



Northern
Alliance
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26 February 2021

Poverty & Languages

Do all children get an equitable chance?

Scotland's Languages Landscape: Equity in Diversity



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@AllianceLangs
@NAPovertyGap



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Who are we?



Northern Alliance

Aberdeen City

Aberdeenshire

Argyll and Bute

Eilean Siar (Western Isles)

Highland

Moray

Orkney Islands

Shetland Islands.

Overview of the Session



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- Poverty in Scotland and the impact the pandemic has had on children and families
- Equity and the “Language Learning in Scotland 1+2 Approach”
- The role of languages in promoting equity for all – Discussion

The statistics: Pre Covid-19



230,000

24% of children in Scotland
living in poverty



65%

of children in poverty are
from working households.



237,225

3 day emergency food parcels
delivered to families with
children in 2019/20

At age 5, 20% of children from the highest fifth of earners have below average vocabulary ability. What percentage of children from the lowest fifth of earners have below average vocabulary ability?

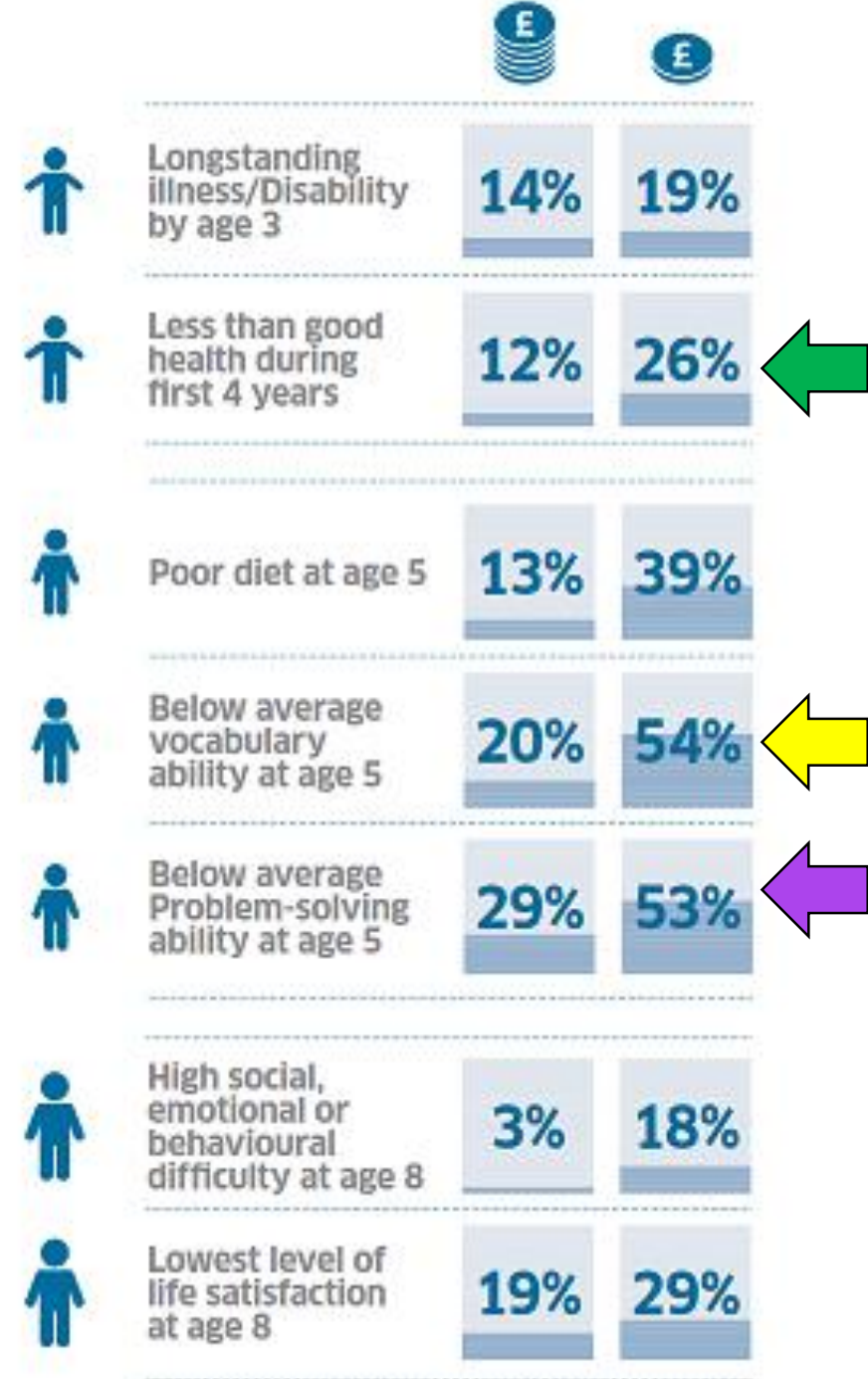
