

THE HIGHLAND COUNCIL

ADULT AND CHILDREN'S SERVICES COMMITTEE 15 January 2014

Agenda Item	13.
Report No	ACS/12/14

1+2 Languages - Update

Report by Director of Education, Culture and Sport Service

Summary

This report provides an update on the National and Highland progress being made in moving forward with the 1+2 Language development.

1. National Progress

- 1.1 In 2011 the Scottish Government made a commitment to introduce a norm for language learning in schools based on the European Union 1+2 model – *“We will create the conditions in which every child will learn two languages in addition to their mother tongue. It will be rolled out over two Parliaments, and will create a new model for language acquisition in Scotland.”*
- 1.2 The National Development pathway
 - May 2012: Languages Working Group published its report setting out the proposed agenda for the development of languages in Scotland.
 - November 2012: The Scottish Government responded to the report, accepting in full or in part the 35 recommendations
 - May 2013: Strategic Implementation Group set up to provide strategic leadership and oversee the implementation of the recommendations
- 1.3 The Scottish Government has made a commitment to delivering by 2020
 - Children to learn a modern language from P1(L2)
 - Children to learn a second modern language from P5 at the latest (L3)
 - Young people to continue with their first modern language to the end of the BGE (Broad General Education) and to learn a second modern language during S1 to S3.

1.4 Clarification of some of the key recommendations

- **A modern language (L2) from P1**

To be introduced in a staged fashion across authorities.

- **Embedding language learning**

While some discreet teaching episodes remain necessary for progression, teachers in primary schools should endeavour to include use of the language as part of daily classroom routine and lessons.

- **On the second modern language(L3)**

A second modern language to be introduced from P5 at the latest

L3 is not expected to be in the same depth as the first modern language (L2) but a progressive experience going beyond word level, building on skills introduced through the L2.

It is not necessary to have the same second language P5 to P7 though this would be ideal. The important thing is to build generic language skills and confidence in language learning.

- **On S1 – S3**

Modern languages is an entitlement for all S1-S3

During S1 to S3, young people to be introduced to an additional modern language.

1.5 September 2012: Pilot projects were set up in some primary schools and secondary schools. Projects addressed key recommendations in the report. In Highland **Lochside RC Primary School** was selected for the pilot.

1.6 Key emerging messages from the pilot schools

Primary:

- Benefits of language input across the curriculum
- Trained staff support others in using key phrases
- Increased staff confidence and commitment to MLs
- Children's enjoyment and confidence
- Building language learning skills and literacy skills
- Developing an understanding of other cultures
- Parents supportive

Secondary:

- Engaging pedagogy wins hearts and minds
- Study 'grown-up themes' with older pupils

- Use relevant up-to-date materials
- Use native speakers where possible
- Inserts/master classes/short courses can all deliver

1.7 Challenges and next steps

- Importance of initial training and ongoing training
- Time for teachers to prepare to teach a modern language (ML)
- Coherent progressive learning
- Support for using the modern language (ML) across the curriculum
- Differentiation and ongoing assessment
- Concern over delivering an additional ML from P5

1.8 Moving forward: What have the primary pilots suggested?

- With training and support from other teachers a meaningful primary experience can be delivered which develops communication skills in greater depth in L2.
- Through the learning of L3, children can become more confident language learners with more defined literacy skills.

1.9 Moving forward: What have the secondary pilots suggested?

- All children can have experience of an additional language which is motivating and relevant to their needs and future lives. The learning of L3 can give them the confidence to feel they can learn another language in the future.

1.10 The Scottish Government has allocated £4million nationally in 2013-14. It has also made a commitment to providing at least this amount in 2014-15 and 2015-16.

2. The Highland Progress

2.1 An introductory committee paper was produced in January 2013.

2.2 A 1+2 briefing update was produced in September 2013.

2.2 A 1+2 Language strategy group has been set up. The group is led by D Simpson (Former Headteacher). The membership of the group also comprises the Quality Improvement Officer with responsibility for language development plus primary and secondary representatives. The group reports to the Quality Improvement Manager and the Head of Education.

- 2.3 An audit of primary language provision has been carried out. An initial analysis has been carried out of the results. A similar audit will now be carried out in secondary schools.
- 2.4 A Development Officer will be appointed in January 2014. (See appendix 1) The Development Officer will play a key role in developing and implementing the Highland 1+2 strategy.
- 2.5 An initial discussion has been carried out on the resources which may be required to deliver the 1+2 Language policy. These initial discussions have raised the importance of developing a long term training strategy for teachers and the importance of the development of ICT resources.
- 2.6 A set of frequently asked questions and answers have been produced. (See appendix 2)
- 2.7 Highland Council was allocated £181,000 in 2013-14 from the £4million.

