

NSW Confucius Classrooms

What is a Confucius Classroom?

A Confucius Classroom is more than a physical space. It represents the integration of activities, relationships and culture within a school to promote understanding of the Chinese language and culture, and to build connections with China through sister school programs.

In the context of a Confucius Classroom, Chinese refers to Mandarin.

What does a Confucius Classroom look like?

A Confucius Classroom:

1. employs a qualified teacher, with approval to teach Chinese, working collaboratively with a native speaker assistant
2. follows legislated syllabus documents and policies
3. implements contemporary, research-based languages pedagogy
4. teaches meaningful content, relevant to the students' world
5. caters for diverse learning needs
6. uses current technology and resources
7. participates in Chinese cultural experiences, including via technology/exchange, and connects with students in China
8. promotes intercultural understanding and language learning, within and beyond the school.

1. Employs a [qualified teacher](#), with approval to teach Chinese, working collaboratively with a native speaker assistant

The Confucius Classroom teacher and native speaker assistant have completed all mandatory training, meeting school, curriculum and legislative requirements, e.g. Work, Health and Safety, Child Protection, Code of Conduct, Fraud and Corruption, e-Emergency Care, Anaphylaxis, and Working with Children Check. The Confucius Classroom teacher actively participates in professional learning, for example the Chinese Language Teachers' Conference, HSC marking, regional language network meetings and webinars.

The teacher and assistant consistently model school and NSW Department of Education values in the Confucius Classroom, working collaboratively to create a positive learning environment. Learning outcomes are clearly articulated at the start of each lesson. Classroom spaces are arranged to maximise student engagement and success. Behaviour expectations are clearly displayed and reinforced, ensuring all students know the procedures and routines of the classroom. The teacher and assistant team-teach, with the teacher modelling and implementing effective classroom management strategies to support the assistant.

Standards: 4.1, 4.2, 4.3, 4.4

2. Follows legislated syllabus documents and policies

The Confucius Classroom teacher and native speaker assistant work collaboratively to plan, develop and review teaching programs, incorporating scope and sequences and differentiated units of learning. Programs follow the NSW [K-10 Chinese syllabus](#) and [Stage 6 Chinese syllabuses](#), incorporating team-teaching practices where appropriate. Assessment is carefully planned and includes assessment for, as and of learning. For assessment of learning, students are provided with the outcomes being assessed, the assessment criteria and a task description.

Adjustments to assessment are made, where required, for gifted and talented students, students with special education needs and/or for students learning English as an additional language or dialect (EAL/D). Adjustments are made as part of a collaborative planning process with the relevant staff (including the learning and support team), parents/carers and student.

Standards: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.3, 2.5, 3.1, 3.2, 3.3, 3.7, 4.1, 4.4, 5.1, 5.2, 5.3, 5.4, 5.5, 7.1, 7.2

3. Implements contemporary, research-based languages pedagogy

The Confucius Classroom teacher and native speaker assistant embed theories and approaches from relevant research into language teaching and learning, for example Quality Teaching. Teachers meet regularly with colleagues to share teaching and learning strategies, review teaching programs and participate in observation and feedback cycles. Teachers apply constructive feedback from colleagues to improve their professional knowledge and practice.

Teachers engage in relevant professional learning, and continually update their own language and pedagogical knowledge.

Teaching strategies include collaborative and project-based learning, which fosters problem solving, critical and creative thinking and higher order thinking skills in students.

Teachers actively seek feedback from students, and use students' informal and formal assessment data to refine teaching programs.

Standards: 1.2, 1.3, 2.1, 2.2, 2.3, 3.3, 3.6, 5.4, 6.1, 6.2, 6.3, 6.4, 7.4

4. Teaches meaningful content, relevant to students' world

The Confucius Classroom teacher and native speaker assistant deliver meaningful and effective learning sequences, considering the local communities and cultures. Students learn the language necessary to function in real or imagined situations. Language lessons incorporate [cross-curriculum priorities and general capabilities](#), including age-appropriate literacy and numeracy strategies, and are linked to content in other subject areas.

Students learn not only the language and culture, but also how to learn a language and how to communicate across cultures. Students are provided with a wide range of ongoing feedback (including self-assessment, peer and teacher feedback and responsive interactive online learning objects) to inform learning goals.

Standards: 1.1, 1.2, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 5.2

5. Caters for diverse learning needs

The Confucius Classroom teacher and native speaker assistant develop and implement teaching strategies based on students' profiles, meeting the students' specific learning needs across the full range of abilities, and catering to the students' diverse linguistic, cultural, religious and socio-economic backgrounds. Teachers carefully consider the support that may be necessary for the student to fully access the curriculum, providing for high success rates and positive feedback. Working within and across school teams, teachers identify the special needs of particular students and implement teaching strategies and/or individual learning plans to support those students. Teachers use strategies such as scaffolding, targeted individual feedback, setting self-prioritised tasks, flexible work plans, group work and peer support to meet the specific learning needs of students across the full range of abilities. Where required, teachers collaboratively plan the adjustments that may be necessary for the student to fully access the curriculum.

