

Become a Member of the Hanban Asia Society Confucius Classrooms Network

With the current interest in learning Chinese in American schools, this is an important time to share and codify best practices in the field and shape it as a model for global education in the United States. Our Confucius Classrooms Network is a high profile effort to build the field of Chinese language teaching at the K-12 level in the United States by providing models of success and strategies for growth. This initiative is being guided by an Expert Advisory Committee and an International Honorary Council made up of leaders in the fields of global education, world languages, and US-China relations.

This year, we have selected a pioneering group of 20 schools to lay the foundation for the Network. The Network will grow to include 100 members over the next two years, and we seek to represent the diversity of the American educational landscape K–12, including schools from various regions of the country, and including urban, suburban, and rural communities, and schools of all sizes and types.

Members of the Network receive an annual grant for a three-year period to implement a project designed to expand or enhance their Chinese language program, membership in an online community that includes professional resources and professional development opportunities, support for developing a partnership with a school in China, and scholarships and placements for teachers, students, and school administrators to participate in China-based educational programs. We are looking for schools and districts that have the potential to be exemplary programs, and have the energy, interest, and capacity to participate in a range of activities with other members of the national Network, their partner school in China, and with their local and regional communities.

Important Notes:

1. Although we use the word “Classroom,” a “Confucius Classroom” is generally an individual school or a small group of schools within a district that can encompass more than one “classroom” or teacher.
2. Your local Confucius Institute may also offer the opportunity to become a “Confucius Classroom.” Please note that the application materials and application process for these programs is distinct from those for the Hanban – Asia Society Confucius Classrooms Network. If you would like to explore the option of becoming a Confucius Classroom through your local Confucius Institute, please contact them directly about their guidelines and application procedures.

Characteristics of a Confucius Classroom

- High-quality Chinese language program
- Commitment to continue improving quality and to make the program long-term
- Strong leadership and local support
- Willing to act as a model/assistance center for the region
- Vision and capacity to partner with a school in China to enhance language and culture learning, as well as professional and leadership development
- Organizer of cultural activities

Advantages of Participating in the Confucius Classrooms Network

We will select our Confucius Classrooms according to a set of 4 Key Elements (details below) that define a Chinese language program's effectiveness and sustainability over the long term. Programs that are selected as Confucius Classrooms can take advantage of the following opportunities:

- Authorization to use the title "Confucius Classroom"
- Assistance in identifying and developing a partnership with a school in China
- A seed grant of \$10,000 (renewable for up to three years)
- A potential allowance to provide half-time support for a **NEW** local teacher of Chinese for up to three years
- 3-5 placements for school administrators each year in the Chinese Bridge program in China
- 3-5 scholarships for summer camp for students who are learning Chinese
- 3 scholarships for teachers to travel to China
- One or two guest Chinese teachers to start or expand Chinese language classes or provide cultural enrichment activities
- Participation in professional development with other high quality programs from across the nation
- Organizational membership in Asia Society's Partnership for Global Learning (for more information, see the Appendix), a network of individuals and institutions aimed at increasing students' global competency
- Attendance at our annual Confucius Classrooms Network Conference and the National Chinese Language Conference
- Provision of 1,000 volumes of books, audio-visual, and multimedia materials and courseware

Responsibilities of a Confucius Classrooms Program

- Commitment to continuous improvement of the program and willingness to participate in national activities of the Confucius Classrooms Network
- Willingness to participate in the development and promotion of best practices in the field
- Willingness to provide examples of student work, model lessons, and curricula that may be useful resources for others in the field
- Submission of a brief annual report to Asia Society that details (1) program size and growth; (2) professional development offered; (3) outreach to other schools in the region and community activities; (4) plans for the next year; and (5) actual budget and use of funds

Key Elements of a Confucius Classrooms Program

The 4 Key Elements of a Confucius Classrooms program are organized as follows:

1. Curriculum and Instruction
2. Integration* and Culture
3. Partnerships
4. Leadership

Key Element 1: CURRICULUM AND INSTRUCTION

In a Confucius Classroom:

(a) The **curriculum** is clearly mapped, coherent, sequenced, and organized around national, state, and local language and content standards

(b) **Students** use technology and new media to access international resources, connect to international schools and organizations, create new products in Chinese and English, and support all facets of the language learning process

(c) **Teachers** use a variety of instructional strategies to engage students, meet their learning needs, and immerse students in Chinese language learning, culture, and content with consistent use of the target language and minimal use of English; they use multiple forms of ongoing assessment, including authentic and performance-based measures that enable students to demonstrate mastery of content knowledge and expanding skills and understandings

* “Integration” refers specifically to the ways in which the Chinese language program is tied to other academic disciplines and other activities in the school.

