

The Highland Council
Education, Children and Adult Services Committee
27th August 2015

Agenda Item	15.
Report No	ECAS 61/15

1 + 2 Languages Progress Report

Report by Director of Care & Learning

Summary

The purpose of this report is to inform members of progress made with the 1+2 languages project and to update them as to future plans.

1 Background

- 1.1 The Scottish Government set out in 2011 to introduce a norm for language learning in schools, based on the European Union 1 + 2 model – to create the conditions in which every child will learn two languages in addition to their own mother tongue.
- 1.2 Language learning is life enhancing. It opens the doors to possibilities and experiences which are not available to those who are restricted to the knowledge of one language. Learning an additional language also facilitates a deeper understanding of the possibilities of language and of communication, including those relating to the learner's mother tongue.
- 1.3 The growth of business and travel worldwide makes a compelling case for learning languages. When developing the young workforce in Highland there is a huge advantage to being able to communicate in the language of potential clients.
- 1.4 As with other areas of the curriculum, positive language learning experiences contribute to young people's development as successful learners, confident individuals, effective contributors and responsible citizens. In Highland we hope to foster a confidence in languages that encourages our young people to at least try out other languages, and not to assume that everybody speaks English.

2. Progress to date

- 2.1 It would not be possible to train all teaching staff in 186 primary schools to teach a new language in one year, so the Highland Strategy had to take into account not only the numbers but also the geographical context. Rather than have a rolling programme of schools introducing the 1+2 project, it is preferable to have equity of provision across all Highland schools, and the strategy was to start the programme across almost every school at the same time, starting with early stage. Some schools have been identified as pathfinder schools to test out the resources and Lochyside Primary School was a pilot school for the national project, teaching English, French and Gaelic as well as provided

tasters of Scots and Polish.

- 2.2 The 1+2 strategy group identified the appointment of a development officer to take forward the action plan and to undertake the development of resources. It was felt that it was better to delay asking schools to implement the project until resources were in place and reliably available. All primary schools, whilst made aware of the project, were asked to include it in their improvement plans for the year 2015/16. In August 2014, a development officer was appointed to take forward the project for the council and to ensure the resources were of a high quality and reliably available for when schools came on board.
- 2.3 Schools were asked to work as an ASG to identify the languages they would like to study as Language 2 (from P1) and as Language 3 (from P5). The languages chosen are attached as an appendix to this report.
- 2.4 Modern Languages in the Primary School and Gaelic languages in the Primary School programmes have been maintained while the project is being implemented. This decision means that pupils further up the school will not miss out on language teaching while the project is being implemented.
- 2.5 In September 2014, the 1+2 plan was shared with primary head teachers at conferences and expectations of the schools clearly explained. At the same time a GLOW site was started to allow easy access to resources being produced. All of the resources were trialled with pupils and feedback sought from both teachers and pupils as to the quality and engagement of activities. In Highland there is a focus on the fun of learning a language and it has been a key aim of the strategy group that the most important aspect of this initiative is that pupils have the confidence and skills to try and acquire a language.
- 2.6 An application was made to the Goethe institute to trial a German Language assistant across an ASG. This was hugely successful and in 2015/16 ten schools have successfully applied to the Goethe Institute to host a German language assistant.
- 2.7 In November 2014, a second development officer was appointed by the group to work specifically on developing Language 3. The development officers continued to meet with the link QIO and to attend training with both the Scottish Government and Education Scotland. Strong links have been formed with national development officers and the National development officer for Scot's Language worked alongside some of our schools in the north.
- 2.8 The appointment of a shared Gaelic Education Officer with Argyll and Bute has meant that everything that will be available for modern languages will also be available for Gaelic. The modern languages GLOW site continued to be developed and now offer resources for all languages that schools hope to develop.
- 2.9 The decision was taken to buy in a web based resource called the Power Language Platform. This resource is currently mainly in French but Highland Council, alongside Argyll and Bute have committed to support the development of Gaelic resources for the platform. The platform is a very interactive resource

and uses the voices of native speakers to help pupils and teachers alike with their pronunciation. The Scottish Government have been clear that this initiative should not be a series of one off stand-alone lessons delivered by a “specialist” but rather, efforts should be made to permeate the whole curriculum. To this end, the Platform has interactive engagement that allows teachers to identify different topics that they may wish to teach, the platform will then give ideas and resources of how to teach this in French and this can be shared across all schools, thus creating a library of resources for contexts typically taught in primary schools.

