

# Event Speakers

10 September 2021



1315-1320 & 1555-1600

**Fhiona Mackay, SCILT/CISS Director**

**Opening and closing remarks**

**Fhiona Mackay** is the director of Scotland's National Centre for Languages (SCILT) and the Confucius Institute for Scotland's Schools (CISS) at the University of Strathclyde.

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.



1320-1340

**Joanna McPake, Reader in Education**

**University of Strathclyde**

**Keynote speaker**

**Joanna McPake** has been a language learner, teacher, teacher educator and researcher for over 30 years, with a long-standing interest in what it means to be bilingual: i.e. to use more than one language in everyday life. Recognition that we are all actually or potentially bilingual - no longer considered to be a rare phenomenon achieved only by those who speak two languages 'perfectly'. It has implications for all language learners: primary pupils learning French, people recently arrived in Scotland needing to add English to their repertoires, pupils in Gaelic-medium using Gaelic and English for academic purposes, or people living in families where two or more languages are in use. All of these examples raise complex questions for teachers about the best ways to support learners in developing language skills to fit their needs and aspirations in an increasingly multilingual world.

Joanna's current research considers the potential of 'local' language learning projects for encouraging primary pupils to see themselves as already becoming bilingual, by learning and using languages spoken in their local communities.

The 1+2 policy encourages the use of local language resources for the teaching of L3 and the incorporation of L3 learning into interdisciplinary projects. What are the benefits of combining these strategies?

**Joanna's presentation** 'Local Language Encounters' will draw on examples of such projects to consider the opportunities and the challenges they offer.





1545-1555

## **Dr Łukasz Lutostański, Consul General Consulate General of the Republic of Poland in Edinburgh Plenary speaker**

Dr Łukasz Lutostański, Consul General of the Republic of Poland in Edinburgh, is responsible for the promotion of Polish language and culture and has the overall responsibility of delivering diplomatic and consular services in Scotland. Having been awarded a Bch in Management from the Warsaw School of Management and a PhD in Management Sciences (2008) from the Leon Koźmiński Academy in Warsaw, Dr Lutostański, has held numerous positions of responsibility since 1998 including that of the Consul General of the Republic of Poland in Manchester from 2012-2016.

Dr Lutostański has only recently taken up office as the Consul General of the Republic of Poland in Edinburgh taking over from Mr Ireneusz Truszkowski in August 2021.



1545-1555

## **Sylwia Spooner, Head of Cultural Affairs Consulate General of the Republic of Poland in Edinburgh Plenary speaker**

**Sylwia** is an experienced Head of Cultural Affairs leading the Communications, Public Diplomacy and Polish Diaspora Department at the Consulate General of the Republic of Poland in Edinburgh, with many years of professional experience working in an international and multicultural environment providing leadership, planning, management and budget control of a diverse portfolio of activities.

She is responsible for the promotion of Polish language and culture in Scotland among the Polish and local communities. She works closely with many local and Polish organisations on introducing Polish language teaching in Scottish schools and supporting the over 20 Polish supplementary schools in Scotland.





# Parallel Sessions

**Time: 1345-1540hrs**

Participants will have the opportunity to attend up to three sessions of their choice.  
Each discussion will include 10 minutes Q&A at the end.

## A: Creative Curriculum Design in the Secondary School

**Presenters: Amy Lochhead and Donna McGinley (joint session)**



### **Amy Lochhead, Principal Teacher of Modern Languages and Confucius Hub Stirling High School**

**Amy** is a principal teacher and lover of all things language. She is a French and Spanish specialist and is Confucius classroom coordinator for secondary schools in Stirling. She has a keen interest in raising attainment and uptake across all languages. She lives in Glasgow with her partner and Pinto the border terrier.

**Amy's presentation** will focus on how Mandarin is delivered at SHS and throughout the LA, and what our triumphs and current challenges are.



