

SCILT 1+2 Newsletter: December 2015

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Editorial

Welcome to the new and improved autumn/winter 2015 edition of SCILT's 1+2 newsletter.

Earlier this year we asked you how the 1+2 newsletter was being used and whether there was any room for us to improve its content and delivery. We're very grateful for the ideas and suggestions we received and hopefully everyone will approve of the changes we've made.

You told us that the 1+2 newsletter is widely found to be useful and that you like the electronic format. Readers also commented that they valued notifications of recent, relevant publications so we have endeavoured to continue to provide them. It was suggested that it would be helpful to include a calendar of forthcoming events and publications, so we are currently considering the best ways of developing this.

In light of the information you gave us about its usefulness, we have reconsidered the section on local authority news. You told us that you would like a forum to share good practice and ideas and with this in mind, we've invited contributions from various local authorities that aim to share some of the 1+2 development work they've been undertaking.

We very much hope that you'll see the 1+2 newsletter as a useful means of communication and source of information. If you have any further ideas that you think we could incorporate, then please let the SCILT team know.

Fhiona Fisher, Director

News from SCILT

Research supporting the implementation of the 1+2 approach

Are you aware that in addition to our termly newsletter we also publish peer-reviewed articles in our online journal, the Scottish Languages Review? There are a number of articles of direct relevance to the implementation of 1+2 in our last two issues:

[Issue 29 - Spring/Summer 2015](#)

In this edition we have a smorgasbord of articles for you. With the implementation of the 1+2 approach to languages in mind, Argyro Kanaki has completed a very useful and comprehensive literature review of relevant research related to language learning in the primary school. The next two articles take a step back in time from different perspectives: James Scott's look at Scotland's language statistics in secondary schools from 1996-2014 provides a springboard for an in-depth examination of unintended policy consequences on language provision. By contrast, the analysis by Lynne Jones and Hannah Doughty of interviews conducted with learners from primary through to tertiary education offer a qualitative glimpse backward into the experience of language education in Scotland over the last ten-fifteen years. Finally, the last two contributions provide a very relevant look at language policy issues in other Anglophone contexts. Diane Johnson gives a well-informed insight into the issues surrounding the teaching of European languages in New Zealand whilst Adrienne Horigan writes knowledgeably about the background to the new language policy in the state of Victoria, Australia, and the challenges of implementing the same.

[Issue 28 - Autumn/Winter 2014](#)

We have some stimulating reading for you in this edition! Margaret Kinsman starts us off with an interesting account about the introduction of British Sign Language at Dingwall Academy. With the 1+2 approach high on the political agenda, there are three insightful contributions from three different perspectives: Maryse Payen-Roy reflects on her efforts to provide language training to child development officers in her local authority, Petra McLay provides an account of the implementation process from a Curriculum Leader perspective, whilst Laurence Giraud-Johnstone evaluates the impact of a pilot project aimed at primary BEd students who were encouraged to sign up for an immersion course of French during their first year of study. We hope you enjoy the articles and feel encouraged to submit your own contribution to a future edition!

Hannah Doughty, SCILT

SCILT publishes case study on language learning at Corseford School

Author: Lynne Jones, SCILT

Recommendation nine in [Language learning in Scotland: A 1+2 Approach](#) states that, 'language learning be recognised as an entitlement for all young people through to the end of their broad general education, S1 to S3' (Scottish Government, 2012: 41).

A case study illustrating how staff, learners, parents and carers at Corseford School in Renfrewshire are using inclusive pedagogies and technologies such as alternative and augmentative communication systems to support the teaching and learning of Spanish has recently been [published on the SCILT website](#).

Corseford School supports children and young people with complex health, education, movement and communication needs, and is one of two schools in the country run by Capability Scotland. In June 2015, Corseford School was the proud recipient of the 'Making Languages Come Alive' category in the Scottish Education Awards.

With Spanish now embedded as L2, staff at Corseford hope to introduce Gaelic as an L3 in the course of this academic session.

