

## UCL IOE CI Confucius Classrooms' Curriculum Models for Introducing/Developing Secondary Mandarin



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## Introduction

We asked our Confucius Classrooms to describe how they introduced and developed Chinese in their schools by writing curriculum models. The models have been put together in this document with the purpose of making them accessible to other schools with an interest in Chinese.

If your school is thinking about introducing Chinese onto its curriculum, the following curriculum models and conclusion give an overview of the benefits and challenges, as well as how each school overcame these challenges. If your school currently has Chinese on its curriculum, the case studies bring fresh ideas to developing the subject further and increasing the student take-up.

Each curriculum model begins with a paragraph on the school's background with Chinese and the rationale behind introducing or developing Chinese onto their curriculum. Practical issues such as partnerships and staffing are discussed in the models, including issues surrounding funding and teacher shortages. Each model documents the outcomes and impact of having Chinese on curriculum. We have concluded the models by drawing together some common themes which schools determined were vital to the successful introduction and development of Chinese.

Our Confucius Classrooms come from a wide range of schools and contexts; as such, analysing your own school's particular context is important when making any decisions affecting student choice within your school.

To see the full list of IOE CI Confucius Classrooms, please go to our website: [ciforschools.wordpress.com/about-us/confucius-classroom/](http://ciforschools.wordpress.com/about-us/confucius-classroom/)

If your school is interested in becoming an IOE CI Confucius Classroom, please go to the following webpage: [ciforschools.wordpress.com/becoming-a-ucl-ioe-confucius-classroom/](http://ciforschools.wordpress.com/becoming-a-ucl-ioe-confucius-classroom/)

## **Case Study – Mandarin at Alexandra Park School**

### **Background:**

After two years (2007-2009) of successfully running an after-school Chinese Language and Culture Club it became apparent that we were ready to take our provision up to the next level. Thinking ahead in terms of China's global influence and with the intention of enriching and broadening language options, our school decided to embark on a new linguistic journey by offering Mandarin on the School Curriculum. In 2009, Mandarin became a compulsory language for all Year 7 students and in 2013 we started Mandarin at GCSE level.

### **Rationale:**

We aim to be a world class school where our students leave prepared for life as global citizens. How could we not offer Mandarin?

From conception we decided to teach mandarin 'our way'. We did not copy others or turn to an existing programme. It was 'the APS way or no way'. This has underpinned our success. Our new pupils have almost zero exposure to this language. Therefore they all have the opportunity to begin this linguistic and cultural journey together. Many of them, at the start, don't even know how 'bad' they are; and we don't let on – confidence breeds success!

### **Partnerships:**

Our first link with a Chinese Secondary School was established through the British Council. In 2007, our Design and Technology Department embarked on a joint curriculum project with the Art Department of Beijing No.109 Middle School culminating in a home stay exchange visit. A more recent link was established with Beijing No.57 School where we participate in home stay exchange visits every two years.

In 2015 we became a UCL IOE Confucius Classroom and our Hanban teachers now actively work with neighbouring primary and secondary schools delivering a Mandarin language and Chinese Culture Programme.

As a teacher training school we work closely with UCL IOE offering placements for Mandarin Chinese student teachers.

### **Staffing:**

We started by recruiting an external teacher to run the after-school Mandarin Club while we supported a member of the Languages Department to participate in Mandarin Language learning through study programmes in China offered by IOE/Hanban. Whilst still undergoing further language training our Year 7 Mandarin programme was launched. This programme was supported by a volunteer assistant native Mandarin speaker. The following year we offered a GTP Mandarin placement which finally led to recruitment. To support our KS4 Mandarin provision it became essential to employ an additional Mandarin Teacher. The Languages Department

currently has a Mandarin team comprising of three teachers (two native and one non-native Mandarin speaker) as well as two Chinese assistants provided by Hanban.

### **Curriculum:**

All Year 7 students study either French or Spanish (4 lessons a fortnight) coupled with one compulsory Mandarin 'taster' lesson (once a fortnight). At the end of Year 7, students are given the choice to continue with Mandarin into Years 8 and 9 or to opt out. Nearly one third of the Year 7 cohort continue with Mandarin and numbers are increasing each year. In Year 8, Mandarin lessons are increased to two lessons a fortnight and in Year 9 to three.

We take full advantage of any learning opportunities be it Language Camps in China or the HSBC Mandarin Speaking Competition where one of our Year 8 students emerged as winner in February 2015. Our Year 9 Mandarin students who participate in the UCL IOE/Hanban China Summer Camp programme take the YCT tests in listening comprehension.

From 2013, we offer Mandarin GCSE and this year we introduced HSK4 as an enrichment course to Year 12 students wishing to continue with their Chinese studies. We are investigating the possibility of increasing our Mandarin provision at post-16 by offering Mandarin at Pre-U together with work experience opportunities in China.