### **Donna McGinley, Curricular Leader of Modern Languages Tynecastle High School, City of Edinburgh Council**

**Donna** has had a passion for Modern Languages since her own Secondary School days, thanks to the nurturing of two wonderful teachers. She studied a combined languages and teaching degree at the University of Stirling and graduated in 2008. Since then, Donna has worked in two schools as a French and Spanish teacher, with experience in behaviour support. She is currently working as the Curricular Leader at Tynecastle High where she has been for the last 7 years. She is continuing to enjoy enhancing her teaching and learning techniques to try and deliver engaging lessons in French and in Spanish.

**Donna's presentation** will involve a sharing of experience in embedding L3 into the Secondary Curriculum. It will briefly look at the challenges in doing so and there will be an opportunity for questions and discussions.



## B: Exploring culture through L3

Presenter: Dr David Roxburgh



### Dr David Roxburgh, Senior Teaching Fellow, School of Education University of Strathclyde

**David** joined the School of Education in 2012 with extensive prior experience of the Scottish primary curriculum, including the teaching of languages. His research and scholarship interests centre round the promotion of Chinese language and culture (CLC) in schools. David's recently completed doctoral research focused on the cultural dimension of language learning within a broader L3 framework in relation to the national 1+2 languages policy, but very much under-researched in Scotland at present. His current role in Initial Teacher Education has also involved him in organising a large number of successful language/cultural and comparative education programmes for student teachers to visit China and South Korea.

David is also part of the School's 'Languages Encounters' research group, led by Ms Joanna McPake, which examines the potential for further impact from L3 provision in creating space for innovative practice, not only in Scotland but also in other European contexts.

He is currently the Director of Global Engagement within the School of Education and has visited China on many occasions, as well as welcoming various delegations to the University to hear about developments in the Scottish Education system.

**David's presentation** 'Exploring Culture Through an L3 Experience' will be based on aspects of his recently completed doctoral research, exploring the teaching of CLC in primary schools through the lenses of 'large culture' and 'small cultures' to consider whether provision designed to introduce children to diverse cultures around the world breaks down boundaries or reinforces them. His study will consider the impact that this thinking has had on teaching approaches, pupils' experiences and their attitudes to other cultures, beyond just China.

The results will highlight some continuing tensions and offer insights into some worthwhile practices across L3 experiences as a whole.



# C: How do you teach a language you don't speak?

Presenter 1: Christopher Sagan

Presenter 2: Lorna Anderson



## Christopher Sagan, Chair of the Board of Trustees The Polish Social and Educational Society in Glasgow

As the Chair of the Board of Trustees at The Polish Social and Educational Society in Glasgow, Chris has overall responsibility in developing and leading the Society, to ensure it plays its part in supporting the Polish Community in the West of Scotland, and in helping the Polish community as an integral part of the wider Scottish community. He works closely with the Polish Consulate in Edinburgh.

With the support of SCILT and the Polish Consulate, he designed and then led a team of teachers (Scottish and Polish) in creating 'Ten Steps to L3 Polish'. Ten Steps to L3 Polish is an internet based programme designed by teachers for use by teachers with no prior knowledge of the Polish Language.

Chris is a retired Chartered Aeronautical Engineer, Engineering Manager and Mathematics teacher.

**This session** 'Designing a Polish language teaching programme for non-Polish Speakers' will focus on:

### Introduction

- Why the need for Polish Language teaching in Scottish classrooms?
- How to tailor the programme to meet the needs of Scottish teachers.
- How to integrate language learning with learning culture, geography, history etc.
- How to make the programme easy to follow and compliant with L3 requirements.

### The Programme:

- Storytelling and travel.
- Vocabulary.
- Pronunciation.
- Conversation videos.

### Support and developments:

- Teaching the teachers course for Ten Steps to L3 Polish.
- Association of Polish Teaching Teachers.



