

ADES 1+2 Languages Strategic Improvement Planning Event

28 March 2014

**Welcome! Fàilte! Bonjour!
Willkommen! Nǐ hǎo!**

Aims of the day:

To offer opportunities to share thinking and emerging practice across local authorities and national agencies.

To provide advice on implementation issues at strategic and operational levels.

To consider how audit and self-evaluation findings can inform local authority Strategic Improvement Planning for 1+2.

10:00	Introduction: Co-Chair of SIG, Michael Wood, Director of Education, Dundee City Council.
10:10	Education Scotland, Strategic Director (Graeme Logan)
10:20	Presentation by Edinburgh City Council (Karen Prophet)
10:40	Presentation by Perth and Kinross Council (Sheena Devlin)
11:00	Short Coffee break
11:20	Round table workshop exercise: developing your plans (Bruce Robertson for SG and ADES and Fiona Pate, Subject Specialist HMI for Modern Languages)
12:30	Summing up and next steps (Michael Wood)
12:45	Light lunch

Michael Wood
Co-chair of SIG
Director of Education, Dundee City Council

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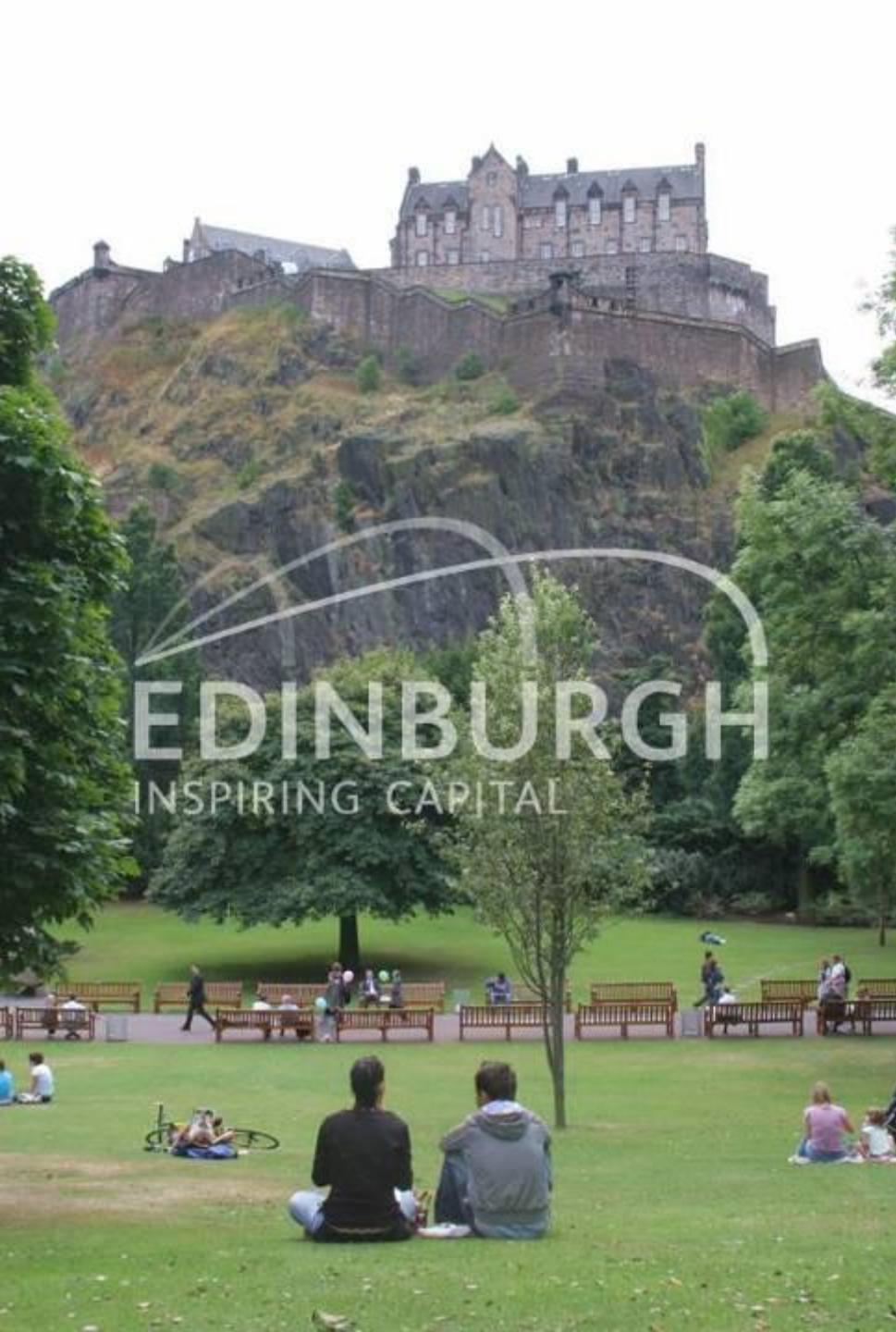
Graeme Logan