A. 29%

B. 54%

C. 39%

Findings from 10 years of analysis of Growing Up in Scotland data - comparisons are drawn between those in the highest and lowest fifth of earners (top and bottom quintiles).

<http://www.gov.scot/Resource/0048/00486755.pdf>



*We are all in the same storm.
We are not all in the same boat.*



LOCKDOWN

23 MARCH 2020

What area of Scotland have seen the highest reduced income because of Covid-19?

A. Glasgow
C. Lothians

B. North East Scotland
D. Highlands and Islands

Scottish household incomes in these regions have been hit hardest by the coronavirus storm



What impact has the pandemic had on Child Poverty?



Income from Employment

- Shock to economic system
- Loss of jobs
- Furloughed families living on 80%
- Reduction in working hours



Income from Social Security & Benefits

- Free School Meals
- Long waiting periods for Universal Credit
- Isolation and lack of technology



Cost of Living

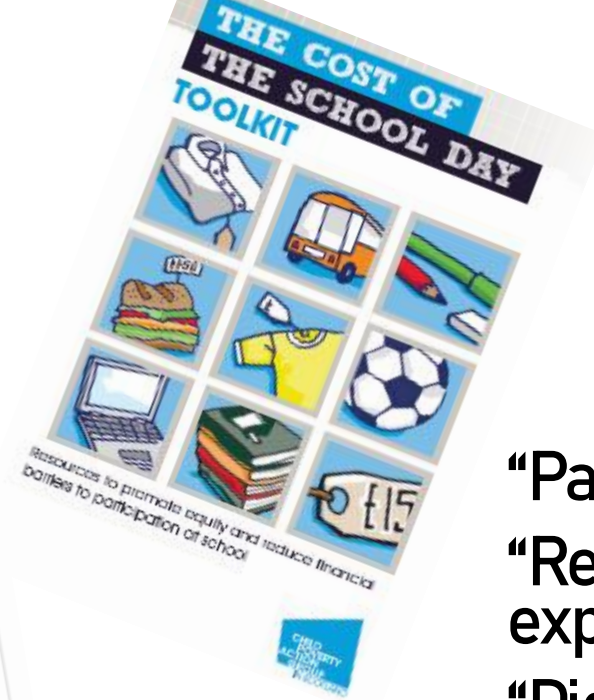
- Significant increase due to time spent at home
- Increased use of Food Banks
- Adapting and finding coping mechanisms



Health

- Increase in physical and mental health problems
- Increased impact on women and lone parents
- Impact of remote learning on families

