Summary of Language and Pedagogy in Scotland's Initial Teacher Education Primary Programmes

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Rationale

#20	The Working Group recommends that students undertaking a course of primary school teacher education have attained a languages qualification at Higher level or equivalent (SCQF level 6) either on entering the course of initial teacher education or on its completion. (p. 27)
#21	The Working Group recommends that students seeking to become teachers in primary schools should undertake some study of the pedagogy associated with additional languages as part of Initial Teacher Education. (p.28)
#23	The Working Group recommends that universities work together as a consortium of university providers to support delivery of the 1+2 policy and that languages departments in universities play a greater role in working with schools, subject to appropriate funding. (p.29)

Undergraduate Programmes

		Language(s)	Language Input	Pedagogical Input	No. of Students
Aberdeen		Ma, Fr, It, Ger, Sp	1st & 2nd Yr - optional courses 3rd & 4th Yr - optional informal, 'extra curricular' learning with PGDEs	3rd Yr - optional 6 week course (Fr lang & pedagogy combined). Gaelic option is no longer available due to staffing changes.	60/120 (50%)
Dundee		Fr, Ger, Sp, It, Gae, Man, BSL	1st & 2nd Yr - optional courses	2nd Yr – 6 hours of ML pedagogy (Fr, Ger or Sp) 3rd/4th Yr - optional module	135/135 (100%) 20/135 (20%)
Edinburgh	(general)	MA Primary Education self learn session in Yr 1 for 1 + 2 (Primary Literacies)		Yr 3 Primary Studies all students 1.5 hours 3rd Yr - optional 1 day input by SCILT	150/150 (100%) 20/150 (13%)
	(specialism)	MA Education with German MA Primary Education with Gaelic	Compulsory in all years (+ experience abroad) Compulsory in all years. Note: 4 years for fluent speakers and 5 years for learners	Integrated integrated	3rd Yr = 3, 2nd Yr =4, 1st Yr = 8 3rd Yr= 4, 2nd Yr=8, 1st Yr= 6

Undergraduate Programmes

		Language(s)	Language Input	Pedagogical Input	No. of Students
Glasgow		Fr, Sp	3rd Yr – 32 hours of language & pedagogy (face to face + self study) 3rd Yr – optional ML specialism module 4th Yr – lectures, SCILT 2 day input,		130/130 (100%) 25/130 (19%) 170/170 (100%)
Stirling	(general)	-	-	2nd Yr – optional FLAME training with Stirling LA	50 places available
	(specialism)	Fr, Sp	Lang & pedagogy compulsory in all years (+ experience abroad, dissertation, final School Experience ML focused placement)		7/7 (100%)
Strathclyde		Fr,Sp,It	1st & 2nd Yr - optional courses	4th Yr – optional module (Fr lang and pedagogy combined)	20/160 (13%)
UWS		Fr, Sp, Ger	1st Yr – compulsory 200 hour language module (75/75 100%) 2nd Yr – optional (50% of cohort) Optional experience abroad	3rd Yr – optional module 4th Yr – dissertation option to graduate with 'BA (Hons) Education with Languages'.	11/75 (15%)

Reflections on UG provision

- Very varied provision between institutions - how can different models of provision be shared?

- Change in mind-set and attitudes/values towards languages in the curriculum needed; more links to literacy and IDL

- Uptake of optional language courses is relatively low and opportunities for student mobility are often not capitalised upon

- Challenge of timetabling and trying to 'fit' language learning and pedagogy in – perhaps an opportunity for distance/blended learning?

- Should language learning be optional or compulsory for students given that languages are an entitlement for all pupils they will be teaching?

