



The National Languages Strategic Implementation Group (SIG) held an ADES/Education Scotland led event on planning for implementation of language learning 1+2 model on Friday 13th March, James Young High School, Livingston, by kind permission of West Lothian Council

The aims of the day were:

- To provide advice on planning for implementation at strategic/ operational levels.
- To provide examples of a range of approaches from around the country.
- To encourage discussion, the sharing of thinking and emerging practice about the implications of implementation for Local Authorities
- To encourage national momentum
- To share key messages including challenges, regarding ongoing implementation

Jane Renton, the Assistant Director of Education Scotland gave us an overview of the policy which she explained was about ambition (and challenge). The aim is to have increased competence and confidence in language skills in Scotland. Good practice consisted of having:

- clear timelines,
- well planned teacher training
- decisions on the L2 and L3 made at cluster level,
- a strong central approach
- a focus on secondary as well as on the primary sector.

Presentations were heard from West Lothian and South Lanarkshire Councils about how they were Planning for Implementation and what their plans consisted of. Before the roundtable discussion about implementation planning at strategic and operational levels, Carrick Academy and Graeme High School explained their approaches to cluster working.

During a roundtable discussion the following points were noted:

Positives

- Phased approach to implementation in clusters: champions and leaders are very important
- Enthusiasm for the initiative is infectious.
- **Enabler:** The cluster should have control over the timing of their involvement. (And ensuring that 1+2 features in the Cluster improvement plans).
- Different models of training delivery such as twilights, whole day, train the trainer and partner delivery (although some union resistance to twilights)
- **Enabler:** Very effective development officers enthusing staff and delivering training with different approaches to secondments (full time, part time etc).
- **Enabler:** Inter-authority working
- Confucius hubs are working well
- L2 now identified in all Local Authorities

- Funding: All present welcomed the commitment to fund languages again in 2015-16 and requested that funding should be able to be carried forward to future years (Editor footnote: it is possible to carry forward).
- **Enabler:** Use of GTCS accreditation of training will help (consistency, standards and recognition of training across Local Authority).
- **Enabler:** focus on how to teach using materials rather than just teaching the language. By using training you can begin to address and overcome the fear factor. By making longer term training into shorter chunks with progression.
- **Enabler as yet untapped:** Good business partners
- **Enabler:** linking the 1+2 strategy with other key education themes such as STEM, raising attainment for all and developing the young workforce.
- Rational for language skills being relevant for ALL as it is a communication skill:
 1. Key part of creating a more successful Scotland with opportunities for all to flourish through increasing sustainable growth.
 2. Opens doors and opportunities for young people (key employability skills) – vital in the context of raising attainment and opportunity for all.
 3. Raises aspirations, outward mobility and awareness of a wider world.
 4. Equips people with complex skills and competencies – not least how to live and work with people from different backgrounds.
 5. Supports cognitive development – proven to help general attainment.
- To have a communications strategy in place will enable each Local Authority to use their corporate communication and their local press to provide information about what this policy means in practice. In this way they will understand what is expected. Roadshows, monthly newsletters, pilot projects. And ensure consultation.

Challenges include:

1. Ensuring ownership
2. It is still seen as a primary initiative and it is not, it is a 5-18 policy:
Broad General Education review should include assessment of capacity for 1+2
Not all schools are currently delivering a language even in BGE (in one local authority).
L3 presents a challenge in primaries, in rural schools with composite classes.
3. Funding:
As it is not ring fenced while most Local Authorities pass funding on to 1+2 projects, some are threatening to vire this from 1+2.
Lack of long term information about funding makes planning difficult.
Local financial pressures
4. Staffing:
 - Workforce planning



- finding good staff to deliver training.
- There are issues with secondments with some Local Authorities stopping this.
- Lack of teachers in some Local Authorities and supply teachers are in short supply in most.
- Some Senior Management Teams are reluctant to allow all staff to deliver 1+2 for example some teachers are seen as best for certain stages and more skilled than others.
- Not all Local Authorities are able to have modern language assistants.

5. Training: Career Long Professional Learning (CLPL):

Consistency of training, approach across the country as each Local Authority has a different context. The sheer volume of teachers requiring training

6. GTCS: Inflexibility of training residency requirement (Editor's note post meeting: changes to this are in discussion at the moment) and new primary teachers need to have modern language skill therefore there should be a requirement for a Modern Language qualification on entry to training

There is no compulsory language training as part of ITE

7. Resources

Would welcome exemplars of curriculum models

Need to develop resources in some Local Authorities

The resources are in many different places with so many contributors and national bodies.

Sharing of resources via the 1+2 glow group and facebook group MFL.