

Welcome to our summer newsletter where our Glasgow schools showcase their diverse linguistic and cultural initiatives, including:

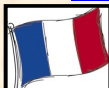
- [Bellahouston Academy's](#) visit to Paris
- Comenius international CPD courses:
 - [Global Citizenship](#) in Arezzo (Italy)
 - [MLPS Spanish immersion course](#) in Malaga
- Glasgow [1+2 delegation](#) visits Marseilles
- [Holycross Primary](#) in Euroquiz National Final
- Glasgow's [baccalaureates/IPs](#)
- [French language displays](#) for primaries
- [Kelvindale Primary's](#) P1 French Café
- eTwinning
 - [St. Clare's Primary](#) at Celtic Learning Centre
 - [Shawlands Academy's](#) Quality Label award
- [Holyrood Secondary](#) hosts Comenius partners
- Glasgow's [Teacher of the Year](#)

[Notices](#), useful links for resources and congratulations to retiring PTs and new arrivals.

We would like to take this opportunity to wish you all a well-earned summer break wherever your travels may lead you. We look forward to supporting you in August.

As usual, we hope you will enjoy the variety and quality of activities offered throughout our city schools and please send us details of your own interesting events and projects.

Click on the blue hyperlinks throughout the newsletter for easy navigation!



In April, 24 S3-S6 pupils and 4 members of staff from **Bellahouston Academy** spent 4 days in Paris, taking part in many different educational and cultural activities. On the first day, they visited a school in the 8th district of Paris and had the opportunity to speak to students of their own age in French as well as attend a class in French. Despite our pupils being initially a little nervous about meeting the French students, everyone got involved and really enjoyed the whole experience. Many lasting friendships were forged and the pupils are still in contact today.

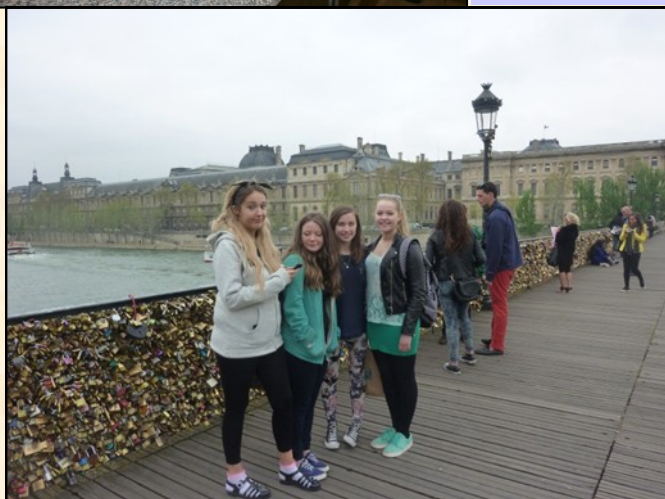


The pupils and staff also visited the Sacré Cœur and Montmartre and, despite the climb to the top, everyone agreed that the view was worthwhile.



On the 2nd day, Gillian Edgar (a former pupil of Bellahouston Academy living and working in France) joined us for the day. The pupils and staff visited a chocolate museum and factory to see a demonstration in French about how different types of chocolate are made and were given samples of the chocolates to try. They then visited Notre Dame and the Latin Quarter.

[More](#)



Many pupils also bought love padlocks to attach to the bridge and, following the tradition, threw their keys into Seine in the hope of finding eternal love. Our route then took us from the Louvre through the Jardin des Tuileries and along to Place de la Concorde.

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After dinner, the staff had booked a bowling night for the pupils in the 11th district of Paris. Again, everyone joined in and a great night was had by all.



On the final day, the pupils and staff enjoyed a river boat cruise on the Seine. The weather was beautiful and everyone had the opportunity to take many photos of the



famous sights in Paris. After the boat trip, the pupils visited the Eiffel Tower and many decided to go to the top from which they had a magnificent view of the whole city. The pupils and staff then walked to the Arc de Triomphe and down the Champs Elysées where they could buy presents for family and friends.