### **Outcomes:**

Mandarin is thriving at Alexandra Park School. Students study it from year 7 through to year 13 and it has become a key part of our school and of a students' experience. Built into our Mandarin teaching programme is 'mindset growth' where students are eased out of their comfort zone and taught to challenge any limiting beliefs that hamper motivation or success. The teaching and learning of Chinese characters offer the perfect opportunity for fostering risk-taking and resilience. Students are encouraged at all times to exercise their imaginative and creative minds in order to 'decode' Chinese characters and to improve their memory skills. The skills and confidence gained through our approach to the teaching of Mandarin spreads out across our school.

## **Case-Study: Anglo European School, Ingatestone, Essex**

### **Background:**

The Anglo European School is a non-denominational, co-educational 11-19 comprehensive school. It has many unique features; diversity of language and culture being the most prominent. 65 languages are currently spoken amongst our student body. This puts us in the 80<sup>th</sup> percentile nationally for percentage minority ethnic. We are very proud of this diversity which exists in the middle of suburban Essex. When the school was established in 1973, it was given a unique mission and a number of key elements make this school distinctive: it achieves academic excellence alongside a very broad and balanced educational experience supported by an internationally-recognised curriculum which includes the International Baccalaureate. We are in an Educational Trust with our immediate feeder primaries which provides us with the opportunity to develop a 4-19 educational continuum, sharing the same internationalist principles and co-operative values.

The school has always been committed to the delivery of languages which is at the heart of its ethos. Eight different languages are taught, with most students studying two languages to GCSE and some studying three. All students do a language in the sixth form. This is supported by an extensive visits and exchange programme which was established in 1974. Over 700 students and 80% of the staff travel abroad every year to stay with host families and support students to develop their confidence, communication skills and cultural awareness. We have 22 partner schools in France, Germany, Spain, Italy, India, Lesotho, South Africa and China and an on-going relationship with Eblinghem in northern France where all Year 7 students stay for 10 days every year. We provide grants for any student to take part in the Year 7 visit plus at least one exchange to ensure inclusivity. The programme makes a significant contribution to the unique nature of the school and enhances our ethos and the development of the students.

The school was the first state school in the country to become a specialist language college in 1995 and has been ISA accredited since before 2007. The school is actively involved in teacher training in languages with Mandarin student teachers for four years, working with CFBT, IOE and supporting trainees on placements in other schools in Essex.

In total, with the Year 7 "Window in China" days, we had approximately 380 students studying Chinese in 2016 at the Anglo European School. In addition, our Hanban teachers run weekly outreach lessons at Buttsbury Junior School and Wideford Lodge, with lessons soon to start at Southgreen Primary school and St Martin's secondary school. We also run cultural days in local schools during the Chinese New Year period.

### **Rationale:**

Inclusion is a central tenet of the way in which we plan our students' experiences. Exceptional relationships are high on our list of priorities for the school and we talk unashamedly about care, respect, happiness, achievement and the "Anglo Family". It is this which acts as the cement which holds the school together. The ethos has

evolved over 40 years and is firmly embedded. The highly positive atmosphere contributes to a strong sense of community and students from a wide range of backgrounds get on exceptionally well together and can communicate and converse in a number of languages.

The opportunity to develop Chinese as core language provision began over 10 years ago and was enhanced by an emerging partnership with the Jiangsu region, supported by the Essex-Jiangsu schools link initiative. Our International Director visited Dagang Middle School in Jiangsu Province and this became our first partner school. We then engaged with British Council Immersion Courses between 2007 and 2009 and the interest amongst our student body became obvious. Our students recognise the importance and the benefits of being able to communicate in Mandarin Chinese and the unique position this gives them in an increasingly global economy. We are now seeing our third year of students apply to study Chinese at University – both in this country and abroad in China and Hong Kong.

### **Partnerships:**

The growth of Chinese has meant we now have four partner schools in China: Changhe Senior High School in Hangzhou, Dagang Middle School in Zhenjiang, Nanjing No 1 High School, Wuxi Jiangyin No.1 High School. Dagang and Hangzhou schools have sent teachers to our school to work as Chinese language assistants through the British Council scheme. Nanjing No.1 High School has sent teachers to work at Essex –Jiangsu Centre for Chinese studies.

In 2008 we engaged in a Partnership with Essex-Jiangsu Centre for Chinese studies and became a UCL IOE Confucius Classroom. This has enabled us to expand our teaching capacity, provision in the classroom and cultural and enrichment activities. One such event this year was the Sports and Culture Exchange Project” linking London 2012 and the Nanjing International 2014 Youth Olympics and in 2015, we took part in the Essex – Jiangsu Sports & Culture Summer Camp exchange led by Essex County Council and Jiangsu Provincial Department of Education where a group of students attended the opening ceremony and were involved in various cultural events this summer.

