Scottish Deans of Education (SCDE)

Language Group

Update for LANGS, Dundee

2nd June 2017

SCDE Languages Group:
teacher educators, academics & researchers

- University Aberdeen   [Do Coyle]
- University Dundee [Carrie McLennan]
- University Edinburgh [Fiona O'Hanlon, Mike Lynch, Yvonne Foley, Richard Easton]
- University Glasgow [Hazel Crichton, Fran]
- University of Highlands and Islands [tbc]
- University Stirling [Lorele Mackie]
- University Strathclyde [Joanna McPake, Alan Huang]
- University West of Scotland [Margaret Allan, Lindsay Dombrowski]

Ingeborg Birnie is the researcher and administrator

Local Authority Funded Initiative

Seven Local Authorities funded the SCDE Language Group Initiative led by Michael Wood, Dundee (November 2016- October 2017)

Two Goals

- National Teacher Education Framework for Languages (drawing in the National Inclusion Framework) with guidance for programme design, student and teacher professional learning and a CLPL Language Portfolio in line with GTCS

- LENS – a digital tool to provide theoretical principles and guidelines to support educators in their classroom and professional/reflective practices

UNESCO's four pillars for learning
Inclusive of all languages (including L1, heritage and signing) and all learners
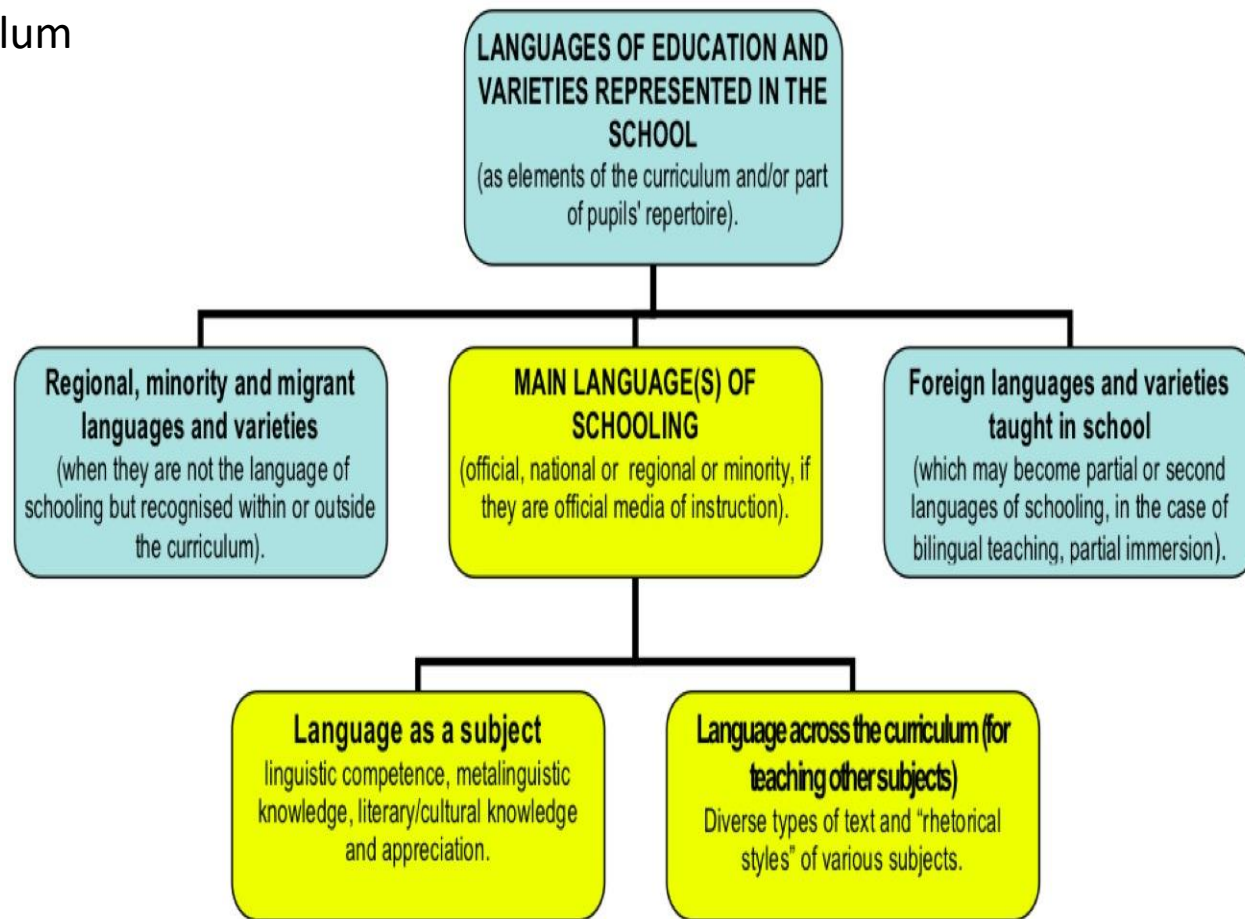
foreign