Strategic Director, Education Scotland

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Karen Prophet

Edinburgh City Council



The implementation of 1+ 2 Languages

Karen Prophet
Senior Education Manager

Ann Robertson
Education Support Officer (Languages)

28 March 2014

Policy development in context

- The City of Edinburgh has a strong commitment to the development of foreign languages
- Continuation of funding for Foreign Languages Assistants 19 in total - 4 primary, 15 secondary
- Close working with Consulates – partnerships with Italian consultations 2 teachers jointly funded. 5 German Educational trainees.
- Schools encouraged to access Erasmus Plus – Professional Development and the development of partnerships including access to specialists

Policy development in context

- Gaelic development – Gaelic primary school and secondary GME provision
- Confucius Hub - Leith Academy – Mandarin delivered in 10 Secondary schools – 1LA teacher, Chinese language assistants 2 (out of 19 FLAs) and Hanban funded teacher through the Hub
- Extensive community languages provision delivered out with the school day for EAL pupils
- Update in SQA languages qualifications higher than national average

- Appointment of a DO in 2010 for 2 years – then moved to a permanent Education Support Officer in Languages from August 2012.
- Priority in Service Improvement Plan
 - *Develop policies, programmes and resources that the development of ML skills and competency in children and young people in schools*
 - *Deliver programmes of CPD to staff to support this and deliver high quality learning and teaching in ML.*
 - *Improve outcomes, including SQA attainment, in ML for children and young people.*

Curriculum for Excellence

- Primary Cluster Curriculum Planning – over a 3 year period, 2011/12 – 2013/14, all curriculum areas developed – curriculum, assessment, moderation and reporting.
- By session 2013/14, 19 out of 23 Clusters had already undertaken Modern Languages as a focus area for development
- In session 2013/14, the remaining 3 Clusters are the 1+ 2 pilots.
- All schools are delivering ML in P6 and P7.
- Many schools are delivering ML earlier.
- In 2012, piloted early language development working with University students as volunteers in P1 and P2.

Curriculum for Excellence

Cluster models refreshed

ML lead teacher groups
re-established

Clusters with ML priority
From 2011

Professional Dev

Redeveloped courses in
line with CfE

Delivering in 6 languages
and bi-level

Offered regionally

**Local
context**

ML ESO appointed

Local, regional and national
networks established

National and local
overview

2 X 1+2 DOs appointed

Pilot model

Plan developed on 3 yrs
of funding

Whole cluster
approach

Engagement with HTs

Teaching Scotland's Future

- Extensive MLPS courses delivered by teachers for teachers, in French, German, Spanish, Italian, Mandarin and Gaelic
- Secondary specialist staff work closely with the Primary Cluster to support developments
- Revised ITE courses (Edinburgh University Partnership) now have Masters courses with specialism of German.
- Currently seeking accreditation for teachers undertaking additional Professional Development in languages.

Developing our strategy

- Convened a 1+2 strategy group
- Developed a 1+2 CEC strategy
- Developed a model of CPD delivery to ensure that language learning is embedded within the life of the classroom and the school
- Developed a thematic primary ML curricular model encompassing embedded language, skills development and topic based vocabulary
- Planned and launched a pilot CPD and learning and teaching programme in city schools/cluster
- Drawn on the support of a wide range of partners (e.g. FE and HE institutions, British Council, Education Scotland, French Institute, Goethe Institute, Consajeria de Educacion, Ufficio Scolastico de Italia, CISS, SCILT)

- ✓ Supportive
- ✓ Embedded
- ✓ Practical
- ✓ Accessible
- ✓ Engaging
- ✓ Flexible
- ✓ Progressive

City of Edinburgh Modern Languages

Home 1 plus 2 French 1 plus 2 German 1 plus 2 Spanish 1 plus 2 Italian

French MLPS Spanish MLPS German MLPS National 4 and 5

Mandarin Resources Erasmus Plus Contact Us

Fàilte **Bienvenue** **Willkommen** **Bienvenido** **Benvenuto** **Huan Ying** **Khush Aamdeed**



Our Vision

Language learning is life enhancing. It opens the doors to possibilities and experiences which are not available to those who are restricted to the knowledge of one language. Curriculum for Excellence aims to equip our young people for life and to prepare them for a future Scotland that is open to the world. Within the framework of Curriculum for Excellence there is recognition of the importance of language learning as a communicative skill which will enable our young people to participate fully in a global society and economy.