By working collaboratively, teachers are now more confident and knowledgeable; their experiences have strengthened their subject knowledge. The exchange of resources has given students access to authentic materials. As a result of the partnerships established over time there has been an increase in the teaching and learning of Chinese culture and language in Essex schools

### **Staffing:**

We have one full time Subject Leader for Chinese who also manages the UCL IOE Confucius Classroom at Anglo European, two Hanban teachers, who support in exam classes, offer additional tuition to native and near native students, teach IB Standard and AS and run outreach lessons. They also assist in the organisation and delivery of Enrichment Days, Chinese New Year activities, extracurricular clubs. A British Council Language Assistant also provides speaking practice for GCSE and 6<sup>th</sup> form students, assists with Enrichment Days and mentor teachers through the

Billericay Education Consortium. We often find assistants who work with us are inspired to teach and this year is no exception with two applying for teacher training placements this year.

### **Curriculum:**

We introduced Mandarin through a series of enrichment days in Year 7 and then deliver a more formalised curriculum in Year 8 as part of the additional languages offer for those students wishing to study a third language. In 2007 we introduced GCSE and this has proved both popular and successful. We also run Ab initio courses in the 6<sup>th</sup> form. In 2015, 95% of students achieved A\*-C at GCSE and 80% of students achieved A/A\* grade. Two students achieved Level 7 at IB Ab Initio, two achieved Level 6 and two achieved Level 5. In their oral examination, four students achieved Grade 7, the highest level awarded.

In total, with the Year 7 “Window in China” days, we have approximately 380 students studying Chinese this year at the Anglo European School. In addition, our Hanban teachers run weekly outreach lessons at Buttsbury Junior School and Wideford Lodge and Southgreen Primary school. After Christmas, they will run weekly lessons at St Martins and teach Year 3 & 4 for a term at Ingatestone and Fryerning Junior School. We also run cultural days in local schools during the Chinese New Year period.

The enrichment curriculum is far reaching and effective in developing cultural awareness and engagement with the Chinese language, culture and arts. As well as the Window on China Days & Chinese New Year activities week, we offer a lower school tai chi club, visits to the British Museum and Chinatown; visits to the British Film Institute. In addition, students studying Chinese take part in the Year 10 China Language Exchange; the Essex-Jiangsu Sports Exchange; Sixth Form Chinese Enrichment Days and Globex (Global Experience Week) which provides students with the opportunities to engage with sport, arts, food preparation and tasting, calligraphy and language learning.

### **Outcomes:**

The appointment of Miriam Williams to lead this department has given the department a driving force for development, expansion and collaborative working with other schools and training providers. Students are thriving on the challenge of engaging with the cultural and linguistic activities now available to them. It's been such a privilege to see students being so academically successful and progressing onto higher education to further their Chinese studies. We know this will enable them to have a competitive advantage in our increasingly global economy and in applying to universities. Furthermore, Chinese studies has already enabled us to strengthen our links with other local schools and feeder primaries. There are not many primary schools who study the Shang Dynasty as part of their curriculum but Ingatestone Junior School do!

## **Case-Study – Archbishop Sentamu: Introducing Mandarin in an area of significant deprivation.**

### **Background:**

Archbishop Sentamu Academy is an 11-18 academy situated in East Hull. Our make-up is 99% white working class, and the ward from which our students come is the 12<sup>th</sup> most deprived in the country. Over the past 10 years, we have built up our Mandarin provision to the extent that it is our most successful language at GCSE, and is studied by around 1000 young pupils in total including pupils in our local primary schools. How have we got there?

### **Rationale:**

As a Headteacher, I strongly believe that when you become the leader of a school, you always inherit a number of great opportunities upon which to build. In ASA's case, one of those was a fledgling link with China, which had been going for 3 years or so before I arrived. At that time, it was operating more as an extra-curricular activity, but even then, a few pupils had visited Beijing. Fortunately, this link had been established by the Deputy Head, who would later become our Senior Vice-Principal, and between us, we decided to develop Chinese into a subject that we would offer as part of our core curriculum.

### **Partnerships:**

ASA itself has an annual student exchange with our partner school in Beijing, and each of our primary schools also has a partner school. We welcome a number of teachers each year from China for teacher training, and in 2015, we were delighted that one of our students was accepted into Goldsmith's College, London, to read Politics and Chinese.

We became a Confucius Classroom in 2014, and when three of the primary schools joined our Multi Academy Trust in 2015, we were able to provide Chinese assistants for them through Hanban.

### **Staffing:**

For the first three years, we invited teachers from our partner school in Beijing to come and teach our students in Years 7-9. This meant an element of double-funding, as we had to make sure that they were supported by a fully-qualified teacher. By the time these students were in Year 10 however, we realised that we would need a fully-trained Mandarin teacher who would be able to take our students through to GCSE. We were very fortunate to find an excellent teacher who was looking to work at secondary level, and Liqun remains with us to this day.

