

LANGUAGES NETWORK GROUP SCOTLAND (LANGS)



LANGS Meeting
Thursday 11 March 2021, 10.00
Microsoft Teams

AGENDA

| | | |
|-----|---|-------|
| 1. | Registration | 10.00 |
| 2. | Welcome and housekeeping | |
| 3. | Introduction from Chair: <i>Sylvia Georgin, Aberdeenshire Council</i> | |
| 4. | Farewells and welcomes | |
| 5. | Keynote: 1+2 - Looking back, taking stock and driving forward. Tomorrow starts here – <i>Fiona Pate, HMI formerly with Education Scotland, Independent Consultant</i> | |
| 6. | Breakout rooms and discussion | |
| 7. | Comments to be submitted in Padlet | |
| 8. | Comfort Break | 11.30 |
| 9. | Update from Education Scotland – <i>Louise Glen, Senior Education Officer and Shona Hugh, Development Officer Modern Languages</i> | |
| 10. | Update from SCILT/CISS – <i>Fhiona Mackay, Director, SCILT/CISS</i> | |
| 11. | Update from Scottish Government – <i>Helene Cornu, Languages 1 + 2 Policy Manager</i> | |
| 12. | Language Assistant update – <i>Gerry McIntosh, British Council</i> | |
| 13. | Local authority networking | 12.15 |

MINUTES

1. Registration

2. Welcome and Housekeeping

3. Introduction from Chair: Sylvia Georgin, Aberdeenshire Council

4. Farewells and Welcomes:

- **Welcomes:**

- Gwen McCrossan, Argyll and Bute Council, existing member, but now to be Vice Chair, following departure of Chris French

- **Farewells:**

- Chris French, Vice Chair of LANGS – moving to Education Scotland
- Barbara Morton, Curriculum Team leader, Scottish Government
- Lynn Crossan, South Ayrshire Council – retiring

5. Keynote: 1+2: Tomorrow starts here: Fiona Pate

Some of the themes and questions highlighted were:

- Where we are, how far we have come and where we are going.
- Unintended consequences of 1+2 and solutions.
- Are we nearly there and where *is* there?
- The past year's unexpected challenges.
- Rising to the challenge.
- Disruption as an impetus for change.
- Looking at evidence, reflecting and evaluating to move forward.
- A focus on return to school and the challenges/dangers with that.

- Looking forward and building on past knowledge and the positives learned over the last period.

6 and 7: Breakouts and Padlet

Group went into break out rooms to discuss reflective questions:

[Padlet link](#)

9. Updates from Education Scotland:

- *Louise Glen:*
 - This February has seen a letter from the Scottish Government to LAs, confirming a further £2.4m funding for 1+2 for 2021/2. The advice is to provide targeted support to schools, consider pooling resources, eg through RICs and to use all available support from SCILT and Education Scotland.
 - There will be Senior Phase webinars after Easter to support the Alternative Certification Model (ACM) (still under development)
 - MFL Benchmarks and Es and Os for P1 coming out soon (see Appendix)
 - German Teacher Award: <https://uk.diplo.de/GTA>. 3 Scottish teachers (out of 6 in the UK) won awards last time. Closing date is 14/05/2021
- *Shona Hugh:*
 - **Ne-Lo** now live (National E-Learning Offer). Mostly live lessons offered by West OS RIC. There's a West OS RIC tile available on Glow. Material mostly targeted at SP at present, but BGE material coming soon.
 - There is now a BBC Bitesize resource map on Teams and also (shortly) on the NI Hub. Links are being sent out.
 - Languages Leadership Programme: change in format: there will be two days' professional learning and networking on 18 and 19/06/2021, followed by a year-long (August – June) LLP programme with opportunities to access CLPL from LAs. Mentors/critical friends currently being sought.