In the evening the staff put on a wee “soirée” with a PowerPoint presentation of some of the photos taken during the trip and, presenting each pupil with a souvenir to remind them of their visit. Harry Speake was given a special mention for expertly navigating everyone around Paris by métro.

Everyone was “fantastique”, full of enthusiasm and fun, embracing the culture with open arms, with many using French in the shops, cafés and at school. The trip was a great success mainly because of the impeccable behaviour and mature attitude of all 24 pupils. The teachers had a fantastic time too and will certainly continue to promote visits abroad. ***Merci à tous et vivement notre prochain voyage scolaire !***



Au revoir

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Global Citizenship Education (GCE)

(New Participatory Teaching and Learning Methods for Effective GCE)

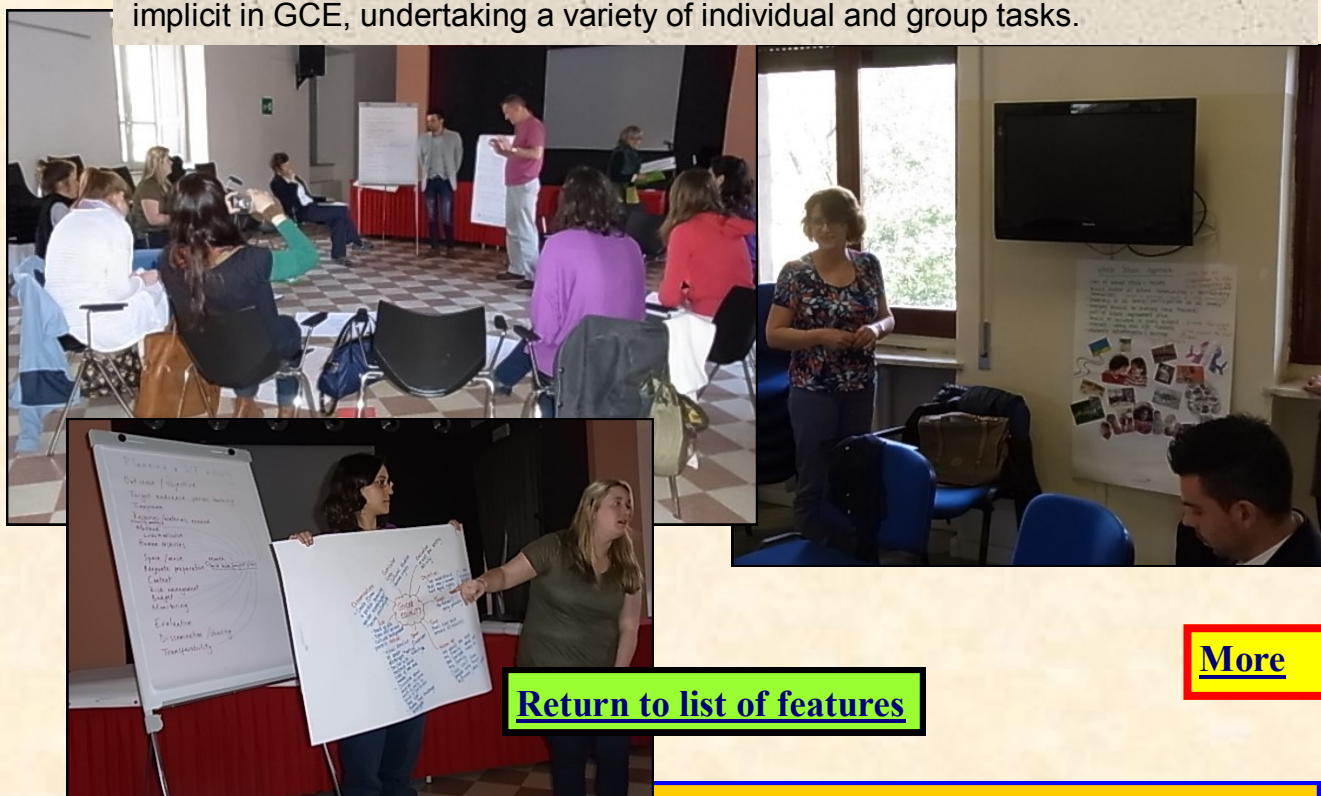
I was very fortunate to attend one of the last Comenius-funded courses this Easter break with 2 other Glasgow teachers (Ann Marie Reid; PT Modern Languages; Shawlands Academy / Christine McCormack EAL Service; Glasgow). This 5 day event took place in the Casa delle Culture in Arezzo, Italy, and was attended by 12 participants from 8 EU countries (Scotland; Ireland; Portugal; Spain; Hungary; Czech Republic; Slovenia and Italy). There was a good mix of 7 teachers and 5 representatives from various NGOs (Non-Governmental Organisations).

