

Institute of Education
UCL IOE Confucius Institute

UCL

UCL IOE 16th Annual Chinese Teaching Conference

‘Looking Back, Thinking Forwards’

Friday 14th & Saturday 15th June 2019

UCL IOE
CONFUCIUS
INSTITUTE



Expanding Knowledge: Thinking forward to the future of Chinese development and delivery

Philippa Vallely UCL IOE CI Teacher Training Coordinator

Zoe Barfield, Woking High School- Mandarin Upskilling Course

Kai Cheung, Alexandra Park School- Early Leaders Course

Rose Ren, Bohunt School (Worthing)- Mteach

Alex Ferraby, Seven Kings School- PGCE Subject Mentor



Expanding Knowledge: Thinking forward to the future of Chinese development and delivery

Teacher development opportunities, benefitting from expert knowledge;

UCL IOE Confucius Institute

UCL IOE PGCE Leaders

UCL IOE Masters Programme Leaders

UCL IOE London Centre for Leadership in Learning

Peking University

Members of the teaching community

UCL IOE Chinese students



Mandarin Upskilling Course

WHAT?

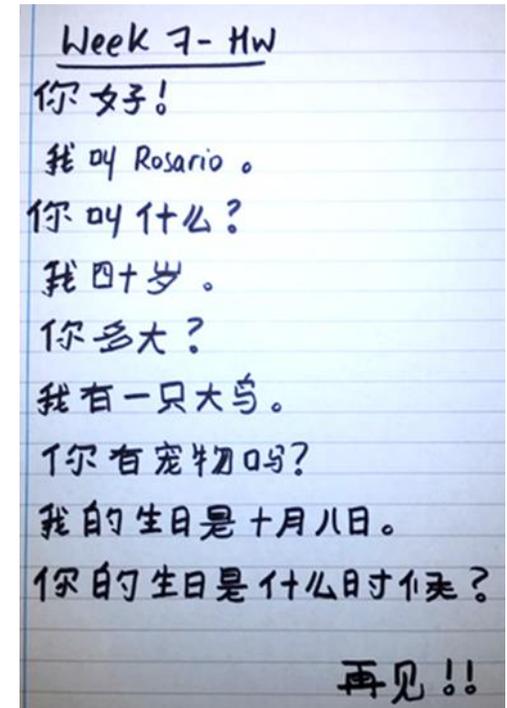
A free* blended learning course for QTS primary and secondary teachers to develop Mandarin Chinese language and pedagogy skills. This will enable them to teach the subject at KS3 & 4.

WHO?

This is for teachers who would like to support existing Mandarin provision in their school, or would like to introduce Mandarin to their schools, for example;

- In secondary schools that already teach Chinese and are expanding their provision
- In secondary schools that are just starting to teach Chinese and need support
- in primary schools who would like to deliver Chinese, especially those whose students will move up to a secondary school that teaches Chinese

<https://ci.ioe.ac.uk/free-upskilling-in-mandarin-course-for-qts-secondary-and-primary-teachers-in-england/>



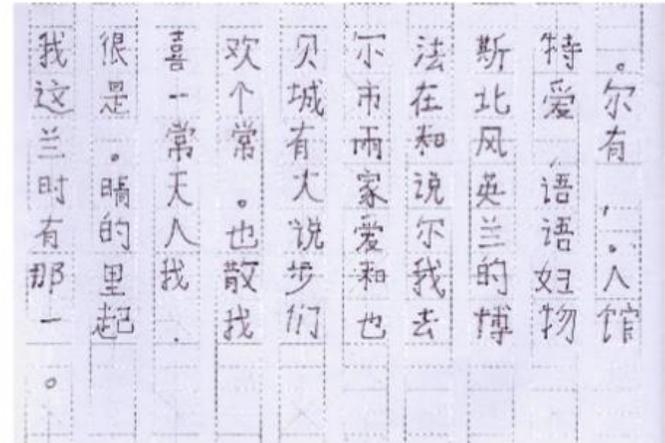
Mandarin Upskilling Course

What the course involves each year:

- 3 x face-to-face workshop days (at UCL IOE CI)
- A self-study online language course, supported by the IOE CI team and our Hanban teachers
- Intensive language learning course (Years 1 & 3 in the UK, Year 2 in China)
- Level tests (internal)

By the end of Year Three you will have the opportunity to enter the internationally recognised HSK Chinese language test, and take the HSK 3 exam.

贝尔法斯特



Institute of Education

Early Leaders Course

WHO?

This course is for new and aspiring leaders within the Chinese teaching community in a first leadership role.

WHAT?

Three days (at UCL IOE CI), with sessions focusing on a range of early leader issues, for example;

- Identifying and developing your leadership style
- Communication skills
- Being proactive
- Time management
- Mentoring and monitoring
- Evidence-based development
- Performance management processes
- Creating teamwork and a clear department vision

<https://ci.ioe.ac.uk/early-leaders-course/>



Mteach Programme

WHAT?

A higher degree that focuses on the professional learning of classroom practitioners at different stages of their careers.

UCL IOE offers a module specifically for Mandarin Chinese teachers, which can be taken as a standalone course or in contribution to the Mteach.

WHO?

Any teacher interested in developing their professional practice through sharing and critical analysis.