Key Element 2: INTEGRATION AND CULTURE

In a Confucius Classroom:

- (a) The **curriculum** includes connections between language and content
- (b) **Students** experience a wide range of topics in Chinese society and the arts, including classical and contemporary architecture, visual arts, performing arts, music, literature, film, theater, news media, business culture, contemporary youth culture, etc.
- (c) **Teachers** work with other faculty members to develop interconnected disciplinary units that provide cultural background for language study; they create ongoing opportunities for students to use Chinese language and culture as lenses through which to analyze and reflect upon larger topics in linguistic and cultural studies, including the relationship between language and culture, in both English and Chinese

Key Element Three: PARTNERSHIPS

In a Confucius Classroom:

- (a) **Students** actively use their language proficiency, cultural, and content competencies in authentic language settings
- (b) **Teachers** create opportunities for students to use their increasing language skills and intercultural content knowledge in immersive experiences beyond Chinese language classes, especially through ongoing exchanges with native Chinese speakers
- (c) **Teachers and leaders** seek sustained participation and support from the school community, parents and caregivers, and the larger community through events, outreach, and partnerships

Key Element Four: LEADERSHIP

In a Confucius Classroom:

Leaders at both the building and district level actively support the Chinese language program, and offer administrative and financial support, as well demonstrate a proven commitment to providing a range of resources to the program; there is a clearly defined relationship between Chinese language learning and the district's larger strategic and educational vision.

Partnership Development Matrix: a guide to show what a Confucius Classroom is and how it could develop a partnership with a Chinese school.

	Students	Faculty	Leaders
Basic	<p>Engage in brief exchange activities, requires little or no Chinese competency</p> <p>via technology</p> <ul style="list-style-type: none"> • introductory videoconferencing • join a group online community with students in China <p>in-person</p> <ul style="list-style-type: none"> • short trip to experience China 	<p>Establish initial contact with partner school</p> <p>via technology</p> <ul style="list-style-type: none"> • establish email connection with teachers in China • join online community <p>in-person</p> <ul style="list-style-type: none"> • participate in a short-term study mission • host short-term visiting teachers from China 	<p>Investigate a partnership</p> <p>via technology</p> <ul style="list-style-type: none"> • establish email connection with principals in China • join online community <p>in-person</p> <ul style="list-style-type: none"> • engage in initial contact with the partner school through mutual visit • some communication with key contacts in the partner school
Intermediate	<p>Participate in short-term, well-structured projects with emphasis on language learning</p> <p>via technology</p> <ul style="list-style-type: none"> • share media or laboratory projects with students in China <p>in-person</p> <ul style="list-style-type: none"> • summer camp • visits with home stay 	<p>Maintain regular contact with partner school teachers, via online or in-person activities</p> <p>via technology</p> <ul style="list-style-type: none"> • post instructional materials • study and adapt materials posted by Chinese teachers <p>in-person</p> <ul style="list-style-type: none"> • classroom shadowing • joint professional training • engage colleagues in other disciplines 	<p>Conduct regular/in-depth partnership activities with partner school leaders</p> <p>via technology</p> <ul style="list-style-type: none"> • establish a school-to-school portal webpage that facilitates programs and activities <p>in-person</p> <ul style="list-style-type: none"> • regular communication with the partner school • host a principal shadow group from China • organize community events
Comprehensive	<p>Regularly participate in longer-term collaborative programs that connect with one's curriculum</p> <p>via technology</p> <ul style="list-style-type: none"> • identify, research and propose solutions to a shared problem through online collaboration • debates on relevant topics <p>in-person</p> <ul style="list-style-type: none"> • joint projects • joint seminars and discussion • in-session visits • community service 	<p>Conceptualize and organize activities that regularly connect the school's teachers and students</p> <p>via technology</p> <ul style="list-style-type: none"> • creatively use technology to conduct joint units or project instruction <p>in-person</p> <ul style="list-style-type: none"> • exchange curriculum • co-direct a project for a specific unit • organize a seminar on a topic of mutual interest 	<p>Organize and participate in regular structured partnership activities</p> <p>via technology</p> <ul style="list-style-type: none"> • explore new technologies/resources to enhance school-to-school partnership overall <p>in-person</p> <ul style="list-style-type: none"> • joint training with counterpart principals • engage the community in convening resources for furthering of the partnership