SCILT publishes two new leaflets to promote language learning

Author: Sarah Macfarlane, SCILT

Two new leaflets from SCILT will be powerful tools for language teachers, Support for Learning colleagues and senior management, and they will equip you with the information you need to convince parents that language learning really is for all!

[Making languages count for my child](#) promotes the entitlement to language learning for all learners from P1 until the end of S3. It provides information on this entitlement as well as answering common questions about language learning and giving advice on how parents can support their children in learning languages.

[Developing literacy through language learning](#) demonstrates how learning additional languages can play an important role in helping children and young people develop their literacy skills in their mother tongue. The leaflet gives an insight into current practice in language learning in Scottish schools and provides parents with strategies to improve their child's literacy.

To order copies of these leaflets for your school visit the [Learners and Parents pages of our website](#). Further SCILT resources are available from this page. Although all our products are free of charge, we ask in return that you briefly explain how you intend to use them.

News from our partners

'Choose a Classic!' Latin or Classical Greek as an L3 opportunity

Author: Dr Arlene Holmes-Henderson, University of Oxford

The Iris Project is currently providing volunteers to teach Latin as an L3 in Glasgow, Edinburgh and Fife. These volunteers are undergraduate or postgraduate Classics students who commit to a weekly teaching slot during which they teach literacy through Latin language and Classical mythology. Classes are currently taught across P5-P7.

The University of Glasgow now provides accreditation for undergraduate students who volunteer in this way – their school placements form a module of their degree and they are encouraged to reflect on the impact of their professional practice in the Classics classroom.

What next?

Funding has recently been secured to launch phase two of the research project which will evaluate the effect of teaching and learning Classical languages on student outcomes and teachers' professional learning and will assess the impact and reach of the project. The data will continue to be analysed and the results will be disseminated through various channels during 2016-2018.

We intend to run additional teacher training workshops and would be delighted to provide these in Scotland in 2016. The workshops are free of charge for teachers and include initial training in Latin and Greek, alongside pedagogical advice and resource sharing. Follow-up funding is available from [Classics for All](#) and financial assistance for purchasing classroom resources is also available. More details can be found on the [Classics in Communities website](#).

Please contact [Dr Arlene Holmes-Henderson](#) (Classics education specialist) to register your interest, suggest a location for a workshop, or for more details.

An outline of the project can be downloaded below.

Education Scotland update

Author: Shona Hugh, Education Scotland

In 2015 Education Scotland produced further guidance on L3; Experiences and Outcomes at first level and senior phase case studies (linking the 1+2 approach to uptake in senior phase). We also added a review of another pilot school; published a revised version of modern languages Principles and Practice taking into account the 1+2 approach; and, just hot off the press, a revised format of 'Assessing Progress and Achievement in modern languages'. These can all be accessed from the [Education Scotland website](#).

Coming soon: Guidance on progression from first to second level; case studies of L3 in the primary and secondary context and in addition Education Scotland will host an annual conference for development officers in May.

As far as professional learning is concerned, Education Scotland has two further Glow TV events scheduled for 27 January and 16 March 2016. You can also [watch the Glow TV event from 18 November, '1+2 - an update'](#).

Information and resources will continue to be shared on the [Education Scotland professional learning page](#) on Glow including the slides from the Glow TV events. Other professional learning opportunities will be through engagements with local authorities, COALA and SALT as well as supporting SCILT with outreach events and the Train the Trainer course.

German language upskilling courses for primary teachers

Author: Lilo Börgmann, Goethe-Institut

In October 2015 specialist teachers of German attended a Train the Trainer seminar at the Goethe-Institut in preparation for their tutoring roles in a German language upskilling programme for primary teachers.

After the successful recruitment of trainers, the Goethe-Institut supported 1+2 development officers in establishing twilight programmes in their local authorities. These sessions are now up and running in Glasgow, East Dunbartonshire, West Dunbartonshire and Fife, providing training for about 40 primary teachers.