10. Update from SCILT/CISS: Fhiona MacKay

- Thanks to everyone for making Languages Week such a success. It was very effective in showcasing some really interesting practice up and down the country.
- Knowledge Exchange Event in February. There were speakers from many places, including Tennessee. Recorded highlights are available on the SCILT website.
- SCILT has published 'Lessons from Lockdown'. Please disseminate to colleagues.
- PL uptake has increased from 182 to 317 participants. Next year's offer is under development and will be hybrid, but with a view to equity of provision for rural and remote communities.
- A challenge has been for students in TEIs and for NQTs and how we can best support them. Survey coming, which will be languages specific. There is a focus on early career, partly in view of present circumstances, but there may also have been a slight gap before.
- Early Years provision (complementing new EY Es and Os)

- Diversity: e-Sgoil is adding Arabic (both primary and secondary) for non-heritage speakers.
- CISS is offering live-streamed BGE Mandarin input for both primary and secondary; also N4, N5 and Higher.

11. Update from Scottish Government: H  l  ne Cornu

- As already mentioned, SG has confirmed a further year's funding of  2.4m for 1+2.
- Next phase in development: having MFL as 'part of normality'.
- There will be a new LA survey this year, developed as a result of previous feedback. It has been cut down in view of present circumstances and shall be used to inform the next phase. It should be out in mid-April with a 6-7 week window for return, and available as an online and also a Word version. Two different ones for LAs and Schools.
- Erasmus/Turing: Scottish Government fully recognises the immense value of Erasmus. Both the SG and the Welsh Govt are exploring ways with the EC as to how we might stay in it.

12. Updates from British Council

Liz Neil:

- Turing is not the same as Erasmus, as it only provides outward travel for schools; no provision for collaboration or development (presentation on all of this is coming). The Turing portal will open any day now, with about an eight week window for applications. It is open to all participants over the age of four. It's *global* as opposed to Erasmus, which is Europe only. Obviously, Covid makes foreign travel problematic at the moment, but it's important to think ahead. There will be application workshops throughout March and travel must take place within the 2021/2 session. Any existing Erasmus funding can still be used and extensions, if required, will be granted.

Gerry McIntosh: Effect of Brexit on MLAs:

- EU Assistants now need visas
- For posts longer than six months the International Health Surcharge (IHS) must also be paid
- Assistants need more time for visa processes
- British Council will pay for Certificates of Sponsorship for Assistants' visas
- Host institutions do not need to become UKVI licence holders
- There are now two options for periods of appointment –
 - 'Long post' (October to May): the Assistant pays for the visa; host institutions reimburse Assistant for upfront IHS charge
 - 'Short post' (November to April): no costs but Assistants should still ensure they have appropriate travel insurance
- Deadline for applications: 30 April 2021

13. Date of Next Meeting:

- Thursday, 10 June 2021 (Microsoft Teams)

Annexe: P1 Es, Os and Benchmarks for MFL

Early Level Modern Languages Experiences and Outcomes and Benchmarks for Primary 1

| Curriculum Organisers | Experiences and Outcomes for planning learning, teaching and assessment | Benchmarks to support practitioners' professional judgement |
|-----------------------------------|--|--|
| Listening for information | <p>I am learning to listen actively to the sounds of the target language through play, classroom language, songs, games and rhymes.</p> <p>MLAN.0-01a</p> | <ul style="list-style-type: none"> Participates actively in songs, rhymes and poems in the target language. |
| | <p>I am learning to take an active part in some daily classroom routines, responding to simple instructions which are accompanied by gesture and expression.</p> <p>MLAN.0-01b</p> | <ul style="list-style-type: none"> Demonstrates understanding of simple classroom instructions through, for example, physical movement, pointing or gesture. |
| Listening and talking with others | <p>I am beginning to identify key information from a short predictable conversation and react with words and/or gesture.</p> <p>MLAN.0-02a</p> | <ul style="list-style-type: none"> Responds appropriately to simple questions about themselves using simple sentences, words or gestures, for example, nodding and/or pointing. |