The teacher and assistant adopt many techniques to communicate with students including verbal instructions in Chinese, body language, visual cues and bilingual posters to engage students and help them focus, participate and achieve the learning outcomes.

Standards: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.5, 3.1, 3.2, 3.5, 4.1, 5.1, 5.4

6. Uses current technology and resources

The Confucius Classroom teacher and native speaker assistant use current technologies in the delivery of the Chinese program, including online collaboration tools (e.g. classroom blogs, Google Apps for Education, Microsoft Office 365) and link with other schools in Australia and China. Students experience a range of technologies, including apps (e.g. WeChat) and web tools, which also individualise student learning.

Students engage in Chinese language and intercultural learning by using a range of media and text types, e.g. magazine articles, online interactive games, [SBS programs](#) and multimedia resources supplied by Hanban (Confucius Institute Headquarters). The teacher and assistant adopt, adapt and create relevant learning materials to create meaningful and engaging learning experiences, drawing from a range of resources including [Scootle](#), the [Language Learning Space](#) and the Department's [curriculum website](#).

Confucius Classroom teachers and native speaker assistants collaborate across schools to network and share relevant resources, e.g. via Microsoft Office 365 or Moodle.

The teacher and assistant explicitly model the safe and ethical use of technologies and social media.

Standards: 2.6, 3.2, 3.3, 3.4, 4.5

7. Participates in Chinese cultural experiences, including via technology/exchange, and connects with students in China

Students in the Confucius Classroom experience a diverse range of authentic language and cultural experiences such as connecting with native speakers, using connected classrooms to communicate with sister schools and local schools, excursions and incursions, exchanges and in-country experiences, sister school visits and immersion days. All of these experiences enable students to explore aspects of Chinese culture while learning the language.

All Confucius Classroom schools have a sister school in Jiangsu Province. Staff from the Confucius Institute at NSW Department of Education can provide assistance in establishing or furthering these relationships, where required.

Standards: 2.2, 2.6, 3.2, 3.4, 7.4

8. Promotes intercultural understanding and language learning, within and beyond the school

Parents/carers have opportunities to be involved in their children's Chinese language learning, including excursions, cultural activities (e.g. Chinese New Year celebrations, Moon Festival), sister school programs (e.g. home stays) and international excursions.

Each Confucius Classroom school provides comprehensive information about their Confucius Classroom on the school's website and provides an information package to parents/carers upon a student's enrolment at the school. The community is informed of the successes of the Confucius Classroom through articles in school newsletters, local papers and school-approved social media.

Confucius Classroom teachers and native speaker assistants support schools within their local area to develop and resource language and cultural programs.

Standards: 3.7, 4.1, 7.3, 7.4

Role statements

Role of the native speaker assistant teacher

- Comply with normal immigration/entry requirements of Australia. This includes providing documentation from the relevant overseas law enforcement authorities that he/she is a person of good character.
- Follow all relevant school and NSW Department of Education policies and procedures.
- Complete an orientation program before commencing duty at school, including:
 - Working With Children Check
 - Work, Health and Safety
 - Child Protection
 - Code of Conduct
 - Fraud and Corruption
 - e-Emergency Care
 - Anaphylaxis.
- Liaise with the Confucius Institute at NSW Department of Education, where required.
- Team-teach with the classroom teacher to deliver Chinese language and culture programs. (Note: The assistant teacher is timetabled *with* the classroom teacher, and does not undertake duties such as playground duty or roll call.)
- Work under the direction and supervision of the Confucius Classroom teacher.
- Prepare age- and language-appropriate teaching resources, meeting syllabus requirements and catering for the diverse physical, social, intellectual and learning needs of students. Lesson materials are prepared in consultation with, and under the supervision of, the Confucius Classroom teacher.
- Participate in learning activities in the classroom, such as:
 - modelling language pronunciation, script writing, structures and text
 - discussing aspects of culture to develop intercultural understanding
 - supporting students in completing activities and tasks
 - teaching small groups of students, under the supervision of the classroom teacher.
- Participate in reciprocal observation and feedback sessions with other Confucius Classroom teachers and native speaker assistants, where appropriate.
- Support schools within their local area, for example to develop and resource language and cultural programs.
- Provide the Confucius Institute at NSW Department of Education with a written report of their experiences upon completion of duty.