The course aims to equip the participants with an understanding of basic vocabulary, structures and grammar of the German language, models of good language teaching practice and a working knowledge of the Goethe-Institut's 'Deutsch mit Felix & Franz' teaching resources. Throughout the course teachers are gaining confidence, thereby enabling them to deliver German lessons in an age-appropriate, knowledgeable, varied and enthusiastic way.

A second Train the Trainer day is planned in spring 2016 with a view to rolling out the upskilling programme in more local authorities.

For further information please contact [Claudia Kusian](#).

School visits with ‘Felix und Franzi’, the Germany play rug and the German outdoors workshop

Author: Lilo Börgmann, Goethe-Institut

The free course materials ‘Deutsch mit Felix und Franzi’ are proving very popular with primary children and their teachers. The cute hand puppets have even made it onto children’s Christmas wish lists! As teachers are becoming more familiar with the materials, they are discovering the benefits of the detailed lesson plans, songs, videos, whiteboard applications and wide range of cultural information provided.

Visits to North Lanarkshire schools by a German specialist with the play rug, ‘Map of Germany’, were well received. The children took this fantastic opportunity to enhance their geographical and cultural knowledge of Europe and Germany. Unfortunately, one child’s belief that Neverland is one of Germany’s nine neighbouring countries had to be dispelled!

To book a visit to your school [contact Claudia Kusian](#).

The German Outdoors programme is continuing to enjoy great popularity. The workshop is travelling around primary schools in all weathers and the children return to their classrooms fresh-faced and with renewed motivation to learn the German language.

SIG business sub group

Author: Susan Langlands, Scottish Government and Fhiona Fisher, SCILT

The big messages of Language Learning in Scotland: A 1+2 approach are really about the kind of children and young people we are developing in our schools; the skills, attitudes and attributes we want them to possess and the kind of country and society in which we want them to grow up. 1+2 is much more than a set of milestones and expectations, just as language skills are much more than simply the ability to speak a language. For Scottish society to become truly inclusive and cohesive we need to develop culturally sensitive, tolerant citizens characterised by an openness to others, respect for our similarities and acceptance of our differences.

This school session 2015-16 marks the halfway stage in our journey towards full implementation of the 1+2 approach to language learning. While schools are busy planning and delivering real developments in what children experience in schools, the 1+2 Strategic Implementation Group (SIG) continues to meet to consider how best at a national level to create and maintain the conditions in which every child can learn two languages in addition to their mother tongue. This needs to become an expected, normal part of school education.

These important changes in education provision relate directly to what young people can expect and hope for in the world of employment, and how Scotland as a country wants to grow. To compete internationally, Scottish businesses need creative, flexible and adaptable employees with heightened literacy and communication skills. Employers thus have a strong interest in how these skills are developed in schools, specifically through the 1+2 policy.

Recognising this, a new sub group has been established within the SIG which brings together representatives from higher education, business, employers, Scottish Government, Developing the Young Workforce and SCILT. The group has two main aims. Firstly, it intends to develop increasingly strong links between HE, schools and employers with a specific focus on the skills children and young people develop by learning languages. Secondly, it seeks to help employers understand the benefits of having a workforce equipped with language skills and to cultivate a loud and clear employers' voice that acts as a powerful advocate for language learning.

All the members of the group are resolute in their determination to champion languages and the enhanced flexibility, adaptability and inter-personal skills they bring to the workforce. If a business truly wants to internationalise its ethos, then English is not enough. Any form of export, customers in other countries, providing services beyond Scotland or indeed employing people from elsewhere – all these things require the ability to communicate and forge relationships effectively.

For 1+2 to be a success, we have to keep our eyes on the bigger picture and build the expectation that these skills are needed; they are enriching, they open doors, they support opportunities. Language skills are at the heart of building not just a wealthier, but a fairer Scotland in which all languages and cultures are celebrated; a successful Scotland to which all its citizens can contribute fully.

