

# A 1+2 Languages Model for Scotland – making it happen

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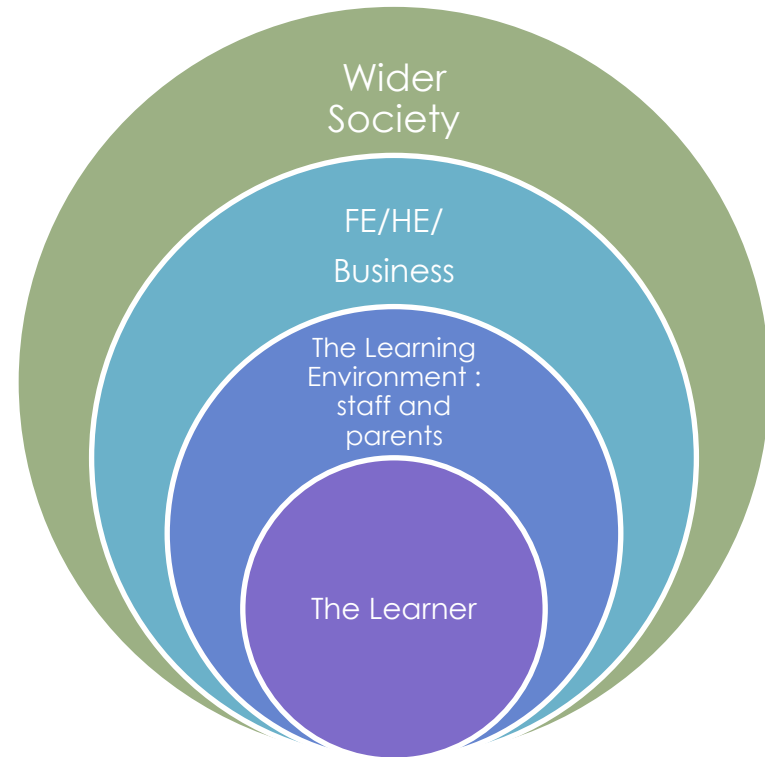
**Fiona A Pate HMI**

**27 November 2012**

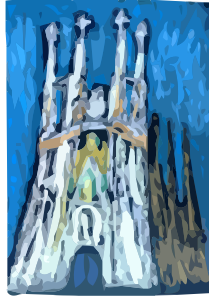


# Languages matter!

- Personal benefits of language learning
- Cognitive benefits of language learning
- Societal benefits of language learning
- Economic benefits of language learning



## “1+2” – work-in-progress across Europe



- **March 2002: Barcelona agreement** - focus was purely on early years and on creation of tools to measure linguistic competence
- **November 2011: EU countries pledged to step up their efforts; focus on more diverse choice of languages; lifelong learning; relevant and quality teaching; valid assessment; teacher training; meaningful use of ICT; languages for employability**
- **May 2012 – publication of Languages Working Group Report – Scotland moving towards its European counterparts.**
- **June 2012: publication of Eurobarometer and European Survey on Language Competences – what do they tell us?**

# Where are we now and how did we get here?

## Mulgrew report (2000)

Languages 'entitlement' → Increasing number of schools  
dropped MLs from 'core'