3. Implications

- 3.1 There are no immediate resource implications due to the additional funding provided by the Scottish funding. However, there remains a longer term implication of additional training in primary schools and additional staffing in secondary schools which may provide difficulties with the additional budgetary pressures that may be experienced in the future.
- 3.2 The main equalities implication is to ensure that we provide appropriate levels of courses for all learners.
- 3.3 There are no legal or climate change implications.

4.	Recommendation
4.1	Members are asked to note the progress in this area.

Signature: Hugh Fraser
 Designation: Director of ECS
 Date: 7th January 2014
 Author: J Steven Head of Education; Ruth Binks Quality Improvement Manager; Douglas Simpson Strategy Group Lead
 Background Papers: Appendix 1 – Development officer job remit & person spec; Appendix 2 – Frequently asked questions

Appendix 1

1 +2 Language Development Officer



23 Month Secondment

Draft Job Description

Main Duties and Responsibilities

To:

- 1) take a strategic lead, in tandem with the Highland 1 +2 Languages Group, in developing a strategy to ensure that all primary schools offer children access to an additional language from Primary 1 by 2020 and a third language from P5 thereafter;
- 2) support schools in their implementation of the above strategy, when defined;
- 3) support the gathering of information on current levels of languages staffing / language learning provision within Highland primary and secondary schools;
- 4) raise awareness of 'Language Learning in Scotland 1+2 Approach' report within Highland schools as well as the implications for both primary and secondary schools within the authority;
- 5) act as main conduit between the Highland Council and Scottish Government / other bodies including the Scottish Centre for Information on Language Teaching [SCILT] and Education Scotland;
- 6) act as main source of information on national 1 + 2 developments [e.g. through attendance at key national meetings, liaison with Highland Modern Languages Curriculum and Assessment Development Officer [when appointed] and development officers from other authorities etc];
- 7) support schools in delivering languages across stages [as per strategy] e.g. through accessing additional funding streams to recruit additional staffing to support language learning and teaching, by identifying key resources, opportunities for contextualised learning etc;
- 8) identify and gather evidence of best practice in languages transition, Second to Third Level CfE;
- 9) organise and support the delivery of high quality languages training in the primary sector [e.g. MLPS];
- 10) work with MLPS / GLPS tutors to revise and develop the Highland Curriculum for Excellence programme in order to support delivery from Primary One onwards;
- 11) establish a network of key community links within Highland to support language learning and teaching;
- 12) support schools in using community contacts to develop language learning.

Other duties

The post holder may be required to perform duties other than those above. The particular duties and responsibilities attached to the post may vary from time to time without changing the general character of the duties or the level of responsibility entailed. Such variations are common occurrence and would not in themselves justify reconsideration of the grading.

1 +2 Languages Development Officer



Person Specification

ATTRIBUTES	Essential The minimum acceptable levels for safe and effective job performance.
EXPERIENCE	<ul style="list-style-type: none"> • Considerable experience as a teacher, with a particular focus on modern languages. • Experience of participation in curriculum development. • Experience/interest in primary/secondary transition. • Experience of leading continuous professional development for other teaching staff. • Excellent ICT skills.
EDUCATION AND QUALIFICATIONS	<ul style="list-style-type: none"> • Full registration with the GTC Scotland • Evidence of recent involvement in professional development
SKILLS/ABILITIES (GENERAL)	<ul style="list-style-type: none"> • Ability to work independently. • Ability to manage and co-ordinate resources • Skilled communicator. • Willingness to initiate development work and to innovate. • Ability to develop positive working relationships with networks of colleagues. • Flexible in working pattern and adaptable to change. • Ability to work to deadlines. • Ability to deliver training / presentations / workshops.
SKILLS/ABILITIES (SPECIFIC TO THE POST)	<ul style="list-style-type: none"> • Ability to work effectively with teachers. • Ability to lead modern language developments in collaboration with a range of stakeholders. • Ability to evaluate best practice and share it with other schools. • Working knowledge of national developments to widen the scope of language learning and teaching. • Working knowledge of current educational developments in modern languages e.g. new national courses etc. • Valid and current driving licence.
INTERPERSONAL AND SOCIAL SKILLS	<ul style="list-style-type: none"> • Ability to work calmly under pressure. • Enthusiasm, commitment, patience and tenacity. • A courteous and good listener, tactful, considerate and supportive.

