

Languages Network Group Scotland

LANGS Meeting: 31/05/2019, 10.00-15.00, University of Dundee

1. **Welcome:** Bethan Owen, Chair, and Angela Noble, Vice-Chair, welcomed everyone.
 - **Salvete:** Adrienne Aitken, Clackmannanshire (in absentia); Vicky Gardiner, Angus; Barbara Morton, Scottish Government; Sylvain Blanche, Napier University; Angela White, Dundee; Carmen Garcia Del Rio, University of Dundee.
 - We are pleased to announce that Ann Robertson is getting married on Saturday and that Fiona O’Hanlon has had a baby girl, Mila.
 - **Valete:** Louise Whyte, leaving SCILT to return to her school and now Chair of SALT; Susan Waugh has a new role within Scottish Government; Xabier San Isidro off to Kazakhstan; Laura Murdoch, Clackmannanshire; Tamsin Frost, Fife; Christina Gemmell, Inverclyde; Julie D’Eathe, Shetland; Jacqui Burns, Stirling, all returning to school.
2. **Update from Chair:**
 - New strapline: “*LANGS: Working together to develop Scotland’s languages landscape*”.
 - Bethan and Angela’s two years as Chair and Vice Chair are coming to an end so nominees sought for these posts. Members can nominate themselves or others and details of the voting process will be emailed in due course by Mandy at SCILT. Deadline 28/06; elections will take place after summer and the new postholders will be introduced at the November meeting to start work in January, 2020. Postholders will be expected to attend three main meetings plus three Focus group meetings.
 - Focus Group composition: we are seeking to widen the membership so volunteers sought, particularly LA representatives.
 - Future themes: there will be a presentation on BSL today; next time we will look at the Action Plan.
3. **Minutes:** passed, as read.
4. **Key national messages:**
 - Barbara Morton, STEM, Languages and Social Subjects, Scottish Government:
 - Thanks for completing the Annual Survey; this will inform the actions of the SIG; also goes to DFM and the Scottish Parliament’s Culture, Tourism and External Affairs Committee. Changes to survey (from last year) were agreed with COSLA and ADES.
 - SIG had its 19th meeting last week, Annual Report coming. £3m funding for 1+2 implementation was confirmed back in March. SIG is also looking at what Scotland’s Languages Policy will look like, post 2021.
 - Toria Fraser has retired; replaced by H el ene Cornu; Susan Waugh is off to Scottish National Investment unit within Scottish Govt.
 - Fhiona Mackay, SCILT:
 - SCILT is moving to its new building in July; there will be an official launch mid-September and the LANGS group will be welcomed to the new facility at the November meeting; facilities will be available to book.

- Various surveys gone out; including SCILT's CLPL offer; please respond.
 - Louise Glen, Education Scotland:
 - National Survey: 'Top Lines' (more detail next time)
 - L3 Guidance:
 - How many Primaries providing L2...How many **not**; what reasons given?
 - 88% L2 provision in primaries; 70% S1-S3; unpacking of reasons given for this next time. Stats for special schools have been stripped out this year.
 - Stated reasons for not providing L2: 'Competing priorities' ES somewhat taken aback by this– it's a **curricular entitlement** – just the same as Literacy/Numeracy etc.
 - L3 primary: 47% (stat not validated) meeting full entitlement.
 - L3 Secondary: 83% meeting full entitlement. [Note: Entitlement = **throughout** P5, 6, 7 and **at some point** in S1-3]
 - Secondary L3: Update to policyⁱ. 'Sufficient' not defined, but example given of 4 periods/wk L2; one could be deducted, given to L3. But not from 2 periods/wk (or less)! Case studies coming. HMI recognise that going flat out for NQs on 2 periods/wk will scunner pupils and they'll go elsewhere.
 - Shona Hugh, ES:
 - The 'Live Narrative' is now live (Moderation, Exemplification of Benchmarks)
 - Live Narrative (a couple of 'ordinary, real practitioners' at Liberton High School) looking at things like How do you plan; How do you look at evidence etc. Would make a good Departmental CLPL activity. 6 video clips: EandOs etc.
 - Noted that quite a lot of pupils trying to join the [NIH Languages Hub](#) Yammer feed. What are they looking for? Maybe consider a pupil page.
 - Support Materials: there is a 'strong gradient of learning across LSRW.' Delivering Scotland's Language Policyⁱⁱ: progressing from 1st to 2nd level: and activities at back, including Gangsta Granny 'copyright free, because I've adapted it.'
 - And a generic framework, PP on how to use it etc... 2nd to 3rd and 3rd to 4th coming.
- Just a Minute:
 - Liz Neil, British Council: a lot of interest continuing in Erasmus+; good uptake. KA1 applications are still 90% to support the teaching of languages; Connecting Classrooms...etc. 20th anniversary of Int School Award; E-twinning - Prof Develt workshops offered; case study from Shetland. Glasgow Uni survey, all to be circulated. Poor uptake in NI, (governmental hiatus cited) the position of Scotland considered enviable elsewhere.
 - Gerry McIntosh, British Council: we have published a document explaining all about Modern Language Assistants – why they're a positive thing. Although today is the theoretical deadline, there's still time to apply; applications in all

