*
  - Personal reflection – Hanban teachers
- \* These sections in particular should be done in conversation with each other

## Professional values and personal commitment

\*\*\* can now evidence and discuss the impact of her development as a practitioner in Scotland and whether her values have been influenced by experiences and collaboration with colleagues. She can discuss what each of the values might mean and look like in practice and can contribute to interesting discussion around equity and equality, meeting learner needs and the range of learners, colleagues and parents we can encounter on a daily basis.

\*\*\* shows great integrity and respect in all she does. This is reflected in her attitude to others regardless of position or context.

# Professional Knowledge and Understanding

## Curriculum

\*\*\* is beginning to understand the nature of Primary and Secondary Scottish curriculum. This is an area that is currently being developed and by the end of this term, she will have a better understanding of the standards and expectations of our curriculum. She has excellent planning and preparation skills and continues to ask questions and investigate the relevant topics and age and stage of her classes. She has looked at developing her understanding of differentiation throughout her materials to accommodate for composite classes and then be able to ensure her pupils are engaged with interesting and enjoyable topics.

# Professional Knowledge and Understanding

## Education Systems & Professional Responsibilities

\*\*\* has increased her knowledge of the key aspects of the education system and educational policy through attendance at CLPL events and at whole staff meetings and in-service day training sessions. By working in both the primary and secondary sectors she has experienced the full breadth of the Scottish education system and can make informed comparisons with the Chinese system. \*\*\* has made the most of classroom observation opportunities in both the primary and secondary environment and has developed a better understanding of the roles and responsibility of all staff within the learning community.

# Professional Knowledge and Understanding

## Pedagogical Theories and practice

\*\*\* has been involved in our school's Professional Learning Community and has attended staff workshops on developing pedagogical theories and teaching styles. This has allowed her to begin to gain valuable insight in to the context of professional enquiry and how this is used to enhance teaching and learning. She has contributed to the local authority Professional Learning Hubs which has deepened her knowledge of a range of theories and practice.



# Professional Skills and Abilities

## Teaching and Learning

I was impressed by the fact that \*\*\* was so effective at providing lessons that were interactive and that pupils found enjoyable. She did however find challenges in terms of pupil progression and depth of learning; her lessons tend sometimes to be disjointed and she needs more focus on linking learning to previous lessons and reinforcing learning at the end of each class. However, \*\*\*'s communication skills have improved over the course of the year. She now carefully plans instructions for activities in advance to ensure clarity in the lesson. She also has experience collaborating with learning support staff in the classroom to support the needs of all learners.

# Professional Skills and Abilities

## Classroom Organisation and Management

\*\*\* ensures the environment she provides for learners is one which is safe, inclusive and positive. She is becoming more aware of classroom dynamics and relationships between her learners and she is working hard to remove barriers and allow learners to work together productively. There is an air of positivity in \*\*\*'s classes and her enthusiasm is mirrored by the pupils in her classes who are keen to participate and do well.

# Professional Skills and Abilities

## Pupil Assessment

\*\*\* keeps an up to date record of her own development and progress. She does the same for her learners so she can help them to set their own next steps and plan accordingly. \*\*\* continues to focus upon progression, how this can be tracked effectively and how she communicates this to parents/carers, and other teachers. \*\*\* uses a variety of formative and summative assessment techniques in her lessons in order to establish pupil progress. She re-caps prior learning at the start of each lesson and shares learning intentions and success criteria. She marks class work and gives regular feedback to help motivate pupils and to allow her to reflect upon and improve her own teaching methods.

# Professional Skills and Abilities

## Personal Reflection

\*\*\* is keen to develop professionally, and welcomes observation and feedback. I have been impressed with the way she immediately acts, following discussion of areas for development. She is reflective in all that she does; she evaluates her lessons continually and seeks ways to improve her practice for development. Her professional practice has improved as a result. Her CLPL experience has encouraged her to engage with professional literature. \*\*\* has already shown she has a clear understanding of the impact of self-reflection and the value it has for continuous improvement in her own teaching. This will be a key focus going forwards.

# Questions?