Areta Sobieraj (Oxfam Italia) organised and delivered the majority of the course. Initially, we were presented with a series of ice-breaking activities before moving on to the serious business.

What is GCE? (AKA Development Education) After WW2 the UN wanted to prevent future conflicts, keep peace and promote development. The old empires were trying to free themselves from former colonies and inequalities and prejudices became apparent. Development Education was used to tackle these problems between North and South as consumerism started to damage the environment.

In 2000 the Millennium Goals 15 year plan was established. Will its ambitious aims have been achieved by the end of 2015? GCE strives to show our young people the interconnections between our current, global problems and promotes transformative learning to enact a change in behaviour and attitudes.

Consequently, the participants were exposed to a variety of methodologies and methods to help us understand these issues and evaluate possible solutions implicit in GCE, undertaking a variety of individual and group tasks.



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We also visited an Art College (Liceo Artistico) in Anghiari, a nearby village. There, we viewed first-hand a GCE project 'Conectando Mundos', initiated by Oxfam Spain in 2004. The students timidly presented their project to us in English, though our collective knowledge of Italian helped to overcome communication difficulties. However, they addressed some very topical issues including:

- Land grabs
- Climate change
- Support for small scale farming
- Food price hikes.

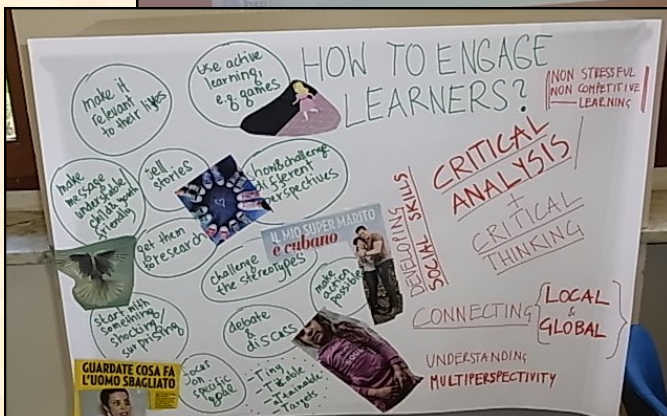
Curiously, when asked if their attitudes had changed as a result of this project, they admitted that nothing had changed, but they were now better informed.

Another major part of the course was delivered by Katie Carr (NGO Cumbria Development Education Centre). Kate started with some thought provoking activities to address common stereotypical attitudes towards the developing world. She introduced most of us to '**Philosophy for Children**' (P4C), a method for encouraging pupils to structure their thinking rather than shout out random thoughts spontaneously. This would indeed be very useful for many schools.

We discussed planning a GCE activity, working with partners to develop future, sustainable interdisciplinary projects incorporating the techniques and experience we had gained during the course.



Portfolio of Integration.
An Italian good practice



We were also introduced to Oxfam Italia's structured approach to the new Erasmus+ funding and encouraged to consider some of their innovative projects.

All in all, it was a very intense course, but very satisfying and worthwhile. All the participants returned home with some ideas relevant to their respective professions. I have gained much professionally, culturally and linguistically. *(Paul Middleton)*

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Malaga Immersion Course Easter 2014

Having recently undertaken the MLPS Spanish training and, eager to expand my skills and learn more about Spanish culture, I was fortunate enough to participate in a week long immersion course this Easter in Málaga, organised by LFEE (Languages for Education, Europe), who also offer similar courses in France and Spain. This course provides an opportunity for teachers to improve their language skills while enjoying the culture and customs of the country.