### **Curriculum:**

Chinese is one of the 3 main languages offered; the other two languages are French and Spanish. Students are allocated to one language in Year 7 and study it for 3 periods a fortnight in Years 7 and 8. From September 2015, Year 9 French and

Spanish students are allowed to opt for Chinese and this group of students has been given 7 periods every fortnight.

In addition to pupils studying it as a core language in years 7-9, by 2014, we were offering GCSE (equivalent to a grade D) to students in Year 11. This inevitably meant that we took a small hit in the performance tables. However, it has always been my personal conviction that we should put pupils' interests before performance tables, so we took the hit and worked hard to get the next year's students to GCSE. We succeeded, and in 2015, our Mandarin GCSE results were the most successful language results in the academy.

We are now offering Mandarin at Pre-U post-16, as a way of preparing our students for university study. Film study is offered at A level in the 6<sup>th</sup> form which ties in nicely with that part of the Pre-U Culture paper.

Meanwhile, from 2013 we had also been developing Mandarin with a number of our partner primary schools. Here, the pupils are introduced to Chinese language and culture in a fun way, and given a head-start for study in Y7.

### **Outcomes:**

All in all, our journey to develop Mandarin across our MAT has been one of the most enjoyable long-term projects of my career. Firstly, it is wonderful to introduce something that proves inspirational to so many young people, and to see them succeed in it. Whether it is learning about the Chinese culture, tackling hanzi, practicing the spoken language or taking part in an exchange, our students have both enjoyed and risen to the challenge of a subject that takes them well out of their "comfort zone". Through our Mandarin programme, we now have students who are aspiring to study it at university, and some even want to work in China. However, all of our students have gained a fantastic perspective on one of the world's most interesting nations, and a key trading partner. We believe that they have a competitive advantage in the job market – crucially important when many come from families that have experienced generations of unemployment.

Secondly, speaking personally, it has been most rewarding to build something up "properly", rather than in a hurry "because the DfE/OfSTED require it". By deliberately not trying to introduce GCSE Chinese before we were truly in a position to do so, we have arrived at the point where we have strong GCSE provision. Crucially, we have had much-needed fun, at a time when the exigencies of the accountability regime can perhaps at times take the joy out of education.

Finally, we have found that offering Chinese language and culture is a significant attraction for pupils to apply for our academy. One of our key aims as a Multi Academy Trust is to provide a range of inspirational opportunities for our young people; we believe that our Chinese programme does precisely that.

## **Case Study – Dartford Grammar School**

### **Enjoy learning languages: The Mandarin story at Dartford Grammar School**

#### **Background:**

Dartford Grammar School became one of the first two language colleges in the country in 1995, offering at that time, the traditional European Languages. The following year the International Baccalaureate Diploma was introduced into the sixth form, teaching French, Spanish and German as the language element. Japanese was introduced in 1998. It was clear that European language learning was unpopular and in decline (until the 'reluctant' rediscovery of languages triggered by the introduction of the Ebacc). Boys in particular did not enjoy learning the European languages and some were choosing to leave the school at 16 rather than take the IB Diploma with the compulsory language element. Something had to be done.

In 2008 I was invited to attend a Headteacher study tour to China by the British Council. My motivation was not the growing might of the Chinese economy nor the emergence of China from behind the bamboo curtain but to explore another way to revitalise the learning of languages in the school. Japanese was popular and the most successful language at that time. Upon my return, the Governors of the school were persuaded to appoint a Mandarin teacher (we had a field of 60 to choose from) and introduce Mandarin into Year 8. It was an instant success and language learning was ignited.

#### **Rationale:**

As an IB World School, our mission statement is simple, 'A learning community developing international citizens'. We take every opportunity to present languages as the core of our international curriculum, emphasising communication, understanding and respect for other cultures. Our students enjoy Mandarin (and Japanese) as the characters used to construct sentences generate far more interest than the conjugation of verbs. There are no cognates and the satisfaction gained from sentence construction appears to compensate for the necessary repetition.

Chinese culture is very different to anything experienced in Europe and our students gain a great deal of personal fulfilment from this new experience. They enjoy being different from their friends.

#### **Partnerships:**

The 2008 study tour involved a kind of speed dating with potential partner schools. We were fortunate as our first date was with a like-minded school and an enduring annual exchange developed. It is however a disappointment and a frustration that our attempt to build further active links with another school in Beijing has so far been unsuccessful. This is a key priority for us moving forward.

We have been a member of the excellent UCL IOE Confucius Classroom network since 2009. As a Confucius classroom we receive two Hanban teachers each year. They support class based conversation classes, Mandarin clubs, cultural enrichment

activities, community and popular parent Mandarin classes and they teach Mandarin in three of our partner primary schools.