## Lorna Anderson, Lecturer in ITE Queen Margaret University

**Lorna** recently joined Queen Margaret University in August 2020. She began her career as a primary school teacher and latterly as a peripatetic English as an Additional Language (EAL) teacher across schools in Glasgow. Lorna's love for languages began with completing her Primary French training when newly qualified, going on to also train in Primary Spanish, and the teaching and learning of languages has remained her area of greatest professional interest ever since.

She recently led a pilot initiative in her local authority to teach languages spoken by members of school communities as an L3, working in partnership with parents. Her work with multilingual and multicultural children and families in schools as an EAL teacher reinforced her interest in languages, culture, and the importance of recognising, valuing and promoting linguistic and cultural diversity.





This inspired her to focus her doctoral research on engaging bilingual parents and their linguistic and cultural ‘funds of knowledge’ (knowledge and expertise) in primary languages learning. Lorna is currently working with student teachers in initial teacher education, specifically on aspects of languages education and working with multilingual and multicultural children and families.

**Session details:**

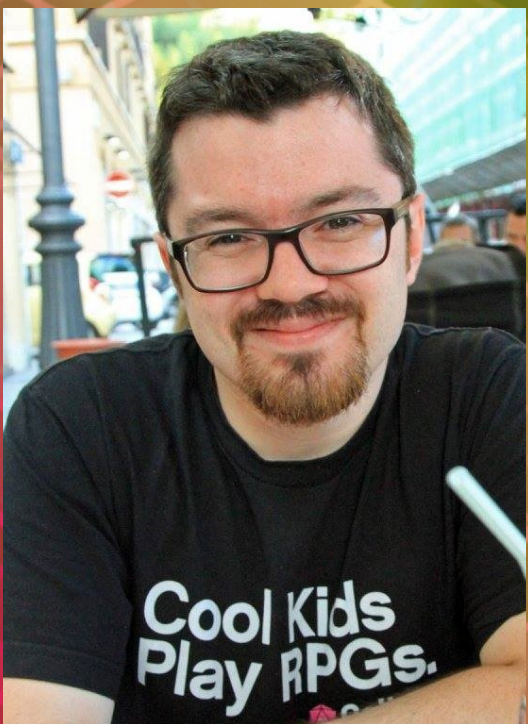
The flexibility of L3 outlined in the 1+2 policy increases the variety of languages that can be potentially offered as an L3, including those spoken in local communities. However, L3 choice is often determined by teacher capacity and confidence, limiting potential options, as ‘how do you teach a language you don’t speak/use?’

Lorna will offer one suggestion by outlining a recent project in one local authority that engaged bilingual parents in partnership to teach their home languages in primary schools, discussing its successes and challenges in practice. This will lead to a group discussion of this approach, how it could work in your own context, and explore further ideas of how to teach languages that may be personally unfamiliar.

## D: L3 for Literacy

**Presenter 1: Dr Alex Imrie, Elizabeth Norton and Lee Baker**

**Presenter 2: Julie-Anne Mackenzie**



**Dr Alex Imrie, National Outreach Co-ordinator  
Classical Association of Scotland**

In his role as the National Outreach Co-ordinator of CAS, Alex has worked for nearly four years to support and nurture the teaching of Latin and Classical Studies across Scotland. He has worked with teachers, parents, local authority officers and university academics to build a sustainable Classics community, and to combat both the systemic lack of provision in state schools and pernicious attitudes about the relevance or accessibility of the subject.

Alex has always enjoyed learning languages, from his time at school (French), as an undergraduate (Spanish) and as a postgraduate student (Latin and Ancient Greek), all of which he is required to use in his academic research. He knows first-hand the joys and practical benefits which language learning can deliver to young people, and so remains committed to ensuring that pupils receive an opportunity which he never had as a child, to experience Latin and unlock a gateway into the ancient past.

**Elizabeth Norton, Development Officer  
Glasgow City Council**

**Elizabeth** is the Development Officer for Languages with Glasgow City Council. She supports, mentors and trains teachers to teach languages in the Primary school through coaching in context and online. Since graduating from Strathclyde University, Elizabeth has used Italian, French and Spanish throughout her career. She has worked for companies such as ICE, the Italian Commercial Attaché, Hyster forklift truck manufacturer, Digital Equipment Corporation, Thus telecoms company and as a Primary teacher since 2008.







