

KEY THEMES FROM LANGUAGES CONFERENCE

Leadership

Delivery of 1+2 model needs support not just from ADES and schools but from local political leaderships

Role of Head Teacher crucial – having a HT who is enthusiastic about languages is vital

Resources

Call for any additional funding to be 'ring-fenced'

Need for briefing materials for head teachers

Need for more teachers to have dual-qualifications in languages

Need to ensure sufficient range of language resources available

Need for template to assist local authorities – should avoid 32 different models, while allowing for local flexibility

Curricular framework required to accommodate move to language learning from P1 as current Es and Os start from Level 2

Need to take account of deprivation and affluence when considering resources available in local communities

Important that young people hear foreign languages spoken by native or fluent speakers - make use of FLAs, language speakers from local communities, international university students

Cultural organisations can make a valuable contribution to work going on in schools

Challenges

Falling rolls in secondary schools in some areas offers chance for secondary teachers to work more closely with primary colleagues. But would this be an issue with GTCS?

how do we:

- ensure language take up beyond BGE and into senior phase?
- measure and meet scale of CPD challenge in introducing languages from P1?
- ensure exposure to second additional language is meaningful?
- develop progression between what is taught in primary and secondary?

We need to:

- promote better links between language departments and local companies
- Universities must prepare student teachers by offering opportunities to study languages

Local Authority Strategies/plans

Cannot leave things to individual schools – need to develop cluster approach based around secondary and primary schools

Local authority strategies need to connect with local curricular plans, including literacy strategy

Need for local audit to help consideration of staffing, recruitment and CPD issues

Milestones for measuring progress need to take account of fact that different local authorities and different schools will have different starting points

Language departments need to work more with English teachers

Schools need to honour the entitlement to language learning until at least the end of S3; learners should not be able to opt out before this.