- Strong case for primary language specialists

- More opportunities throughout the four year course rather than being perceived by students as an 'add-on'
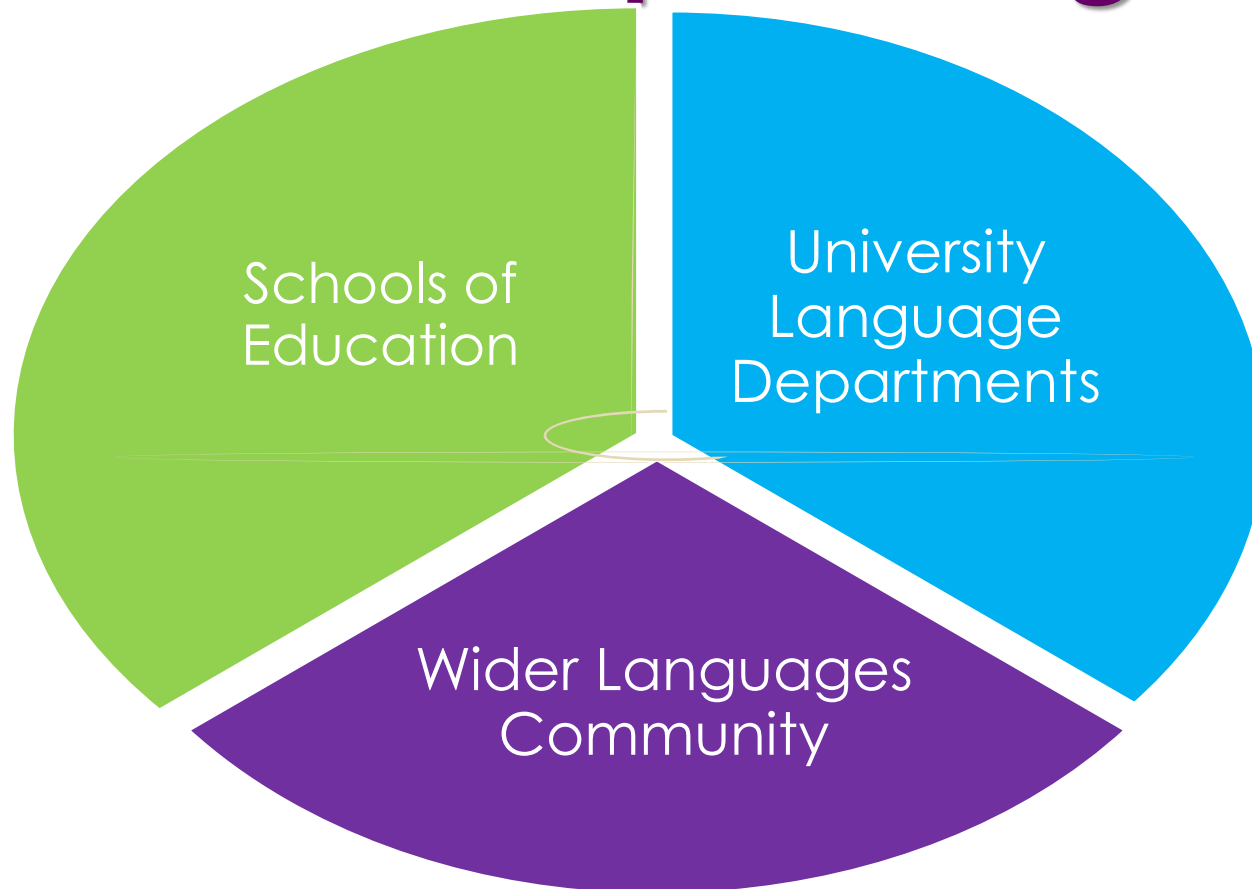
Postgraduate Programmes

	Language(s)	Language Input	Pedagogical Input	No. of Students
Aberdeen	Ma, Fr, It, Ger, Sp	Optional informal, 'extra-curricular' learning with 3rd & 4th Yr UGs	Compulsory lectures on 1+2, follow-up activities, TePL VLE resources and info	(100%)
Dundee	-	-	Optional SCILT 1 day input Optional pedagogy elective	90/180 (50%)
Edinburgh	-	-	-	0/150 (0%)
Glasgow	Fr, Sp	17 x 1 hour weekly lectures, combining languages and pedagogy. Some sessions facilitated by PDGE Secondary ML students		190/190 (100%)
Stirling	NO POSTGRADUATE PROVISION			
Strathclyde	Fr, Man	Optional 20 hour 'Professional Specialisation' module combining language and pedagogy		90/400 (23%)
UWS	Fr, Sp	12 hours of languages and pedagogy for all students exploring language-related pedagogic issues using French as an example		(100%)

Reflections on PG provision

- **Time constraints of a one year course**

- **Programmes vary along a spectrum from no input, to optional, to compulsory; peer learning and self-directed tasks**

- **Could distance/blended learning be used to deliver languages and/or pedagogy?**

- **Start of a journey into the NQT year and beyond**

Partnership Working

- More ITE students taking languages would boost enrolment numbers in university language departments

- Perhaps revision of existing language programmes is needed to become geared towards these future primary teachers and their pupils

- Consideration of staffing and budgeting for language departments to enable this provision

- Possible contracting of primary language specialists within LAs to support pedagogical input especially

- Working with local practitioners would also enable training which links to Local Authority strategy

- Further support and input from SCILT and the cultural organisations

Conclusions – what next?

- **We need to be bold and innovative**
- **The start of a professional journey in language teaching and pedagogy**
- **Confident and competent teachers**
- **One size does not fit all but consistency is key**

What can your organisation contribute to this partnership?

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