Updates from LFEE Europe

Author: Richard Tallaron, LFEE Europe

LFEE Europe is supporting the implementation of 'Language learning in Scotland: A 1+2 approach' in Scottish schools through a range of professional learning opportunities for teachers.

PLL training news

LFEE Europe has been delivering Primary Language Learning (PLL) training courses to schools and local authorities around Scotland. We have been training primary teachers in French, Spanish and German to meet the requirements of the Scottish Government 1+2 approach to language learning.

Immersion courses 2016-2017

Our immersion courses are structured courses in France and Spain for primary and secondary teachers under the Erasmus+ (KA1) European programme, through which full funding is available for teachers. Our programmes provide a balanced combination of language, methodology and cultural activities, delivered in the target language. Our one-week immersion courses are GTCS accredited which means that they lead to professional recognition, and our three-week immersion course allows secondary teachers to meet GTCS new policy requirements for language residency. For further information, including course dates, please [visit LFEE Europe website](#).

Outcomes from current and past 1+2 professional learning opportunities

LFEE Europe is currently working with five local authorities in Scotland to provide PLL training courses for their primary teachers in line with the 1+2 approach. We have trained over 300 teachers since August. In addition, around 200 teachers participated in our immersion courses in 2015, with 20 secondary teachers meeting the GTCS requirements for residency after their three weeks on our Malaga training programme.

Publications and resources

LFEE Europe, in partnership with SCILT, Education Scotland and the Goethe-Institut, has produced animated videos and ebooks in French, German and Chinese. These ebooks aim to support language learning at all levels. You will find links to these ebooks from [LFEE Europe website](#).

- Les Aventures d'Angus: aimed at French language learners in nursery and lower primary school.
- The Happy Emperor and other stories: an animated book in Chinese accompanied by a number of supporting resources which can be used in the classroom.
- The German Language Adventure: aimed at German language learners from P7-S2.

For more information on all of our opportunities, please visit [LFEE Europe website](#) or [email us \(info@lfee.net\)](mailto:info@lfee.net).

Events calendar

A listing of events of interest to 1+2 language practitioners in Scotland. Our [Events calendar](#) has full details and further language-related events in Scotland and further afield.

LLAS 11th annual e-learning Symposium 2016

Venue: University of Southampton

[Visit website](#)

Event Date: 21/01/2016 - 22/01/2016

Call for Contributions - submission deadline Monday 12 October 2015

LLAS, Centre for Languages, Linguistics and Area Studies will hold its 11th annual elearning symposium on 21-22 January 2016. The aim of the symposium is to seek to bridge the gap between the 'techie' and the teacher, giving educators ideas to help them integrate elearning into their practice but also to inspire them to see where the online future could lead. The symposium is always well-attended by practitioners from a wide range of disciplines and institutions, and keynote speakers are live-streamed. The two-day symposium comprises a practical mix of workshops on authoring tools and elearning techniques and presentations to inspire the mind with exciting ideas about the possibilities that online learning offers. LLAS offer attendees a range of content from areas of more specific interest to our core community, to topics of wider interest to educators involved in elearning. We highlight best practice in using elearning and feature an exciting mixture of research and reflection from practice to inspire our community.

Language Show Live (Scotland)

Venue: SECC, Glasgow

[Visit website](#)

Event Date: 11/03/2016 - 12/03/2016

Language Show Live Scotland will take place at the SECC in Glasgow from 11-12 March 2016 and will bring together exhibitors, seminars, language classes, talks, demonstrations, cultural performances and networking opportunities in an incredible celebration of languages.

The show will also launch the Gaelic and Scots language festival which will focus on promoting the Gaelic and Scots language, culture and history.

More information can be found on the attached flyer and you can visit the website to sign up to be notified when registration opens!

1+2 Glow TV schedule from Education Scotland

Venue: online via Glow TV

Contact: Shona Hugh

Email: Shona.Hugh@educationscotland.gsi.gov.uk

[Visit website](#)

Event Date: 16/03/2016 09:00 - 17:00

Education Scotland has two further Glow TV events scheduled for 27 January and 16 March 2016. [Watch the Glow TV event from 18 November, '1+2 - an update'](#).

