Progress in implementing the 1+2 languages strategy

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Context of the research

• Commissioned by the Scottish Government Learning Directorate

• Brief was to research the implementation of the 1+2 Languages Policy at the mid-point of its implementation (2012-20)

• Research was conducted between December 2015 and February 2016

• Research involved visits to 8 local authorities, chosen to represent local authorities of different sizes, locations and stages of implementation of 1+2 (as reflected in annual reporting).

• Research was conducted by the Association of Directors of Education in Scotland (Bruce Robertson, John Christie and John Stodter), and The University of Edinburgh (Fiona O’Hanlon).
Methodology

• Day-long visit to each of the eight local authorities, in which we spoke to:
  • Education directorate
  • Education officers
  • Head teachers
  • Teachers
  • Pupils
    (approx. 30 Local Authority staff and 100 Head Teachers and Teachers)

• Information also drawn from the strategic plans updates of these authorities and from a brief consultation with local authority advisors from COALA in January 2016
Key findings

• All of the councils visited had allocated a high degree of importance to the 1+2 Languages initiative

• The 1+2 languages initiative was seen by those interviewed as a positive aspect of the broad general education

• The role of Local Authority 1+2 co-ordinators was cited as a critical feature in the success of the 1+2 initiative, as was the provision of quality resources and quality professional development for teachers

• The 1+2 initiative was felt to align with the principles and practices of the Curriculum for Excellence

• On the whole, local authorities were confident for a 2020 implementation of the policy
Key findings

• Concern about progression and continuity in pupil language learning within the Broad General Education:
  
  • capacity of primary teachers to provide quality language teaching in the L2 at the upper primary school stages in future
  • engagement of secondary schools with the 1+2 languages initiative

• Concern about the provision of training for 1+2 in the longer term:
  
  • recommendation for inclusion of 1+2 into ITE programmes
  • wish for sustainable CLPL opportunities for practising teachers (relating to language learning and to second language pedagogies)
Issues

• Place of 1+2 languages initiative amongst other Government priorities

• **Rationale for L3**, and clarification of expected provision

• Place of **home/community languages** within the 1+2 strategy

• Evaluation of **outcomes** and the **quality of teaching and learning**

• Potential for **inter-authority and collaborative cross-sector working** moving forward
Discussion/questions

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