

Event Speakers

1330 - 1335

Opening remarks

Fhiona Mackay, SCILT/CISS Director



Fhiona Mackay in her capacity as director of SCILT, advises and informs Scottish Government language policy and supports its implementation in schools. She is an active member of Scottish Government's Strategic Implementation Group for the 1+2 language policy. Fhiona works with a wide range of national and international partners and is a well-known advocate of language learning. Joining SCILT in 2012 from her previous role at Education Scotland, Fhiona works with a range of national agencies and international partners to promote and support language learning across Scotland in schools and communities.

Fhiona recognises the importance of collaboration, sharing of ideas and knowledge exchange as a means of empowering members of the language community. In this way, she believes, we can ensure that languages are seen as key skills for life in a globally interdependent world and contribute to the development of a more inclusive and tolerant society.

1335 - 1345

Welcome from Deputy First Minister of Scotland

John Swinney MSP



John Swinney joined the Scottish National Party in 1979 and went on to graduate from Edinburgh University with an MA (Hons) in Politics. He has worked for the Scottish Coal Project, Development Options and Scottish Amicable.

Prior to his election as Westminster MP for North Tayside in 1997, he held a number of posts in the SNP at local and national level. In 1999, he became the MSP for Tayside North, remaining as the constituency's MP until standing down from Westminster at the 2001 General Election.

From 1998 to 2000, he served as deputy leader of the SNP, and then as party leader between 2000 and 2004. He was re-elected as an MSP at the 2011 Scottish Parliament election and appointed Cabinet Secretary for Finance and Sustainable Growth. He was appointed as Deputy First Minister and Cabinet Secretary for Finance, Constitution and Economy in November 2014.

Please note this will take the form of a pre-recorded video.

1345 - 1405

Keynote speaker

Dr Stacey Margarita Johnson, Assistant Director of the Vanderbilt University Center for Teaching in Nashville, Tennessee and Senior Lecturer in Spanish



Please note this will take the form of a pre-recorded presentation.

Dr Stacey Margarita Johnson is Assistant Director of the Vanderbilt University Center for Teaching in Nashville, Tennessee, USA where she holds appointments as Senior Lecturer of Spanish in the Department of Spanish and Portuguese, Affiliated Faculty in the Center for Second Language Studies, and Adjunct Faculty in Peabody College's Master's program in English Language Learners. Stacey teaches courses in foreign language teaching methods, second language acquisition, and education. Her research includes work on classroom practices, hybrid/blended instruction, and adult language learning including transformative learning and critical pedagogy. Stacey is co-author of [Social Justice in the Language Classroom: A Call to Action](#) and also a host and producer of the [We Teach Languages](#) podcast.

Dr Johnson's keynote presentation will focus on social justice approaches to teaching languages and community action in and through languages education.

1540 - 1600

Plenary speaker

Louise Glen, Senior Education Officer for Languages, Education Scotland



Louise Glen is a passionate exponent of language learning. She joined Education Scotland as a Senior Education Officer in June 2013 after working as a teacher for over 20 years at Fife Council. She studied German, French, Spanish and Education at the University of Stirling, during which time she lived and worked in Hanover, Augsburg and Strasbourg.

Louise worked for several years in various secondary schools in Fife and as a Principal Teacher of languages, she led departments which offered French, German, Spanish and Italian. In 2010, Louise was seconded for a year to SCILT, Scotland's National Centre for Languages, where she worked with colleagues from partnership organisations such as Scottish Government, Education Scotland, SQA and the cultural organisations to promote and facilitate the learning and teaching of modern languages. She then returned to work for Fife Council, moving on to a deputy head teacher post, before taking up her current post as Senior Education Officer at Education Scotland.

As a Senior Education Officer, Louise is responsible for the provision of national curricular support, advice and guidance for languages in the primary and secondary sectors in Scotland.

Session Details

*Attendees will have the opportunity to attend two break-out discussions of their choice.
Each discussion will include 10 minutes Q&A at the end.*

Session 1: 1410 - 1450hrs

Session 2: 1455 - 1535hrs

A

Bilingualism matters in equitable education

Prof Antonella Sorace, Dr Ania Byerly and Eva-Maria Schelten,
University of Edinburgh/Bilingualism Matters

Dr Maria Dokovova, Queen Margaret University/Bilingualism Matters

Join members of the Bilingualism Matters at the University of Edinburgh for three short talks followed by Q&A. Prof Antonella Sorace will give an overview of key findings from research on bilingualism in schools; Dr Ania Byerly will discuss linguistic diversity in education through the lens of equity and anti-discrimination; and Dr Maria Dokovova with Eva-Maria Schnelten will introduce the 'Accent Positivity' campaign run by student volunteers at Bilingualism Matters. The session will be facilitated by Dr Katarzyna Przybycien.