Local authority update

An overview of updates from local authorities at recent COALA meetings.

East Ayrshire (November 2015 meeting)

Author: Sonia Perez Coughlan

An overview of East Ayrshire's current work to implement the 1+2 approach.

All primary schools in East Ayrshire will be implementing French as L2, except for two schools which have chosen German

A primary language framework was designed last year to cover P1-P7 and the P1 planner has been implemented in all schools this year. A modelling session was available on request, and twilight sessions were delivered to introduce P1 language. This Primary Language Learning (PLL) course for French consists of 12 twilight sessions spread across the year. All centres have received resources to help them to deliver French in their schools.

In addition, PE and Circle Time CLPL has taken place to reinforce activities and games for embedded language. Probationer teachers are benefiting from CLPL courses to embed the French language confidently.

The Goethe-Institut is involved in Train the Trainer in one of our clusters, providing a German course for beginners.

All secondary schools in East Ayrshire will be implementing French as L2, except for Cumnock Academy where L2 will be German

1+1 approach to language learning in early years centres

A framework was designed specifically for early years with basic topics and resources, games and songs to be used in the daily routine with young children. Early years centres are focusing only on French. The language coordinators for early years attend a twilight every three weeks until the beginning of June in order to learn a new topic and to share with their colleagues back at their centres.

L3 in East Ayrshire primary schools

The current focus in our primary schools is L2 and therefore there is not yet an official start date to implement the second language in primary schools. Schools are currently introducing it at their own pace and depth.

Many schools have chosen Spanish as L3. Taster sessions are taking place in many schools from P4-P7 although a few schools requested the taster session from P1. In addition, we are running a Spanish pilot, International Education with New Farm Primary, embedding Spanish in the classroom and an introduction to International Education through British Council. Another pilot, Spanish for art (Picasso), is running in a P7 class to introduce Spanish as IDL for four weeks, and in January a further pilot in Spanish (IDL) will start in two schools through STEM.

Some primary teachers are attending a five week block every fortnight in Spanish for beginners. Intermediate Spanish will be delivered from March. Gaelic, Mandarin, German, Scots and BSL are the other languages in demand for L3.

L3 in East Ayrshire secondary schools

A selection of languages have been chosen for L3 across East Ayrshire in accordance with staffing, tradition or interest. Languages are Spanish, Gaelic, Mandarin, French and German, operating either as a language rotation programme for all the pupils, as an elective for one period per week for a 10 week block, as study blocks or as a taster course.

Many clusters across the authority are starting to meet and get together to design a transition plan in order to improve the language teaching across sectors but with a particular focus on transition between P7 and S1. There are many avenues we are exploring in order to make languages more accessible for both primary and secondary schools. Some of these are still in the planning stages and we would hope to be able to give you some positive information on our projects in the next SCILT update.

Glasgow City Council (August 2015 meeting)

Author: Gillian Campbell-Thow, Glasgow City Council

It's been a busy session so far in Glasgow for language learning and teaching. We are currently running Primary Language Learning French, Spanish, Italian, German and we start Urdu in the new year. We have also been doing training for early years teachers and child development officers. We have nine teachers currently taking part in the Gaelic Consortium training too! Staff development has been a big priority with recall days, cultural immersion and coaching for primary. Secondary staff are about to undertake the Modern Languages Attainment challenge where they will be in working groups looking at GIRFEC, methodology and new qualifications in more depth.

We have been taking a closer look at meeting the needs of all learners and currently have a development officer, Catherine Nolan, seconded to work with the team on Modern Languages in Autism Education. We are delivering training in the new year specifically for teachers who work in this field.

We have been delighted to welcome a new cohort of Modern Language Assistants (French, Spanish, Italian and German) who have been looked after by Maryse Payen-Roy. They have been participating in CLPL and many of them have now indicated that they want to look at different schools and provision in the city to further enhance their professional experience – bravo!