Appendix 2

Frequently asked questions

What level of training will be given to primary staff delivering language teaching?

Local authorities have the responsibility for delivering MLPS training to primary teachers. There is no set number of days or mode of delivery. However, teachers need to feel that their training gives them confidence to deliver a ML, with support from colleagues in the authority. There is to be more guidance on training.

Will the system give enough flexibility for secondary staff to deliver in the primary school if there are not enough ML trained staff in a primary school?

Whether or not there is time on the secondary timetable for modern languages teachers to do this depends on the circumstances in individual schools. However, should this be considered in some schools, secondary teachers must be aware of the different approaches required to teach primary classes, particularly in the early years.

How will continuity of learning be secured at primary/secondary transition?

Partnership working between primary and secondary schools is essential to ensure positive progression for learners in all areas of the curriculum. It is important that schools share what and how children have learned at the primary stages. Local authorities are encouraged to support clusters in sharing practice to ensure positive curricular transitions. Children should be able to continue with the L2 they learned in primary school, from S1 to S3. It is the role of cluster planning to provide the means by which this is possible.

What is the status of German with regards to 1+2?

The report does not specify which languages should be taught. Any language, including German, may be taught as L2 or L3. Schools are free to introduce the languages which suit their local circumstances. In the case of L2, this will be where they can ensure progression from P7 into the secondary school.

Will secondary specialists be supporting primary schools in their cluster?

It is good practice for secondary specialists to work with their primary colleagues in the interest of successful transition. The specific language expertise of modern language specialists can be utilised to support primary colleagues in a variety of ways, where possible. It is up to schools and clusters to work together, as for all subject areas, to see where, in the interests of the learner, they might work together.

How will parity between languages be achieved?

There is no hierarchy of languages. Any language may be chosen by schools as L2 or L3, according to their own local circumstances. Schools must, however, be mindful of progression from P7 into S1 for L2.

What efforts will be made to link the teaching of English to the teaching of MFL?

Modern language learning and literacy develop the same four key skills of talking, listening, reading and writing. Within those key skills, they develop further skills in decoding for example, or making presentations. By making these connections explicit, children will begin to make the connections in their own learning and will begin to recognise their own progress in terms of those skills. The forthcoming P1 to P7 guidance will underline this but it is for teachers to ensure that these connections are reinforced in lessons.

How will bilingual children be catered for in primary school?

This is not a new situation. In terms of 1+2, the guidance is that children should learn two other languages in addition to their mother tongue. Therefore, bilingual children are already learning English for L2, as are children with EAL. There is clear progression in English, from P7 to S1-S3. They would be introduced to L3 in the same way as other children. Some schools are able to offer bilingual children the opportunity to study a different language as L2, thereby extending their knowledge of languages even further.

We understand that L2 is to be embedded in routines and also incorporated into topics/themes being covered in primary and this from P1-P7, however for L3 in P5-P7, what will constitute sufficient exposure to the language in terms of time allocation, given the other demands of the primary curriculum?

There is no specific time allocation for L2 or L3. L3 should offer children and young people a progressive language learning experience which goes beyond word level. There will be additional guidance forthcoming on L3.

In the Broad General Education it is clear that L2 should be studied throughout S1-S3, but for how many lessons in a week, e.g. 2 x 50 or 3 x 50 minutes?

For L3 it is felt that more detailed guidance is required re length of course, on what constitutes a meaningful and progressive experience of the language. For L3, what we want to avoid is a 'one size fits all' approach. However, it has become clear that more guidance is required for L3 and this will be provided. For L2, there is no specific time allocation, in common with other subject areas. Provision for subjects at

S1 to S3 must be sufficient to allow young people the opportunity to experience in depth learning at third level.

Is there an entitlement to a specific amount of time, in terms of hours, that a young person should study a language in P1-S3?

There is no set time requirement for MLs, as there was previously. This puts MLs on a par with other subject areas. The requirement, as with other subject areas, is that young people should have the opportunity, and hence sufficient time, to experience in-depth learning at third level by the end of the BGE.

ITE: The recommendations include implications for universities training primary teachers. Is it anticipated that students applying for ITE courses will indeed be asked for a Higher in a modern language and is it expected that the ITE courses will in fact include a module on modern language teaching?

There was an initial request that all those embarking on primary ITE would have to have a Higher in a ML. This is no longer the case. While it is for the ITE institutions to design their courses, it remains desirable that ITE courses include a ML component .