→ falling presentation numbers in MLs → fewer languages  
offered

→ move to French only to solve transition issues

# Where are we now and how did we get here?

## MLPS

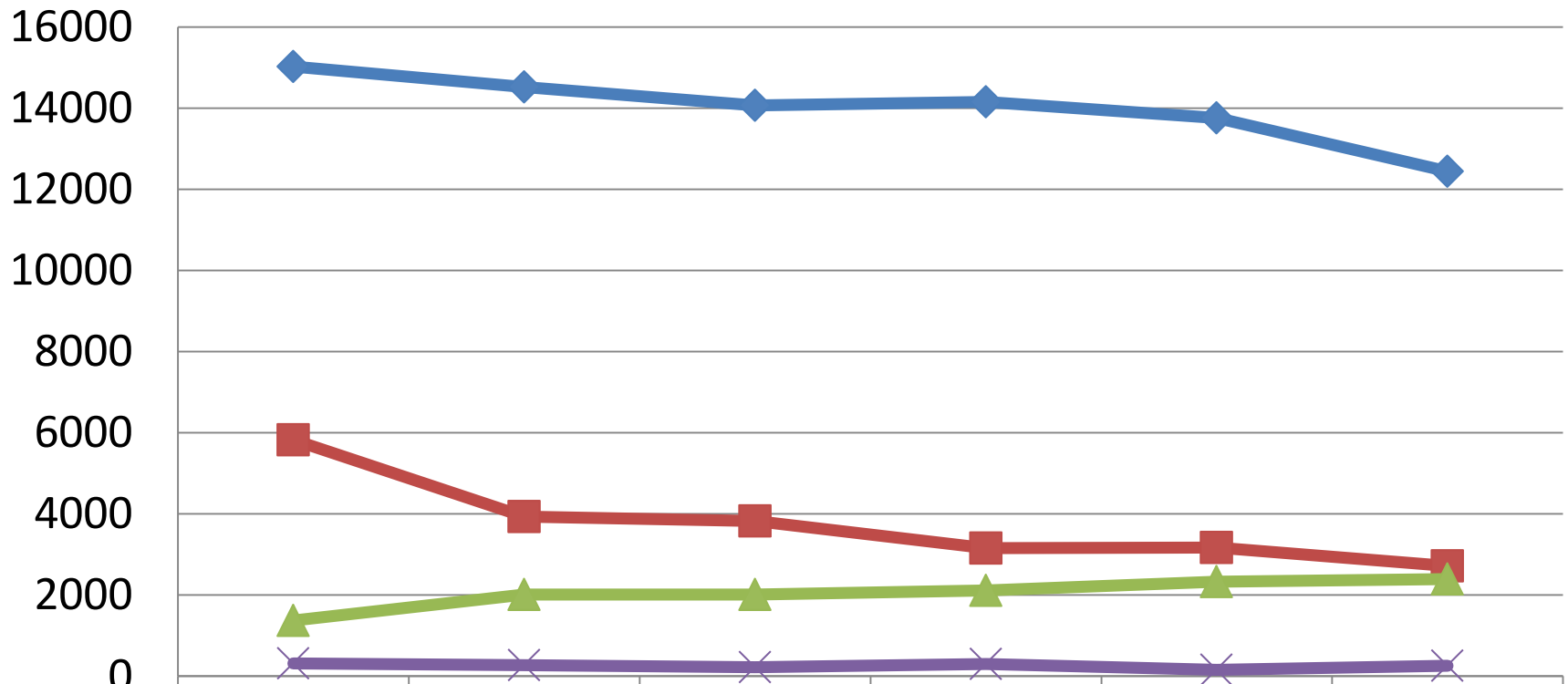
Trained MLPS teachers move on

Financial climate has led to fewer and shorter MLPS training programmes.

