

# SCILT Professional Learning in languages 2023-24

## Pedagogy and practice for Early Career Teachers

### Primary workshops

*\*Workshops 1 – 8 are aimed at all student primary teachers and primary ECTs.*

*\*\*Workshops 9 and 10 are aimed at student primary teachers who have some experience of teaching languages and/or are competent linguists.*

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#### First steps in teaching languages in primary\*

Fostering a positive ethos towards using and learning more than one language in our classrooms makes for a more welcoming and inclusive learning environment for all our children.

01

Together we will explore simple and effective ways to introduce and embed an additional language into your classroom routines.

In this workshop, we will consider approaches to engaging young learners that suit your own level of confidence with the modern language(s) taught in your setting.

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#### An introduction to multilingual approaches to primary pedagogy\*

02

Scotland is a multilingual country that welcomes many diverse languages, cultures and people. A multilingual approach to teaching recognises that each learner has their own individual repertoire and opens the door to languages and experiences learners bring into the classroom. This interactive workshop provides you with an introduction to the concept of multilingual approaches to primary pedagogy.

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#### Families on board? Developing a family friendly approach to languages in your class\*

03

Parents and carers have the greatest influence on their children's learning with parental support playing a vital role in a child's education at all stages.

In this workshop, we will consider the benefits to engaging parents and families with language learning. We will explore ways in which we can encourage parents to become actively involved, both with languages learned at school and languages used at home. We will share examples of practice from primary schools that include simple games and activities to get parents on board.

04

## Celebrating cultural diversity through languages in primary\*

Our classrooms and playrooms are a microcosm of the communities we serve. For our children to become informed and active citizens, it is our role as educators to provide varied learning experiences for them to develop their intercultural understanding and help them to recognise that there are different ways of understanding and being in the world.

How can we plan meaningful interdisciplinary learning contexts for our children to explore the cultures and languages of different communities, both local and global?

In this workshop we look at examples of current practice that incorporate interdisciplinary contexts and:

- opportunities to learn about children's home languages and/or taught modern languages
- develop children's intercultural understanding and their appreciation of cultural diversity in and beyond their own community

05

## Combining employability with language skills\*

Many of our primary pupils are bilingual and use more than one language every day. In addition, every child in Scotland is entitled to both career education and to learn additional languages during their primary schooling. Communication and problem-solving skills are just two of the benefits of using more than one language in life, and such skills will be invaluable to our children in their future places of work.

In this workshop, we will share examples of current practice combining both employability and languages skills. Examples range from small scale, one off classroom activities to larger-scale projects, including a number that have received the Scottish Languages Employability Award.

06

## Getting outdoors with languages and learning\*

The outdoors is a dynamic and creative learning environment where children and young people can thrive and connect their broader learning with the world around them. Research has shown that outdoor learning improves child development and supports health and wellbeing, with the outdoors providing a space that promotes inclusion and engages learners.

In this workshop, we will consider how languages feature within an Outdoor Learning agenda. We will explore connections to Learning for Sustainability, discussing how this area can be implemented through an interdisciplinary approach within an outdoor context.

Ideal preparation for [Outdoor Classroom Days](#) in November/May and [30 Days Wild](#) in June.

## Digital tools for language learning\*

07

Technology and digital tools can inspire and motivate learners. They can create a more engaged environment and can help encourage active participation in many aspects of learning in the classroom. For language learning specifically, digital tools provide many opportunities for learners to communicate, collaborate and practise their language skills in creative ways using tools that are engaging, motivating and fun.

In this workshop, we will consider how digital tools can be used effectively to support language learning and assessment. We will share examples of how schools are making use of digital technologies in the context of languages and explore some of the resources available.

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## Target language phonics\*

08

Just as with learning to read in English, using phonics to crack the code of a new language empowers children, increasing their confidence and enthusiasm.

In this session we will consider the benefits of explicit phonics teaching for language learning and take part in practical activities which can be easily transferred to the classroom.

Exemplification in a mix of French and Spanish, applicable to other languages with similar rules of phoneme-grapheme correlation.