Our learners have been involved in immersion trips to China, the national Gaelic debate, careers events and at the end of November we have a group of senior pupils who will represent Glasgow at the Euroscola event in the European Parliament in Strasbourg. We also continue to work with Strathclyde's Language Ambassadors to continue our Parliamo Glasgow project, with the aim of widening access for learners to further and higher education.

We've been a wee bit busy – so keep up with us on Twitter [@glasgowlangs](https://twitter.com/glasgowlangs).

Further local authority updates

Thank you to the following local authorities for sharing how they are implementing the 1+2 approach.

Aberdeen City Council

Author: Marie-Claire Lyon, Aberdeen City Council

Aberdeen City Council Education and Children Services Directorate opted for a strategic approach to implementing the 1+2 approach. The choice of L2 was made at cluster level following a head teachers' meeting in associated schools groups. Most schools have chosen French with one cluster learning Chinese.

Session 2015-16

Schools

- All 48 primary schools have included the implementation of the 1+2 approach in their improvement plan, with particular emphasis on first steps to introducing L2 from P1-P3 and awareness-raising.
- MLPS provisions remain in place until PLL programme starts for P5-7.
- Each school nominated a 1+2 co-ordinator whose role is to oversee the implementation in their school. This includes liaising with SMT, negotiating time at whole staff meetings, staffroom notice boards, supporting colleagues in school, information at parents' evenings and linking with development officers.

Resources

This session, resources are aimed at P1-P3.

- Development officers produced a teachers' handbook including a summary of the 1+2 approach, generic PLL stage planners P1-P3 and a list of useful websites.
- Lesson plans for P1-P3 classes in French including sound files to be posted on our Glow website.
- French vocabulary and grammar booklets for teachers. These lesson plans and booklets will be adapted for Chinese, Gaelic, German and Spanish.
- Useful commercial resources.

Training

- Training programme for 1+2 co-ordinators – methodology and leadership (twilight, in-service days and Aberdeen Learning Festival in February 2016). Training led by development officers with SCILT support.

- Twilight language classes for primary teachers taught by secondary teachers. The first session aimed at complete beginners offering progression in future classes.
- Planning residential training courses in France for primary teachers (Erasmus funded).

Promoting Languages

- Languages Ambassadors to secondary schools and Language Linking Global Thinking introduced to primary schools in collaboration with colleagues from Aberdeen University language departments.
- Word Wizard semi-finals to take place at Aberdeen University in March 2016.
- SCILT Business Brunch in February 2016 in Aberdeen.
- Links and projects with partner schools in our twin cities of Clermont-Ferrand in France and Regensburg in Germany.
- Three German Educational Trainee (GET) students to primary and secondary schools.
- Liaising with languages organisations to develop initiatives, including Rencontres Théâtrales and Spanish immersion days.

Future plans for L2

Session 2016-17: securing P1-P3 and introduction of P4-P5 to some schools.

Session 2017-18: introducing P4-P5 to all schools.

Session 2018-19: securing P4-P5 and introducing P6-P7.

Session 2019-20: programme in place for P1-P7.

Introduction of L3

A development officer has been appointed with responsibility for Gaelic and Chinese.

- Plans to introduce Gaelic and Chinese as L3 in primary schools that opt in for this choice, starting session 2016-17.
- Selected number of clusters where German and Spanish are well established will continue with the same strong L3.
- Some schools may opt for other languages.
- One school has an established programme of Gaelic immersion education in place.

Edinburgh City Council French immersion weekend

Author: Sarah Spiller, Edinburgh City Council

In March, 45 primary school teachers from across Edinburgh took part in City of Edinburgh's first ever French immersion weekend hosted at the Institut Français d'Ecosse. This exciting partnership event run by City of Edinburgh 1+2 team, Institut Français d'Ecosse and Le Français en Ecosse included a number of language and culture workshops all delivered in French. As well as improving their own language skills, the event gave teachers practical ideas for delivering French back in their schools. The teachers showed great enthusiasm throughout the Friday afternoon and Saturday morning course and it was fantastic to see another example of Edinburgh primary school teachers' commitment to language learning and the implementation of the 1+2 approach. One teacher said in their evaluation, 'What a fantastic boost for my French teaching! Merci beaucoup!' After reviewing the feedback, a similar model has been used to help deliver French immersion days within other local authorities in Scotland. We hope to repeat this event in Edinburgh in the new year and extend it to other languages such as Spanish and German in the near future.

