

# Online team-teaching- A sustainable approach to support language delivery in the primary



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June 2023

## Why?

Being committed to a weekly slot ensured my class engaged with language learning as this is something that sometimes slipped from the timetable. It was a relief to have the correct pronunciation demonstrated to the class.

Because I was learning in real time with real pupils so putting new learning in place while being supported rather than an after-school session and then trying to do it all myself.

Through our experience as language development officers and primary teachers, we understand the needs of teachers and recognise that there will be a requirement for ongoing language support, especially for newly qualified teachers and those who require language upskilling. Following the success of North Ayrshire's languages online team-teaching model in the SWEIC, we explored this initiative as a possible approach to meet teacher's needs . The effective use of technology means that these live language lessons provide immediate impact, far beyond one classroom. **So why this model?**

- To increase teacher confidence in languages and language pedagogy.
- To provide on the job professional learning to alleviate workload pressures.
- To demonstrate in real-time what progression in language looks like.
- To help teachers make the time for languages in a crowded curriculum.

As a probationer I don't feel confident in teaching Spanish but now I have the confidence as I have learned so much. I loved the games to make it fun and interactive. The extra files to complete in my own time with the children were a great support!

I enjoyed 'learning on the job'! It meant I had to try things out right away, I was being held accountable.

## What ?

We aimed to motivate pupils and empower teachers to deliver 1+2 languages entitlement by delivering fun, engaging live online language lessons through a unique team-teaching model facilitated by a language expert. During these lessons, teachers learned alongside their pupils in real time and led the learning in their own class. This approach also develops teacher confidence to consolidate the language learning with their pupils during their own class time.

We offered a 10-week course in French and Spanish to all schools across Scotland in the Glow network. Following the success of this course, we collaborated with Highland Council and their Development Officer, Ruairidh Mackay, who agreed to deliver a 4-week L3 Gaelic pilot, based on the same model, to schools in Highland and Argyll and Bute councils.

- 94% of teachers agreed that their pupils' confidence had increased.
- 93% of teachers agreed that pupil engagement with language learning is more positive.
- 91% of teachers agreed that the pupils in their classes had made steady progress in French, Spanish or Gaelic.
- 92% of teachers agreed that their pupils' confidence in French, Spanish or Gaelic pronunciation had improved as a result of the phonics input.

I think this is an excellent professional learning opportunity for teachers. Having the resources to support their teaching, for example, the sounds files and games, will give them the confidence to deliver lessons themselves.

I liked the weekly input. Games were brilliant, children were so engaged and even my less confident pupils had a go. We really liked that we were working with classes all over the country.

Learning with the class and developing the confidence to pronounce vocabulary correctly - phonics was a huge part of this.

Instruction provided by an expert and then games led by myself meant it was a really interactive experience and rewarding for the pupils.

I find it far more beneficial to learn by doing, rather than talking about it or simply being given ideas but not shown how to use them and incorporate them into your routines.

This model is preferable because the implementation of the approaches, games and content could be observed, experimented with and evaluated immediately!

## How?

We offered the French and Spanish as an L2 or L3 course to P4-7 classes, and the Gaelic as an L3 course to P5-7. Teachers from 19 of the 32 local authorities signed up to participate in the pilots. On average, 144 classes attended the French and Spanish lessons weekly. For the Gaelic lessons, the average weekly attendance was 27. **How did we deliver the live lessons?**

- We used Microsoft Teams for the French and Spanish, and Google Meet for the Gaelic.
- We planned and delivered a block of progressive lessons, each lasting 45 minutes.
- We offered the same lesson twice weekly to provide flexibility for attending.
- We included an active phonics section as part of the course.
- The lesson structure alternated between short bursts of direct teaching from a language expert, followed by the class teachers leading their own class in a game.
- We provided suggested follow-up activities and resources to consolidate the learning.

I would love if these could be implemented for all levels for the whole school year!!

## Next Steps

Going forward, the collaborative ethos of this model means that it can easily be expanded and literally, a thousand classrooms could benefit by joining in simultaneously all over the country. In rural authorities, such as Argyll & Bute, it is so valuable to have access to high quality support to help primary teachers develop confidence in the delivery of the languages curriculum. As part of the pilot, the lessons have been translated into Gaelic. This could be replicated to include other languages and, ideally, developed for all stages of the primary. We recognise that there is a need for ongoing support to develop teachers' language skills. Therefore, should funding become available, our aim would be to offer differentiated courses for all stages in the primary using the online team-teaching model as a sustainable solution to supporting teachers and learners across Scotland.

[Read the full case study here](#)

[Video clips from the live lessons](#)