Antonella Sorace is Professor of Developmental Linguistics at the University of Edinburgh. She is a world-leading authority and has published widely on bilingualism and language learning over the lifespan, bringing together methods from linguistics, experimental psychology and cognitive science. She is also committed to disseminating the findings of research on bilingualism outside academia. She founded Bilingualism Matters in September 2008 as a local research-based information service for parents and teachers focusing on the facts, benefits and challenges of early bilingualism. Over the last 10 years, she has opened over 20 branches of Bilingualism Matters around the world.



Dr Ania Byerly is a Senior Teaching Fellow in Language Education at the Moray House School of Education and Sport, University of Edinburgh, contributing to a variety of undergraduate and postgraduate programmes, such as MSc TESOL and MSc Language Education, Initial Teacher Education, BA Childhood Practice. Ania is a qualified Early Years and Primary School teacher, specialising in Teaching English as a Foreign/Additional Language to young children. She brings over a decade of experience as a teacher educator, working in the areas of inclusive, intercultural and anti-racist education, with a focus on developing pre-service and in-service teachers' understanding of various social justice issues: from ethnicity and 'race' through to linguistic and religious diversity. Her teaching is based on research with Scottish primary school teachers during a time of increased migration into Scotland, increased numbers of bilingual learners in schools, and a curriculum reform, resulting in a PhD in Education awarded in 2016, on the topic of Scottish primary school teachers' perspectives on multicultural and anti-racist education.

Ania grew up in Warsaw, Poland; speaks both Polish and English daily, in addition to having some working knowledge of Spanish and French, and attempting to learn Japanese.



Dr Maria Dokovova has recently completed her PhD in Phonetics at Queen Margaret University and is now studying Speech and Language Therapy there. Maria grew up in a family where both Bulgarian and Czech were spoken every day, which led to her interest in languages at university. Her research has always focused on how people's accents are affected by knowing more than one language. Her PhD found that Bulgarian-English bilinguals living in the UK are more used to listening to native English speech than Bulgarian-accented English. These interests led Maria to volunteer at Bilingualism Matters, where she has contributed to the 2020 Refugee Festival events and has co-launched the #AccentPositivity campaign, co-hosting a podcast episode and writing blog posts.



Eva-Maria Schnelten is a PhD candidate in Linguistics and English Language at the University of Edinburgh. Her interest in languages started very early and has played a big role since her first English lesson in Primary School. Currently, her research focuses on multilingual language dominance in adults and cross-linguistic interference, exploring individual differences such as aptitude and attitudes. As a former language teacher of German, English and Dutch, and with experience in language therapy, she is also interested in language acquisition and language change, language across the life span, minority languages and language policies. In addition to her academic work, she is a volunteer at Bilingualism Matters, where she is the content developer for social media and the coordinator of several volunteer groups to bridge the gap between research and the public. As such, Eva-Maria is the co-creator and co-host of the Much Language Such Talk Podcast. Recently, she also co-launched the #AccentPositivity campaign of Bilingualism Matters, creating the social media posts and organising a podcast episode on the matter.

B

EAL: Using poetry to celebrate diversity and heritage languages

Ruth Cunningham, Renfrewshire Council

Ruth will share the joy of her experiences in heritage language creativity and will lead a discussion on how listening to migrant and refugee voices can be used to celebrate diversity and provide a better perspective of the world community.



Ruth Cunningham decided to take a break from mainstream primary teaching six years ago and applied for secondment with the EAL Team in Renfrewshire Council. She realised very quickly that working with bilingual students was her calling. Ruth is bilingual and learnt Spanish as a young teacher in Madrid in much the way her migrant pupils do when they come to the UK – the fully immersive “just get on with it” method! This experience shaped her as a linguist, a teacher and as a person. It gave her the empathy to understand the difficulties her pupils face in the mainstream system. Being able to think, create and communicate in a different language is a superpower and something she tries to transmit to her students.

Ruth's teaching methods revolve around pupil self-esteem and empowerment. Her connection with MTOT (Mother Tongue Other Tongue) has been fundamental in her teaching practice and the promotion of her pupils' voices. Ruth hopes she can share some of the joy she has experienced over the six years of MTOT participation and

just how important it is to listen to ALL of our children, in ALL of their voices.

C

Parental engagement and family learning

Karen Faulds, SCILT, University of Strathclyde

Karen Macleod, Garvel Deaf Centre, Moorfoot Primary School, Inverclyde Council

Parents, carers and families exert a powerful influence on a child's life and education. Involving parents in their children's education can help remove barriers to learning, improve attitudes and raise attainment. The first part of this session will look at different examples of parental engagement and the second part will focus on how Inverclyde is promoting family language learning with BSL across the authority and the West Partnership.



Karen Fauld's background is in primary education and as a class teacher taught for several years in primary schools across Inverclyde and Renfrewshire. She paused her teaching career to focus on languages and proceeded to study French at the University of Glasgow and at the Université de Pau et des Pays de l'Adour in France. Having completed this period of study, Karen returned to the teaching profession resuming the role of class teacher at a primary school in Stirling. In addition to this, she worked with schools across the authority to support and develop the learning of teaching of languages in the primary sector. Karen was a SCILT Associate before joining the organisation full time and helped develop some of the pedagogy units within the OU/TELT course.