Situated on the southern coast of Spain, the beautiful city of Málaga provides an excellent setting for the course, including its magnificent Cathedral, bustling narrow streets and beautiful beach.



Our course took place during La Semana Santa (Holy Week) one of the busiest and most extravagant festivals of the year. The streets were packed and the atmosphere was electric. Thousands of spectators gathered to watch the processions where up to 250 men carry just one of the elaborately decorated floats which can weigh more than 500kg and, as they swayed along the street in time to the drums and mournful tunes played by brass bands, the smell of incense filled the air. Each procession represented a particular brotherhood, identified by the colour of their robes and large pointed hats worn to ensure anonymity. Holding large candles, penitents walked for hours on end barefoot and sweltering under the blazing sun.



[More](#)

The classes were held daily in a central hotel, allowing the participants to enhance their knowledge of Spanish while exploring how to impart this through effective lessons to pupils. We were shown a variety of games, strategies and online resources designed to engage and motivate learners.

We were encouraged to speak Spanish as much as possible and had plenty of opportunities to practise while exploring the city, talking to shopkeepers, waiters and hotel staff, amongst others, undoubtedly helping pronunciation. All participants agreed that they had made considerable progress throughout the week: teaching ideas, vocabulary, grammar and, most of all, confidence to converse in Spanish.

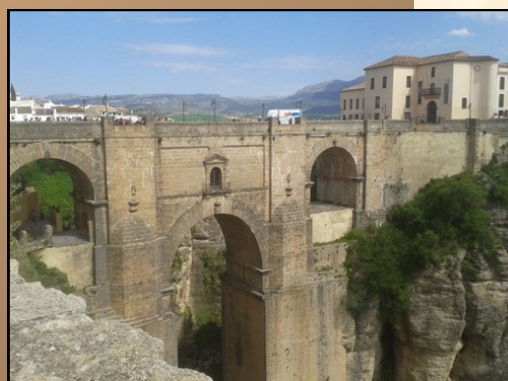
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Although the main focus of the course was the daily classes, there were plenty of opportunities to explore the city and beyond. For example, on the first day we were given tickets to enjoy a city tour on an open top bus; a great way to enjoy the sun and hop on and off at various points of interest, including the recently renovated pier with its lighthouse, Mariner's Chapel and interesting boutiques and market stalls.

After morning classes the following day we were treated to an afternoon picnic in the stunning mountain village of Ronda, surrounded by a deep gorge and the Puente Nuevo bridge.

The town's bullring is open to the public and houses a very informative museum displaying paintings and artefacts which depict the history of bullfighting.



We were also treated to a Sevillana dancing class which took place in a grand (but creepy) old house in the midst of old streets and alleyways. Our professional instructor looked very authentic as she put us through our paces teaching us some basic steps and encouraging volunteers to come up on stage and show

off what they had learned. We visited the same venue later in the week to sample some traditional food and enjoy a fantastic Flamenco show.

We would have no hesitation in recommending this course to anyone with an interest in teaching Spanish. I participated in the French course in Lyon two years ago and this was equally as rewarding. All travel, accommodation and course fees were funded by a Comenius (now Erasmus+) grant. You can find all the information on this course and others of a similar nature at www.lfee.net.

Anne-Marie Simpson & Audrey Hutchinson

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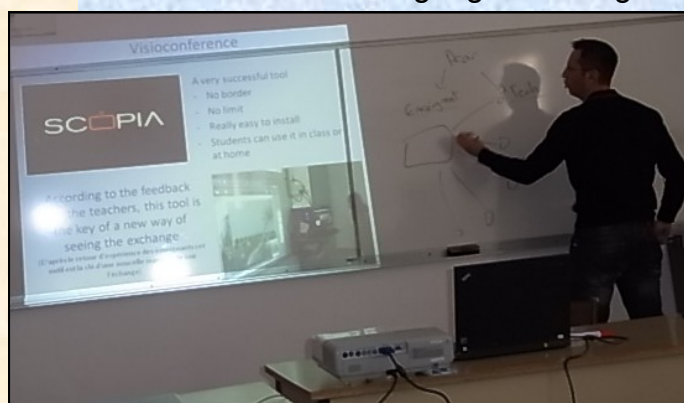
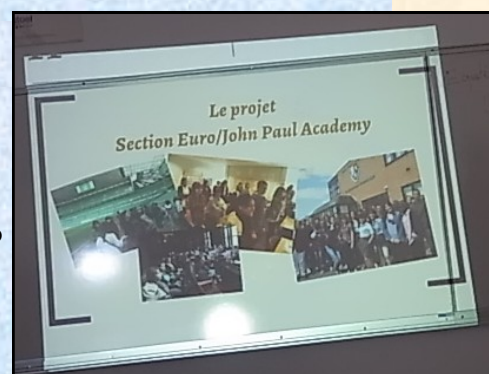
Sharing Good Practice, encouraging eTwinning and Global Citizenship

