



CERES SEMINAR



1+2 Language Strategy and Complementary Schools in Scotland

Thursday 21st April 2016
12.00 – 4.30pm

Room 2.03 Charteris Land
Moray House School of Education

CERES is pleased to announce a second seminar bringing together policy makers, practitioners, cultural organisations, language communities and researchers in Scotland to engage in knowledge exchange. The knowledge exchange will focus on exploring how heritage language and learning and complementary schools in Scotland can help share the Scottish Government's 1+2 Language Strategy.

PROGRAMME	
12.00 – 1.00	Registration and Lunch
1.00 – 1.15	Introduction <i>Dr Andy Hancock, University of Edinburgh</i>
1.15 – 2.15	Crossing boundaries, building synergies. Findings from a multilingual digital storytelling project <i>Dr Jim Anderson, Goldsmiths College, University of London</i>
2.15 – 2.30	Break
2.30 – 3.30	Language, Pedagogy and Pupil Identity: EAL in England and Scotland <i>Dr Yvonne Foley, Moray House School of Education, UoE</i>
3.30 – 4.30	Discussion & Plenary

This event is **FREE** but ticketed and **spaces are limited**

To book your place please visit: Eventbrite at <http://tinyurl.com/hrpw4em>

Dr Jim Anderson, Goldsmiths, University of London



Jim Anderson is Senior Lecturer in Languages in Education in the Department of Educational Studies at Goldsmiths, University of London. His work focuses on: theories and methods of second language learning and bilingualism, including Content and Language Integrated Learning (CLIL); multilingualism and new literacies; and language policy. Underlying this is a commitment to an integrated and inclusive approach to language and literacy education incorporating the areas of foreign and community/heritage language learning as well as English as an Additional Language and English mother tongue. From 2002-2014 he led the Flexible Secondary PGCE Languages course (Arabic, Bengali, Mandarin, Panjabi and Urdu) at Goldsmiths. From 2012-14, with Vicky Macleroy, he co-directed a research project on multilingual digital storytelling funded by the Paul Hamlyn Foundation and this work is now being taken forward through a second project running from 2015-2017, also funded by Paul Hamlyn.

Dr Yvonne Foley, Moray House School of Education, University of Edinburgh



Yvonne Foley has worked as a teacher educator for many years in the field of English as a second/additional language in Taiwan and across the UK. She currently teaches on a range of programmes: PGDE Secondary, MSc Education: Language – Theory, Practice and Literacy and MSc TESOL. The focus of her teaching is influenced by a drive for social justice in language education. She is interested in the ways in which critical literacy approaches can be implemented in classroom practices to meet the language and literacy needs of pupils learning English as an additional language (EAL) and in particular, the role of teacher education in promoting social, cultural and linguistic inclusion. She is co-director of the Centre for Education for Racial Equality in Scotland (CERES) and currently serve as the Chair of the National Association for Language Development in the Curriculum (NALDIC), the only national subject association for EAL in the UK. She also works in partnership with a number of organisations to provide CPD and Knowledge Exchange for mainstream and EAL teachers across the UK. She is a member of NALDIC, The British Association of Applied Linguistics (BAAL) and The International Association in Teaching English as a Foreign Language (IATEFL).