Scottish Deans of Education (SCDE) Language Group

Update for LANGS, Dundee
2nd June 2017
SCDE Languages Group: teacher educators, academics & researchers

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Local Authority Funded Initiative

Seven Local Authorities funded the SCDE Language Group Initiative led by Michael Wood, Dundee (November 2016- October 2017)

Two Goals

• National Teacher Education Framework for Languages (drawing in the National Inclusion Framework) with guidance for programme design, student and teacher professional learning and a CLPL Language Portfolio in line with GTCS

• LENS – a digital tool to provide theoretical principles and guidelines to support educators in their classroom and professional/reflective practices

UNESCO’s four pillars for learning
Inclusive of all languages (including L1, heritage and signing) and all learners
In 21st century plurilingual societies, languages are not compartmentalized but rather they **overlap**, **intersect**, and **interconnect**. A fusion of languages, dialects, scripts, registers, and semiotic systems characterize how people communicate today. As political and economic alliances are shaped and technology advances, **literacy practices and literacy identities are variable and integrated.**

(Sridhair in Garcia et al. 2014)
A holistic re-conceptualisation of the Languages of Schooling with fundamental implications for the role of language in the school curriculum

“Language teaching can no longer be seen as something done in a classroom separate from other subjects. For equity and quality in education for all, we need to infuse attention to language into our classrooms across the years and disciplinary areas of schooling”  

(Schleppergrell 2015)
In CfE’s transformative programme 3-18, IDL is one of 4 contexts for learning:

1. Curriculum Areas
2. School Ethos
3. Interdisciplinary Learning
4. Opportunities for personal achievement

IDL is not as well established as intended (Education Scotland)

Key to IDL is the recognition that the more fundamental the idea or skill that has been learned, the greater should be its breadth of applicability to problems and its transferability to other areas of learning.
Linking Literacies and Languages
but where is *language*?
Professional & personal commitment

Core commitments from SPR*

Reflective questions for student teachers

Reflective questions for early career teachers

Professional knowledge & understanding

Core commitments from SPR

Reflective questions for student teachers

Reflective questions for early career teachers

Core commitments from SFR

Professional skills and abilities

Core commitments from SPR

Reflective questions for student teachers

Reflective questions for early career teachers

Core commitments from SFR

* SPR: standards for provisional registration   SFR: Standards for full registration
Language Portfolio (e.g. EPOSTL, Pepelino)

• Personal statement
• Language biography
• Reflection on and evidence for self-assessment of Professional Compétences
  • Being and doing with learners (e.g. talk to children, linguistic cultural diversity and curiosity)
  • Creating a favourable learning environment (ethos)
  • Supporting individual development
  • Co-operation
• My foreign languages (recording of self-assessment based on CEFR)
• Dossier – evidence

Language Portfolio


EPOSTL: http://www.ecml.at/tabid/277/PublicationID/16/Default.aspx
LENS: Language Education Network
Scotland

In-depth analysis

Summaries of research

Key words / Definitions

Reflective Questions from National Framework

For example: an entry point for understanding principles, theories and practices for more enquiry-based, research-led preparation e.g. ‘M’ level, CLPL, curriculum planning, project initiation

For example: an entry point permeating ITE courses raising awareness, deepening understanding and informing practice linked to GTCS registration

A practical accessible tool for educators
LENS: Language Education Network Scotland

• **Nature of languages** (e.g. linguistic, communicative, cognitive, social)
• **Successful language learning** (progression, outcomes, benchmarks, competences and resources)
• **Pluriliteracies** (L1, L2, L3, critical literacies, discourses an classroom language)
• **Pedagogies** (transformative, research, task design and sequencing, transdisciplinary)
• **Teacher professionalism** (knowledge, skills confidence, beliefs, attitudes and identities)

Guidance, debate, information and critical review using an interactive banking model

What do teachers need to/ want to know?
For further information:

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