migrant

EAL

Monolingual English only

outsider

The Language of Schooling

In 21st century plurilingual societies, languages are not compartmentalized but rather they **overlap**, **intersect**, and **interconnect**. A fusion of languages, dialects, scripts, registers, and semiotic systems characterize how people communicate today. As political and economic alliances are shaped and technology advances, **literacy practices and literacy identities are variable and integrated**."

(Sridhair in Garcia et al. 2014)

A holistic re-conceptualisation of the Languages of Schooling with fundamental implications for the role of language in the school curriculum

LANGUAGES OF EDUCATION AND VARIETIES REPRESENTED IN THE SCHOOL
(as elements of the curriculum and/or part of pupils' repertoire).

Regional, minority and migrant languages and varieties
(when they are not the language of schooling but recognised within or outside the curriculum).

MAIN LANGUAGE(S) OF SCHOOLING
(official, national or regional or minority, if they are official media of instruction).

Foreign languages and varieties taught in school
(which may become partial or second languages of schooling, in the case of bilingual teaching, partial immersion).

Language as a subject
linguistic competence, metalinguistic knowledge, literary/cultural knowledge and appreciation.

Language across the curriculum (for teaching other subjects)
Diverse types of text and "rhetorical styles" of various subjects.

"Language teaching can no longer be seen as something done in a classroom separate from other subjects. For equity and quality in education for all, we need to infuse attention to language into our classrooms across the years and disciplinary areas of schooling"   (Schleppergrell 2015)

In CfE's transformative programme 3-18, IDL is one of 4 contexts for learning:

1. Curriculum Areas
2. School Ethos
3. Interdisciplinary Learning
4. Opportunities for personal achievement

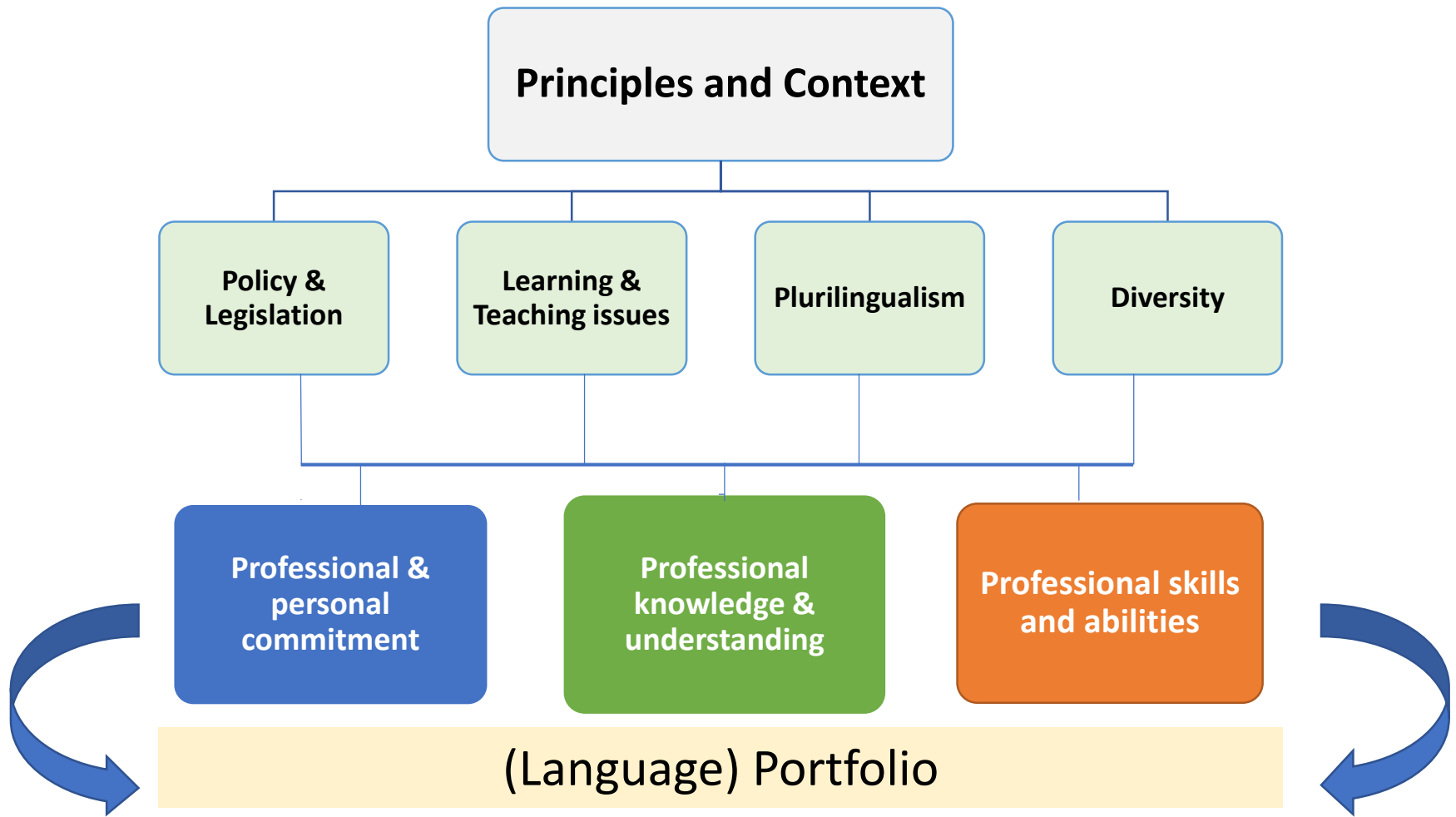IDL is not as well established as intended

