

Mandarin in Scottish Schools

As organisations which promote the teaching and learning of Chinese Culture and Language within Scotland, SCEN, CISS, SWIRE and others, should be able to work together with a mutual understanding of each other's role.

Scottish Government

Commitment to increase numbers of teachers and students

In Working with China: five-year engagement strategy (2012) the Scottish Government states that Scotland's future prosperity rests on 'the ambitions and talents of our young people and their ability to take advantage of opportunities afforded by participation in the globalised marketplace'

Target 2.2: Double the number of teachers of Mandarin working in local authority schools in Scotland, based on 2011/12 levels.

Target 2.3: Double the number of school students attaining recognised qualifications in Chinese language, based on 2011/12 levels.

"Working with China: five-year engagement strategy - gov.scot." 4 Dec. 2012

There was a clear commitment in 2012, however these detailed targets were removed by 2018. If the target in 2012 was for the number of Mandarin teachers to double, this measure may have been met. No Government measure was introduced to require a target for certification.

Funding

Scottish Government funding for CISS, British Council and Languages 1+2 needs clarification. None of this funding comes ring-fenced for GTCS teachers with the goal of achieving certification for young people.

CISS – the money partly matches funding from China. This is the largest programme in Scotland with the greatest reach. The Hub model allows Local Authorities the freedom to use this provision as they see fit. There are a significant number of CETs working in the primary sector. To criticise the work of CISS against a lack of N5 qualifications is misguided. CISS aim to include Mandarin squarely within 1+2 languages and other key policies driving Scottish education such as the reducing the attainment gap and DYW.

Languages 1+2 – the money from Scottish Government is given to local authorities to meet the requirements of the 1+2 initiative. CISS provides a ready source of CETs which have allowed schools to provide an L2 or more commonly an L3 of Mandarin. It is unclear how, without this supply of language input, that Mandarin would have been an option for some LA. Education Scotland are currently surveying LAs to identify their current progress in providing Languages 1+2.

National 5 Presentations

Mandarin, like Spanish, entries have been growing since 2014. The single most important factor, affecting the relative numbers of Modern languages entries, is the number of GTCS registered teachers in schools. The profile of languages is dominated by French and German (“traditional” Modern languages) and, Spanish (“traditionally” a second language of some staff). Mandarin has had to grow from a base of zero. The increase has been possible through schools (state and independent) which have been able to employ a Mandarin teacher. CISS has supported schools by providing part funding for their GTCS staff.

National 5 Subject	2014	2015	2016	2017	2018	2019	2020	% change 2017-20
Chinese Languages	1	84	98	144	186	189	257	+78.5
French	9444	10551	9292	9078	8145	7868	7744	-14.7
German	2206	2188	2025	1899	1859	1801	1707	-10.1
Spanish	2923	3968	4417	4488	4938	5115	5796	+29.1
Italian	231	203	332	241	286	217	280	+16.2
Total	14805	16994	16164	15850	15414	15190	15784	-0.4

National 5 Presentations 2018

Nobody will argue with the requirement for good teaching of the necessary standard, however what has to be recognised is that there will be many other factors which place a limit on numbers of students.

Authority	FTE Manadrin Teacher	2017			2018			2019		
		N5	H	AH	N5	H	AH	N5	H	AH
Aberdeen City Council	0.5	0	4	1	6	1	2	3	2	0
Angus Council	1	2	1	1	1	0	0	6	0	0
City of Edinburgh Council	2.1	12	10	3	17	10	0	17	19	4
City of Glasgow Council	2.4	12	7	2	20	12	3	5	16	3
Dundee City Council		2	0	0	1	0	0	2	0	0
East Ayrshire Council	1	5	3	0	0	0	0	5	1	0
East Dunbartonshire Council		1	3	0	4	4	1	4	4	0
East Renfrewshire Council	2	19	9	1	17	5	2	11	12	3
Fife Council	3	3	5	3	10	6	1	13	1	2
Mid Lothian Council	1	17	15	3	30	26	9	19	25	9
Perth and Kinross Council	0.8	3	3	1	0	0	3	1	1	1
South Lanarkshire Council	1	1	0	0	13	1	0	4	7	0
West Lothian Council	0.4	0	0	0	1	0	0	2	0	0
Independent		62	34	14	60	63	23	97	54	31
FE		0	33	3	5	20	10	1	31	8
Total	15.2	139	127	32	185	148	54	190	173	61
SQA Total Entries		144	129	31	186	152	54	190	173	61

Who can say what factors limit the numbers of candidates in the authorities with the 15.2 GTCS teachers (2018)? Leadership at authority, school, management team and at Principal Teacher level must be a factor. Providing support for these teachers is vital but we cannot ignore the good work that they do and dismiss good practice. Further factors can come into play. Is Mandarin in competition with 1,2,3 or more languages? Do the teachers and students get full access to all opportunities?