Through a mix of online and face-to-face activities, participants develop a critical understanding of research into teaching and learning, specifically of Mandarin Chinese.

<https://ci.ioe.ac.uk/master-of-teaching-mteach/>

Deep Learning and Revisitation of the Foundations of the Chinese Language as a Measure of Poor Habit Management

Class Size: 8 | Grade: Year 12 | Level: +Ab initio, +Mostly in a European language as an A-Level, +1 two learners had studied Chinese previously for a limited period

1 Context

2 Problem

3 Goal

4 What I did

5 Results

6 What I learned

7 Future Issues

PGCE Subject Mentoring

The IOE has been training teachers of Chinese through its Mandarin specific PGCE programme since 2011 .

As a PGCE subject mentor you have the opportunity to:

- Develop your own mentoring skills, as you support student teachers' professional development through weekly meetings
- Develop your ability to give constructive critical feedback and support during the student's school-based experience.
- You will be working with talented students; PGCE students selected through the IOE are of high calibre, and have progressed quickly within the sector, with many moving on to lead Mandarin or MFL departments
- Schools looking to expand their Mandarin department get the opportunity to work alongside the “next generation” of Mandarin teachers who can bring a range of new ideas and resources to the classroom

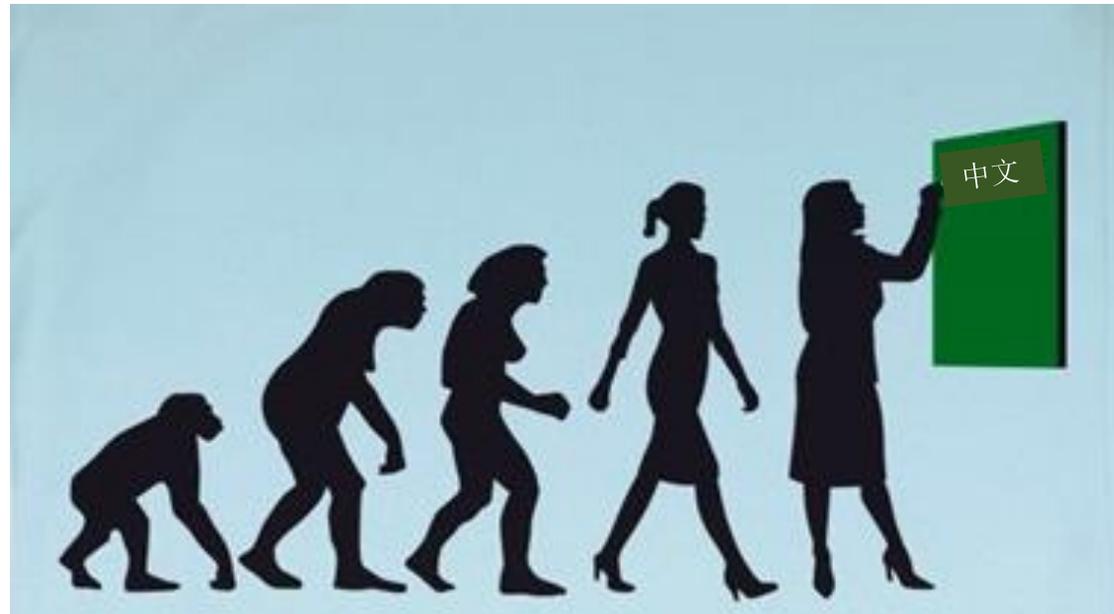


<https://ci.ioe.ac.uk/teacher-training/mandarin-chinese-pgce/host-a-pgce-student/>

Over to our speakers...

Upskilling in Mandarin

From learner to teacher



Shanghai Summer 2018



EN English (United Kingdom)

Course: IOE CI Beginners Chinese x

https://extend.ucl.ac.uk/course/view.php?id=546

UCL Home Prospective students Current students Staff

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UCL

MyeXtend / JB2

IOE CI Beginners Chinese 2

CONTENTS

- **About the IOE Confucius Institute Beginners Chinese Online Course 2**
Progress: 0 / 15
- **Chapter 1: Holiday 假期 (jià qī)**
Progress: 0 / 6
- **Chapter 2: All about me 我 (wǒ)**
Progress: 0 / 5
- **Chapter 3: Where do you live? 你家在哪儿 (nǐ jiā zài nǎr?)**
Progress: 0 / 7
- **Chapter 4: Shopping 买东西 (mǎi dōng xi)**
Progress: 0 / 6
- **Chapter 5: Travel in China 在中国旅行 (zài zhōng guó lǚ xíng)**
Progress: 0 / 6
- **Ending**

Course Tools

Homework week 10 - 我住的地方



Week 13 Homework- 我家的房子

我的客厅比我的厨房大。
 我的浴室比我的卧室小。
 我的房子比我妈妈的房子小。
 我比弟弟聪明。
 我比哥哥瘦。
 我比 Angelina Jolie 漂亮!
 我男朋友比 Brad Pitt 帅!



你去哪儿?