(Education Scotland)
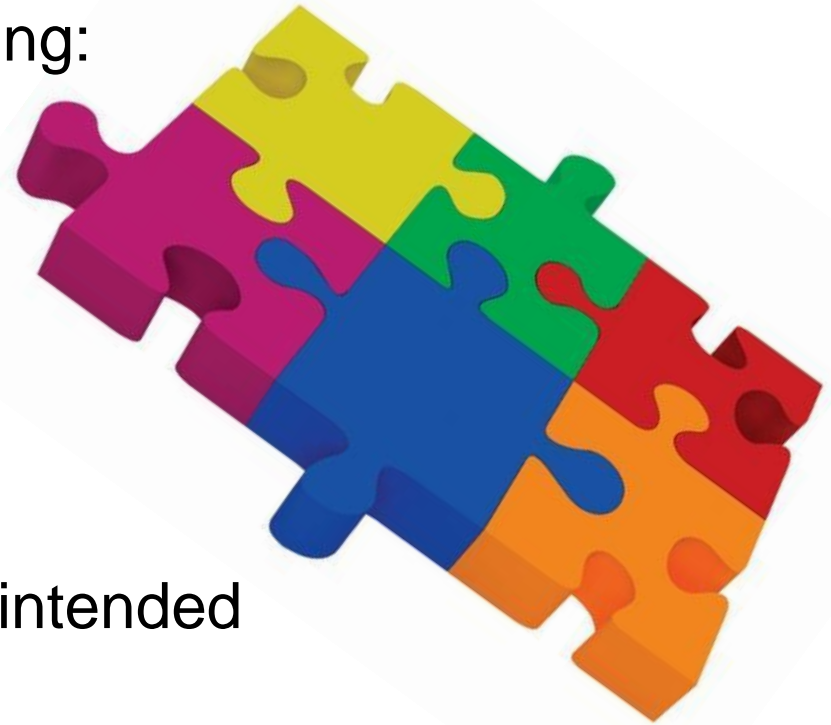
IDL

Key to IDL is the recognition that the more fundamental the idea or skill that has been learned, **the greater should be its breadth of applicability to problems and its transferability to other areas of learning.**
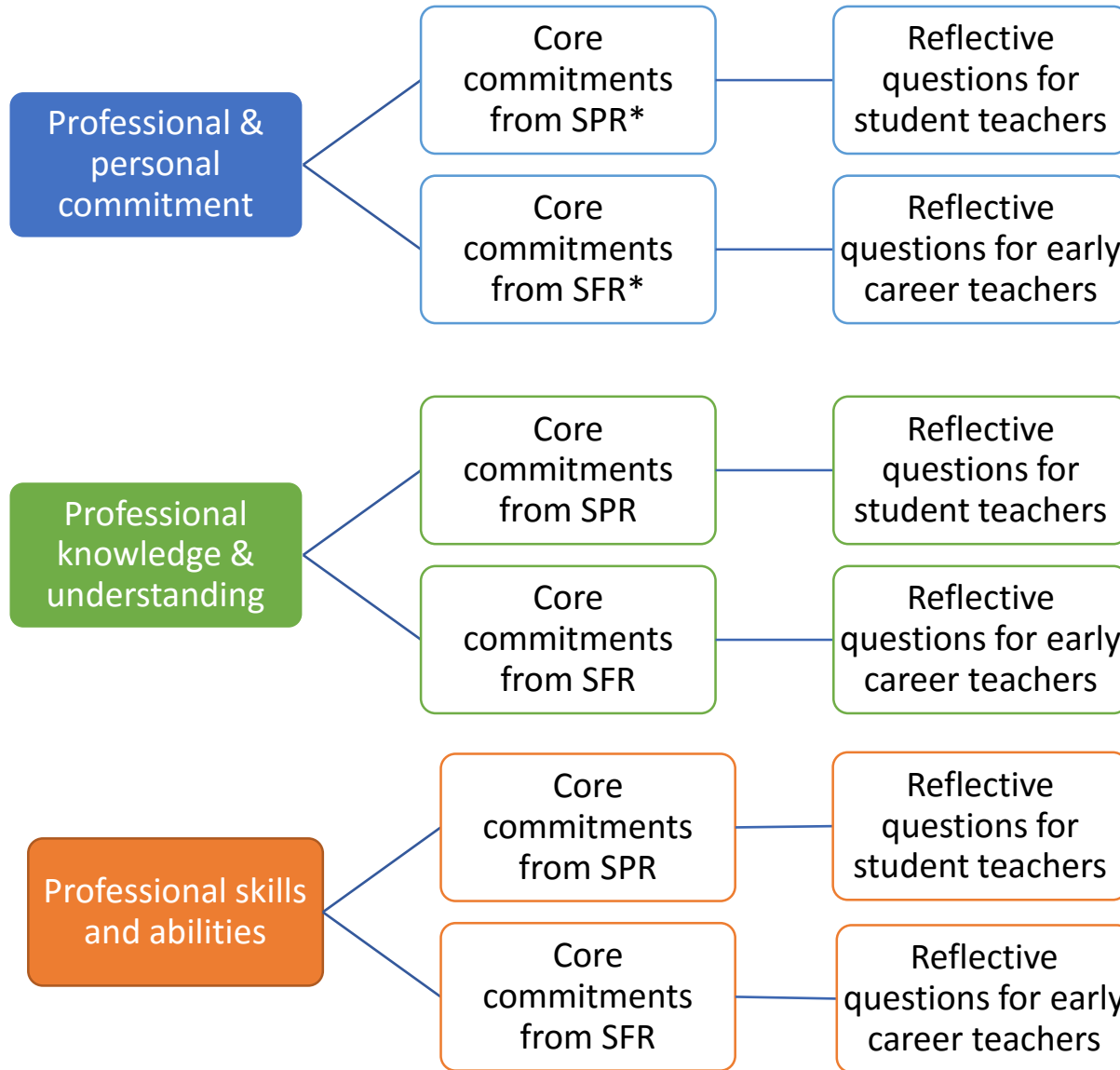
Linking Literacies and Languages