Resource development in:

French
German

**Consistent
format**

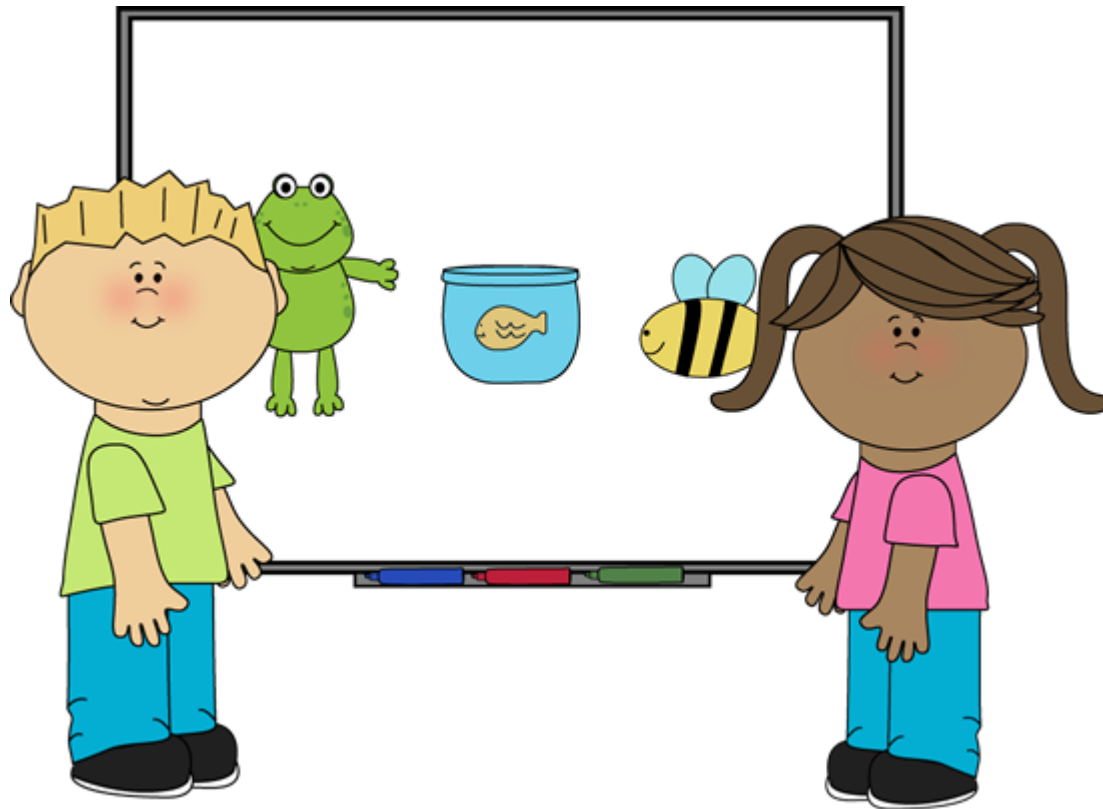
**Training staff
in using the
resources and
not in the
language.**

Supportive

Interauthority Working

- Borders
- East Lothian
- Mid-Lothian
- West Lothian
- City of Edinburgh
- Fife
- Falkirk

Classroom Talk!



Early Level Significant Aspects of Learning

- Use language in a range of contexts and across learning
- Develop confidence and enthusiasm to communicate using the language being learnt
- Begin to develop an awareness of other countries, cultures and languages
- Listen and join in with simple songs, stories and rhymes
- Explore and recognise patterns and sounds of language through listening, watching and playing
- Understand, respond to and say simple greetings and personal information (e.g. name)
- Repeat and understand simple familiar language from a familiar source
- Actively take part in simple daily routine language
- Participate in familiar games including outdoor learning
- Begin to explore resources to support my learning e.g. picture dictionaries



Classroom Talk!

Ecoutez
Regardez
S'il vous plaît

Listen
Look
Please (for use when pupil is talking to the teacher, or the teacher is talking to the whole class)