Write the correct characters under each picture

海边 农村 博物馆 学校
 火车 公共汽车 自行车 出租车

















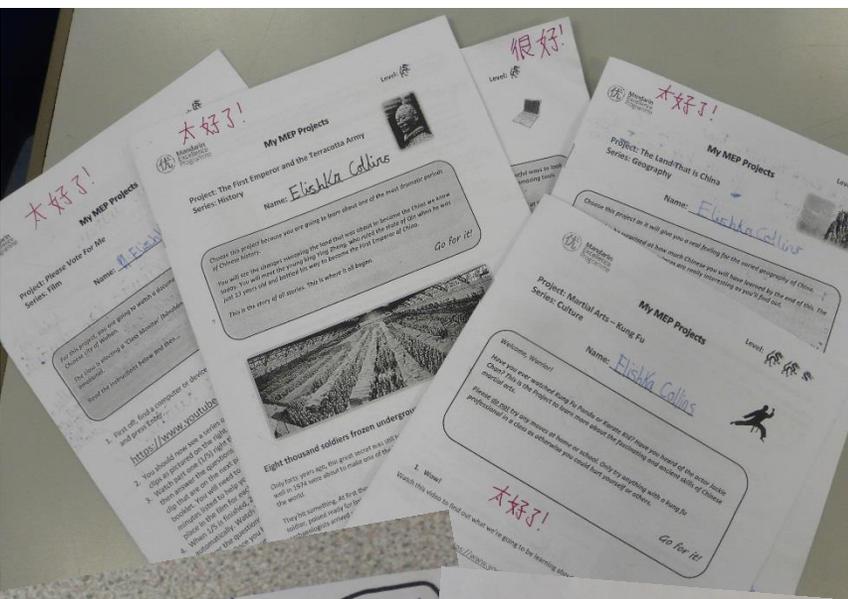
Practice asking your partner where they would like to go and how they will get there.

你想去哪儿?
 你怎么去?

我想去...
 我坐...去。
 我骑...去。

What's good about the course?

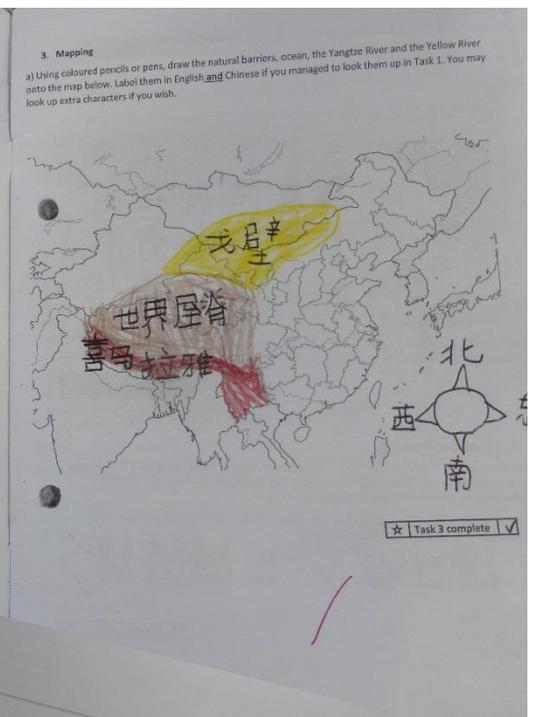
- Working independently but with support when needed
- Experiencing lessons from a student's perspective
- Good resources and ideas for lessons
- Friendly, enjoyable atmosphere
- Confidence



长江 Chang Jiang
the Yangtze river
It is dangerous and beneficial to live by the Huang River?
Loess
The yellow soil that is deposited on the land during a flood?

Characters	Pinyin
山	Shān
沙漠	Shāmò
高原	gāoyuán
海洋	hǎiyáng

Task 1 complete



你好! 你叫什么? 我叫 Lily.
我叫 Ted. 我十四岁. 你多大?
我十五岁. 你的生日是几月几号?
我的生日是十月十号. 你有什么?
我家有三口人. 你的爱好是什么?
我的爱好是听音乐.
我家有三口人. 我家有一只狗.
我喜欢打网球. 但我不会打网球.

Basic Greetings

你好! 你好! 你好! 你好! 你好!
再见! 再见! 再见! 再见! 再见!
早上好! 早上好! 早上好!
你叫什么? 你叫什么? 你叫什么?
我叫... 我叫... 我叫... 我叫... 我叫...
他叫... 他叫... 他叫... 他叫... 他叫...
她叫... 她叫... 她叫... 她叫... 她叫...
你多大? 你多大? 你多大?
我十一岁. 我十一岁.

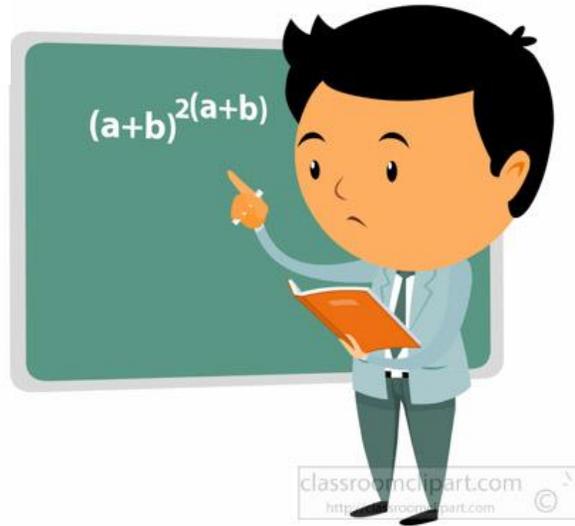
你好!
你好!
你叫什么?
我叫 Keira.
我叫 Ashlyn.
你呢?
你的爱好是什么?
我的爱好是听音乐.
你喜欢踢足球?
我也喜欢踢足球.
我也喜欢踢足球.
我不喜欢跑步.
我也不喜欢跑步.
新年快乐!
恭喜发财!