General Teaching Council of Scotland (2017)

embedded in the curriculum   international education   ethos
equality and fairness   values-based   understanding interdependence   improving attainment and achievement
outdoor learning   resilience   critical thinking   health and wellbeing
sustainable energy and water use   local to global   eradicating poverty and inequity
responsible use of our planet's resources   play   children's rights   skills for work
links between environment, society and economy   creativity   contact with nature
problem solving   school linking
fair trade   learning for sustainability   respect
peace and conflict   learning for a better world   identity and heritage
social justice   engaging with democracy   human rights   addressing discrimination and prejudice
sustainable buildings and grounds   discussing controversial issues
sustainable development education   learners as leaders   protecting biodiversity
developing political literacy   tackling climate change   growing food
culture   community partnerships   systems thinking   global citizenship   ethical issues
social and cultural diversity   cooperative, collaborative and active learning   waste reduction and recycling

but where is *language*?

National Framework for Languages (initial)Teacher Education

* SPR: standards for provisional registration   SFR: Standards for full registration

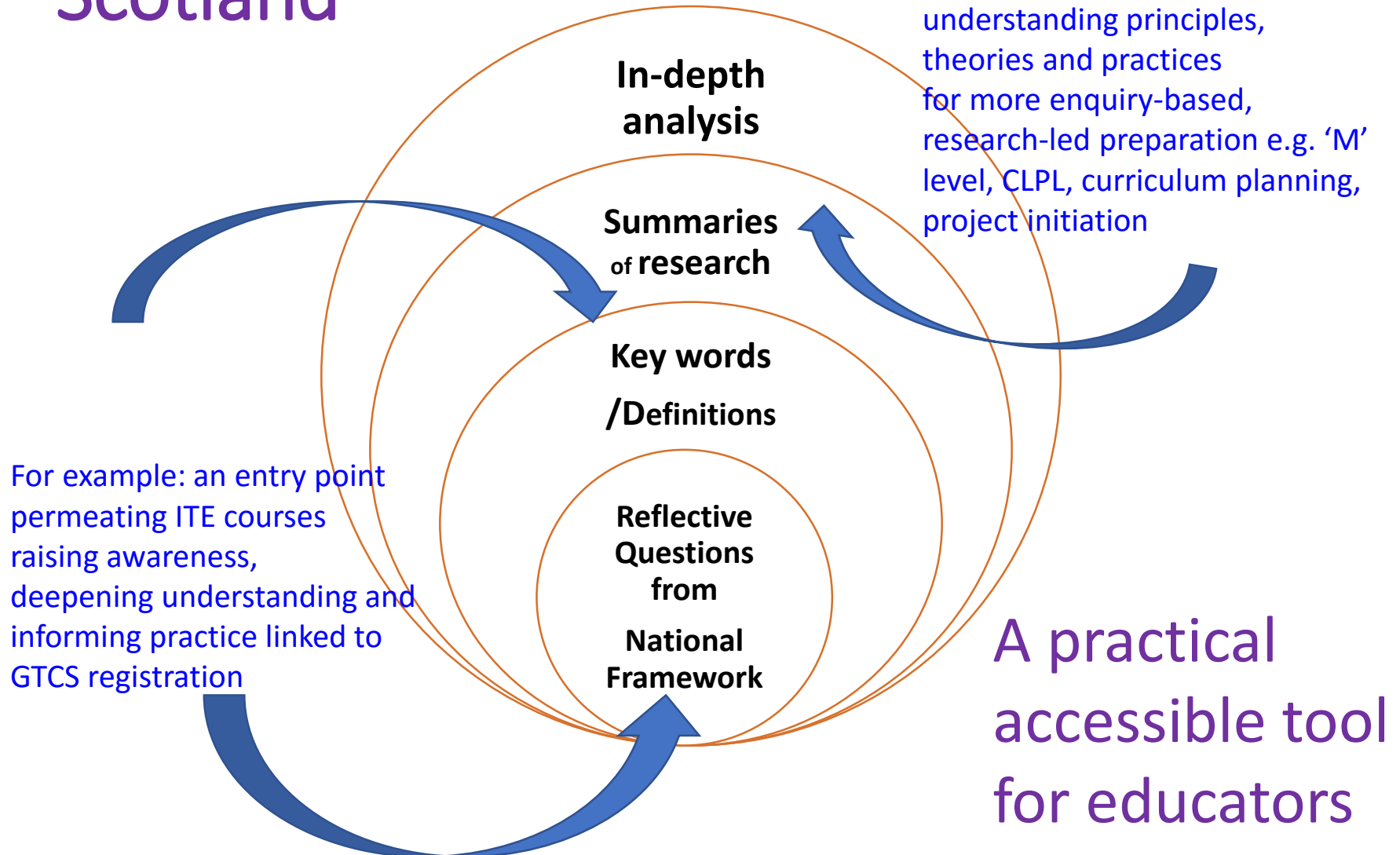# Language Portfolio (e.g. EPOSTL, Pepelino)