probability will still get through. Scottish Education Awards sponsored by BC: Awards Ceremony to be held on 05/06/2019. There is now a Polish language and culture pack available on BC website (compliments Wojtek; but is not the same thing).

- Marion Spöring, UCMLS: conference coming up. Will be on 15/06/2019, in Dundee.
- Eòghan Stewart, SCILT: Scottish Languages Employability Award; status that schools can apply for (like Eco Schools); might attract school SMTs.
- Kat Pryzybycien, Bilingualism Matters – meeting next week, Edinburgh Uni.
- Louise Whyte, Chair, SALT: Thanks to Gillian Campbell-Thow and Robbie Kirk, both retiring. SALT conference 09/11, Stirling University.

Breakouts:

A. *Espacios Increíbles* (Louise Whyte and S Thomas Aquinas School, the winning team):

- ‘Professional Learning Partnership’
 - 5 schools across 3 challenge authorities
 - 2 curricular areas: Languages and Design and Technology
 - 2 University Departments: Architecture and Spanish
 - SCILT
 - ...and see Louise’s slides.
- Shared understanding of Level 4
- Pupils’ presentation on the space and facilities they had designed...all in Spanish.
- Pupils’ own comments:
 - “Showed me I could incorporate my Spanish with other things”....
 - “I would be open to helping other pupils next year”...
 - “I would like to travel...and show pupils Spanish can be used outside the classroom”...
 - “It would be hard work to get as good as [the architecture students]...but, yes, I could see myself doing that”...
 - “Interesting to learn about Chile and Bolivia; there’s more to Spanish than just Spain”...
 - “Make sure you diversify your groups, so you have complementary strengths”...
 - “The most challenging aspect was coming up with the Spanish for the presentation”...
 - “this was a lot more hands on...we had to do a lot more things...but it gave a purpose for the learning”...
- [explanation of various design ideas] Impressive stuff from S3...strong start for how good they will be henceforward?
- Took from 18/02 till end March, so 5 or 6 weeks. These pupils have been doing Spanish since S1.
- Projects etc. all coming to SCILT website in August. Fhiona MacKay: good PL for teachers; strong impact on pupils; plans in place for similar projects in Dundee (French and Biomedical); Strathclyde (with Celtic FC).

B. *Sylvain Blanche, Napier Uni*: Partnerships between Secondary and Uni: and supporting writing within BGE.

- Napier's focus on business and languages, intercultural collaboration. See his slides.
- Creative writing competition; then bridge creating exercise...but there were only 4 entrants. Surely there should be a space for Secondary schools and Universities to meet, beyond taster days?
- World Wide Napier magazine, aimed at secondary schools. (Also available online) Possibly a more senior alternative to *Allons-y*, *Das Rad* and similar publications?
- [Could we produce something at primary level...? *Vale? Vamos?* It would be holistic assessment! Blog...]
- Napier's Language Ambassadors, specifically helping senior secondary pupils to write pieces for the magazine. Big motivator for the less able.