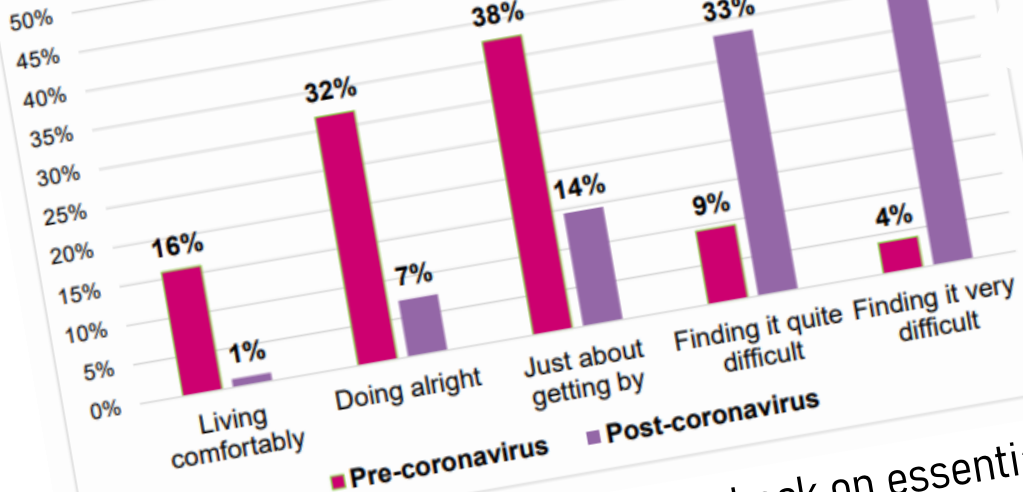
The stories behind the statistics



Responses from children

- “Parents too busy to help”
- “Resources to do school work too expensive”
- “Didn’t always get my lunch, like I do at school”
- “Hard to stop playing games like Fortnite, to do school work”
- “The school and the teachers keeping in touch made staying on task must easier”
- “Good relationship with the school and teachers before lockdown made it easier”

Chart 1: How well would you say you and your family were/are coping financially...?



7 in 10 families cutting back on essentials, 6 in 10 borrowing money and over 5 in 10 behind on rent or other essential bills

(JRF/Save the Children)

Advantaged schools

A lawyer.
Play football for England.
I want to be famous.
Either an actress or a scientist.
A hairdresser.
An advice columnist, an agony aunt.
A footballer or a janitor.
I want to be rich!
I want to invent a Sims game.
I want to be a vet.
Footballer.
I'd like to have kids.
A forensic scientist.
I want to be a doctor.
I'd like to be a hairdresser, or else a dancer.

Disadvantaged schools

A footballer for Man U [sic].
A hairdresser.
A shopkeeper.
I want to join the army.
I want to play for Linfield.
An architect or a footballer.
I want to be a clown.
I want to be famous.
I want to be a ballerina.
A teacher or a hairdresser.
I want to be a palaeontologist, they dig up dinosaur fossils.
A wrestler!
A teacher, I like bossing people around!
I want to go to university and study forensic science.

Aspirations



 JOSEPH ROWNTREE
FOUNDATION

 Save the Children

The impact of poverty on young children's experience of school

Goretti Horgan



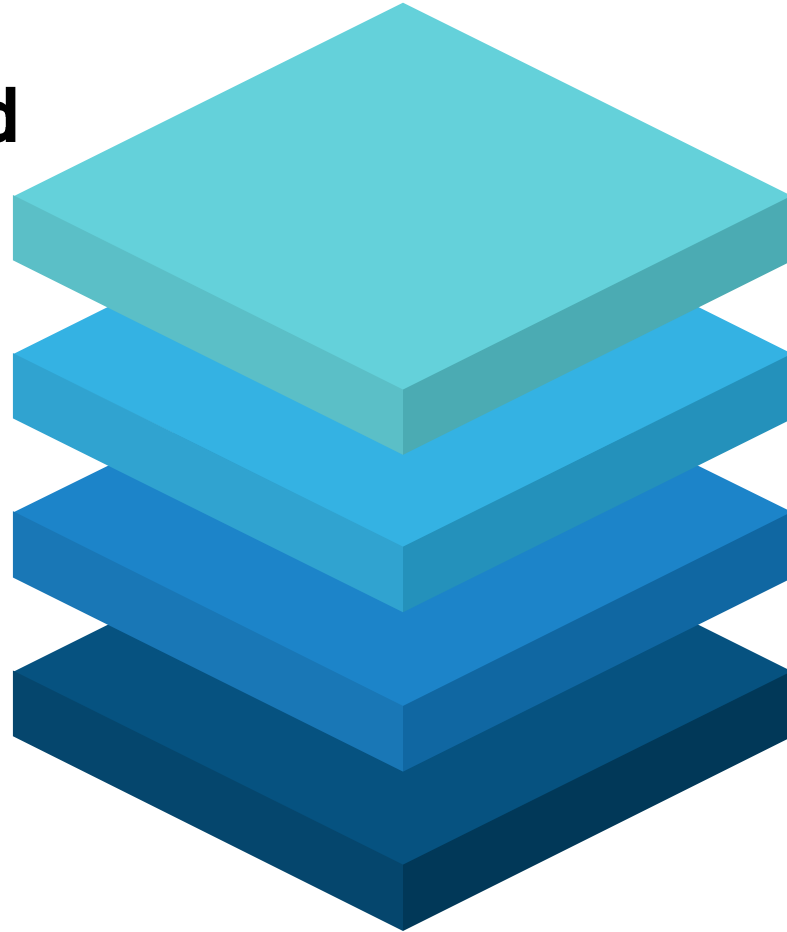
Language Learning in Scotland: A 1+2 Approach