A group of 4 Glasgow secondary teachers attended a 3 day conference in Marseilles in May to share practices and establish lasting projects and partnerships. Though our schools were situated in the very deprived area around the Gare St. Charles, we were most impressed by the dedication and professionalism of the teachers; and the warmth of the students.



Monday 5/5/14; Lycée Victor Hugo M Laurent Lucchini (HT) explained 'l'éducation prioritaire', how it affects his school, indicating the initiatives in place to attract more teachers.

M Pierre Bany (who spent a year in Glasgow at John Paul Academy teaching Biology) gave a presentation on his lasting partnership between the 2 schools. Pierre has, in fact, just completed his 4th pupil exchange with JP Academy. Victor Hugo has many links with Glasgow including work experience placements with Stow College (now Glasgow Kelvin College). Mme Chapel described the new reforms for language teaching and there is now more emphasis on oral



skills and interaction. Mme Silhol then discussed 'la Section Européenne' where physics is taught in English (immersion method). M Olivier Bayle finished the morning with a presentation on 'le numérique' (digital literacy), giving a demonstration of SCOPIA videoconferencing software – an effective tool being promoted by the Rectorat de l'Académie d'Aix-Marseille. The International

Education Office has successfully used this software several times recently to communicate with our friends in the Rectorat.

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After lunch we had a meeting with the inspectors to discuss 'le Centenaire de la Première Guerre Mondiale' - <http://centenaire.org/fr> (100th Anniversary of WW1). We exchanged materials and discussed common themes we could develop together through eTwinning. A letter has been sent to all French schools to encourage projects – i.e. reflections by teachers / pupils on how the war was accepted in France. The French authorities are keen to adopt a pupil-centred approach via simple projects, possibly using family heirlooms, involving primary schools too.

They were interested in the projects suggested by the British Council for development in our schools, especially [Football Remembers](#). For example, we talked about the Bosnia Memorial event at Celtic Learning Centre where 4 pupils from 6 Glasgow secondaries are developing a project on the role of football during WW1 to be presented in Sarajevo this summer, commemorating the start of the conflict.

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The next day (**Tuesday 6/5/14**) at le Collège Edgar Quinet M Cyril Le Normand (HT) explained the very difficult circumstances in which his staff and pupils have to work. The area is the poorest in France where violence is a constant problem. However, the school currently hosts 520 students from 38 different countries, including: all of North Africa; all of West Africa; Eastern Europe and China. There are also 30 places for newly-arrived pupils who have not received any schooling, plus places for students awaiting court appearances and pupils excluded from schools all over the city. However, M Le Normand recognises these constraints and approaches the challenges with optimism, sending his colleagues a weekly message of encouragement. We were then divided into groups to visit a range of classes, including: ICT; history; English; Spanish; French; Biology and music. We could appreciate the different teaching styles and Nicola was particularly impressed with the English teacher who delivered the entire lesson in the target language.

After lunch in the school, we visited a local primary and saw classes in German; English; phonetics and special needs. The children were thrilled to meet us and loved the Glasgow City Council badges we distributed.