Elizabeth is passionate about languages and language learning and during Covid times has completed GLPS as a Gaelic learner. As the basis of these romance languages, learning Latin at school has helped enormously for one of her current projects, Improving Literacy through Latin. This initiative involves introducing Latin as L3 to primary learners at 2nd Level, following on from the work done by undergraduates from Glasgow University through the Iris Project.



## Lee Baker, Teacher of Latin and Classical Studies St Aloysius' College

**Lee** started learning Latin at Lanark Grammar School and continued his study of Classics at the University of Glasgow graduating in 2014. Having completed a PGCE in Classics at the University of Cambridge, Lee started teaching Latin and Classical Studies at St Aloysius' College in Glasgow.

Lee has a number of roles within the SQA Classical subjects and chairs the Teachers Group on behalf of the Classical Association of Scotland. Lee is passionate about making Latin and Classical Studies as widely available as possible to all young people who are keen and want to learn.

**This session** 'Moving forward with L3: Literacy and Opportunities through Latin' is designed to be a 'one-stop-shop' for finding out about Latin teaching in Scotland at different levels and the benefits that it can bring to pupils and schools at large. We will have a joint presentation by Elizabeth Norton and Lee Baker outlining the current state of Latin teaching in Scottish schools; insights from the project underway with Glasgow City Council to bring Latin into its primary schools as an L3 language option, and a discussion of what Latin can actually develop in primary and secondary contexts.

The presentation will conclude with an explanation of options to introduce Latin to your schools, before some information on support available from CAS and about our growing national network of Classics teachers, which is proving an invaluable resource for teachers setting out on their Latin and Classics journeys.



## Julie-Anne Mackenzie, Product Owner Twinkl Alba

**Julie-Anne** is an experienced teacher of secondary school modern languages who has worked in state schools in Scotland, international schools in Spain and is now working with eSgoil online. She has studied languages, philosophy, Gaelic medium education and latterly, linguistics with language acquisition.

Alongside online teaching, Julie-Anne currently works with Twinkl Alba. This branch of Twinkl is a development team creating engaging resources which promote high quality teaching and learning for both learners and fluent speakers of Gaelic, with a distinct focus on language acquisition and building literacy.

**This session** 'An Dà Ròs – Using a story to teach a language' will present the original story of An Dà Ròs, or The Two Roses. These materials were produced in partnership with Nil by Mouth, SCILT and Twinkl Alba. The story is one of two young people who are very different from one another and learn to be friends despite their differences.





It is a great way to introduce stereotypes, conversations about friendship, prejudice, and acceptance. It demonstrates a very gentle approach to difficult conversations that are suitable for pupils working at First Level.

This session will take practitioners through the materials, which are all available to download and discuss the ways they could be used in class. There will be an opportunity for practitioners to provide feedback on the materials and discuss any materials of this kind that they would like to see developed in the future to blend language learning with other curricular outcomes.

This session will be best suited to teachers of Gaelic medium and teachers with an interest in Gaelic. The materials are available in both languages.

## E: L3: An authority wide approach

Presenter 1: Ann Robertson

Presenter 2: Zoe Gordon



### Ann Robertson, Languages Consultant and Advisor East Lothian, Midlothian and Scottish Borders Council

**Ann** is a freelance languages education consultant working with local authorities, schools, and universities across Scotland, and beyond. Her roles in education have gone from secondary languages teacher and head of department to a Quality Improvement Officer in City of Edinburgh where she led on the development of 1+2 Languages, Gaelic and Mandarin. As a freelancer, Ann has worked on a range of projects including as a lead education researcher in Namibia, developing Japanese learning and teaching resources for the University of Edinburgh and leading on the development of 1+2 Languages in East Lothian Council, Midlothian Council and Scottish Borders. She is passionate about developing learning resources in languages and has developed her own website and Youtube channel, Lingobox Learning where she shares activities, songs and games in different languages.