## Standard Grade examinations

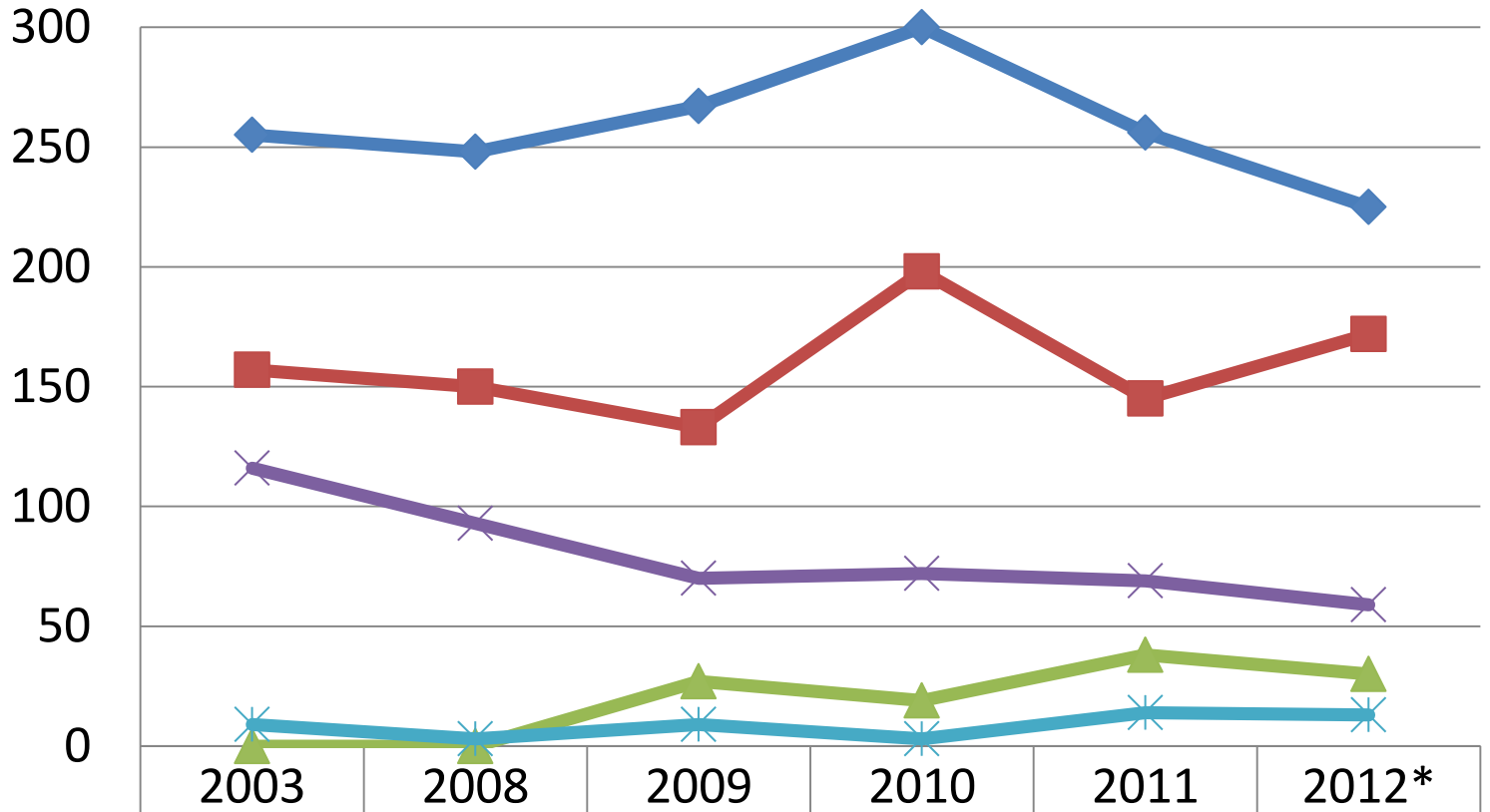
Requirements of the examination led, inadvertently, to rote learned writing and speaking which is demotivating and does not help young people develop communicative competence