On **Wednesday 7/5/14** we met to discuss possible Erasmus+ projects. With Aurélie Quinrand (Chargée de Mission; Ville de Marseille); Betty Albagly and Marie-Pierre Hanvic (Chargées de mission; DAREIC programmes européens eTwinning et Erasmus+); Thierry Nadal (Directeur du CDDP de Vaucluse), we explored the implications of Erasmus+. Glasgow and Marseilles have been officially twinned since 2006 and both cities seem really keen to extend / enhance this partnership via collaborative projects. However, we agreed that teachers collaborating on projects must be able to work in their own language and not view this as extra work – i.e. it should be embedded into the curriculum.



After lunch we had an intense eTwinning session where all participants were matched with a partner '*fiable*' to develop future projects. Much of the administration was also completed '*sur place*' and, since their return, all the participants have now started to correspond on this exciting initiative.

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Finally, we would like to thank Betty, Marie-Pierre, Thierry and M Christian Melka (Délégué académique aux relations européennes et à la coopération; académie d'Aix-Marseille) for organising such an informative, varied and enjoyable series of events.

Paul Middleton (Modern Languages Support and Development Team); Nicola Storrie (Bellahouston Academy); Joe Heuston (King's Park Secondary) and Anne-Marie Goldie (All Saints Secondary)



Euroquiz National Final 12th May 2014

This prestigious event in the Scottish Parliament was attended by 31 primaries from all over the country. Holycross Primary represented Glasgow City Council, having won our local event in March. After 3 gruelling rounds of challenging questions about European matters - including geography, history, language and political institutions – Crossford Primary (Dunfermline) and Crown Primary (Inverness) battled out the final round. Eventually, Crossford

emerged as victors. However, Holycross took an impressive 7th place.



5 Glasgow City Council secondaries presented 10 candidates for the SQA Interdisciplinary Project (IP) this year : All Saints Secondary; Bellahouston Academy; Holyrood Secondary; Shawlands Academy and Springburn Academy.

2 students are undertaking the full Languages Baccalaureate, 1 candidate is doing the full Science Bac-

calaureate (a comparison of heart disease rates in Scotland and France). The other 7 IPs were on interdisciplinary language themes, including:

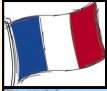
- How does previous language learning impact on the language learning experience for beginner's Spanish?
- Whether music can be used as a useful vehicle to encourage children to learn a foreign language?
- A study of the importance of language in multilingual family life and the effect on the individual in terms of their inclination or lack of inclination towards studying languages.
- Promoting French cuisine in Scotland and raising awareness of Scottish cuisine in France
- How has the Eurozone Crisis affected the UK's relationship with France and the rest of the European Union?
- Investigating the differences between policies targeting poverty in both Scotland and France and their effectiveness
- Is Scotland becoming a cultural desert when it comes to language learning?
- What's stopping Modern Languages' charm from crossing the Channel?

The IP results have been quite impressive:

- 5 awards at grade A
- 3 awards at grade B
- And 2 awards at grade C

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Hopefully, the UCAS points attached to the IP will help these students gain places at further education establishments or boost in their chosen career.



Foreign languages displays in the primary sector

Visual displays in school are universally accepted as an important aspect of a classroom environment that supports student learning.

Students can also be figuratively transported to another place through the strategic use of displays. Modern languages' teachers could transform their classrooms into "Paris / Berlin / Barcelona / etc.." so that the students' language lesson is visually reinforced by graphic, cultural information.

Beyond the mere visual value, displays can also expose students to a print-rich environment conducive to

supporting and developing their literacy skills in the target language... and the skills of MLPS trained teachers too. Displays can provide great prompts for the daily classroom language you may wish to embed in your classroom.

Don't shy away from displaying basic foreign phrases because your students are focussing mainly on oral work, the text is there for your benefit too.

Including the FL in the usual displays adorning primary schools will not only publicise to any visitors the multicultural ethos of the establishment, but also raise the subject status within the school curriculum too.



