



Self-evaluation for self-improvement in Confucius classroom hubs in Scotland

QUICK START Guide



How should we use
this self-evaluation
document?

The self-evaluation document asks three key questions:

- What is the value of our CCH? (An evaluation of your work in key areas)
- How do we know? (What evidence do we have to support our evaluation?)
- How can we build on our work in the future? (What messages can we take from this work to ensure we keep improving?)

These are big questions. In essence, we want to know how well we are supporting children and young people to learn and develop skills. Once we know how we are doing, we can look at ways of doing even better.

The document gives a wide range of focused questions to consider over time. However, it was never intended to be used in full every year. *Self-evaluation should be an aid for reflection, not a rod for your own back!* However, it is helpful to consider aspects of the following core questions each year:

- How engaged are our learners?
- How well are all learners developing Chinese language skills and knowledge of Chinese culture? How well are they attaining and achieving over time?
- How well are we contributing to the development of transferable life skills and attributes in our learners?

Which questions should we consider?

The core questions are broad so it can be helpful to reflect on some specific areas within each one. The document gives a range of questions to help you reflect at different times, to suit your own context. It is not intended that you work your way systematically through all of them, all the time. You will have your own questions too. The following suggestions may help you narrow your reflections by focusing on a few important aspects of the core questions.

Core Question 1, 'How engaged are our learners?'

For this question, you may wish to consider:

Courses, programmes of work and progression, page 38, points 5 and 4:

How have young people responded to our programmes of work? Are the contexts for learning relevant to their interests and needs in the future?

Do we have programmes of study to meet the needs of all learners?

Inclusive learning and achievement, page 43, points 3 and 4:

Are young people actively involved in their learning? Are they challenged in their thinking?

Do they have to work independently and collaboratively on problem-solving tasks/activities?

Core Question 2, 'How well are all learners developing Chinese language skills and knowledge of Chinese culture?'

For this question, you may wish to consider:

Assessment and progression, page 45, point 3:

How do we intervene to help those needing extra support to achieve?

How successful is this? How do we know?

Attainment and achievement for all, page 46, points 4, 5 and 6:

How does the performance of young people in NQs in Mandarin compare with their performance in other languages and other subjects?

How do our results in Mandarin compare with results in Mandarin in other schools?

Do all groups of learners achieve well?

Core Question 3, 'How well are we contributing to the development of transferable life skills and attributes in our learners?'

For this question, you may wish to consider:

Assessment and progression, page 45, point 10:

Do we maintain a profile of young people's language skills and personal development and discuss this with them?

Do we recognise the transferable life skills and attributes being developed through classroom activities? Are these clear to learners?

Do we recognise the transferable life skills and attributes developed through CCH activities outwith the classroom, such as participating in cultural events? Is the impact of these activities on their personal development clear to learners?

What evidence should we gather?

The document refers to the kinds of evidence you would need to answer these questions fully. Importantly, you need evidence which refers to data, observations of practice and the views of others (Document P8). Examples of sources of evidence for each area may be found in Section 3. Once again, select those which are most important to you and those which are readily available as part of normal whole-school practice in self-evaluation. Consider your context, as well as the ease of access and reliability of evidence.

Core Question 1, 'How engaged are our learners?'

For this question, you may wish to focus on gathering evidence such as:

Page 57

- *Interviews with learners re their views on courses and programmes*
- *Learner feedback forms*

Page 69

- *Observations across a range of classes*
- *Interviews with young people re the level of support and challenge*
- *Lesson planning to address the needs of all young people, including those with ASN.*

Core Question 2, 'How well are all learners developing Chinese language skills and knowledge of Chinese culture?'

For this question, you may wish to focus on gathering evidence such as:

Page 75

- *CCH records of progress through the BGE, which indicate numbers of young people achieving at appropriate levels or above*
- *Class records indicating a range of evidence used for assessment purposes*
- *Increasing numbers of learners are being presented for NQs at all levels*
- *Results in NQs indicate a positive trend. Results withstand comparison with learners' results in other languages and other areas of the curriculum*
- *Numbers of young people achieving appropriate accreditation outwith NQs. This may include the Chinese Proficiency Test (HSK), cultural awards or scholarships, for example*
- *Evidence of positive progress for young people with ASN, and those from disadvantaged backgrounds, from previous levels of attainment*

Page 69

- *Young people's work, including examples of work which have been self-assessed and peer-assessed according to success criteria*
- *Clear records of the level at which young people are working in the BGE and their progress towards success in NQs in the senior phase*
- *Evidence of improved performance following direct intervention strategies to support identified young people*

Core Question 3, 'How well are we contributing to the development of transferable life skills and attributes in our learners?'

For this question, you may wish to focus on gathering evidence such as:

Page 57

- *The transferable life skills and attributes identified as outcomes for work in the CCH complement those identified at whole-school level*

Page 69

- *Observations of young people engaging in cultural activities and engaging with Chinese visitors*
- *Observations of learning in the CCH indicate young people benefiting from opportunities to develop useful life skills and attributes such as social awareness and strong communication skills.*
- *Feedback from young people on other achievements accredited or undertaken through the CCH and on the impact these have had on their learning and personal development*
- *Skills for learning, life and work identified in profiling and/or reports on learning*

Page 75

- *Interviews with young people which consider the learning and skills achieved through the range of opportunities for learning offered by the CCH team*
- *Learner profiles*
- *Numbers of young people from all ability levels engaging in activities related to China and Mandarin outwith formal lessons*

What evidence is the most suitable?

Most examples of evidence should be readily available. The document offers examples of how this evidence might be used to improve practice and afford greater impact on learners.

And finally...

If you can answer the three core questions with sound evidence, you can begin to address that last key question in the self-evaluation document:

How can we build on our work in the future?

With that question in mind, identify **two strengths** in the work of your hub and one key area for development.

- Build on the positives.
- Plan for development and change.

CONTACT US

SCILT/ CISS

The Ramshorn, 98 Ingram St, Glasgow G1 1EX

Tel: 0141 444 8163

Email: scilt@strath.ac.uk

ciss-info@strath.ac.uk