Role of the classroom teacher

- Be qualified to teach within the NSW public school system, with approval to teach Chinese.
- Be working towards or maintaining accreditation at the appropriate career stage (Graduate, Proficient, Highly Accomplished or Lead).
- Follow all relevant school and NSW Department of Education policies and procedures.
- Support the principal in organising an opening ceremony for the Confucius Classroom.
- Prepare age- and language-appropriate teaching resources, meeting syllabus requirements and catering for the diverse physical, social, intellectual and learning needs of students.
- Keep up-to-date with contemporary language teaching pedagogy and relevant professional learning.
- Lead classroom management.
- Supervise and support the native speaker assistant, providing direction and feedback where required.
- Liaise with other Confucius Classroom teachers to share experiences and collaborate on designing teaching programs and resources.

- Contribute to the annual project plan, budget application and annual report for Hanban (Confucius Institute Headquarters).
- Attend the annual face-to-face meeting of all Confucius Classroom school principals and teachers.
- Access support and resources provided by Hanban and Confucius Institute at NSW Department of Education staff.
- Organise, with the assistant, cultural programs to engage the community and other local schools in learning about Chinese language and culture.
- Contribute to a resource bank of quality-assured teaching and learning materials for Chinese to be used by schools across NSW.
- Provide support for students wishing to access Chinese language competitions and/or the [Youth Chinese Test \(YCT\)](#).

Role of the principal

- Lead the management of the Confucius Classroom.
- Identify a dedicated space or room to accommodate the main activities and education programs of the Confucius Classroom.
- Ensure a qualified teacher, with approval to teach Chinese, develops and delivers an appropriate language and culture program, explicitly linked to the relevant syllabus document/s.
- Provide support to the native speaker assistant in regard to their welfare and accommodation. Some assistant teachers may be living in a new culture for the first time, and may need targeted support. The host school provides assistance in finding suitable and affordable accommodation.
- Ensure all Confucius Classroom staff have completed mandatory training, such as:
 - Working With Children Check
 - Work, Health and Safety
 - Child Protection
 - Code of Conduct
 - Fraud and Corruption
 - e-Emergency Care
 - Anaphylaxis.
- Ensure the teaching assistant attends the orientation program organised by Confucius Institute at NSW Department of Education.
- Lead the development of a sister-school relationship with a school in Jiangsu Province. Copies of the sister school agreement are to be held at both schools and by the Teaching and Learning Directorate.
- Lead the management of the Confucius Classroom budget, in consultation with executive staff.
- Complete and submit project plans, budget applications and the annual report, including budget expenditure, to the Department and Hanban in September each year, using the appropriate templates.
- Submit an application to Hanban for donation books, if required, in November each year.
- Attend the annual face-to-face meeting of all Confucius Classroom school principals and teachers.
- Rotate the hosting of and participate in the China Day celebrations in November each year.
- Network with the local community, for example:
 - promoting the successes of the Confucius Classroom at community events, open nights, in local media, etc.
 - supporting schools in the local area in developing and resourcing Chinese culture and/or language programs.
- Seek support from the Confucius Institute at NSW Department of Education in regard to any issues or concerns.

Role of Confucius Institute at NSW Department of Education

- Draft the cooperation agreement between the Confucius Institute at NSW Department of Education and each Confucius Classroom school.
- Coordinate and submit applications for new Confucius Classroom schools.
- Provide health insurance for the native speaker assistant teachers.
- Liaise with school principals and teachers to:
 - develop any required applications
 - develop a work plan and budget for each Confucius Classroom
 - identify resources and apply to Hanban for materials
 - identify sister schools in Jiangsu Province.
- Coordinate and submit all Confucius Classroom school applications, including project plans, budget applications, and annual reports, including budget expenditure, to Confucius Institute Headquarters in China.
- Provide an orientation program for the native speaker assistants from China.
- Coordinate professional learning opportunities for teachers of Chinese.
- Coordinate the annual face-to-face meeting of all Confucius Classroom school principals and teachers.
- Assist with exchange programs and delegations.
- Assist with the implementation of China partnerships.

Support from Hanban (Confucius Institute Headquarters)

As part of the Agreement between the NSW Department of Education and Hanban in China, Hanban will provide each Confucius Classroom:

- a US\$10,000 start-up fund
- one set of China Exploratorium interactive media equipment, valued at US\$20,000
- up to US\$10,000 per annum to support school-based projects
- an assistant teacher (note: Hanban pays for air fares, salaries and accommodation)
- targeted teaching resources
- targeted professional learning scholarships.

Appendices

Background to Confucius Classrooms in NSW

In 2011, the NSW Department of Education (then known as the NSW Department of Education and Communities) signed an Agreement with Hanban (Confucius Institute Headquarters) in China to establish a Confucius Institute. The intent of the agreement is to strengthen educational cooperation between China and Australia, support and promote the development of Chinese language education, and increase mutual understanding and friendship among people in China and Australia.