As a hub school for ITT we offer training places to several HEIs. We also run school based training courses for any schools who are interested to attend and we share our teaching resources freely.

### **Staffing:**

There are now 4 full time Mandarin teachers in the school (3 non-native and 1 native speaker) and 2 Hanban teaching assistants. Two of these teachers are also able to teach Key Stage 3 French and another Economics. As the bulge of pupil numbers moves through the school, it is likely these teachers will focus exclusively on Mandarin. We have had no trouble recruiting high quality, enthusiastic and UK trained Mandarin teachers so far but we are aware that this cannot be taken for granted. There is always at least one Mandarin trainee teacher working with the department throughout the year.

### **Curriculum:**

This year there are 90 'beginner' Mandarin and 90 'beginner' Japanese learners in Year 7, starting a five year journey towards a GCSE. There are 3, 50 minute periods per week in each of year. In year 8 students are required to choose a second GCSE language from the usual list (including Latin). The rationale for offering the oriental languages as the first choice was to engender an enjoyment of language learning to offset the stifling nature of learning in the traditional languages. By 2020 there will be 450 Key Stage 3 and 4 Mandarin and Japanese learners and approximately 100 post 16 students studying each of these language at level 3. The IB course covers 3 levels, a beginners course, a standard level course (3 x 50 minute lessons, for students who have some prior exposure) and a higher level course (5 x 50 minutes, equivalent to A level)

We are resolute in offering two compulsory GCSE languages to all boys, possibly the only school to do so. The enjoyment our boys feel for Mandarin and Japanese has had a real impact on their appreciation of the benefits of learning languages in general.

There is a full programme of enrichment opportunities ranging from cultural experiences to careers fairs and speaking competitions. We are currently looking at the possibility of an accelerated group of Mandarin learners being entered for GCSE early with the possibility of HSK4 in year 11?

We are at the beginning of a journey to establish stronger links with UK/China businesses with the aim of offering meaningful work experience in the UK or China.

### **There are 3 Outcomes:**

1. The primary objective to use Mandarin to revitalise language learning has been successful. Year 7 pupils and their parents talk with great energy about Mandarin and Japanese and feel that it makes them stand out as being 'different', they feel good about themselves. Based on this success we have changed the way we teach the European languages in year 8 through the introduction of themes and language based, cross-disciplinary creativity weeks.

2. Has the introduction of Mandarin helped our students to become ‘international citizens’? Yes, once again, without reservation. We cannot understand, appreciate or influence others if we remain ignorant of them.

3. Using the Ofsted measure of academic achievement the Mandarin GCSE results speak for themselves, in 2013 48% A\*/A (86% A\* - C), in 2014 64% A\*/A (98% A\* - C) and in 2015, 85% A\*/A (98% A\* – C).

Since 2008 the school has adopted a phrase, ‘enjoy doing well’. The introduction of Mandarin Chinese has certainly made a significant contribution towards this educational goal.

## **Case Study – Devonport High School for Girls: Introducing Mandarin Chinese into the Curriculum**

### **Background:**

Devonport High School for Girls (DHSG) is a girls' selective state grammar school with academy status and students aged 11 – 18. It is located in Plymouth, South West England. Students come from a wide variety of socio-economic backgrounds, from both urban and rural areas. Since 2006 the provision of Mandarin Chinese has developed rapidly from being an enrichment subject to being offered as one of the second languages in the curriculum. Total no. of students currently studying Mandarin is 76.

### **Rationale:**

The school's aim is to provide equal opportunities for all students to achieve their full potential and through the varied international links to develop a wider understanding of global cultures and languages. As a Specialist Languages College it was decided that the introduction of Mandarin as the required non-European language would be appropriate to help prepare students for future employment in the global market. There is also a strong ethnic population of Chinese origin in Plymouth, particularly at the University and Further Education College with which the school works closely. The link with a school in Jiaxing, China, was established through a partnership between that city and Plymouth following a visit by a delegation from Plymouth which included the school's Director of Specialism, who eventually became International Coordinator and Confucius Classroom Manager. On that basis, it was decided that the school should actively pursue its plans to develop Mandarin within the curriculum.

### **Partnerships:**

DHSG students have regularly taken part in exchange visits and exciting cultural events such as a reciprocal drama project, where students from Plymouth and students from Jiaxing spent two weeks in each city preparing bi-lingual performances of a modified version of Shakespeare's *Romeo and Juliet*, with great success. When DHSG became the lead school in our UCL IOE Confucius Classroom consortium with four other schools (the Peninsula Group Confucius Classroom (PGCC) - established in the second IOE Confucius Institute cohort in 2007) the opportunity to embed Mandarin in the life of the school and to play a guiding role in the development of Mandarin within the community in the South West, presented itself. Students of Mandarin have participated with other PGCC students in an activity day run by the Tourist Organisation in the South West, to produce a video on the area aimed at attracting Chinese tourists. They were joined in that activity by students from two local primary schools where Chinese is being taught as part of the Primary Languages strategy, with the (Hanban) teacher provided by the UCL IOE Confucius Classroom consortium.

