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Moray House School
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Association of Directors of Education in Scotland

Progress in implementing the 1+2 languages strategy

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10.06.16

Context of the research

- Commissioned by the Scottish Government Learning Directorate
- Brief was to research the implementation of the *1+2 Languages Policy* at the mid-point of its implementation (2012-20)
- Research was conducted between December 2015 and February 2016
- Research involved visits to 8 local authorities, chosen to represent local authorities of different sizes, locations and stages of implementation of 1+2 (as reflected in annual reporting).
- Research was conducted by the *Association of Directors of Education in Scotland* (Bruce Robertson, John Christie and John Stodter), and *The University of Edinburgh* (Fiona O'Hanlon).

Methodology

- Day-long **visit** to each of the eight local authorities, in which we spoke to:
 - Education directorate
 - Education officers
 - Head teachers
 - Teachers
 - Pupils

(approx. 30 Local Authority staff and 100 Head Teachers and Teachers)
- Information also drawn from the **strategic plans** updates of these authorities and from a brief consultation with local authority advisors from **COALA** in January 2016

Key findings

- All of the councils visited had allocated a **high degree of importance** to the 1+2 Languages initiative
- The 1+2 languages initiative was seen by those interviewed as a **positive aspect of the broad general education**
- The role of **Local Authority 1+2 co-ordinators** was cited as a critical feature in the success of the 1+2 initiative, as was the provision of **quality resources** and **quality professional development** for teachers
- The 1+2 initiative was felt to align with the **principles and practices of the *Curriculum for Excellence***
- On the whole, local authorities were **confident for a 2020 implementation** of the policy

Key findings

- Concern about **progression and continuity** in pupil language learning within the Broad General Education:
 - **capacity of primary teachers** to provide quality language teaching in the L2 at the upper primary school stages in future
 - **engagement of secondary schools** with the 1+2 languages initiative
- Concern about the provision of **training for 1+2 in the longer term**:
 - recommendation for **inclusion of 1+2 into ITE** programmes
 - wish for **sustainable CLPL opportunities** for practising teachers (relating to language learning and to second language pedagogies)

Issues

- Place of 1+2 languages initiative amongst other **Government priorities**
- **Rationale for L3**, and clarification of expected provision
- Place of **home/community languages** within the 1+2 strategy
- Evaluation of **outcomes** and the **quality of teaching and learning**
- Potential for **inter-authority and collaborative cross-sector working** moving forward

Discussion/questions

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