Plenary:

- Both sessions agreed very motivational
- Tangible end product
- Complementary: confidence of S3 pupils feeds into later on
- Finding different ways of teaching them the language.
- Producing a magazine 'naturally overtakes what's required for exams'
- CfE is supposed to be a flexible curricular model...these fit in perfectly; skills development etc.
- And *Espacios* would qualify for an Employability award.

[Lunch]

BSL: Frankie McLean, BSL Policy Officer, SG.

- (4th gen deaf, but has daughter who hears, though she also signs.)
- [Whole session signed]
- Appointed in last 2 months.
- BSL is not new, but seems varying degrees of awareness.
- [Slides]
- Full body and space used; facial expressions, eyebrows (particularly)
- American Sign Language is much more like French. Sign language in India, Australia, NZ is more like BSL, because of colonisation.
- Places fourth of the UK are better adapted to sign languages in general, because they're more comfortable with gesture.
- 90% of deaf children are born to hearing parents.
- BSL is also attractive to those with Autism; helps them better understand what's going on round them.
- Makaton borrows signs from BSL, but utilises English structure, so it's not considered a language in its own right.
- BSL (S) Act 2015: aim is to promote the use and understanding of BSL across the Scottish Public Sector. Scotland is the only UK country to have done this; there are very few others anywhere, although NZ is one.
- The Act provides for a 6 year planning cycle. Local Authorities are to produce their own plan for BSL, which must follow national plan.

- Plan 2017-23: 70 actions; 10 ambitions, covering Public Services, Family Support, Early Learning and Childcare, School Education, Post-school Education, Training, Work and Social Security, Health, Mental Health and Wellbeing, Transport, Culture and the Arts, Justice, Democracy.
- Working with SQA towards a suite of qualifications in BSL; up to Level 6; should be ready next year. SCILT are also involved.
- Discussion...
 - A national register of signers is needed. There is a shortage of L1 signers, never mind as an L2.
 - North Ayrshire has Elderbank School with a Hearing Impaired Unit; P5-7 hearing pupils learn BSL as their L3. No provision to continue BSL studies at Secondary as yet. Discussions ongoing with GTCS. Some will be subject specialists who can do BSL, some BSL specialists. Both are needed. There is evidence that hearing children found being taught by a signing teacher enabled them to learn quicker, partly because they were both seeing the signing *and* hearing the interpreter.
 - Highland Council is said to have produced good materials. Dundee also looking at it.
 - ‘SignAlong’ (in response to a question) is just that, just signed English. So not a language, as such.
 - Bear in mind that, though Makaton, SignAlong etc are not considered languages from the L2/L3 point of view, they are often very effectively used in Specialist schools and the like. Elderbank Primary also has an ASN unit and use Makaton with staff and pupils, to compliment/develop speech.
 - Bilingualism Matters know of a school in HK that integrates signing and non-signing.
 - [Agreed by all that this was a most impressive presentation and Q and A; interaction between Frankie, his signer and the audience much admired].



Conclusion:

Bethan: LANGS will be sending out a survey re the group’s future activity.
 DONM: 01/11/2019, new SCILT building Glasgow, Ramshorn Theatre, Ingram Street
 Following meeting will be 28/02 or 06/03, in Edinburgh.

Meeting Closed.

ⁱ L3 in the Secondary – update to policy

In schools where there is **sufficient time allocation for the L2***, the L3 could be taught over a block of time, for example, over a term, within which one period per week from L2 time would be given over to the L3. Careful planning of a progressive experience would be essential, to ensure that the learning is meaningful. This could be supported by online resources to support any catch up. In school where there is an elective programme within the BGE, it would not be necessary to take this time from the L2.

*By ‘sufficient time’ for L2, we mean a model where there is an appropriate time allocation that allows young people to develop the skills required to achieve Third and Fourth levels in the language; this time allocation should also allow learners to experience enrichment activities around the culture of the language.

ⁱⁱ Formerly known as 1+2