Students also have the opportunity to take part in the UCL IOE CI summer camp and the PGCC is represented on the UCL IOE CI National Headteachers Steering Group. The role of the Hanban teachers is extremely important in fostering a strong link with

local schools in both primary and secondary sectors. They provide workshops and Chinese Enrichment Days in up to 60 schools a year in the South West and are proving a strong motivating factor in the UCL IOE Confucius Classroom schools with their support in lessons and in cultural workshops. Last year a student from a PGCC partner school went to Manchester University to study Mandarin, and two DHSG students have applied to continue their studies of Mandarin at university next year.

### **Staffing:**

Initially Mandarin was delivered by a British Council Language Assistant from China through enrichment lessons and school clubs. Then after two years, with the decision to offer Mandarin among the second language choices, the school employed a Mandarin teacher. She taught Mandarin to Year 8 and 9 classes initially and now she teaches groups in Years 8 – 13. As a native Chinese teacher, she was supported by the school in her successful efforts to obtain Qualified Teacher Status in the UK and she now also has the role of liaison teacher within the Confucius Classroom working closely with colleagues in the three other schools. Li Yuemei has shown her commitment to developing her teaching skills further by becoming Principal Moderator for IGCSE Chinese as a Second Language and Team Leader for IGCSE Chinese as a Foreign Language. In addition to support from two of the three Hanban teachers, the school also collaborates with City College Plymouth to offer work experience to native Chinese students who are studying business or teaching in a Foundation course there. Our students have gained tremendously from the extra language and cultural input.

### **Curriculum:**

Year 7 students are offered French or Spanish as their first language and both languages plus German, Latin and Chinese are offered as second languages from Year 8 onwards. With a three year Key Stage 4 Chinese competes with the other four languages and now has parity with them in the Languages Department.

Mandarin has been offered in Key Stage 5 with students working towards an A level with the Edexcel examination board.

The link between PGCC and the two primary schools where a Hanban teacher has taught Mandarin to pupils in Years 3 - 6 for over one year, is proving an excellent motivating factor on both sides. This collaboration will also contribute to the development of Mandarin provision in response to this cross-sector demand.

### **Outcomes:**

DHSG has a strong community ethos and has cooperated in and led community-based projects over several years: we led a cross-over project in MFL involving 40+ local schools to produce MFL teaching resources for primaries and in the training of 80+ primary teachers in primary languages. Although as a Specialist Languages College we offered a wide range of languages, the introduction of Chinese indicated a departure from the perceived traditional European languages. However, the students have risen to the challenge and shown enthusiasm in and commitment to their learning, helped in no small measure by the wide range of cultural activities offered

through the Confucius Classroom and the Hanban teachers, as well as the opportunities presented by IOE CI - the summer study camp in China and the annual HSBC Mandarin Speaking Competition. Recently a number of DHSG students joined a group of secondary and primary pupils from PGCC to open an International School Award (ISA) ceremony for schools from the South West, held in Plymouth. In the choreographed performance they recited poetry and sang in Chinese and also performed Tai Chi in front of officials from the local council and British Council and representatives from 55 schools within a wide geographical range from Gloucester to Helston in Cornwall. Over ten years ago the school took a decision to provide an interesting and varied curriculum through the inclusion of a language such as Mandarin. Involvement in showcase events such as the ISA ceremony along with the fact that the Mandarin GCSE results this year reflected 100% pass A\*-C, more than justify the value of that decision.

## **Case-Study – Homewood School & Sixth Form Centre**

### **Background:**

Homewood School & Sixth Form Centre is a large wide ability 11 – 19 school in Kent. The school has a long tradition of offering a broad curriculum, a commitment to active approaches to learning and a willingness to embrace innovation. The school has a good uptake for languages, having offered French, German and Spanish for many years. Chinese was introduced formally into the curriculum in 2013. Prior to that, from 2004, the school had hosted teachers from link schools in China who provided short courses in Chinese for Year 9 students. Since 2013, the number of students studying the language has grown from 20 to 60 and we have invested in the provision of a dedicated teaching space for Chinese within the MFL department.

### **Rationale:**

Our rationale for introducing Chinese into the curriculum in a more formal way was three-fold. Firstly, the students who had been studying the subject informally had enjoyed their learning experience and we wanted to build further on this success. Secondly, we wished to increase the choice for MFL subjects with a view to building further the numbers studying MFL to GCSE and beyond. Thirdly, we wanted to make a strategic response to the growing economic and political influence of China in the modern world so that our students were as well equipped as possible to take their place as adults in a global society.

