

Languages: a 1+2 Approach Building your strategy

The report *Language learning in Scotland: a 1+2 Approach* tasks local authorities and schools with ensuring that all children learn two languages in addition to their mother tongue. The recommendations for schools should be in place by 2020. Local authorities must prepare a strategy for delivery of these recommendations, including decisions as to the languages they will offer. It is important to note that there is no hierarchy of languages and that local authorities and schools must decide which languages to offer based on their own context. Both Scots and Gaelic have their place in the suite of languages. In the case of Gaelic Medium Education (GME), local authorities should continue to make appropriate plans for immersion. This paper includes Gaelic in its reflective questions but is not the place to offer detailed advice on provision for Gaelic Learner Education (GLE) or GME. Further advice may be sought on Gaelic or any other language. This paper offers a series of reflective questions to assist you in ensuring your strategy is fit for your purposes.

Building your strategy: reflective questions

Education service plan

Authorities have six years to put in place the recommendations of the 1+2 report.

- Does your service plan include staged targets for 1+2? Is the timeline for these stages clearly set out?
- Are roles and responsibilities and resource implications clearly identified?
- Have schools and clusters been asked to include 1+2 in their improvement plans?
- Have you given consideration to GME and how Gàidhlig will be included in 1+2?
- Have you given consideration to the distinct needs of Gaelic primary language learning (GLPS) and where it could be included in 1+2?
- Have you considered making 1+2 part of a partnership agreement with Education Scotland, in discussion with your ALO?

What are the key recommendations from the report which should be addressed in your strategy?

- **BGE:** L2 from P1 to the end of S3*
- **BGE primary:** L3 from P5 at the latest
- **Transition** arrangements for continuity of L2 in particular, P7 to S1
- **BGE secondary:** L3 at the secondary stage

- **Senior phase:** flexible opportunities to study more than one language to the level of a National Qualification unit or course

*Please note that, in response to concerns from local authorities, the SIG has issued further guidance on continuity from P7 to S1. This offers additional flexibility for a few schools/clusters.

Consider how the following key areas are represented in your strategy:

- Vision for 1+2, including Gaelic Education
- Communication and promotion
- Cluster planning
- Training
- Resources
- Partnerships and support

Vision

- How does 1+2 fit within your authority's overall vision for young people?
- What do you want 1+2 to deliver?
- Where does it sit within your plans for Curriculum for Excellence?
- How does it sit within your plans for GME and for GLE?
- How will it support all young people in developing skills for learning, life and work?

Communication

- How will you ensure that all establishments are aware of the key recommendations of the 1+2 report and what it means for them?
- How will you ensure that all are aware of the role of Gaelic Education and what it means for them?
- How will you ensure that parents are informed and involved in developments?
- How will guidance staff and pupils be informed of the implications for learners?
- How will the authority promote 1+2 and engender positive attitudes?

Cluster work

- Does the strategy clarify the need for a cluster approach to the introduction of 1+2 and to the choice of L2 in particular?
- Is the importance of continuity for L2 in particular made clear?
- Does the strategy clarify how GME will be taken forward?
- Will clusters decide on L3 jointly or will there be more flexibility for individual schools?
- Has Gaelic been considered?
- Has the sharing of resources/staff been considered?

Training - initial

- What are the messages from your audit? What are the implications for staffing and training?
- What kind of training will you use to deliver the strategy by 2020? You may wish to consider buying into training from other EAs or purchasing commercial training.
- To what extent can you deliver training within the authority? How could *Train the Trainers* be used as a way of 'growing your own'?
- How will the training be delivered? (Twilights? Days? ICT? A combination approach?)
- Have you considered accreditation/professional recognition for such training?

Training - ongoing

- How will staff skills be updated and maintained?
- How can partners assist with this?
- What use can be made of ICT?

Curriculum

- What is the curriculum strategy for delivering a language from P1 to P7? Consider the impact of embedding the language.
- Do all secondary schools have continuity from P7 and into the whole of S1-S3 for the agreed language?
- Is there an authority position on how L3 will be delivered in the primary school? How will a quality experience be assured?
- What advice will there be for L3 in the BGE at secondary schools? (To note that further guidance on L3 will be forthcoming). How will this be decided? How will a quality experience be assured?
- What advice will there be for the senior phase?

Resources

- Is there a clear rationale for the purchase of any resources?
- What part will ICT play in resources?
- What are the possible staffing implications?

Partnerships

- What partnerships do you have which could help you with resources and training, or advice on learning, teaching and the curriculum?
- Is there a lead contact within the authority for partners?
- How will you evaluate the impact of these partnerships?

Evaluation

Money has been allocated to the delivery of 1+2 by Scottish Government in support of a national priority.

- How will the progress of the strategy be evaluated and when?
- What is your baseline in terms of provision in the BGE?
- What is your baseline in terms of opportunities and presentations in the senior phase?
- Are there clear targets over the six years to 2020?
- How will the impact on learners in terms of attitudes and achievements be evaluated?
- How will the impact on parents and staff be evaluated?