太好了!

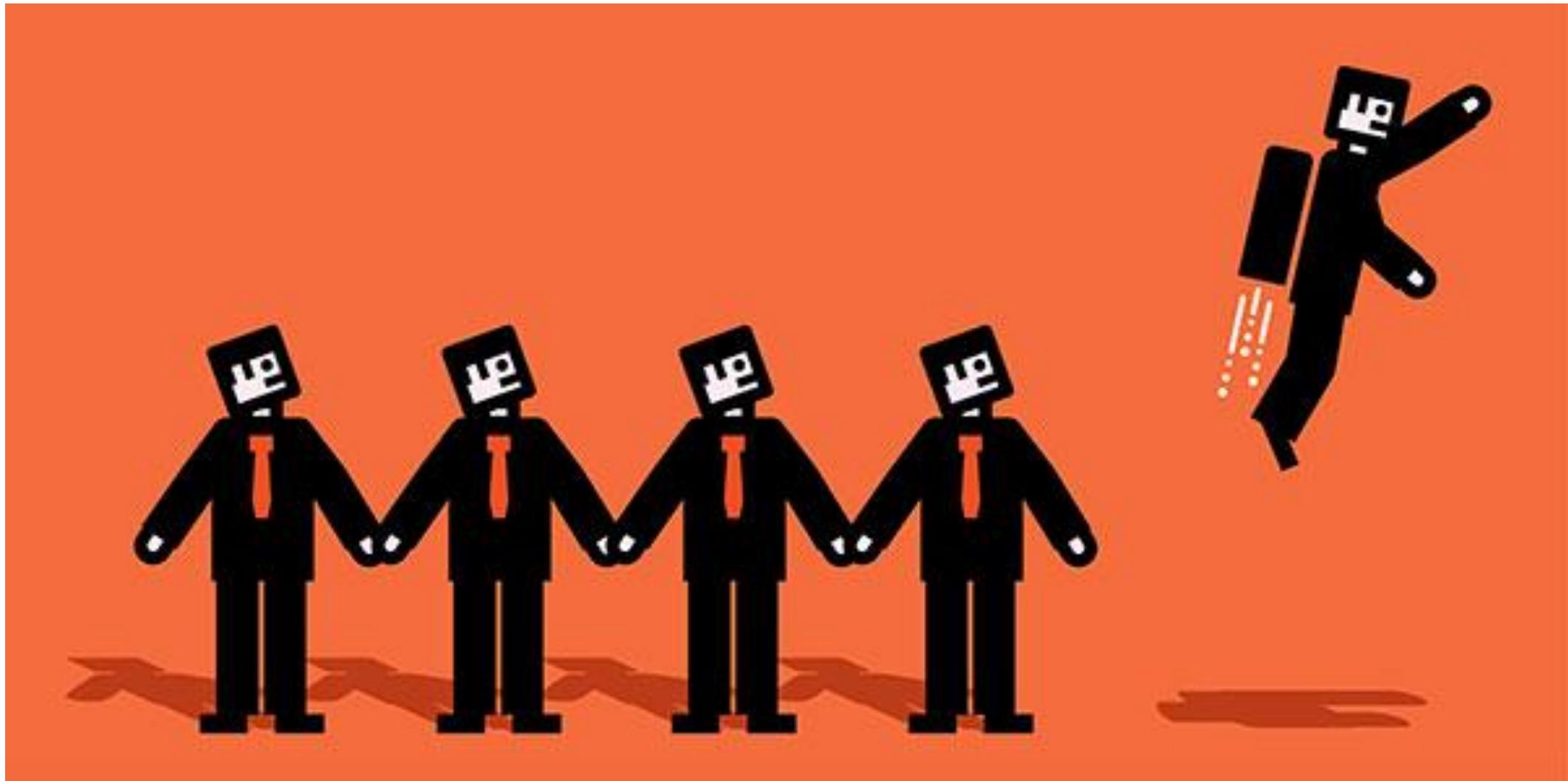
Expanding Knowledge:
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delivery



Edge Hill
University



Hong Kong



Teaching is about continuous learning





Why am I on the course?

