



# IOE Confucius Institute Chinese Teacher Training Event



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# Managing your Chinese Class

## Content



Part 1 Time management  
in class

Part 2 Teaching and Learning

Part 3 Behaviour management



# Part 1

## Time Management in Class

Time management  
is crucial to student achievement  
and to attitudes toward learning

# The Importance of time management



- Teachers who effectively manage time give their students the best opportunity to learn.

- You will probably need to train your class how to use their time effectively.
- The efficient use of time is an important variable in helping students achieve learning goals.





# In the Classroom



## Allocated time

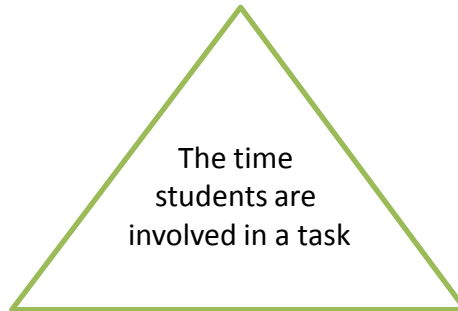
The total time for  
teacher instruction and student learning



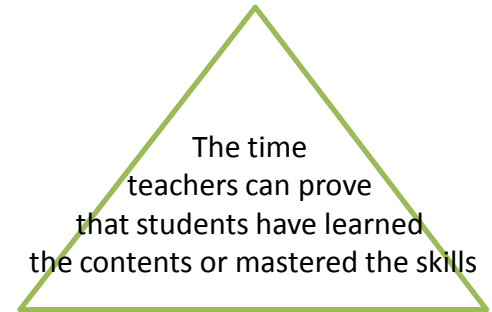
### Instructional Time



### Engaged Time



### Academic learning Time





# Effective time management in the classroom

Planning  
a well-structured lesson

# Planning a well structured lesson

- Make a list of all the things that you need to teach in a given time period.  
(day, week, month, etc.)
- Realistically approximate the amount of time that students will take to complete each task.
- Prioritize the tasks in order of importance and urgency for students' learning.
- Know your students' prior knowledge to plan the next stage.

# Planning a well structured lesson

- **Structuring the learning** for your students
- **Organizing materials** for helping your students achieve learning outcomes

Aim: To engage your students in effective learning.



# How to Create an Effective Lesson Plan

- **Step 1 - Thinking**

*Q1:* What do your students need to learn from this lesson?

*Q2:* How can your students learn?

- **Step 2 – Writing**

Write Your Lesson Plan





## Step 1 - Thinking

*Q1:* What do your students need to learn from this lesson?

**Begin with the end in mind - ask yourself these basic questions:**

- What needs to be covered in the lesson?
- How does this lesson fit into the overall plan for the term (Scheme of work) and meet the school curriculum standards?



## Step 1 - Thinking

**Q2: How can your students learn?**

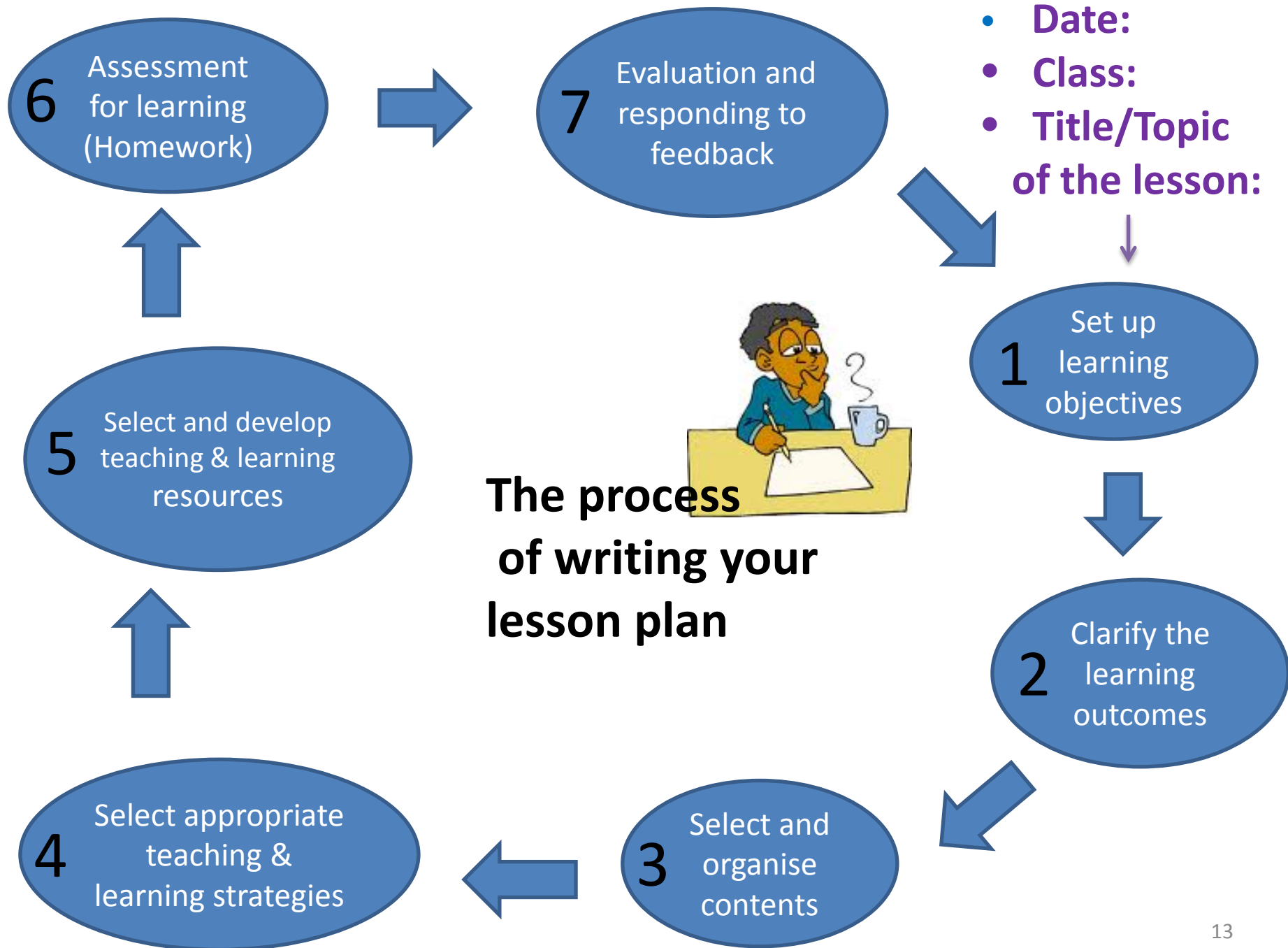
**Begin with the end in mind - ask yourself these basic questions:**