### **Partnerships:**

In 2004, Homewood School had entered into partnerships with two schools in China (in Chongqing and previously in Kunming). They had been providing teachers from China to the school for some years to teach small groups of students in Year 9+ to GCSE level. I joined the school as Principal in 2010, keen to encourage the development of Chinese in the school. I took part in a Headteacher visit to China organized by the UCL IOE Confucius Institute and this established our link with the UCL IOE CI. We employed our first British trained teacher of Chinese in 2013.

### **Staffing:**

From 2004, the school hosted two Chinese assistants from our partner schools in China. In 2013, a British trained teacher of Chinese was employed. She has a second specialism in French. In 2015, a Hanban teacher joined the department.

### **Curriculum:**

Chinese is offered in termly taster lessons in Years 7 & 8. We hold a Chinese immersion day in Year 8 Autumn term (prior to options choices). We currently have three classes of GCSE Chinese in Years 9 – 11, approximately 60 students in total. We plan to introduce Chinese in 6<sup>th</sup> form (pre U?). With the appointment of our Hanban teacher this year, we have additional flexibility to set up clubs in local

primaries, begin a weekly lesson for Years 3 & 4 after-school at Homewood & to provide Chinese for specialist days at primary schools.

**Outcomes:**

Homewood School was awarded UCL IOE Confucius Classroom status in 2014. We now have at least one class in each year group from 9 to 11. Opportunities for primary Chinese are growing. We have expanded the size of the Chinese teaching area in the department to accommodate break-out groups. We have established biennial trips to China with Hanban and have developed a good working relationship with another UCL IOE Confucius Classroom nearby (Benenden School). Through our teaching programme, assemblies and immersion days, all students at Homewood have an awareness of China as a global superpower and know something of the Chinese culture.

*We have a number of future developments in mind:*

- Possible introduction of Chinese lessons to KS3 next year
- Increasing community/primary links
- Consideration of expansion into KS5 to follow on from GCSE teaching

## **Case study – Mandarin at Hummersknott Academy, Darlington**

### **Background:**

Hummersknott Academy is a larger than average 11-16 academy situated in Darlington. It also supports a larger than average primary school in the town that makes up the wider Hummersknott Academy Trust.

The Academy is a true comprehensive school that is an integral part of the community. As such, its facilities are used by approximately 5,000 people each week in addition to its daily use by students.

Hummersknott was a Language Specialist College that converted to academy status in 2011. As a Language College the school developed its provision and now delivers Italian, French, German, Spanish and Mandarin to key stages 3 and 4. In 2015 approximately 60% of all students studied two languages to GCSE with overall language courses being above national averages for A\*-C expected.

Hummersknott Academy has, and continues to carry out exemplary work promoting Chinese culture and language across the North East.

### **Rationale:**

We are proud and privileged to be a Confucius Classroom and as Principal I feel this is a significant aspect of our wider curriculum provision. Our vibrant Confucius Classroom has a wide range of activities including the teaching of Mandarin to GCSE, a range of cultural activities and an extensive outreach programme. Also, Hummersknott was Confucius Classroom of the year 2014.

### **Partnerships:**

Hummersknott has many annual cultural exchanges, including one to Guangdong. We are actively engaged in developing shared Team and Leadership programmes with our partner schools. In addition we work with Higher Education establishments to offer Initial Teacher Training in Mandarin.

Our support and sponsorship of a local primary school has given us the opportunity to develop Mandarin at Key Stage 1 and 2 through shared use of Hanban Teachers and resident Mandarin specialist. Pupils are now entering year 7 with a strong grasp of basic Mandarin and this can only help develop the number of Mandarin speakers as they progress through school.

### **Staffing:**

We have been teaching Mandarin within the curriculum since 2001 and Hummersknott was one of the first waves of Confucius Classrooms as part of the IOE Confucius Institute. We currently have one full-time teacher of Mandarin supported by two Chinese teaching assistants.

**Curriculum:**

All students are allocated French in Year 7 and study this for five periods a fortnight. Mandarin then becomes an option, as a second language, to all in Year 8. We also deliver Mandarin at four other local primary schools.

**Outcomes:**

Outcomes of GCSE Mandarin continue to be excellent. In 2015 100% of our cohort gained expected progress and 71% achieved above expected progress. In addition to qualifications, we have found that offering Chinese language and culture is a significant consideration for students when applying to Hummersknott Academy. One of our key aims as an Academy Trust is to provide a range of inspirational opportunities for our young people; we believe that our Mandarin programme does precisely that and contributes to our wider ethos.

## **Conclusion**

### **Rationale:**

Headteachers noted both the broader implications and specific rationale for the introduction or development of Chinese in their schools.

