

Languages Network Group Scotland

LANGS Meeting: Friday, 26/10/2018, 10.00-15.00; University of Strathclyde, Glasgow

Chaired by Bethan Owen; **Deputy Chair:** Angela Noble

Salvete/Valete:

- *Welcome to new arrivals:* Philippe Sibeaud, Institut Français (Thomas Chaurin's replacement); Maggie Mroczkowski, PhD student; Dr Elizabeth-Anne Gair, Dumfries & Galloway; Christina Gemmill, 1+2 Development Officer for Inverclyde; Lorna Hendriks, East Renfrewshire; Lorna Murdoch, Clackmannanshire; Mary Clare Ferguson, Western Isles; Mhairi McCarte, West Dunbartonshire; Eòghan Stuart, SCILT Professional Development Officer for Gaelic; Robert Burgess, Development Officer for CISS; welcome back to Shona Hugh now ML DO for Education Scotland.
- *Departures:* Hannah Doughty, SCILT/UCMLS; Janette Kelso, SCILT; Marion Spöring UCMLS; Toria Fraser, Scottish Government.
- Chair welcomed everyone and provided a brief introduction to LANGS for those new to the group. Twenty local authorities were represented today.

There were no LANGS updates as such.

Minutes:

- Update to p.3: Larbert Cluster won the Scottish Education Award.
- p.4: 62% not 32% secondaries offering L2 in BGE progressively.
- p.6: add that Scottish Libraries should be included in list of bodies who helped make Maths Week Scotland happen.
- P.7: Mr Swinney is a historian, not a mathematician.
- *Minutes approved*, subject to the above clarifications/corrections.

Workshop 1: Bethan Owen, South East RIC: How good is our 1+2?

Bethan Owen, on behalf of Southeast Regional Improvement Collective (RIC).

Participants: Do Coyle, Fiona O'Hanlon, Ann Robertson, Tamsin Frost, Bethan Owen.

- Background: approaching 2021; seeking to obtain/provide qualitative info on 1+2 rollout -vs- quantitative data; evolving landscape; what is actually going on?
- 2015 OECD report: '...shared understanding of excellence...'
- Methodology: range of schools; pupil, teacher voice; wider stakeholders. School pupils and [all] staff – including SLT, ITE students & staff; LA officers; national agencies.
- Curriculum, CLPL, Communication, Collaboration.

Workshop 2: Pam Tosh, Broughton High School: Cluster Co-operation

Pamela Tosh: Broughton HS, also Lead Teacher for Secondary ML, Edinburgh City.

Broughton serves north Edinburgh, including, on the one hand, Granton & Muirhouse; and, on the other, Stockbridge. Four cluster primaries.

Main features of successful clusters?

- Consistency, buy-in, time spent.
- An appreciation that goodwill is finite.
- Broughton's particular circumstances include:
 - Historically good links within cluster.
 - Excellent relationships with HTs, HT cluster meetings, Lead Teacher and main co-ordinator.
 - Structure of groups is not hierarchical.
 - ML is considered on an equal footing with Literacy and Numeracy.
 - Role of lead teachers, who drive development of languages in their school; cascade information; plan for and lead change; develop resources; support colleagues; attend cluster lead teacher meetings.
 - Broughton High School cluster organisation explained.
 - Note: 3x periods of L2 all the time; and a carousel of IDL courses, including L3.
 - Primaries: P1-5 – classroom teacher delivers the language. P6-7 – some delivered by specialist (usually primary colleagues) with language specialism.

Key updates

- **Louise Glen, Education Scotland:**
 - Welcome Shona Hugh, now permanent ML DO.
 - Noting that Louise Glen is no longer responsible for English & Literacy.
 - Upcoming project is to revisit the pupils from Fiona Pate's pilot studies from 2012 – (first cohort to start experiencing 1+2 in its current form) to see how they have progressed.
 - Shona will reinstate the Glow/Yammer group and tidy up ML content on website.
 - Benchmarking: 'live narrative' – replaces case studies, because they remain dynamic. Liberton High School participating.
 - Further exemplification of progression between first/second level coming soon.
 - National ML Network meeting: Thursday, 07/02/2019 at Atlantic Quay.
 - RIC plans have all come in, asking for various kinds of support (various authority officers were unaware of this).
 - SALT: Saturday 03/11/2018. Remind people that it's not merely for secondary teachers.
 - Languages Leadership Programme (formerly Train the Trainer) has won a GTCS award.
- **Fhiona Mackay, SCILT/CISS:**
 - Janette Kelso's secondment is coming to an end. She has been a great asset to the profession nationwide, particularly for the Senior Phase. Janette will continue to work 2 days per week from January until March, then is retiring. DO job will be advertised (secondment from end of March).
 - Robert Burgess is the new CISS DO for Mandarin. Robert has a background in community learning.