The 2018 N5 Statistics

“For comparison, in 2018, National 5 entries for Chinese languages from the SCLCE partnership were from:

- George Watson’s College (Independent), 9 pupils;
- Boroughmuir High School (State), 6 pupils;
- James Gillespie High School (State), 5 pupils;
- Tynecastle High School (State), 2 pupils.”

“The Curious Case of Chinese in Schools in Scotland.”

In 2018 the total Swire contribution to the N5 qualifications, of 22, was similar to that of Lasswade High School (30), East Renfrewshire (17) and Glasgow of City (20) and of course the independent sector (60).

No. of National 5 Entries 2018		
State Schools	Not published. Estimated 92	111 (Mandarin Simplified) 2 (Mandarin Traditional) 1 (Cantonese) 114 -13 SWIRE 101 Data from Insight
SCLCE partnership schools	22	13 + 9
Other independent schools	Estimated 72 (Based on 6 independent schools and a very conservative average of 12 entries per schools)	71 -9 SWIRE 62* *186 – (state school + Swire + Colleges)
College		1
Total	186	186 from SQA

There is clearly some difference in data produced by SQA in its various forms and further study is required.

Coming back to CISS

CISS works with LAs to support the deployment of the CETs. It provides advice and guidance, shares interesting practice and offers fora for local authorities and schools to discuss their plans and share strategies. However, the CETs are a Local authority resource and the ultimate decision about how and where they are deployed remains with the local authorities. Their role is to enhance an existing programme or to follow a school or local authority plan, to share their experience of being a teacher from China with students and staff. The enhanced experience of thousands of young people in Scotland cannot be underestimated. The CETs follow a professional learning programme that offers Chinese colleagues the experience of working internationally and gives hub schools an opportunity to internationalise the school experience. It's a mutually beneficial collaboration between the teaching profession in two countries. The CETs bring a wealth of different cultural experiences and continue to work hard in their role.

"On a more positive note, CISS has successfully implemented a Confucius Classroom Hub planting programme across Scotland to involve pupils in Chinese-related activities and to promote China. CISS has also enriched the Career Long Professional Learning (CLPL) of numerous Headteachers and teachers through fully and part-funded trips to China." Local authorities

- *"Broad network of Confucius Classroom Hub"* – the widest reaching programme in Scotland
- *"Established links with Tianjin, China"* - every authority has a partner school, again the authority decides how to take this forward and there have been several reciprocal visits.
- An extensive free programme of CPD for both CET's and GTCS teachers at SCQF 11, Masters level
- Each summer, an immersion course for 120 Scottish students, plus staff.
- Visits for HTs and local authority officials to visit and collaborate with their partner schools
- Each year the opportunity for 22 scholars to go and study in China, fully funded, for a year.
- Frequent cultural events bringing groups from China to perform for schools.
- Professional learning and support for teachers mentoring the CETs,
- Rigorous support and challenge for self-evaluation and quality improvement of Confucius hubs
- Regular hosting of Chinese partners in Scotland including visits to partner schools and knowledge exchange events to encourage the sharing of idea internationally.
- CISS has also produced a BGE progression framework in line with the benchmarks for CfE for all CETs to work from and developed teaching materials that align with the design principles of the Scottish curriculum
- A model Confucius Institute – recognised by Hanban for its excellence in leading teacher education.

Moving Forward

We would like to move forward in an atmosphere of mutual understanding, since we are all committed to furthering Chinese Education in Scotland. We all should make a commitment to address each programme as equally valid and try to be supportive when making criticisms.

SCEN would like to lead:

- discussion of the recommendations from "*The Curious Case of Chinese in Schools in Scotland.*" This would require the input of all stakeholders.
- an annual analysis of the SQA results (to test the progress of certification)
- further sustained support for all teachers of Chinese and all our affiliated groups.