# Entries at SCQF Level 5 in S4



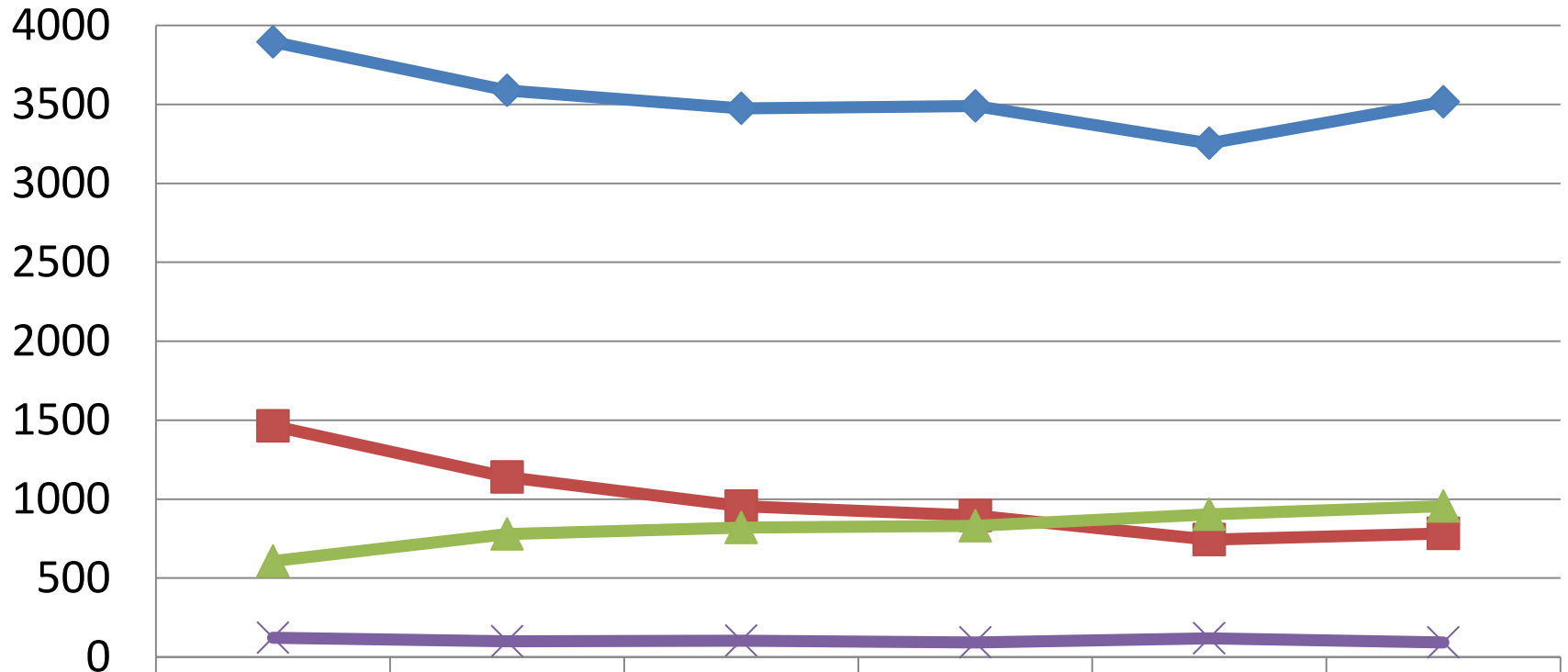
	2003	2008	2009	2010	2011	2012*
French	15024	14,521	14,069	14,154	13,763	12,441
German	5827	3,928	3,820	3,152	3,171	2,714
Spanish	1368	2,010	2,012	2,112	2,325	2,390
Italian	314	268	217	295	153	254

# All Entries at SCQF Level 5



◆ Gaelic Learners	255	248	267	300	256	225
■ Gaidhlig	157	150	133	198	145	172
▲ Mandarin (all)	0	0	27	19	38	30
✕ Urdu	116	93	70	72	69	59
* Russian	9	3	9	3	14	13