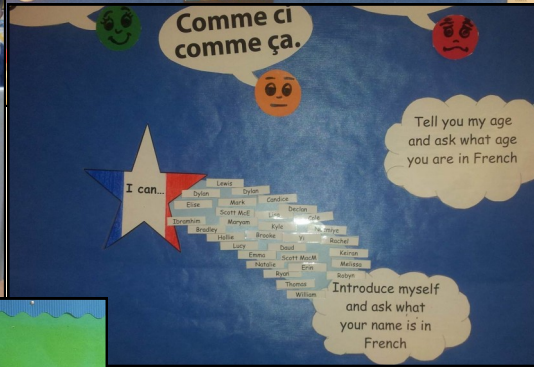
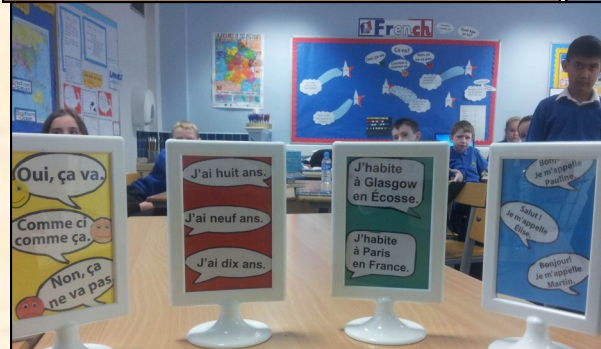
[More Displays](#)

Displaying students' work in the FL also sends an important message about the value that is placed on it.

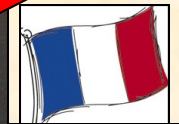
So go for it! It's bright, it's fun, it's instructive, helpful and welcoming! What's stopping you? Please send us photos of your displays, French, Spanish, German, Italian, Mandarin, Cantonese, Arabic, Polish, Urdu...the world is your limit. ;)

[Click](#) for further tips on Classroom management. (Maryse Payen-Roy)

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P1 Kelvindale Primary School hosted a French café last week where the pupils got the chance to sample French food and practise transactional language.



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St. Clare's Primary undertook a 7 week session at Celtic Learning Centre last term to develop materials for their eTwinning partnership with the Ecole Guadeloupe in Marseilles. It was an interdisciplinary project which embraced a blend of linguistic, cultural and technological aspects. Firstly, the children learnt the basics about using a Twin Space – login details; navigation and storing resources in different formats. We also discussed the significance of historical links with Marseilles and our other twin cities. The pupils chose some topics to develop themselves and were particularly interested in telling their French counterparts about their Commonwealth partner – Dominica. They also took advantage of a visit to the learning centre from Nathalie Canton-Bacara (a teacher in Marseilles whose husband originates from this area in the Caribbean.) Nathalie told them about the different types of fruit, vegetables and fish eaten by the islanders and the children gratefully included these in the resources they produced. They also created presentations on 'All about me' and 'What it means to be Scottish' and saved the final versions as PDFs (Portable Document Format) to show how storage memory can be saved. The children used the French that have been learning to solve a series of 'devinettes' uploaded to the Twin Space by their French partners.



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How I am Scottish

- ❑ These are some food in Scotland we eat like:
- ❑ Potato scone, square slice sausage, black pudding and Scottish pie.
- ❑ But also you get a Scottish fry up.



Commonwealth games!

- The mascot for the games is a mascot called Clyde.
- The games are being held in Glasgow this year!
- We are all very excited about this.



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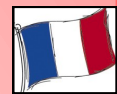
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Class 1P12 in **Shawlands Academy** has been awarded a prestigious Quality Label from the British Council for our eTwinning project “*Let’s Blog Together*”. This was carried out during their ICT period by Mrs Jacqui Crooks (ICT department), with support from Mr Paul Middleton (Modern Languages Support and Development Team / International Education Office). “*The Quality Label is concrete recognition to teachers and schools of the high level of their eTwinning activities*” (*British Council on-line*)

For this project pupils from both partner schools (Shawlands Academy and Collège Lafayette, Brioude France) researched and gathered information about their own cities, cultures and lifestyles. The information was presented as multimedia presentations, podcasts, photos, electronic newsletters, posters, digital video productions - and shared via the electronic TwinSpace. Pupils from both schools used the Blog to comment on each other’s work. The emphasis was on acquisition of language, ICT

skills and cross curricular learning.
(Jacqui Crooks)



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Holyrood Secondary Comenius Project: We are all citizens of one world.