The introduction of a 1+2 policy takes place against a background of these realities and this will lead to new challenges for teachers and schools. It is important to stress, however, that the concept of equality and social justice lies at the heart of the Working Group's thinking. A 1+2 policy must be for all pupils and must be inclusive.

How does 1+2 provide that equity for all?

Entitlement for every child to learn an additional language from P1-S3 (L2)

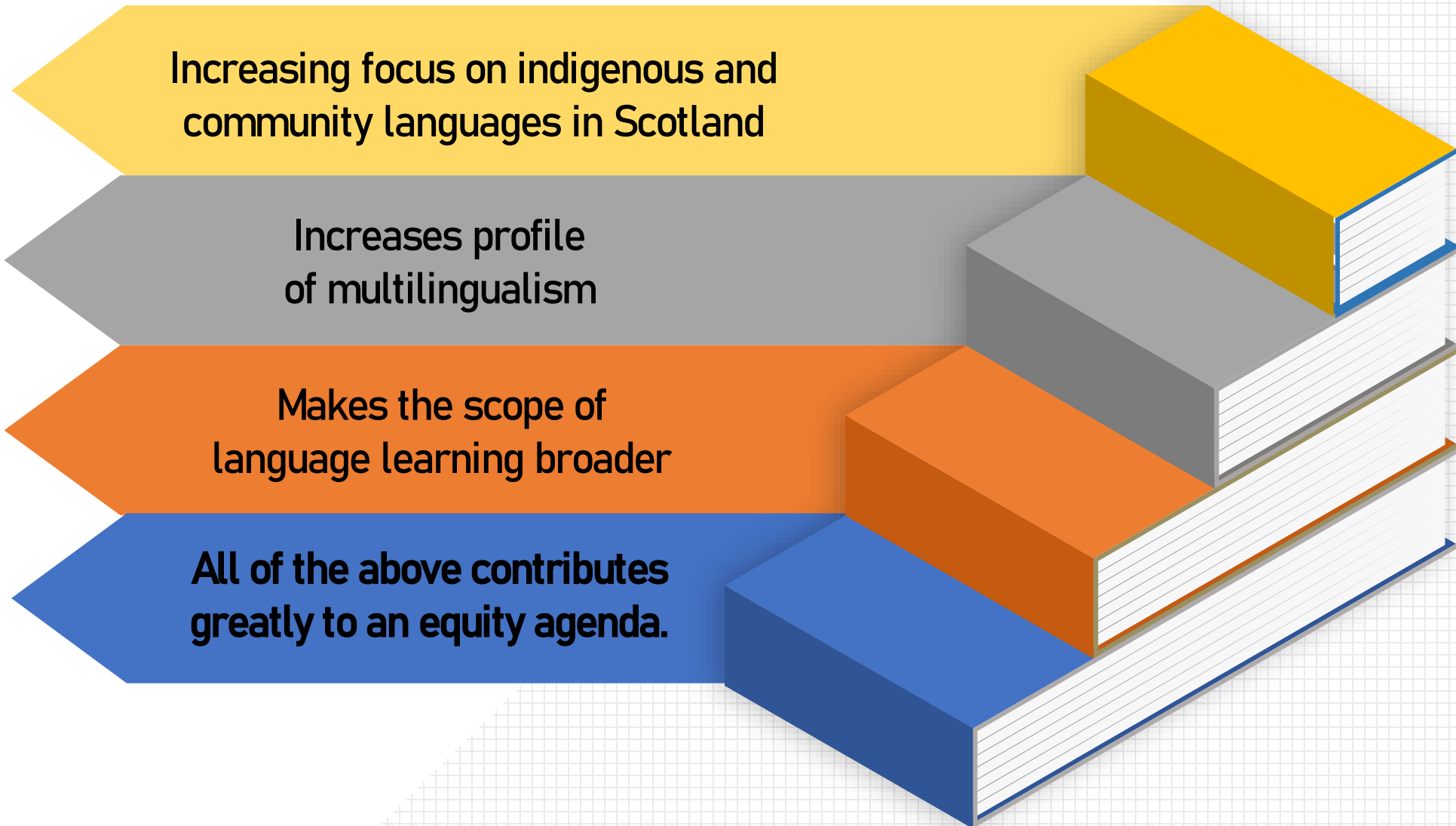
Learning not only of the language itself but the culture and customs