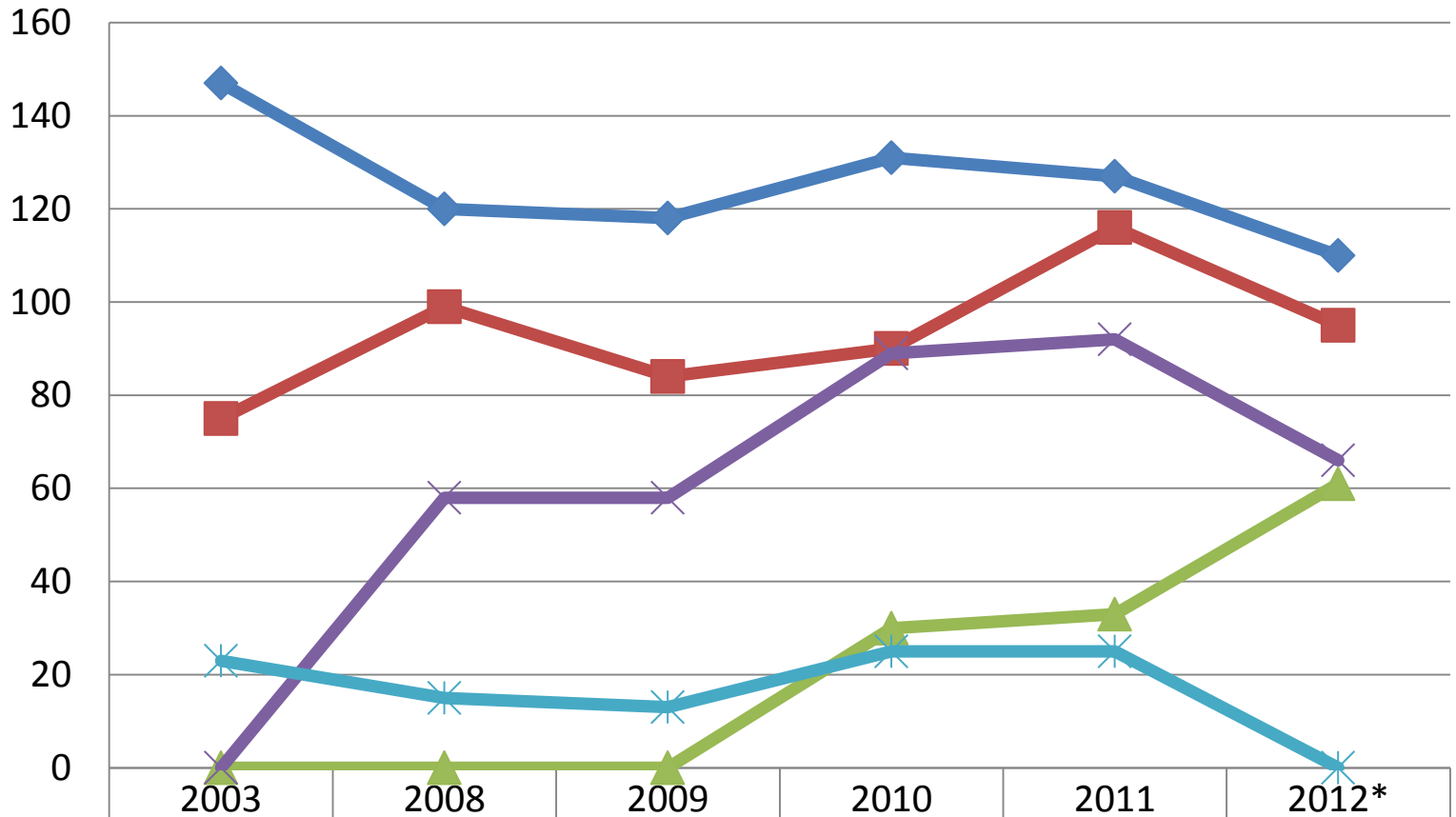
## Entries at SCQF Level 6 in S5



	2003	2008	2009	2010	2011	2012*
French	3896	3,588	3,474	3,490	3,254	3,516
German	1464	1,140	955	896	743	783
Spanish	608	778	820	831	904	956
Italian	122	99	104	93	119	92



# All Entries at SCQF Level 6



◆ Gaelic Learners	147	120	118	131	127	110
■ Gaidhlig	75	99	84	90	116	95
▲ Mandarin (all)	0	0	0	30	33	61
✕ Urdu	0	58	58	89	92	66
* Russian	23	15	13	25	25	0

# However, there is much to celebrate.....!

Some schools have bucked the trend..... How?

## Pedagogy

- AifL
- More active engagement in learning
- Courses which are less text book driven
- Variety of activity and a balance of skills practice
- Relevant and motivating contexts/ links to other countries
- Enjoyment certainly ..... but challenge too!
- Variety of courses offered
- Support from senior management in schools

## And then came.....

### Curriculum for Excellence

- Message of relevant, enjoyable and challenging learning reinforced. Building on good practice
- Contribution of MLs to areas of responsibility for all, particularly literacy and global citizenship
- MLs part of the BGE. No specified number of hours. MLPS still P6/7

### Growth of interest in Chinese

Revised SQA examinations with more options

Political will to do more in Scotland .....