- Managing MEP
- Leadership
- Communications
- Mentoring



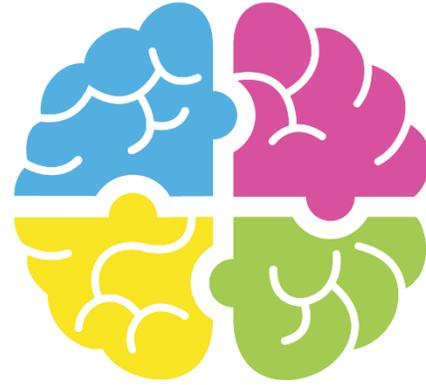
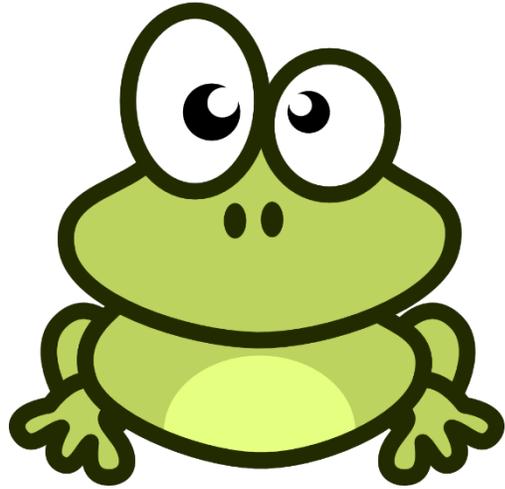
What is in the course?

Some of the workshops includes:

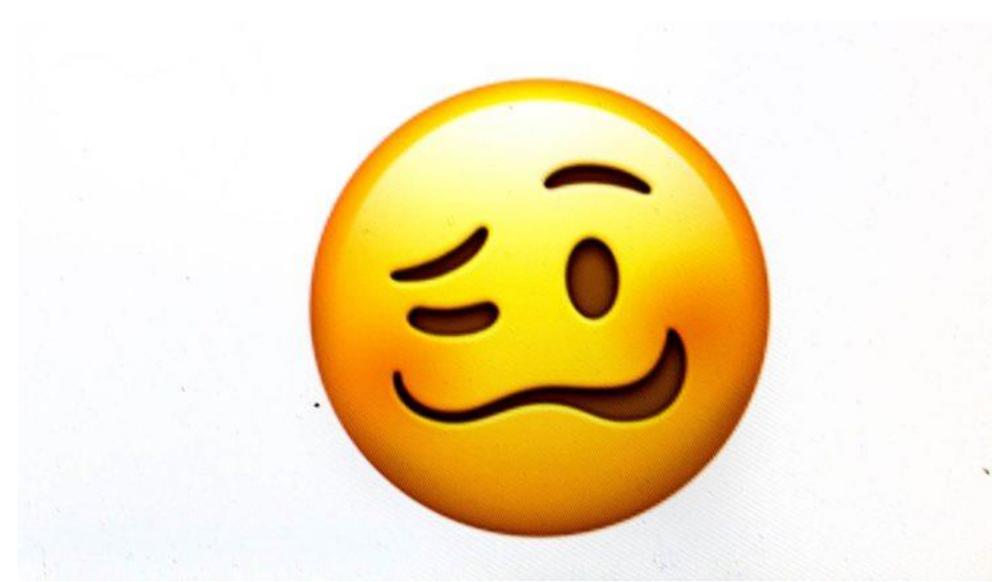
- How to be a leader,
- Leadership model philosophies and styles,
- communication skills,
- how to create a proactive environment,



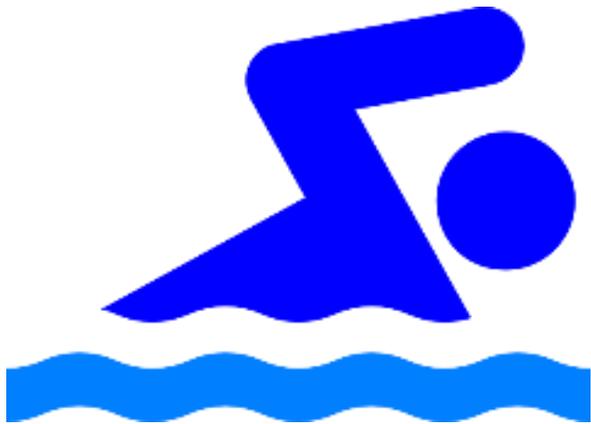
- how to be a mentor,
- monitoring and performance management,
- creating teamwork,
- professional dialogue,
- critical incidents, thinking and learning styles etc.



EMILY WHITE
Creating universal skills for learning online



IMPACT
of the course



THINK▶▶

Equip yourself.

Continue the enjoyment of study pedagogy

Rose ren

Bohunt school

Why I took the course

- Continue the enjoyment of study pedagogy
- A higher degree for education practitioners designed to enhance professional learning
- 60 out of a total 180 Master's-level credits from my PGCE study

What I've learnt so far

- MTeach pathway I chose - Mandarin Teacher pathway
- Modules I chose - The Understanding Teaching (UT) ; Understand Teaching and Learning of Chinese Mandarin in School; The Professional Development Portfolio 2 (PDP2); RPBE (A practice based enquiry report)
- Teaching format works for me - A mix of online discussions and face to face sessions once a term.