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## Planning for progression in primary languages\*\*

09

Planning for progression in the languages we teach requires building on our pupils' prior learning in a range of areas, including:

- skills in listening and talking, reading and writing
- knowledge about language e.g. grammar, syntax
- appreciation of target language cultures and intercultural understanding
- metacognition i.e. learning about language learning

In this workshop, we will consider the processes and practices we can put in place to ensure progressive language learning experiences for all our pupils.

This workshop references Education Scotland's Modern Languages progression framework documents, CfE Early – 2nd level.

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## Active assessment in primary languages\*\*

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With an entitlement for all children in Scottish schools to begin learning an additional language from P1, it is important that we provide primary pupils with experiences that enable them to progress and build on their prior learning throughout their primary career and beyond.

In this workshop, we will look at examples of current assessment practice from practitioners teaching L2 in diverse primary settings, and a variety of tried and tested assessment tools.

## Secondary workshops

*Workshops 1-6 are aimed at all student secondary teachers and secondary ECTs.  
Session 7 is aimed specifically at NQTs.*

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The four workshops in the **Teaching Core Skills** series are designed to equip early career teachers to feel confident in why and how to teach the four assessed skills common to all languages courses.

Each workshop will explore the skill in question, looking at relevant research, examining pedagogy and strategies to meet the needs of all learners and sharing resources and activities.

These workshops can be delivered individually, as part of a series or in any combination.

- 01 Teaching Core Skills: Reading
  - 02 Teaching Core Skills: Listening
  - 03 Teaching Core Skills: Talking
  - 04 Teaching Core Skills: Writing
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### Effective classroom management

Managing our languages classroom effectively is a hugely important factor in ensuring a welcoming, inclusive, meaningful and engaging learning environment for all.

In this workshop, we will share and consider together some approaches to many of the areas which contribute to this, including:

- 05
  - target language use
  - use of questioning and instruction techniques
  - behaviour strategies
  - organisation and planning
  - managing resources
  - building classroom presence and confidence

This workshop can be tailored to specific areas of development as required.

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### Language café

- 06 This will be an informal drop-in session held monthly; a safe space to ask questions, practice speaking in the target language and generally network with other teachers locally and nationally who are in similar situations.
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### Support for application and interview for languages posts

- 07 This session will be offered around February and will look at tips and advice on applying for language teaching posts and preparing for interviews. This will be an interactive session aimed specifically at NQTs.

## NOTES

Whatever the professional learning needs of your planned audience, we will endeavour to meet them. If you have specific requirements, we are happy to collaborate with you to develop bespoke input and support. In addition to practical suggestions, SCILT workshops aim to explore the pedagogy that underpins practice through discussion and reflection with colleagues. SCILT workshops are designed to support local authority practitioners.

As you prepare to submit a request for one or more workshops via the request form, it is useful to know that:

- As our capacity varies across the year, we ask that you suggest a number of possible dates for your workshop(s) that would work for you. We will do our utmost to accommodate requests where we can.
- SCILT workshops take place on Microsoft Teams. Face-to-face workshops may be possible in certain circumstances. Please advise of your preference at time of booking.
- These SCILT workshops last 60 - 90 minutes. There is no cost for practitioners working in state schools.
- Once all arrangements are in place, participants are required to register to attend a workshop via the SCILT website. This ensures participants receive all workshop materials directly to their inbox. We understand that this may be in addition to registering for the workshop through the local authority's own professional learning booking system.
- Online workshop participants receive the link to join the session one day in advance. This link should not be shared with anyone who is not registered for the online workshop.

To make a booking please complete a request form: [https://bit.ly/SCILT\\_ECTrequest2324](https://bit.ly/SCILT_ECTrequest2324)

If you have any questions about the content of workshops, please email [scilt@strath.ac.uk](mailto:scilt@strath.ac.uk).

Additional professional learning opportunities will be offered during the year. To keep up-to-date with these occasional opportunities as they arise, please [sign up to the SCILT weekly news bulletin](#).