This March saw the first big event of Holyrood Secondary School's Comenius project with the arrival of pupils from Berlin, Merida and Istanbul, who came to spend a week in our school community. They were hosted in the families of our S2, S3 and S4 pupils who will be taking part in the return visit over the course of the next year.



Apart from sight-seeing, attending classes, ceilidh dancing and fine Glasgow dining, pupils also took part in a series of workshops provided by community partners to celebrate the diversity of our local community and our shared values towards one another.



Friendships were formed, departing tears were shed and all groups involved enjoyed the benefits of working together! (*Louisa MacInnes*)

#whitariddy

Yes, I was rendered speechless at the Scottish Education Awards where I picked up Teacher of the Year.

I knew nothing about this until one of our deputies arrived to inform me of the Inspectors' imminent visit - enough to strike terror into the old heart!

One of my S6 pupils had nominated me and it was indeed a total shock: a heartfelt nomination from an inspiring young man.

The process involved a panel of 3 judges visiting the school to look at the madness on the first floor. They spoke with parents, teachers, staff and, most importantly, the pupils.

The judges talked considerably about the power of transforming lives through education. What better way to do that than to teach about culture and language.... The pupils were outstanding and their love of languages was inspiring. It is a real joy to work on a daily basis with:

- a) a wonderful department who buy into the madness and
- b) children who are so committed and inspiring.

[More](#)

To hear that a '*wee lassie from the tap end of Stevenson*' had won Teacher of the Year has provided me with no end of abuse. However, this has provided our department with a real sense of satisfaction that our young people genuinely value languages and are just as invested in their education as we are.

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Talking of transformative change – well, that was only going to happen through a team effort from the department and ... what a change indeed! We have increased our portfolio of languages and range of qualifications offered, broadened our wider achievement agenda, significantly increasing senior phase uptake.

It may have been Teacher of the year, but really, it was one for the #lingofamily, for the #allsaintsallstars and for Languages. (Gillian Campbell-Thow)

NOTICES Resources / CPD

Worth visiting:

Transition from Primary to Secondary— [Languages Portfolio](#)
French, German, Italian and Spanish [resources](#), including World Cup Activities

International Camp

Articulate Language Camps offer camps in Scotland for young British learners from 7-12 years old and international summer camps for all young people aged 13-17. If interested, please [click](#) for more details. Gillian Campbell-Thow (Modern Languages Curriculum Lead) may be able to offer some funding.

Learning and Teaching German

Please [click](#) for details of MLPS courses / resources on offer by the Goethe-Institut.

Learning and Teaching Spanish

Please [click](#) for information on Summer scholarships for British and Irish teachers of Spanish recently launched by MESTER, in cooperation with Castilla y León Regional Government. The course will be held in Salamanca, Spain.

And finally.... at this time of year we find ourselves saying *Au Revoir* to old friends and *Bienvenue* to new ones.

Consequently, 3 of the "Glesga Big Guns" are now retiring and we offer grateful thanks for everything they have done, not only in their own schools, but across the city to support teachers and learners. It has been both a privilege and pleasure to work with Irene Copeland (PT Rosshall Academy), John Houldsworth (PT Bannerman Secondary) and Helen Onorati (Holyrood Secondary).

All of them have steered their various departments through change and left their legacy, not only in their departments, but across the city. They are a massive loss to the Languages Family.

However, we are equally delighted to welcome 4 new PTs to the Mothership!

Mark Morrison joins Bannerman from James Hamilton in East Ayrshire. Jo Thallon joins the Rosshall Team from St. Ninian's, East Renfrewshire. Louisa MacInnes takes up the PT post in Holyrood and was previously in Plockton High School and latterly with the EAL service in Glasgow.

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And we are delighted to formally welcome Jacqueline Dickie as PT to John Paul Academy. Jacqueline has been fulfilling the acting PT post for the past two years.

Congratulations to you all and the Glasgow Modern Languages Family is looking forward to working with you!

The Modern Languages Team would like to take this opportunity to thank everyone for their hard work this session. It was full of challenges and surprises and we are looking forward to working with you next session to take Languages forward in the city!

(Gillian, Paul & Maryse)

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