

Languages 1+2 in South Lanarkshire Council

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We will introduce a norm for language learning in schools based on the European Union 1 + 2 model - that is we will create the conditions in which every child will learn two languages in addition to their own mother tongue. This will be rolled out over two Parliaments, and will create a new model for language acquisition in Scotland.” (Scottish Government manifesto commitment, 2011)

What has South Lanarkshire Council done since the publication of the Languages 1+2 Report?

- An audit of languages learning in SLC was carried out and this was used to steer the strategy and identify priorities.
- Languages 1+2 has been supported by the seconded of a development officer whose remit includes 1+2
- Professional Networks for SLC for Primary Modern Languages Development and Secondary Modern Languages Development have been established. These networks allow teachers to work together to steer developments and develop frameworks and resources for colleagues.

What has South Lanarkshire Council done since the publication of the Languages 1+2 Report?

- A framework for modern languages from Early Years to Primary 7 has been produced by the Primary Professional Network and will be published in September 2014. This framework has also been published on Education Scotland's website as well as being used for "Train the Trainers" training in July 2014.
- Four people have been trained as trainers to deliver Primary Language Learning (PLL). They will form an element of the languages team in SLC.
- Heads of Establishment have received, and will continue to receive regular briefings/ updates for dissemination to staff.

What has South Lanarkshire Council done since the publication of the Languages 1+2 Report?

- A Languages 1+2 Fund was established in 2013 and establishments invited to bid for additional funding.
- St Elizabeth's Primary School was one of the ten national pilots. The results of the pilot have been used to help steer training and strategy for Languages 1+2.
- Improvement Planning Guidance for school session 2014/15 stated that establishments must use this session to ensure that they are ready to deliver the first additional language (L2) in P1 by August 2015 at the latest. They must also maintain their current delivery of Modern Languages in the Primary School (MLPS)/PLL.
- The timeline would be P1 from August 2015; P1,2 from August 2016; P1,2,3 from August 2017; P1,2,3,4 from August 2018; P1,2,3,4,5 from August 2019; all pupils by August 2020.

What has South Lanarkshire Council done since the publication of the Languages 1+2 Report?

- Schools were encouraged, from 2014 onwards, to explore ways of introducing L3 no later than P5 but earlier if possible. Some schools already have a degree of diversification.
- In session 2013/14 and 2014/15 all 17 Learning Communities were given £1000 to facilitate meetings between trained MLPS teachers and secondary school staff.
- Discussions with the Education Management Team with regard to the re-instatement of Modern Language Assistants (MLAs) will take place session 2014/15 with a view to having a number of MLAs in session 2015/16. Establishments are also encouraged to explore their communities for those with language skills. This is ongoing.

What has South Lanarkshire Council done since the publication of the Languages 1+2 Report?

- The plan is that this funding will continue. In Improvement Planning Guidance for session 2014/15 an action point relating to transition in modern languages was included. This will be built on year on year with effective practice shared. In addition a number of Learning Communities bid from the SLC Languages 1+2 Fund for projects which took forward effective cross sector working. The evaluations of these are currently being analysed and, again, effective practice will be shared. A number of Learning Communities have an area priority where all establishments in the Learning Community will work collectively toward effective transition in languages.
- The audit of secondary schools showed that almost all schools recognise that all young people have an entitlement to language learning through to the end of the Broad General Education. In establishments where this is not the case robust discussions will take place with Head Teachers and Faculty Heads. This will be ongoing.
- Schools have been encouraged to develop language learning for L3 during the Broad General Education and beyond. Languages 1+2 bids which have L3 development as their focus will be shared and developed further as appropriate. This will be ongoing.

What has South Lanarkshire Council done since the publication of the Languages 1+2 Report?

- An audit of the number of primary school teachers who were MLPS trained was carried out and the results used to steer developments. This audit will be revised annually to ensure that the information is up-to-date.
- This session, almost 200 teachers will have been trained to deliver Primary Languages Learning (PLL).
- The Languages 1+2 Strategy Group has been established and has produced the SLC strategy which addresses the Scottish Government recommendations into consideration.

What has South Lanarkshire Council done since the publication of the Languages 1+2 Report?

- There are many ways in which SLC is working with its establishments to address the organisational and curricular issues arising from earlier access of learners to language learning.
- The Curriculum and Quality Improvement Service (CQIS) has provided a programme of effective Continuous Professional Development (CPD)/ Career Long Professional Learning (CLPL). Providers include SCILT, Scotland's Centre for Language Learning and SLC practitioners themselves.
- Professional networks have resulted in groups of teachers working together, sometimes in sectoral groups and sometimes cross-sectoral.

What has South Lanarkshire Council done since the publication of the Languages 1+2 Report?

- The Languages 1+2 Strategy Group includes a member whose area of expertise includes English as an Additional Language (EAL). This will ensure that EAL is incorporated into the SLC strategy.
- A section on Scots is included in the strategy.
- SLC has developed effective links with cultural organisations, local authorities, language communities and schools. The Quality Improvement Officer (QIO) with responsibility for Languages chairs Cultural Organisations and Local Authorities (COALA) and this established network means many productive links have been established. Establishments are forwarded the weekly SCILT Newsletter plus any information from the cultural organisations.

What has South Lanarkshire Council done since the publication of the Languages 1+2 Report?

- Language learning and development is supported by the use of IT (including GLOW – this continues to develop), social networking, media (e.g. subtitled foreign films, television, radio) together with the development of opportunities in areas such as theatre, song, e-twinning and international visits. The SLC e-catalogue has been supported as necessary. GLOW content will include illustrations of effective practice and initiatives supported by the SLC Languages 1+2 Fund and also developed by the professional networks.
- The SLC Confucius Hub has been established and Mandarin is being offered as an option for S1 in its host school. Three other Learning Communities have expressed an interest in the study of Mandarin and Chinese culture and they are supported in this, subject to resources. A Chinese Language Assistant (CLA) has worked in the Confucius Hub for two years and this will continue. A General Teaching Council of Scotland (GTCS) registered teacher of Mandarin was appointed in June 2014.
- SLC is one of six local authorities which have a formal partnership with a region of France.

What has South Lanarkshire Council done since the publication of the Languages 1+2 Report?

What now?

- Continue all current developments
- Primary Mandarin Toolkit
- Secondary Mandarin Toolkit
- Big Books
- L3
- Transition Guidance
- Languages Portfolio
- Languages 1+2 Briefing Papers

Why learn a language

tolerance friends
empathy enjoyment
influence awareness
empowerment
pleasure
insight understanding
pride adaptability
advantages
scope
employability
opportunities
perspective
confidence
memories
freedom