Edinburgh City Council Higher Spanish for teachers

Author: Bethan Owen, Sciennes Primary School

In an innovative take on CLPL, a group of City of Edinburgh teachers have this year embarked on a Higher Spanish course. The Higher Spanish class is made up of a mixture of primary and secondary teachers from Edinburgh schools, all keen to develop skills in Spanish to support our work with pupils. For many of us the drive has come from an interest in implementing 1+2 in our clusters and ensuring that our youngsters are able to blossom as successful language learners through engaging with creative, inspiring experiences throughout their school careers. Our tutor, Manuel Montenegro, motivates and enthuses all of us through his skilful use of active, cooperative learning and teaching strategies. Although challenging in the middle of a busy teaching week, our Wednesday evening lesson is a high-point in the week for us all!

Edinburgh City Council Volunteer Language Assistants

Author: Sarah Spiller, Edinburgh City Council

The City of Edinburgh 1+2 team has been working in partnership with Edinburgh University Student Association (EUSA) to help support language learning in our primary schools. Last year we recruited Volunteer Language Assistants (VLAs), students who were either native speakers or students of French and Spanish at degree level. The programme saw students volunteering in our primary schools for up to two hours a week to help support language learning and the implementation of the 1+2 approach. The enthusiasm and dedication of the VLAs has made the project a real success. Their differing experiences of language learning and culture have provided an extra dimension to language learning in our schools, bringing language learning to life.

Due to the success of the project, we are continuing to work with EUSA this year to further support our primary schools. The recruitment and training process for this year is now complete and students are due to start volunteering in primary schools within the next few weeks.

December 2015

We are very fortunate in Edinburgh to have such an enthusiastic student body who is passionate about encouraging language learning in its local community.

North Ayrshire

Author: Anne-Marie Moore, North Ayrshire Council

North Ayrshire 1+2 development officers send regular email newsletters to primary colleagues to support them in the implementation of the 1+2 approach. The October 2015 edition is attached and news includes information on CLPL opportunities, a 1+2 Glow page and some success stories from within the authority.

Pan Tayside

Author: Virginie Bradbury, Dundee City Council and Pan Tayside consortium

The Pan Tayside approach involves three authorities: Dundee City Council, Angus Council and Perth and Kinross Council, working together to implement languages in the primary schools. All staff tutors as well as a strategy group meet regularly and share the same vision in order to support local schools. In Dundee City Council, for example, teaching staff are offered a 10 week course in French for beginners delivered by myself as I am a native French speaker.

There will also be further opportunities for staff to receive training on the PowerLanguage Platform from Richard Tallaron and his team (LFEE Europe). As one of our clusters is piloting L3, we will organise twilights for Spanish and German in the near future. In September, we organised a Pan Tayside 1+2 conference where professionals were able to share good practice and concerns with a panel of languages representatives and Education Scotland. Staff were also able to extend their professional network through discussion and activities with a focus on developing Scotland's workforce.

In Dundee, all schools have engaged with the 1+2 approach, delivering French from P1. The majority of schools have adopted a whole school approach with teachers supporting each other and pupils becoming confident individuals by delivering French assemblies, successful learners by sharing and responding to what they have learned and responsible citizens by studying other cultures.

Working with Clare Carroll from SCILT, we will offer a two-session workshop on 'Tackling transition' in March and June 2016.

Dundee's literacy education support officer, Gail Stirling, and I have decided to create a French phonics programme following the same scheme used in our local schools. This will help staff and pupils alike with their French pronunciation and spelling.

Contact us

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