## 2011: Scottish Government manifesto commitment

*“We will introduce a norm for language learning in schools based on the European Union 1 + 2 model – that is we will create the conditions in which every child will learn two languages in addition to their own mother tongue. This will be rolled out over two Parliaments, and will create a new model for language acquisition in Scotland.”*

Clear need for significant new impetus to language learning in Scotland



## 1+2 Report: Radical recommendations? (1)

- 1) The introduction of a second language(L2) from primary one
- 2) The introduction of a third language(L3) no later than primary 5
- 3) Continuation of L2 into secondary education
- 4) Language learning for an L3 during the broad general education, choosing from a range of approaches including interdisciplinary learning
- 5) Flexible opportunities and encouragement to study more than one modern language to the level of a National Qualification Unit or course, in the senior phase



## The pilot schools: primary

- 6 confirmed projects - wide geographical spread
  - Range of schools, languages and types of project
- 1) Lochyside Primary, Highland – French, Gaelic and Scots
  - 2) Dalmarnock Primary, Glasgow – Spanish, Italian, French and... Greek!
  - 3) Tough PS Aberdeenshire – French and Chinese
  - 4) Hillside PS Dundee City – French
  - 5) St Elizabeth's PS – S Lanarkshire – Spanish and French
  - 6) Langlands Primary, Forfar, Angus - French and German

## The pilot schools: secondary

- 4 in total – 1 transition project pending final confirmation
  - Range of languages and types of project
1. Anderson HS Shetland – French, German, Spanish or Norwegian
  2. St. Modan's HS Stirling – French, Spanish and German
  3. Madras College, Fife – French and Mandarin

# How can this report make a difference?

Many recommendations = accepted good practice

Some offer new, exciting possibilities

## Primary

- P1 start for L1 when children have no inhibitions
- Provision of a second modern language (L2)
- Transition which ensures progression and continuity from primary to secondary for L1
- Focus on skills

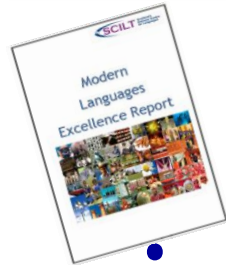


# How can this report make a difference?

## Secondary

- L2 to the end of BGE, S1 to S3
- L3 introduced through a variety of approaches such as inserts
- Progression within L3, building on skills
- External partnerships with HE, businesses, the local community and overseas to make the language real and relevant
- Raised profile of MLs

# What will help to make it happen?



- Enquiring practitioners
- Engaging and challenging ML learning
- Opportunities for sharing through professional dialogue and moderation
- Access for teachers and pupils to native speakers (such as FLAs) and to media in the original version
- Commitment from HTs
- Local Authority commitment and lead through a ML strategy
- Career long professional learning and support

## 1+2 Report - radical recommendations? (2)

- 6) ITE primary students – Higher in language on entry or on completion
- 7) PGDE (primary) compulsory module on ML CfE MLPS training
- 8) National recruitment strategy and campaign to encourage young people to become language teachers (primary and secondary)
- 9) Engagement of skilled and trained native speakers
- 10) Local authorities and schools develop a 1+2 strategy for language learning within which schools can determine which additional languages to offer



## Midlothian MLPS pilot project

- A number of schools in Midlothian and one in Edinburgh
- International students delivering some language in the primary school, linked to the curriculum where possible, with the pedagogical support of the CT
- Any language – from Malay to Gaelic
- Classes at various stages, including nursery. For some, their first modern language. Knowledge of culture developing naturally through language study.