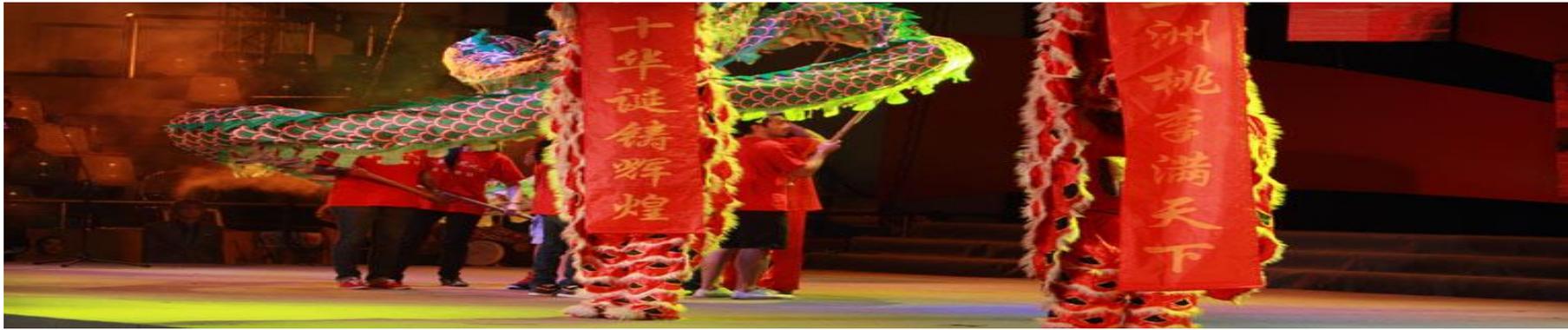
The journey I've been on

- The enjoyment of work and study balance
- The breathe from busy classroom to reflect your daily practise critically with theory and policy
- Intellectually challenging and practice-based development
- Using my own experience of everyday teaching activities
- The inspiration - Practice Based Enquiry Report

Practice Based Enquiry Report

The purpose of my research is to understand what factors parents / carers and pupils take into account when choosing Mandarin as a GCSE option, and how teachers adjust their teaching strategy to these factors.

I will survey Year 8 pupils who are the GCSE option year in my school as part of this research, but also will survey a sample of teachers to understand whether the factors are common to other schools.



**“Each one, teach one”?
Teacher training:
Preparing the next generation.**

Alex Ferraby

*Seven Kings School
Head of Languages
Mandarin, French, Spanish teacher*



*@SevenKingsMFL
#chineseconf*



a.ferraby@sevenkings.school

Teacher training – investing...

- It's our duty! But an opportunity.
- Leadership opportunity – small steps.
- Wider department - shake up!
- Challenge yourself. Fresh, new ideas.
- Strengthen in numbers! – dev. your subject/dept
- Build capacity – achieve more. E.g. competition!
- Work with the UCL IOE CI – world-class!

Student teacher contributions?...

•我们看一下！...

Hugh and Catherine Stevenson Lecture Theatre





GCSE Chinese Writing

Mark scheme guidance

'Crossover' task: Foundation and Higher Paper
4 Bullet points / 75 characters / 16 marks

Mark scheme:

For this question, there are four compulsory bullet points which are assessed for Content (10 marks) and Quality of language (6 marks), as specified in the criteria below. The maximum mark is 16. The student is expected to produce approximately 75 characters for this task. The number of characters is approximate and you must mark all work produced by the student.

[16 marks]

Content			Quality of language		
Level	Marks	Response	Level	Marks	Response
5	9-10	A very good response covering all aspects of the task. Communication is clear and a lot of information is conveyed. Opinions are expressed.	3	5-6	A variety of appropriate vocabulary is used. Complex structures and sentences are attempted. There are references to three time frames which are largely successful. Errors are mainly minor. Some more serious errors may occur, particularly in complex structures and sentences, but the intended meaning is nearly always clear. The style and register are appropriate.
4	7-8	A good response covering all aspects of the task. Communication is mostly clear but perhaps with occasional lapses. Quite a lot of information is conveyed. Opinions are expressed.	2	3-4	Some variety of appropriate vocabulary is used. There may be some attempt at complex structures and sentences. There are references to at least two different time frames, although these may not always be successful. There may be some major errors, and more frequent minor errors, but overall the response is more accurate than inaccurate and the intended meaning is usually clear. The style and register may not always be appropriate.
3	5-6	A reasonable response covering almost all aspects of the task. Communication is generally clear but there are likely to be lapses. Some information is conveyed. An opinion is expressed.	1	1-2	The range of vocabulary may be narrow. Negative and/or inappropriate to the needs of the task. Sentences are mainly short and simple or may not be properly constructed. There may be frequent major and minor errors. Little or no awareness of style and register.
2	3-4	A basic response covering some aspects of the task. Communication is sometimes clear but there are instances where messages break down. Little information is conveyed. An opinion is expressed.	0	0	The language produced does not meet the standard required for Level 1 at this tier.
1	1-2	A limited response covering some aspects of the task. Communication is often not clear and there may be frequent instances where messages break down. Very little information is conveyed. There may be no opinions expressed.			
0	0	The content does not meet the standard required for Level 1 at this tier.			

You are writing about your education for your Chinese friend.

Mention:

- your school routine
- positive and negative aspects of your school
- a school trip you have been on recently
- your plans for the future.

Write approximately 75 Chinese characters. Respond to every bullet point.

我每天八点上学，三点放学。除了有一个大操场，学校还有游泳池。我觉得学校的菜不仅贵而且不好吃。昨天，老师带我们坐火车去伦敦看展览。我将来想当科学家因为我觉得科学很有趣儿。(76 characters)

All bullet points are covered

More than one opinion

A variety of vocab

Complex structures are attempted

Reference to three time frames

Higher Writing: Higher paper only
2 Bullet points / 125 characters / 32 marks

Mark scheme:

For this question there are two compulsory bullet points, which are assessed for Content (15 marks), Range of language (12 marks) and Accuracy (5 marks), as specified in the criteria below. The maximum mark is 32. The student is expected to produce approximately 125 characters over the whole question. The number of characters is approximate and you must mark all work produced by the student.