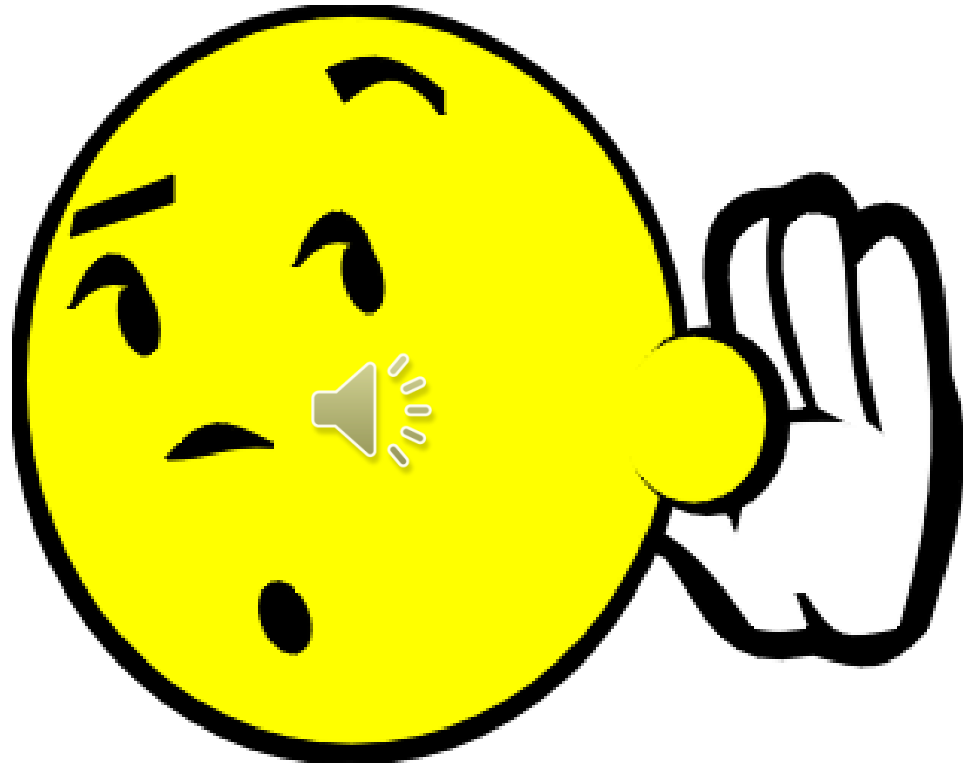
Mettez-vous en ligne

Line up

Oui
Non
Merci
Non merci

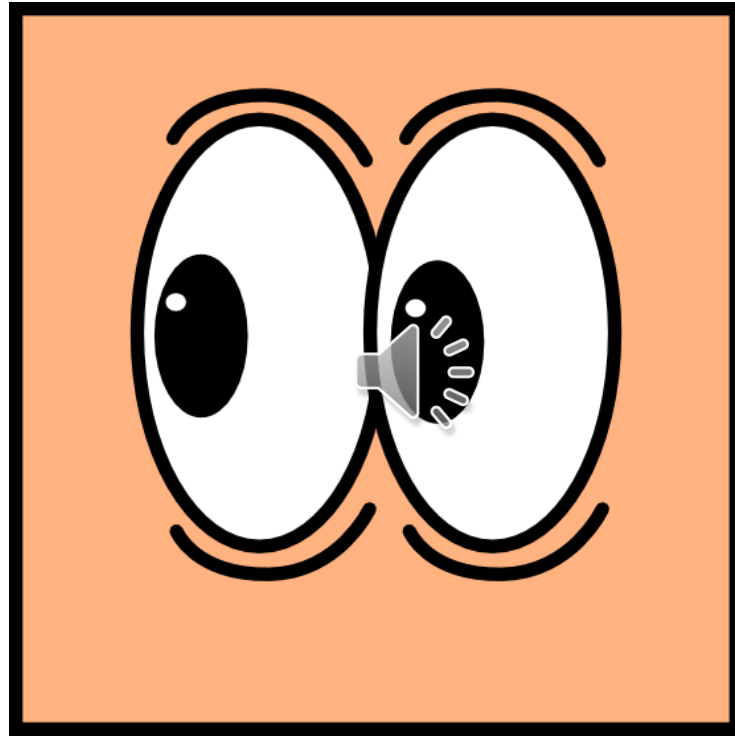
Yes
No
Thank you
No thank you

Ecoutez



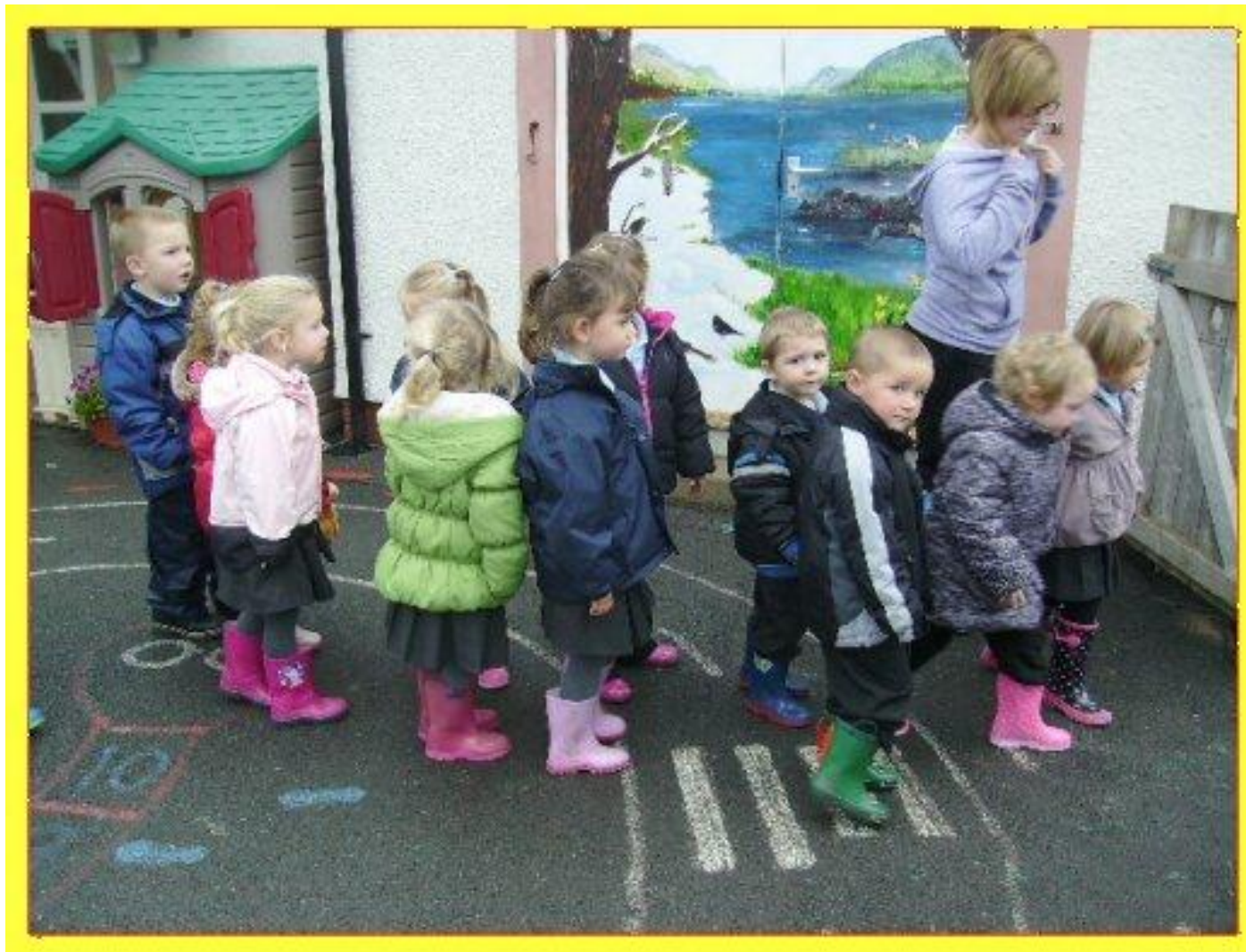
s'il vous plaît!

Regardez



s'il vous plaît!

Mettez-vous en ligne!





Using *s'il vous plaît*, *merci*, *oui* and *non* as part of everyday classroom language.

You could do the register with *oui* and *non* on some days.

The language for the teacher e.g. *line up*, *listen* and *look* are designed to be embedded in everyday classroom practice.

For this topic, this would be the focus as opposed to the language being taught as such.

There are example activities however to help teachers reinforce the language being used.

Mot de la semaine
Mot du mois

1. **Mot de la semaine** means word of the week. **Mot du mois** means word of the month.
2. As a way of building up classroom vocabulary gently, you could have a word of the week/month which everyone will use in class (or out of class too if they like!)
3. Once you move onto your next word, keep the previous words going! This way the pupils will build up their language gradually!



Sample activities

You will find a bank of sample activities which you can use to practise the vocabulary in the classroom.

This is not a prescriptive list of activities and you can use or adapt them to suit the needs of your class.

You will find a set of more challenging activities in Level 1 Classroom Talk.

S'il vous plaît ou non merci?

Pupils look at the following slides and decide if they would like it or not by saying either S'il vous plaît or non merci!

You could make this more active by having 2 sides of the room with each designated as the S'il vous plaît side and the other as the Non merci! side. Ask pupils to then choose a side which matches their opinion and say their opinion (S'il vous plaît or non merci) as a group.

S'il vous plaît ou non merci?

Regardez 

les photos



et &

décidez si



ou



Non
merci!

S'il vous plaît!

S'il vous plaît ou non merci?



S'il vous plaît ou non merci?