Karen joined SCILT on secondment in 2019 as a Professional Development Officer and is a member of the primary team. In this role she works in close collaboration with colleagues in SCILT in addition to external partners to develop, facilitate and evaluate the various professional learning opportunities offered to teachers, student teachers and Development Officers across Scotland.



Karen Macleod began learning British Sign Language (BSL) 25 years ago when she worked with the charity Sense Scotland. She then went onto work for the National Deaf Children's society where she continued to develop her BSL skills. Karen retrained as a primary teacher in 2005 and in 2015 where she started as principal teacher of Garvel Deaf Centre and was able to once again immerse herself in BSL and continue on her BSL learning journey.

BSL is integral to all the teaching and learning that takes place in Garvel, but as well as providing high quality BSL support to the centre's deaf pupils, Garvel also offers BSL lessons to all of the classes within the mainstream of her school from nursery to P7. Classes also run for staff from all education establishments across the authority and more informal drop in family sign classes are also offered.

In 2017 she launched her schools 'Celebration of Sign' day to help promote the language and culture of the deaf community. This annual event helps bring the hearing and deaf communities together to learn, practice and celebrate BSL.

D

Promoting languages in primary age pupils

Caroline Homer, Whinhill Primary and Nursery Class, Inverclyde Council

A discussion of how to sustain pupil engagement in learning a new language.



Caroline Homer is a Teacher at Whinhill Primary School and Nursery Class. She has worked there from the day it was established in 2012 and currently teaches Primary 7.

Whinhill Primary and Nursery Class delivers education through two mediums, English and Gaelic therefore respect for other languages, and the acquisition of new languages, underpins the ethos and life of the school. In addition to English and Gaelic as core languages pupils also learn French from P1-P7, Gaelic for the English classes P4-7 and Spanish is due to be introduced this year for P4-7.

Working at a bilingual school, Caroline understands the pivotal role learning a new language can play in pupil development. She learns Gaelic alongside her pupils and is looking forward to introducing her class to Spanish.

With a keen interest in language Caroline was eager to participate with her class in Discovering the Arabic World.

E

Promoting languages and Global Education in secondary schools:

Introducing Mandarin at Grove Academy through a DYW and interdisciplinary approach

Andy Creamer and Matthew Robertson, Dundee City Council

Grove Academy have introduced Mandarin as part of an approach to curriculum design, focusing on IDL and DYW themes. Delivery has been organised in collaborate with a key partners to maximise the widening of the curriculum.



Andy Creamer had no previous languages experience as a Modern Studies Teacher. His current languages experience follows on from partnerships recently established with schools in China. Following these, Andy has introduced Mandarin into the curriculum, approaching this from a perspective of DYW given the growing significance of China in the international economy, and from this the potential benefits for pupils of having a qualification in Mandarin.

His experience thus far has been working with SCILT to establish online Mandarin delivery to a range of pupil groups with the aim of securing a qualified Mandarin teacher as a permanent member of staff.



Matthew Robertson has been a teacher of Modern Studies since 2006 (and Principal Teacher of Modern Studies from 2012). The importance of 'Global Citizenship' is central to his practice and the relevance of language education is a key component of Global Citizenship. From 2012-2014 he was part of the 'Teach Global Ambassadors' project working in Lithuania with teachers from across the EU developing Global Citizenship education.

In 2018, Matthew was seconded as an Implementation Officer for the Tayside RIC working on a number of different projects supporting colleagues in all sectors across three local authorities, including, most recently, the National e-Learning Offer.

Matthew is now currently Depute Rector at Grove Academy and working on our inter-disciplinary 'Silk Road to China' approach as part of his whole school: 'Grove Academy - Global Education'.

F

Poverty and languages – Do all children get an equitable chance?

Scott Calder and Sylvia Georgin, Northern Alliance Regional Improvement Collaborative

Many teachers and schools across the Northern Alliance work in communities which experience high levels of rural, island and urban poverty and deprivation. The consequences of this are probably the greatest challenge we face in seeking to ensure that every child receives their entitlement to language learning and can thrive and gain confidence as a language learner.



Scott Calder is currently seconded from his post as Head Teacher in an Aberdeenshire primary school to his current role. Alongside Education Scotland colleagues, Scott organised and coordinated the recent 'Promoting Equity' week of which languages featured in the form of input from Bòrd na Gàidhlig, Education Scotland and Northern Alliance colleagues highlighting the issues around entitlement and equity in languages in Scotland.



Sylvia Georgin is currently the Languages Development Officer in Aberdeenshire Council and the Lead Officer for the Northern Alliance Languages workstream and provides supports with languages to schools across Aberdeenshire and the wider Northern Alliance area. She is also the current chair of LANGS (Languages Network Scotland). She collaborates closely with partners from within the Regional Improvement Collaborative, with other local authority language development officers and, of course, with partners in Education Scotland, SCILT and other cultural organisations.