- Can you accommodate your lesson within the lesson period?
- What resources are available?
- How are you going to assess their learning?
- Who has specific needs? (G&T, SEN)



## **Step 2 – Writing**

# **Writing Your Lesson Plan**



## CONCLUSION

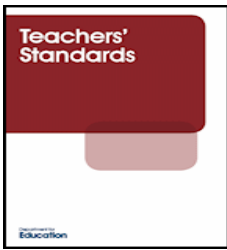
### **Good time management in the classroom**

It is not about what the **teacher** must do during the lesson, but it is about smarter classroom time management to plan what the **students must do**.

# Part 2

## Teaching and learning Chinese

- Introduction to the Teachers' Standards
- The School Curriculum
- A guide to grade your Chinese lesson



# Teachers' Standards

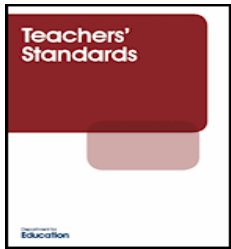
## What is it about?

- the key elements of teaching
- what teachers should know and be able to do
- what is expected across their career

<https://www.education.gov.uk/publications/standard/publicationdetail/page1/CM%207980>

<http://www.tda.gov.uk/teachers/professionalstandards/standards.aspx>





# Teachers' Standards

## School Leaders

- to manage teachers' performance
- to help teachers to plan their professional development





# Teachers' Standards

## Teachers

- To give teachers guidance on how to progress at every stage of their career
- For teachers' personal and professional conduct
- To make sure teachers have a good 'subject and curriculum knowledge'.





# The School Curriculum

## What is it?

It is to ensure that teaching and learning are balanced and consistent.

It sets out:

- the subjects taught
- the knowledge, skills and understanding required in each subject
- standards or attainment targets in each subject - teachers can use these to measure pupil's progress and plan the next steps in their learning
- how pupil's progress is assessed and reported



# The School Curriculum

- Secondary curriculum subject
- Modern Foreign Languages (MFL)
- Attainment target level descriptions
- Chinese curriculum
- Modifications for Chinese

<http://www.education.gov.uk/schools/teachingandlearning/curriculum/secondary>

<http://www.education.gov.uk/schools/teachingandlearning/curriculum/secondary/b00199616/mfl>

<http://www.education.gov.uk/schools/teachingandlearning/curriculum/secondary/b00199616/mfl/attainment>



# Secondary Curriculum Subject

## Modern Foreign Languages

<http://www.education.gov.uk/schools/teachingandlearning/curriculum/secondary/b00199616/mfl>

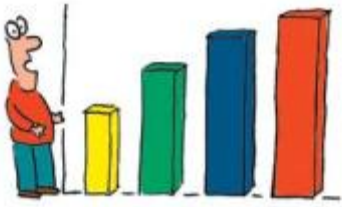


# Modern Foreign Languages (MFL): Languages that schools may teach

<http://www.education.gov.uk/schools/teachingandlearning/curriculum/secondary/b00199616/mfl/languages>

## Mandarin

**Schools should plan coherent provision that covers both Key Stage 3 and Key Stage 4.**



# Level Descriptions for Attainment

## What is it for?

Students develop at different rates, but the School Curriculum levels can:

- give you an idea of how your students progress
- plan the next steps for their learning.