Ann is the former Chair of the Languages Network Group Scotland and is the lead author on the Toolkit for Improvement in Languages Education South-East (TILES) project in partnership with Moray House School of Education. She is hugely passionate about language learning in Scotland and about the impact languages can have on children and young people’s lives and opportunities.

**This session** 'L3 Language Explorers: An authority wide approach' will share the L3 Language Explorer approach which has been developed across a group of local authorities in south-east Scotland. We will discuss how we have sought to develop a model which promotes coherent cluster working, offers progression across languages, explores what it means to learn languages, promotes learner engagement and links to our communities and learner needs.





## Zoe Gordon, 1+2 Development Officer West Lothian Council

**Zoe** is the 1+2 Development Officer for West Lothian. A Primary School Teacher with a passion for all things "languages". Zoe spent a year pre-university as an Au-Pair in Paris and it was here that she developed her fluency and love of French. After completing a BA Hons in Languages (French and Spanish) with Export Studies, Zoe spent almost 20 years working in Financial Services. A career that started in Bankers Trust, with a need to support a French speaking client and progressed through companies like Deutsche Bank, State Street, Morgan Stanley, and ended in BNP Paribas as Head of Treasury for Middle Office. Zoe then decided to pursue a new career and did her PGDE in Primary Education. Post Probation Zoe took on the role of 1+2 Lead Learner within Springfield Primary school and in 2019 joined the 1+2 Development Team.

For the past 18 months, Zoe has been the 1+2 DO for West Lothian, responsible for supporting 68 Primary and 11 Secondary schools and ensuring they are meeting the 1+2 commitment. Keen to continue her own language development, Zoe attended an Erasmus course in Malaga in 2018 and completed the OU TELT Follow-on Spanish course in 2021.

**This session** will share a high-level overview of how we manage L3 provision in our Primary and Secondary schools in West Lothian. This will include: successes and challenges, staff confidence and ability in L3, resources, CLPL opportunities and next steps.

## F: The Multilingual School

Presenters: Christina McGregor and Karen MacLeod (joint session)



## Christina McGregor, Gaelic Medium class teacher Perth and Kinross Council

**Christina** has worked in Gaelic Medium education for 18 years as a class teacher, across all areas of the primary school. She has also been involved in leading playgroup sessions and various community initiatives relating to Gaelic.

Language features in every area of the curriculum in the Gaelic medium context with new and innovative approaches being explored and tried out regularly. Pupils' learning in the first 3 years of their schooling is entirely in Gaelic, with English being introduced in P4-7. Most of the pupils enter school with no Gaelic. L3 French, for pupils is introduced in P4-7 and is taught through the medium of Gaelic.

Language learning is the every-day normal in the GME context and has a bearing on all that is experienced in the classes.

**Christina's presentation** will include:

- GME in full immersion context of Gaelic
- Introduction of English in the GME context
- L3 with GME pupils





## Karen MacLeod, Principal Teacher Garvel Deaf Centre / Moorfoot Primary School Inverclyde Council

Karen began learning British Sign Language (BSL) 25 years ago when working 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 has been principal teacher of Garvel Deaf Centre in Inverclyde since 2015. Karen is passionate about BSL and for many of the children she teaches, it is their main or preferred language for accessing the curriculum.

The promotion and teaching of BSL to both pupils and staff across Inverclyde Council is an integral part of Karen's role and all classes within Moorfoot Primary School are taught BSL, from nursery to P7. In 2017, Karen launched the school's '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.

**Karen's presentation** will focus on her primary school's approach to 1+2 languages and the addition of BSL on top of the L3 offer. She will also talk about how the school delivers these languages and future plans for rolling out to cluster schools.

## Moving Forward with L3: Challenge and Opportunity