- 2.10 A group of 25 pilot teachers were asked to attend training for the Platform and the newly created Highland Council resources. The feedback from the schools was extremely positive and any changes were made as a result of the evaluations.
- 2.11 At the second primary head teacher conference of the year in March, a presentation on the detailed 1+2 implementation plan was delivered to head teachers. By this stage we had a knowledge of all the languages schools had chosen and could explain the bespoke resources and packages for their choices. The development of Gaelic frameworks and resources has been later than some of the others but they are on course to be in place for August 15.
- 2.12 The development team also delivered training about the 1+2 implementation plan to secondary colleagues on the inset day in February and continue to work alongside providers of initial teacher education to share deliver sessions.
- 2.13 The team co-ordinated a successful Highland Consortium application for an Erasmus grant, to fund 21 teachers to attend a language immersion course in France. This is by far the largest amount of teachers Highland has ever had to attend this type of training. It shows the commitment and enthusiasm of our teachers to give up a week of their annual leave to undertake further training and improve their own language skills.

3. Future Plans

- 3.1 In September 2015, the team will co-ordinate and deliver the first training sessions for language 2 across the whole authority. This is aimed at early and first level teachers, mostly teaching P1-3. The training has had to take place on in-service days because the lack of availability of supply teachers to provide class cover. The training will take place in both French and Gaelic.
- 3.2 In order to continue to promote Gaelic language teaching further up the school, the new Gaelic Language in the Primary School pack called Go Gaelic will be delivered. The plan has also allocated time for a specialist in Gaelic Learners to work alongside schools to help to put Gaelic language into the contexts usually taught across the primary school.
- 3.3 Now that the roll out of the programme is becoming a reality, we are experiencing enthusiasm from schools to deliver languages right across the school. Therefore it is hoped that we can accelerate the programme for pathfinder schools. This will be made possible by delivering some sessions

through the week and allocating cover to schools. Of course this will bring us into the problem with backfill supply so the team will also offer training sessions on a Saturday for those who are keen to take this forward but are unable to get out of school because they can't get backfill. There is no requirement for schools to do this and training will be delivered for teachers further up the school in years 3 and 4.

- 3.4 By focussing on the quality of provision and resources, and not rushing the project, the 1+2 team have done everything possible to make this initiative manageable for schools by having high quality resources, training, support and materials in place before teachers are asked to deliver in the classroom. This approach has been warmly welcomed by the schools and will help the project to keep momentum and pace, and most importantly have an impact on the teaching of languages across Highland.

4. Implications

- 4.1 The **resource** implications have been minimised via the additional funding provided by Scottish government, and planned expenditure is set out in **Appendix 1**.
- 4.2 There are no **legal** or **climate change/carbon clever** implications.
- 4.3 There is a **risk** in that staff will be unable to attend training due to the lack of availability of cover teachers.
- 4.4 It is important to ensure equity for young people living in **rural** areas.
- 4.4 We will continue to work on **equality** issues by providing access to experience of a variety of languages beyond English, French and Gaelic as language 3.

5. Recommendation

- 5.1 Committee is asked to note and comment on the progress made during school session 2014/2015 on the 1+2 languages project.

Designation: Director of Care and Learning

Date: 17th August 2015

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Appendix 1

1+2 SG Funding **323,000.00**

Expenses

Contracted Salaries	67,397.00
Supply Staff	9,000.00
Subscription to PLP	42,000.00
Travel and Expenses	10,000.00
Train the Trainer	2,000.00
Reimbursement Supply MLPS Cover	40,000.00
Reimbursement Supply Go Gaelic	40,000.00
Travel of Participants	7,000.00
Event Costs	5,000.00
Extra Training Dates - Pathfinders (Saturdays)	5,000.00
Cover for Extra Training Dates	10,000.00
Development Programmes Language 3	6,000.00
Payment for Courses - Officers	1,200.00
G.E.T - German Language Training	12,000.00
Resources for Schools	50,000.00
Gaelic Promotion	20,000.00

Total Expenditure	326,597.00
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Estimated Outturn	- 3,597.00
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