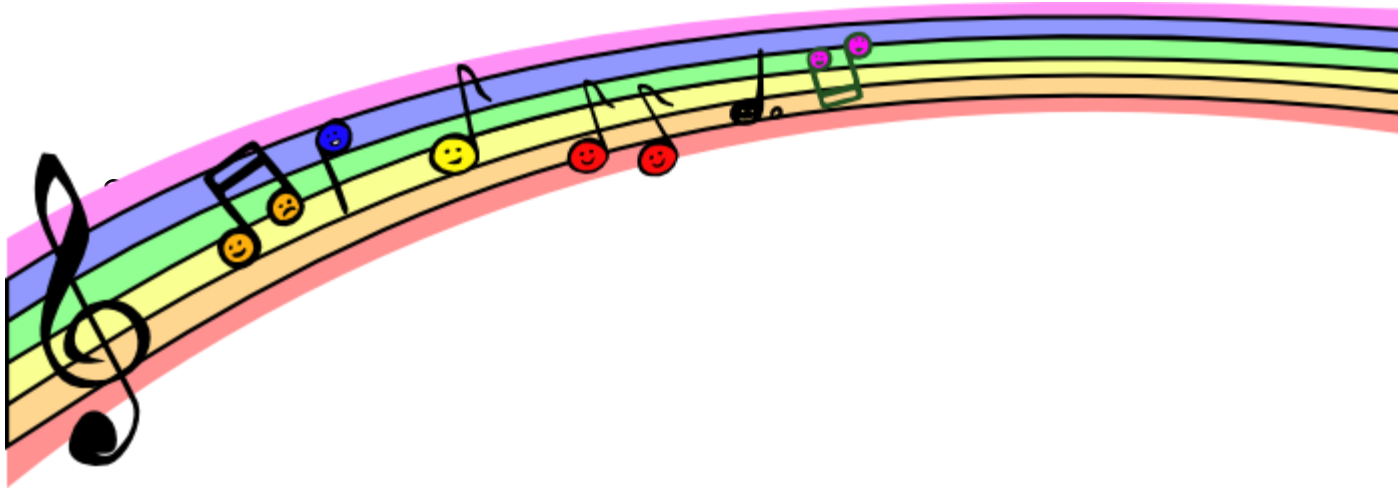


S'il vous plaît ou non merci?



S'il vous plaît ou non merci?





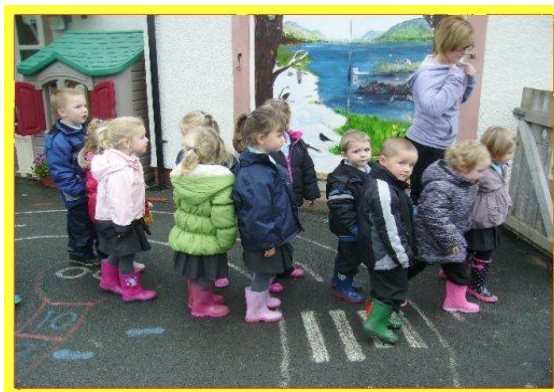
You will find a bank of sample songs and videos which you can use to practise the vocabulary in the classroom.

This is not a prescriptive list of songs and you can use or adapt them to suit the needs of your class.

Mettez-vous en ligne

(to the tune of farmers in his den)

Mettez-vous en ligne!
Mettez-vous en ligne!
Tous les enfants de la classe,
Mettez-vous en ligne!





You will find a bank of sample ICT activities which you can use to practise the vocabulary in the classroom.

This is not a prescriptive list of activities and you can use or adapt them to suit the needs of your class.

Each of the slides contains an image of the website page. If you click on the image it will take you to the page. Alternatively you can use a link address which you will find in the slide notes.

Quel temps fait-il? / What's the weather like?



Download the ["fiche d'activites about the weather"](#) in French.

Download the ["powerpoint presentation of the expressions about the weather"](#) (with sound in French).

Download the [pattern for "Mme Grenouille and the weather"](#).

BBC languages weather games, videos and songs.

The screenshot displays the BBC Languages website interface. At the top, a navigation bar contains the following items: Primary Languages, French Topics, Our World, and Videos. Below this, a large video player shows a person in winter gear carrying a child on a snowy slope. To the right of the video player is a 'Games' section with a 'Animals' game thumbnail. Below the video player is a vertical menu with buttons for Vocabulary, Videos, Photos, and Songs. At the bottom, a row of four thumbnails is shown: 'The Lingo Show - Weather', 'Not Again Farley - Weather', 'Roller-Weather', and 'Roller-Weather - subtitles'. A large 'All Topics' button is located at the bottom right.

Primary Languages > French Topics > Our World > Videos

Games

Animals

Vocabulary

Videos

Photos

Songs

All Topics

The Lingo Show - Weather

Not Again Farley - Weather

Roller-Weather

Roller-Weather - subtitles



Les Couleurs



Languages
Online

01-10-2013

- Home
- Français
- Deutsch
- Español
- Italiano
- Latin
- Games
- Listen
- TaskMagic
- Accents
- Links

1. Les Couleurs 1
2. Les Couleurs 2
3. Les Couleurs 3
4. Les Couleurs 4
5. Les Couleurs 5
6. Les Couleurs 6
7. Les Couleurs 7
8. Les Couleurs 8

This unit is designed and written by Andrew Balaam. You can e-mail me here



French -> Primary -> Les Couleurs

Au revoir!



Party Games!



Le Hokey Pokey!