Content			Range of language		
Level	Marks	Response	Level	Marks	Response
5	15-15	An excellent response which is fully relevant and detailed, conveying a lot of information. Communication is clear with little or no ambiguity. Opinions are expressed and justified.	4	10-12	A very good variety of appropriate vocabulary and structures. More complex sentences are regularly attempted and are mostly successful, producing a readable level piece of coherent writing with occasional lapses. The style and register are appropriate.
4	10-12	A very good response which is almost always relevant and which conveys a lot of information. Communication is usually clear but there are some ambiguities. Opinions are expressed and justified.	3	7-9	A good variety of appropriate vocabulary and structures. More complex sentences are regularly attempted and are mostly successful, producing a readable level piece of coherent writing with occasional lapses. The style and register are appropriate.
3	7-9	A good response which is generally relevant with quite a lot of information conveyed. Communication is usually clear but there are some ambiguities. Opinions are expressed and may be justified.	2	4-6	A reasonable variety of appropriate vocabulary and structures. Longer sentences are attempted, using appropriate linking words, often successfully. The style and register may not always be appropriate.
2	4-6	A reasonable response with some relevant information conveyed. Communication is sometimes clear but there may be instances where messages break down. An opinion is expressed.	1	1-3	A limited variety of appropriate vocabulary. Structures are likely to be short and simple. Little or no awareness of style and register.
1	1-3	A basic response which conveys a limited amount of relevant information. Communication may not be clear and there are instances where messages break down. An opinion may be expressed.	0	0	The range of language produced does not meet the standard required for Level 1 at this tier.
0	0	The content does not meet the standard required for Level 1 at this tier.			

Accuracy		
Level	Marks	Response
5	5	Accurate, although there may be a few errors (especially in attempts at more complex structures). Verbs and tense formations are accurate.
4	4	Generally accurate. Some minor errors. Occasional major errors, usually in attempts at more complex structures. Verbs and tense formations are nearly always correct.
3	3	Reasonably accurate. There are likely to be minor errors and there may be some major errors, not only in complex structures. Verbs and tense formations are usually correct.
2	2	More accurate than inaccurate. The intended meaning is generally clear. Verbs and tense formations are sometimes correct.
1	1	There may be major errors and frequent major errors, and the intended meaning is not always clear. There is only limited success with verb and tense formations.
0	0	The accuracy does not meet the standard required for Level 1 at this tier.

A variety of vocab

Complex structures are attempted

Reference to three time frames

Relevant and conveys a lot of information

我有很多爱好，比如：看小说、看电视、踢足球、打篮球和打乒乓球，但是我最喜欢跟我的弟弟一起打网球，因为我很爱我的弟弟，他打网球打得很好。我觉得爱好很重要。要是你没有爱好，你会很无聊。爱好让你开心，也让你健康。

上个星期我和我的弟弟看了一个很好看的电视节目，好笑得不得了！(117 characters)

Opinions are expressed and justified

You are writing an article for your school newsletter about hobbies.

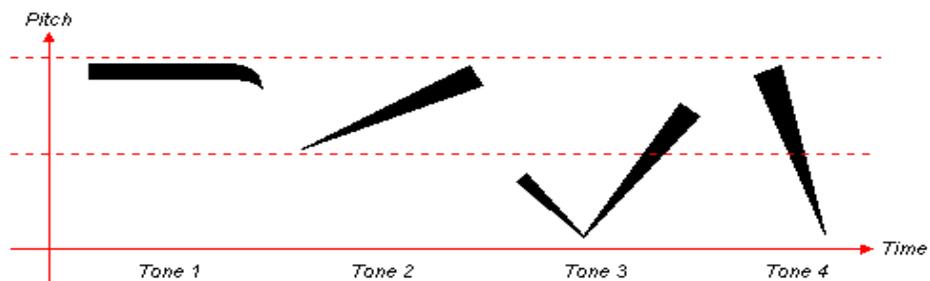
Mention:

- the importance of hobbies
- a recent fun activity.

Write approximately 125 Chinese characters. Respond to both bullet points.