Hanban has appointed the Jiangsu Provincial Department of Education as the Department's partner province in this Agreement.

The Confucius Institute at the NSW Department of Education has been established as the operational unit responsible for the implementation of activities outlined within the Agreement. A Confucius Institute Board, chaired by the Deputy Secretary, School Operations and Performance, or his/her nominee, and with representation from Jiangsu Provincial Department of Education will oversee and inform the work of the Institute.

A key activity of the agreement is the establishment of Confucius Classrooms in NSW public schools.

Establishing a Confucius Classroom

- Officers from the Confucius Institute at the NSW Department of Education will liaise with schools to provide support for establishing and maintaining a Confucius Classroom. The Institute will coordinate the submission of each school's application to Hanban (Confucius Institute Headquarters) for approval.
- Schools submit a formal application to the Confucius Institute at the NSW Department of Education. The application includes:
 - details of the school
 - the school's vision
 - the current situation in relation to the Chinese program at the school (schools should have started or be preparing to start a Chinese language and culture education program and be able to provide teaching facilities, personnel and resources to set up and maintain a Confucius Classroom)
 - expected outcomes of the Confucius Classroom application
 - intended goals and projects, with timelines
 - a letter signed by the principal, expressing the school's willingness to support and promote Chinese language and cultural education programs.
- Once approved, a cooperation agreement between the Confucius Institute at the NSW Department of Education and each school is developed and entered into, outlining the responsibilities, rights and obligations of both parties.
- The Confucius Institute at NSW Department of Education identifies and supports the establishment of a sister school partnership with a school in Jiangsu Province.
- To celebrate the significance of this initiative, each school holds an opening ceremony for their Confucius Classroom.
- A native speaker assistant teacher from China is allocated to support each Confucius Classroom.
- "Application Guidelines for Confucius Classroom programs and Funding" is available from the Confucius Institute at NSW Department of Education.

Contact details

Confucius Institute at NSW Department of Education

Secondary Education

Learning and Teaching Directorate

Level 3, 1 Oxford Street

DARLINGHURST NSW 2010

Phone: 02 9266 8941

www.confuciusinstitute.det.nsw.edu.au

Confucius Institute at the NSW Department of Education: Staff

Staff member	Number	Email
Elisabeth Robertson Coordinator, Languages and Culture	9244 5385	elisabeth.robertson@det.nsw.edu.au
Dr Shuangyuan Shi Director, Confucius Institute	9266 8558	shuang.shi@det.nsw.edu.au
Professor Linda Zhang Deputy Director, Confucius Institute	9244 5795	linda.zhang1@det.nsw.edu.au
Elizabeth Wang Confucius Institute Officer (relieving)	9266 8941	elizabeth.wang1@det.nsw.edu.au
Lika Li Project Support Officer	9244 5646	lika.liu@det.nsw.edu.au

Resources

[Department of Education policies and procedures](#)

[NSW Education Standards Authority \(syllabus, assessment, registration, teacher accreditation\)](#)

[Australian Professional Standards for Teachers](#)

[Confucius Institute \(NSW Department of Education\)](#)

[Hanban \(Confucius Institute Headquarters\)](#)

Confucius Classroom: Mapping against the Australian Professional Standards for Teachers

	Standard 1						Standard 2						Standard 3							Standard 4					Standard 5					Standard 6				Standard 7							
	<i>Know students and how they learn</i>						<i>Know the content and how to teach it</i>						<i>Plan for and implement effective teaching and learning</i>							<i>Create and maintain supportive and safe learning environments</i>					<i>Assess, provide feedback and report on student learning</i>					<i>Engage in professional learning</i>				<i>Engage professionally with colleagues, parents/carers and the community</i>							
	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	7	1	2	3	4	5	1	2	3	4	5	1	2	3	4	1	2	3	4				
employs a qualified teacher, with approval to teach Chinese, working collaboratively with a native speaker assistant																																									
follows legislated syllabus documents and policies	•	•	•	•	•	•			•		•		•	•	•				•	•			•		•	•	•	•	•					•	•						
implements contemporary, research-based languages pedagogy		•	•				•	•	•						•			•										•		•	•	•	•								•
teaches meaningful content, relevant to students' world	•	•		•			•	•	•	•	•	•	•	•	•											•															
caters for diverse learning needs	•	•	•	•	•	•					•		•	•			•							•			•														
uses current technology and resources												•		•	•	•							•																		
participates in Chinese cultural experiences, including via technology/exchange, and connects with students in China								•				•		•		•																								•	
promotes intercultural understanding and language learning, within and beyond the school																			•	•																				•	•

[Accessible version of this table.](#)