Met le pied droit devant



Level 1

Les dinosaures!



Modern Languages

I gain a deeper understanding of my first language and appreciate the richness and interconnected nature of languages

English and literacy

I can use my knowledge of sight vocabulary, phonics, context clues, punctuation and grammar to read with understanding and expression.

ENG 1-12a

Prior learning:

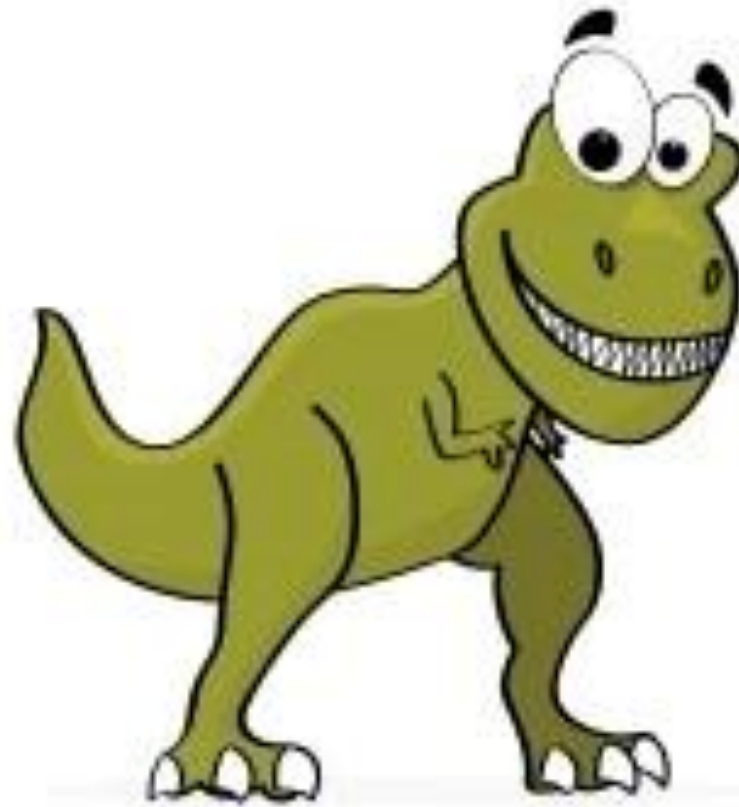
1. Where I live
2. Simple descriptions
3. Colours
4. Pets
5. Food and drink

Activity

Read and listen to the information about the different dinosaurs and then do the quiz in groups or as a whole class.



8. Le chien est déguisé en quel dinosaure?



Oui, super!
C'est Tyrannosaure!

Ouaf!



9. Le chien est déguisé en quel dinosaure?



Oui, fantastique!
C'est Stégosaure!

Quiz:
Je suis un
dinosauré.
Je ne suis
pas un
chien!



**10. Le chien est déguisé en
quel dinosauré?**

Resource development in:

French
German

**Consistent
format**

**Training staff
in using the
resources and
not in the
language.**

Supportive

I am very excited to start using Spanish in the classroom. I have a P2 class and I am planning to use the resources straight away.

Although I am not too good with French, I feel I have the resources necessary to get started and to motivate my learners.

I feel more confident in French, with no experience, I now feel more comfortable taking it into my classroom and can't wait to get started.

As someone who doesn't speak French, I think that the powerpoints and websites will greatly support me.

Foreign Language Assistants and GETs

- Assigned to all 1+2 pilot schools for initial year
- Provide additional rigour in the language
- British Council FLAs Projects initiatives
- 2014/2015 new 1+2 clusters assigned FLAs/GETs
- Previous years assigned Erasmus & volunteer assistants

- Clusters to prioritise ML for one of next 3 years
- Encouraged to 2014 – 2016 and advised that less support available in 2016 – 2017
- Language choices to be decided jointly by clusters heads and ML leads
- Clusters grouped and trained according to language
- $\frac{1}{2}$ Inservice + 1 CAT

Training models

- All staff will be trained in using resource over 3 year roll out
- Changing expectations
- New staff can then attend training sessions for other clusters
- Empower staff
- Portfolio of language learning for all staff
- Changing mindsets
- New suite of staff language development courses.

Level 1	Level 2	Higher
1.A	2.A	
1.B	2.B	
1.C	2.C	
1.D	2.D	
1.E	2.E	
1.F	2.F	
National 4	National 5	Higher

Consistently throughout the day practitioners commented on how well-prepared they feel to “get started”. This is testament to the time and thinking which has gone in to the resource development by the group and to the format of today’s training. As HT, I am delighted by the positive response from staff. This initiative will not place undue additional workload on staff which is a huge relief.