## What was the impact on the learner?

### Some issues to consider:

- CT has to lead
- Progression and depth
- Relevance within the curriculum

### However:

- Children's enthusiasm for learning another language
- Beginning to develop strategies for learning a language
- Fewer inhibitions and growing in confidence

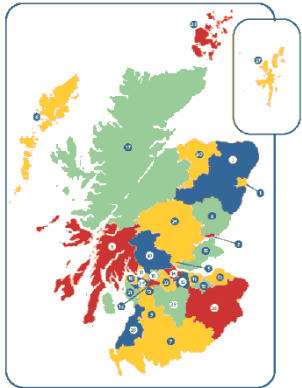
# 1+2 Report: challenges or opportunities for teachers?

- 1) Support teachers to develop the range of languages in which they are qualified or trained to teach
- 2) GTCS to promote improved professional standards in language teaching and encourage teachers to gain qualifications and accreditation in languages, e.g. through Professional Recognition



# EAs and schools: next steps?

- Strategy to support MLs at local authority level
- Audit provision and consider the options
- Strategy in schools to ensure MLs are part of the BGE, S1-S3, and part of transition arrangements.
- The three Ps: pedagogy, partners and PR
- Career-long professional learning





# Support from SCILT

- On-going support for pilot schools
- New website – audit tools, examples, resources, access to partner organisations
- Flexible, research-informed CPD programme
- Events for learners
- Support for promotional events/parents' evenings
- Support to build external partners – HE, business, overseas





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organisations in Scotland, UK and further afield.



### SCILT

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Essentials for Planning  
in the Senior phase

Classroom resources

Celebrating languages!

Professional  
Development

Languages and  
Business

## Senior Phase

### Welcome to the Senior Phase section of the SCILT website

This section of the website provides a wide variety of resources, and links to websites, to support the teaching and learning of languages in S4-S6. Resources include reading and listening activities, ideas for speaking and writing, and games and quizzes. In this section of the website, teachers will also find materials which relate the learning of modern languages to business and industry, as well as material to support their own professional development.

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### SCILT

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### STAY CONNECTED



## Support from Education Scotland

- Intelligence and sharing of good practice through inspection
- Resources on ES website
- Preparation of support materials for National Qualifications
- Preparation of support materials on assessment of levels within Curriculum for Excellence
- Partnership working



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curriculum for excellence

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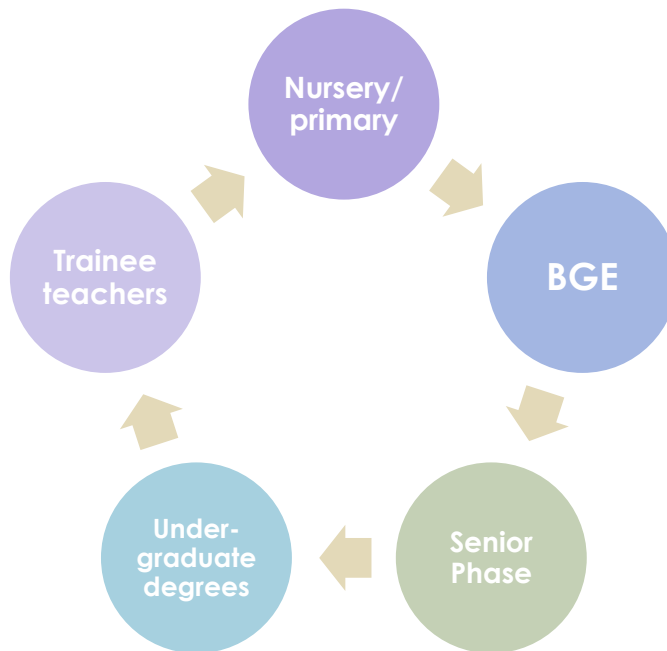
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# We're all in this together....



**Interdependencies make partnership working ESSENTIAL**

mauruuru

Kiitos

mahalo

Köszí

Merci

спасибо

Grazie

Thank  
you

Dank U

obrigado

Takk

Děkuju

謝謝

Gracias

danke

# Workshop One

- 1) Please take a couple of minutes to think of 3 strengths within your school/LA in terms of language provision. Do this individually.
- 2) Now share these strengths with your group and discuss how these might be used to address any challenges.

*Remember, this is a key opportunity to network and share ways of working and expertise*