Children learning at much younger age to accept and embrace differences.

Second language learning entitlement from P5-S3 (L3)

L3 entitlement goes even further in ensuring equity



Quotes to exemplify the impact of 1+2 on equity

Ruairidh MacKay

Highland Gaelic Language Development Officer

“In Highland, as the number of schools opting to deliver Gaelic as an L2 or L3 increases, more and more children across the authority, are being given the chance to experience a language that can help make more sense of the environment around them.Introducing Gaelic has also brought an awareness to children of a vibrant current language, which can be carried on through Secondary and beyond”

Alison Attwood, Teacher of the deaf, Argyll & Bute

BSL as an L3 allows our deaf children to be included and our hearing children are now using BSL to communicate in class and the playground which has improved the wellbeing of deaf children enormously.

Language Learning in Scotland: A1+2 Approach

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**'equity and social
justice lies at the
heart...'**

**' A1+2 policy
must be for all
pupils and must
be inclusive**

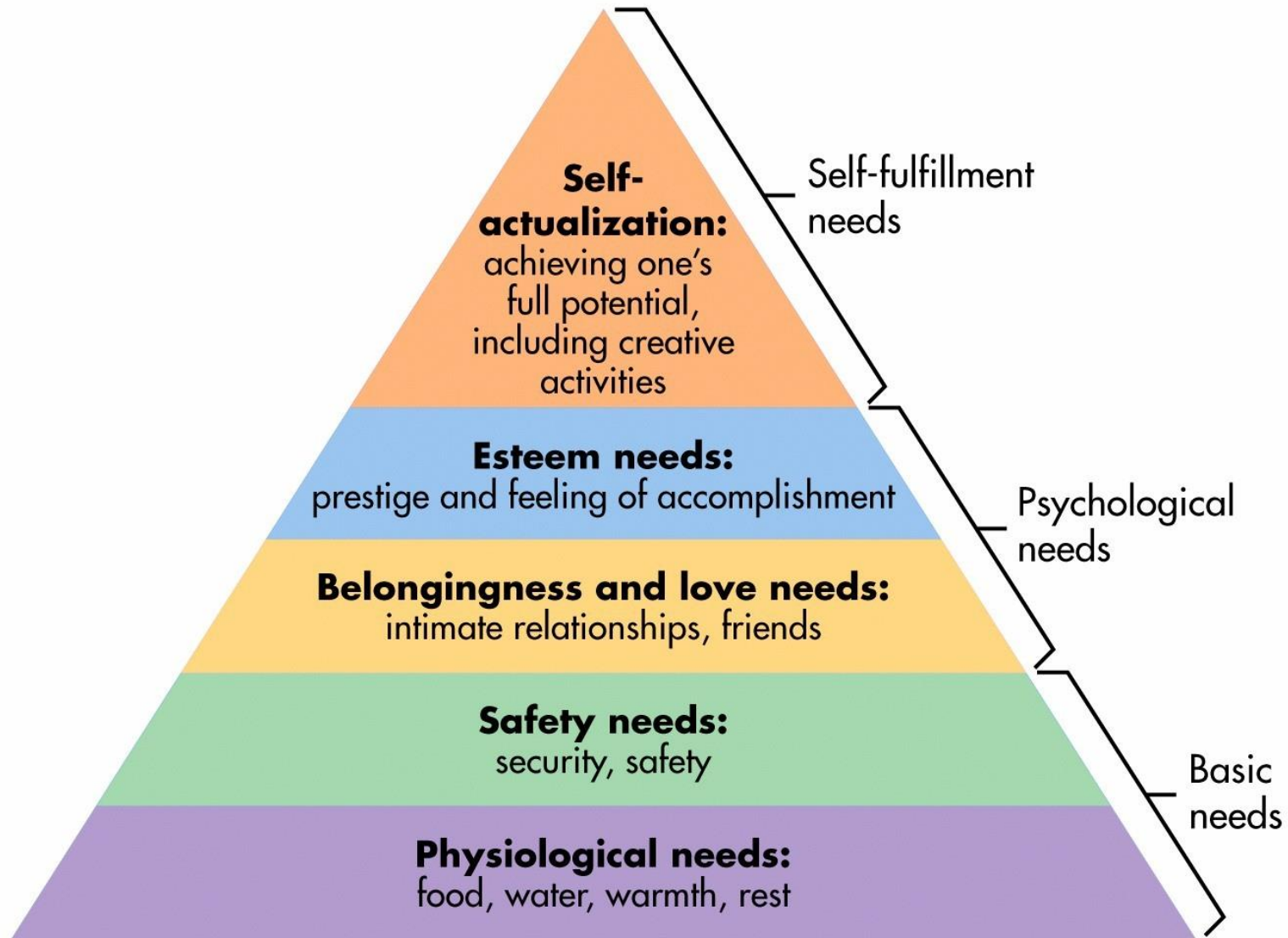
In summary in 1+2 Languages

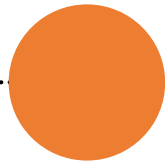
There is no 'one size fits all' or hierarchy in language learning;

Recognition and valuing of diversity in language and is hugely important in creating outward thinking and tolerant young people .

Equity is the full realisation of right

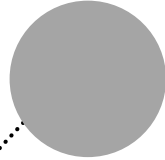
MASLOW'S HIERARCHY OF NEEDS





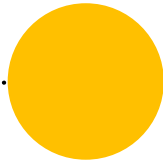
"A different language is a different vision of life."

FEDERICO FELLINI



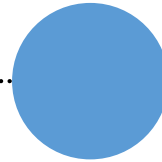
"To have another language is to possess a second soul."

CHARLEMAGNE



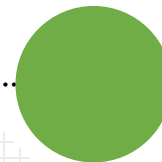
"The limits of my language mean the limits of my world."