### ***Global Futures***

On a broader level, Chinese was stated as an important choice to offer pupils, in response to the changing economic world, and the desire to create pupils who are able to respond to a global world. It was felt that exposure to Chinese, as a non-European language, gave pupils an even stronger understanding of global cultures and languages and, in many schools, this has also impacted across the curriculum, with cross-over in History, Geography, Economics inter alia.

### ***Strengthening Languages***

At a school-based level, many Headteachers wished to increase existing Chinese language provision, from Chinese being studied informally as extra-curricular activities, to a core curriculum subject.

### ***Building Links***

For all schools, a key component to the rationale for development was the commitment to a long-term process. This was seen as being achieved through building links and partnerships both in the UK and China, and developing local teachers able to commit to long-term development of the subject in their school.

### **Partnerships:**

#### ***Partner Schools***

Schools all mentioned the importance of partner schools in China, both for the exchange of resources and materials, as well as for the provision/sharing of teachers. These schools can also provide valuable opportunities for pupils to communicate with their peers in China throughout the year, and many schools also organise annual student exchanges.

#### ***Building Primary Networks***

The development of a network amongst primary schools is also important, and many secondary schools provide taster lessons/other extra-curricula activities for their primary schools, in order to better prepare Year7 pupils.

#### ***Developing Local Teachers***

As well as welcoming teachers from China, many schools with established Mandarin departments also welcome student teachers from the UK, in acknowledgement of

the fact that the need to develop quality local teachers of Mandarin is paramount to the sustainability of Chinese in UK schools.

### ***Collaborative Work***

Working collaboratively by other providers of support, such as the UCL IO Confucius Institute for Schools, local Confucius Institutes, The British Council and regional Chinese centres, has also helped provide valuable support for teachers and schools, in the form of teacher provision, teacher training, access to national competitions, visits to China for both staff and pupils, and access to authentic materials.

### **Staffing:**

#### ***Initial Steps***

Many schools begin their provision of Chinese in one of the following ways; through a local speaker of Chinese (who may/or not be a teacher), through an existing teacher in the school who learns Mandarin; through the support of a Chinese Language Assistant (or similar) from the British Council; through a Chinese teacher provided by a link school in China.

#### ***Local Teachers***

Whatever the route into initial provision, for Chinese to be sustainable and have parity with other languages, it is important to employ a local, qualified teacher of Chinese. This is particularly evident as schools begin to take the language above Years 7-9 and into Years 10-11.

#### ***Support from Chinese Teachers/Assistants***

Local teachers are often supported by teachers provided by the British Council, Hanban or partner schools, and by trainee Mandarin teachers.

### **Curriculum:**

#### ***Parity and continuity***

When placing Chinese as a core language, schools stated the importance of giving it parity with other languages. How each school implements this varies according to circumstances, however every school provides Chinese from Year 7 onwards, with the development of the language from an early stage seen as vital to the success of the subject.

Details of provision vary from

- termly taster sessions in Years 7 & 8,
- fortnightly 'taster' sessions in Year 7, followed by a choice to continue into Years 7 & 8
- enrichment days in Year 7, followed by a formalized curriculum in Year 8

- A buildup of 3 periods/fortnight in Years 7 & 8, to 7 periods in Year 9 for those who opt for Chinese

### ***Extra Curricula Activities***

Additionally, schools take advantage of learning opportunities such as the China Camps trip provided by the UCL IOE CI for Schools, the British Council Mandarin Speaking Competition, or student exchanges with partner schools.

### ***Primary School Support***

Schools also work hard with their primary schools, to help development at even earlier years, so as to strengthen Chinese regionally, demonstrating long term commitment.

### ***High Results and Student Engagement***

With such commitment, many schools report that the uptake of Chinese amongst students has been exceptionally successful, with students engaging with the language. In some schools Chinese is now the most successful language at GCSE, and all schools report positive results.

### ***Developing Beyond KS4***

Many schools are now developing Chinese beyond GCSE, with current provision including A Level, Pre U, or supporting pupils to take the Chinese HSK exam. As a result of studying at GCSE and higher, schools are now seeing pupils applying for Chinese courses at university.

### **Outcomes:**

The challenges of learning Chinese, in many ways different from any other subject, has also been one of the great highlights for most schools who have committed to the subject. In particular, seeing students respond so positively, and successfully, to a subject which challenges and stretches them linguistically, intellectually, and culturally has been extremely rewarding for the greater goals of schools. Seeing students who have moved out of their comfort zone and now wish to study Chinese or work in China, or who have a greater grasp of the nation and how it relates to the UK and the world in general, have been extremely positive outcomes.

In addition, schools have also seen students attracted by their provision of the language, which strengthens both the subject and the student body as a whole. The high performance of students in examinations has also demonstrated to schools the success of committing to the inclusion of Chinese as a core language subject, able to support the broader goals of any school.