# Level Descriptions for Attainment

**There are level descriptions for attainment in:**

- Listening and responding
- Speaking
- Reading and responding
- Writing

Eight levels in each skill, plus a “Exceptional Performance”

<http://www.education.gov.uk/schools/teachingandlearning/curriculum/secondary/b00199616/mfl/attainment>





# Modifications

For Pupils Studying Chinese  
(Cantonese or Mandarin)

[www.qca.org.uk/curriculum](http://www.qca.org.uk/curriculum)



	<b>Reading and responding</b>	<b>Writing</b>
<b>Level 1</b>	20–30 characters	10–20 characters
<b>Level 2</b>	30–60 characters	20–30 characters
<b>Level 3</b>	60–100 characters	30–50 characters
<b>Level 4</b>	100–150 characters	50–100 characters
<b>Level 5</b>	150–250 characters	100–150 characters
<b>Level 6</b>	250–350 characters	150–250 characters
<b>Level 7</b>	350–450 characters	250–350 characters
<b>Level 8</b>	450–600 characters	350–500 characters
<b>Exceptional performance</b>	600 or more characters	500 or more characters



# Discussion

- How do you identify the levels a pupil is working at and working towards in your class?



# How do you design Chinese subject curriculum?

Approach to the Chinese curriculum design is based upon three key questions:

- What are you trying to achieve?  
(**Curriculum aims**)
- How do you organize learning?  
(**Curriculum organization**)
- How well are you achieving the curriculum aims?  
(**Curriculum evaluation**)

# Curriculum is at the Heart of Education

How can we translate the School Curriculum's objectives into teaching and learning activities?





# High quality teaching and learning

It is the ability to engage and support the learning of all students with different needs within one class.

# Grading your Chinese lesson

1. Outstanding
2. Good
3. Satisfactory
4. Inadequate

# Observing Your Chinese Lesson

## **Teaching and Learning Area**

- Student Progress
- Behaviour and enjoyment of students
- Subject Knowledge
- Challenge of learning
- Students with additional learning needs



# An Outstanding Chinese Lesson

## 1). Lesson Start

Students are engaged in a learning activity as soon as they enter the classroom

## 2). Learning Objectives & Outcomes

Lesson objectives are well structured and are related clearly to learning outcomes

Big picture:

- about learning
- how it links with other area
- attainment

# An Outstanding Chinese Lesson

## 3). Learning Activities & Timing

- stimulating
- challenging - levels
- development
- independent learning
- collaborative work
- behaviour

## 4). Plenary

- various activities
- engages all students
- review the lesson
- future learning

# An Outstanding Chinese Lesson

## 5). Assessment for Learning

- peer assessment
- Self assessment
- exceptional progress
- homework

## 6). Feedback



**An outstanding lesson  
is not marked by what you teach  
but what your students learn.**





Your lesson  
needs to demonstrate  
that the students in your class  
**are making great progress in their learning**  
under your supervision.





## **Part 3**

# **Behaviour Management**

- 1) Tips for behaviour management  
in the classroom
- 2) Example of 'Class Rules'



# Strategy

- never ignore behaviour issues,
- demand that Senior staff take action,
- apply the school behaviour policy,
- know the school has a duty of care to all members of staff.

# Tips for behaviour management in the classroom



- 1) Apply the school policy.
- 2) Establish a clear set of expectations at the right beginning.  
(what you want your lessons to be like, and also what you don't want.)
- 3) Learn students' names and get to know them.  
(a seating plan)
- 4) Re-arrange the desks and seats in the classroom  
(Make sure your class is laid out in such a way to improve behaviour and stimulate learning. )



- 5) Build up a positive relationship with students.
- 6) Have a clear learning objectives for students.
- 7) Use praise.

(If the pupils do what you want them to do, you should say 'well done', 'great', 'good job' etc.)

- 8) Apply various activities in the lesson.
- 9) If students cannot follow you, you should provide them with an immediate support.



# Example of 'Class Rules'

Students should:

1. Arrive at the lesson on time.
2. Respect the teacher and their classmates.
3. Follow the teacher's instructions.
4. No mobile phone in the class.
5. Bring the correct equipment to class.
6. Go to the toilet before the lesson.
7. Put up their hands if they want to talk to the teacher.
8. Always do their best.

There are two things that support the rules:

- Sanctions if a pupil breaks the rules.
- Praise and reward those who abide by the rules

# Classroom Language

- **Use simple sentences**  
For easier understanding .
- **Repeat key messages**  
To ensure the students understand your message.
- **Pay attention to your body language**
  - make good eye contact with the whole class
  - use hand and body gestures to help communicate your message
  - use pause
  - use vocal variety and a warm tone to communicate your message.

# Question Time



The End