LUDWIG WITTGENSTEIN



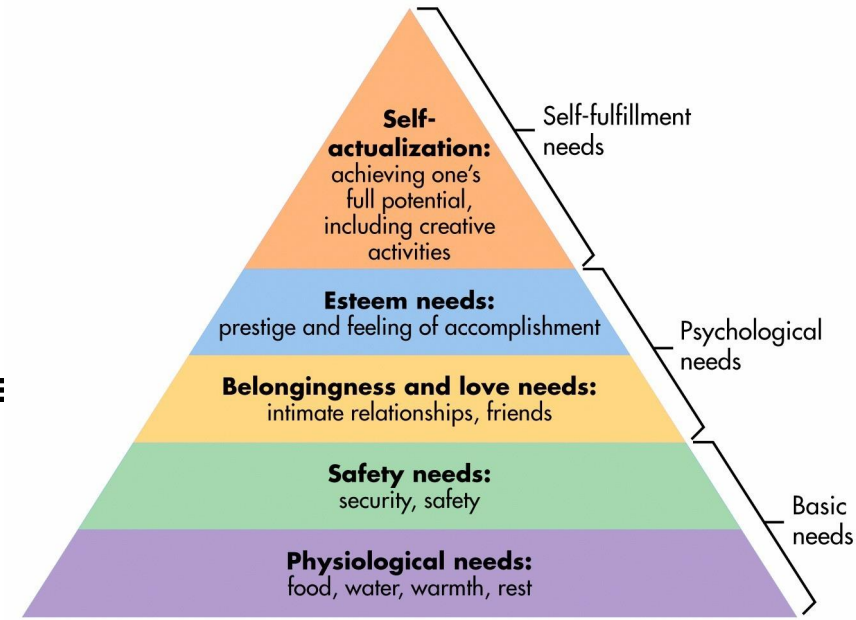
"Language is the road map of a culture. It tells you where its people come from and where they are going."

RITA MAE BROWN



"Language is not a genetic gift, it is a social gift. Learning a new language is becoming a member of the club – the community of speakers of that language."

FRANK SMITH



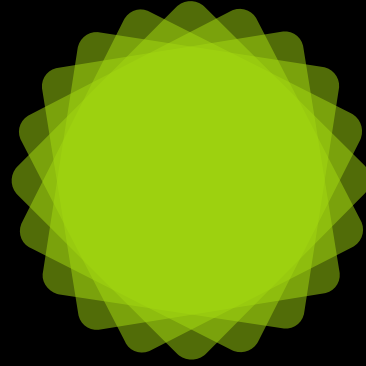
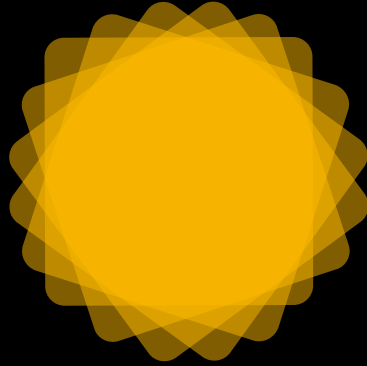


What impact of poverty are you seeing on children, young people and families in your communities?

How does this make a difference to how you approach teaching and learning of languages?

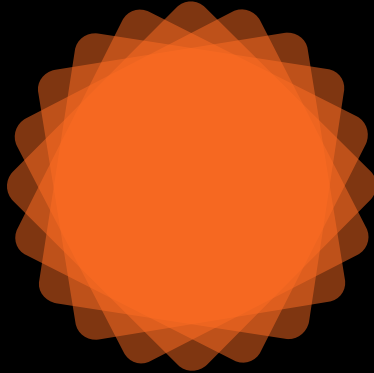
How do we ensure all children get an equitable change to learn languages?

Are you doing the right things?

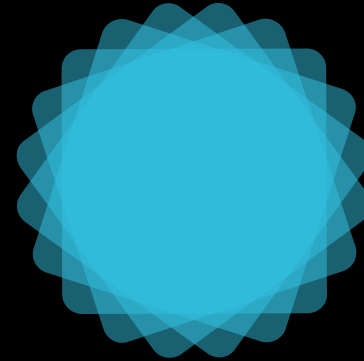


Are you doing them the right way?

Are you working in collaboration?

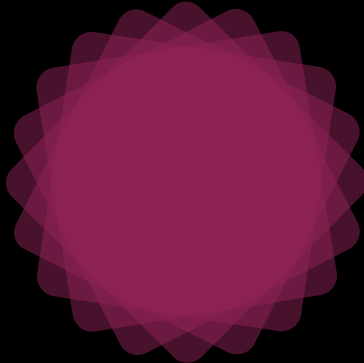


Reflective Questions



Have you got your measures of progress in place?

Do you need to be brave and adapt or even start again?



Do we believe we can all make a difference to every child?

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