- Personal statement

- Language biography

- Reflection on and évidence for self-assessment of Professional Compétences
  - Being and doing with learners (e.g. talk to children, linguistic cultural diversity and curiosity)
  - Creating a favourable learning environment (ethos)
  - Supporting individual development
  - Co-operation

- My foreign languages (recording of self-assessment based on CEFR)

- Dossier – evidence

Language Portfolio

EPOSTL:
http://www.ecml.at/tabid/277/PublicationID/16/Default.aspx

http://www.ecml.at/Portals/1/mtp4/pepelino/pepelino-EN-web.pdf

LENS: Language Education Network Scotland

For example: an entry point for understanding principles, theories and practices for more enquiry-based, research-led preparation e.g. 'M' level, CLPL, curriculum planning, project initiation

In-depth analysis

Summaries of research

Key words /Definitions

Reflective Questions from National Framework

For example: an entry point permeating ITE courses raising awareness, deepening understanding and informing practice linked to GTCS registration
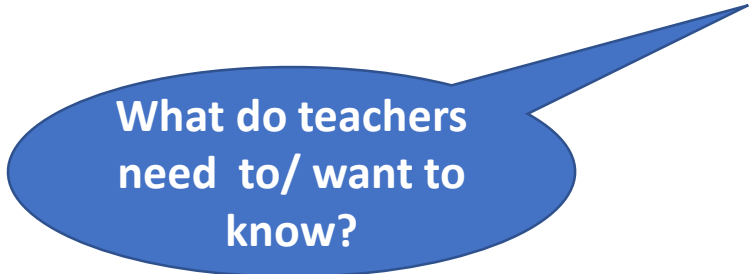
A practical accessible tool for educators

LENS: Language Education Network Scotland

- Nature of languages (e.g. linguistic, communicative, cognitive, social)

- Successful language learning (progression, outcomes, benchmarks, competences and resources)

- Pluriliteracies (L1, L2, L3, critical literacies, discourses an classroom language)

- Pedagogies (transformative, research, task design and sequencing, transdisciplinary)

- Teacher professionalism (knowledge, skills confidence, beliefs, attitudes and identities)

Guidance, debate, information and critical review using an interactive banking model

What do teachers need to/ want to know?

For further information:

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