The 4 tones



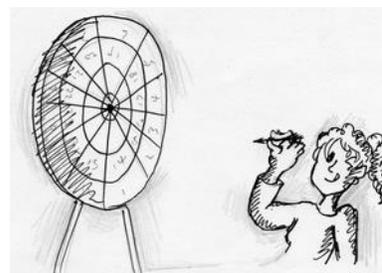
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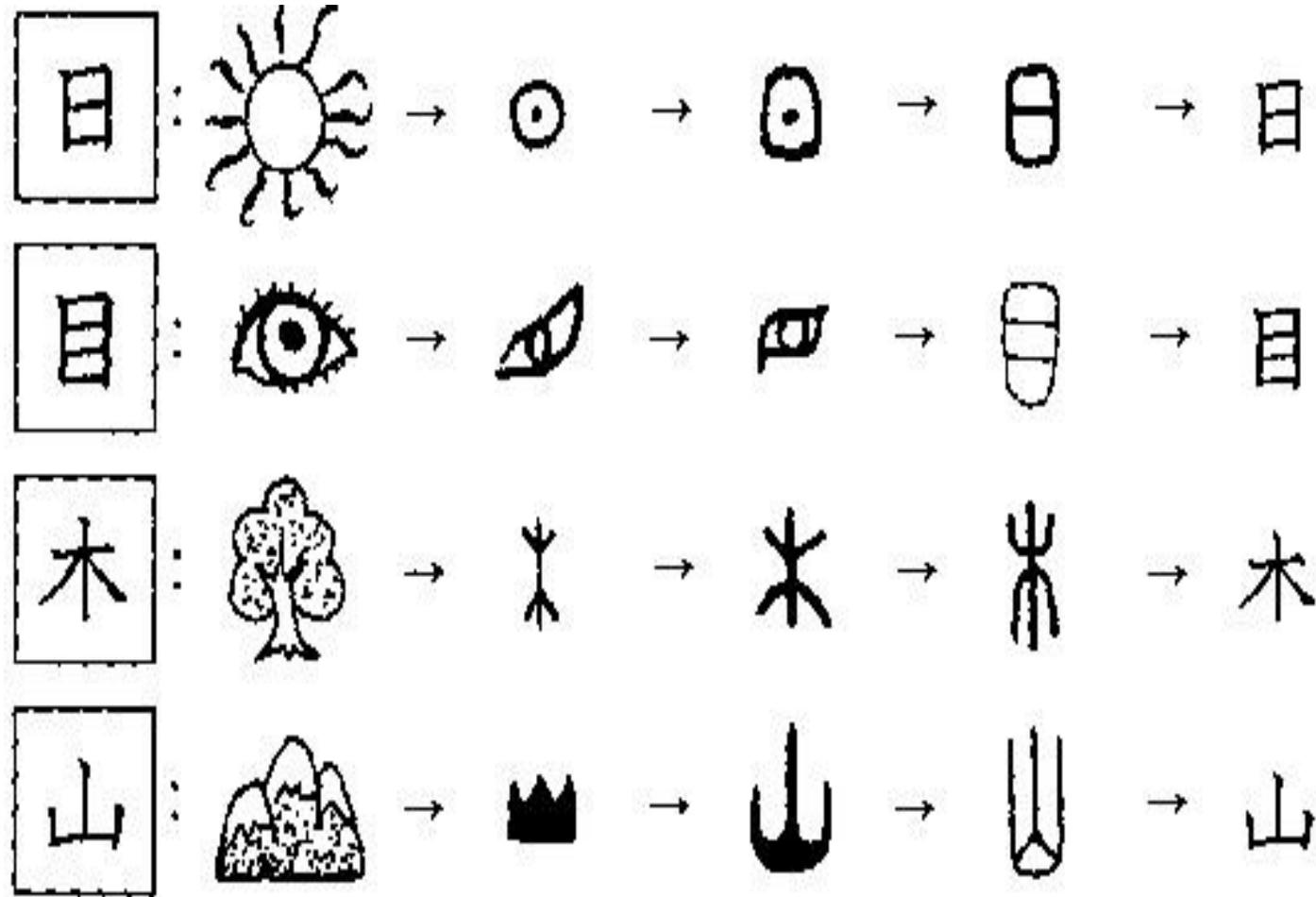
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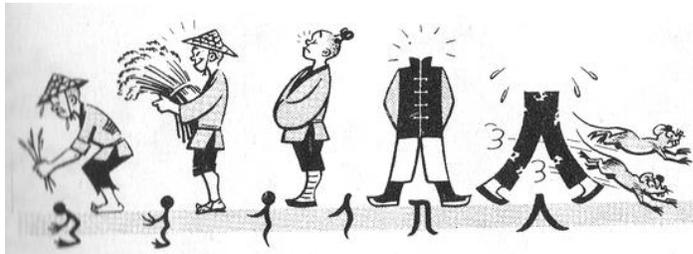
Characters - their origins



Characters – evolution of a writing system



Chinese Characters



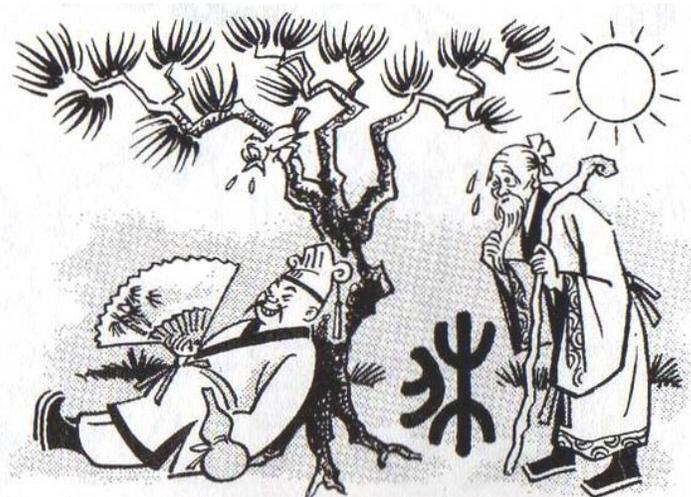
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