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Sheena Devlin

Head of Education: Early years and primary, Perth and Kinross

ADES Strategic Improvement Planning: “1 + 2”

Tayside Strategic 1+2 Group

28 March 2014

The sums add up.....

$$1 + 2 = 3$$



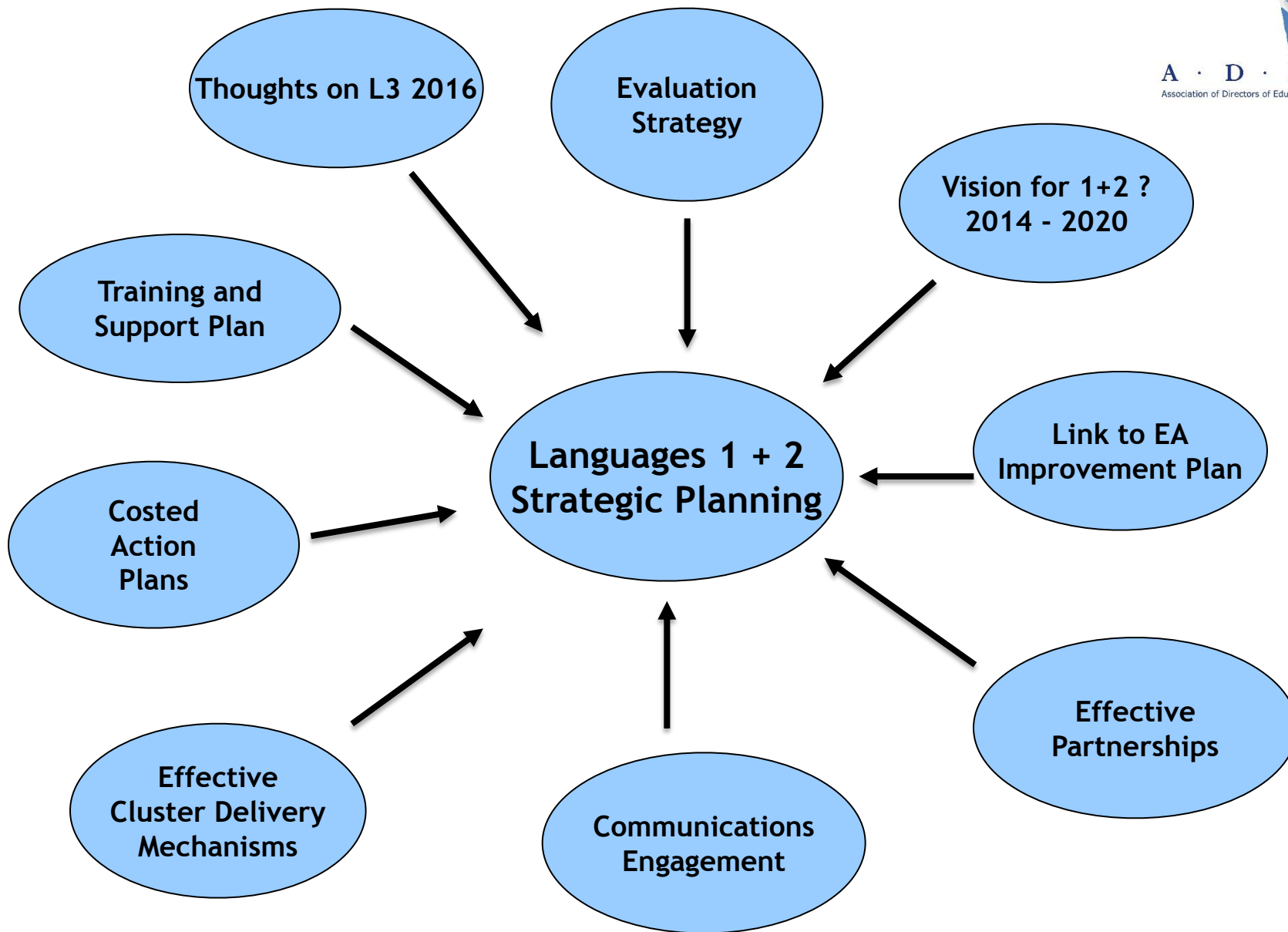
Tayside Strategic 1 + 2 Group

- Pooling resources: human & financial
- Strategy Group: H of S, QIO & partners
- Core development team: ESO & Staff Tutors
- Dundee University: evaluation
- Strategy & comms plan being developed
- Still more questions than decisions at this stage.....

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Bruce Robertson & Fiona Pate

ADES/SG Liaison **Subject Specialist HMI**



Where is your local authority in your 1+2 planning?

To what extent have presentations thrown up issues and challenges?

What further support and direction are needed from SG and other national bodies?

Are there any 'wicked issues' that are obvious to you?

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What next?

Thank you for participating

If you have any comments, or wish further 1+2 events to be organised, please contact Toria Fraser

toria.fraser@scotland.gsi.gov.uk