- 150 people are enrolled on the SCILT/OU course on primary language learning (various languages).
- Louise Whyte provided update on Amazing Spaces project. Collaboration between SCILT, University of Strathclyde Architecture Faculty and five schools – St Margaret Mary’s (GCC); St Thomas Aquinas (GCC); Clydebank HS (WDC); St Peter the Apostle (WDC); St Matthew’s (NAC). Using architecture and languages in an interdisciplinary context; links with Bolivia & Chile. ML and Design and Technology departments involved. There will be a further meeting on 12/12 to moderate work teachers have produced. 260 pupils involved. Impact survey will follow. Starting 18/02: hoping to lead a social media campaign #getgeorgetothefinal (that is George Clarke, from Channel 4’s ‘Amazing Spaces’). Final at Strathclyde will be held in June 2019. Other languages, links with other faculties and further partnerships are under consideration for next year.
- There was no Scottish Government update today.

Keynote Address: Jackie Gallagher, HMI: Expectations within the BGE

- Approaches to improvement.
- Particular points: don’t start again from scratch with S1 ML – you wouldn’t do that with maths, or anything else.
- Slide (*and transcript, annexed*) on what inspectors are looking for.
- SCILT are looking at models of curriculum design that *do* allow the full entitlement. Plenty of schools do it; SCILT can put them in touch with any school that can’t see how to.
- If uptake is still low, look at the learning and teaching experience pupils are getting.

Just A Minute: Updates from various bodies/organisations

- **Sylvia Warnecke, OU/SCILT course:**
 - Evaluation: 75% of participants said they used the language day to day in the classroom. 91% who started finished the course, quite a few distinctions. Spanish has 60 this year; French 55, German 10, Mandarin 21. Interest from elsewhere in the UK.
- **Richard Tallaron, LFEE:**
 - Erasmus: immersion courses now available, designed to strengthen the partnership between your authority and your opposite number in France, Spain or elsewhere.
 - DIPS: Developing International Projects for Schools event to launch on 19/11/2018.
 - See lfee.net for info.
- **Gerry McIntosh, British Council:**
 - Erasmus+ money: workshop to be held in Glasgow on 30/10/2018, 16.30, IET Building, St Enoch Square – looking at guidance on how to do your funding application (amongst much else). Must sign up online for this.

- Connecting Classrooms: new round of activity about to take place, opening January for funding.
- MLAs: Hannah Doughty is about to publish a report on the impact of these. Out around end November.

Floor feedback: - None



Afternoon session:

Susan Waugh, Scottish Government: Annual Survey on 1+2 Implementation

- There was a much more detailed response in Spring 2018 than in previous years.
- Results ‘not too bad’...but improvements can still be made.
- There is much ministerial interest in this, as it’s the biggest (in financial terms) single project the Government has launched.
- Questions for next year are being finalised, building on refinements from this year. So much information came in; it was a big task to analyse.
- For the forthcoming survey, there will be Primary, Secondary & ASN sections.
- More answers by way of tick boxes.
- Authorities to be encouraged to set up their own surveys, get their own stats people involved, which might help with analysis at authority level.
- Actual survey will probably be issued in January; deadline March.
- Noted that members had experienced a general difficulty getting schools to complete surveys in past years: ADES, COSLA trying to push it.
- Several members asked if a question could be included to ask what the authority is spending the money on? Gaelic money is closely audited; 1+2 money not. Some officers present can make spending decisions; not everyone is in that position.

Building qualitative data for 1+2 implementation:

- Broughton’s practice is exemplary – but how do we get it out there? Answer: Languages Week Scotland.
- There’s a lot of outstanding work going on; we need to publicise it.
- Difficult to find suitable week in Feb; maybe use whole month (but not necessarily all the time) for flexibility and impact. Possibly 1-14th February. Bethan and Angela to discuss and contact Louise Glen. Can ES allocate some officer time to help promote? LANGS members to organise and promote locally.
- Local planning – individual authorities can begin planning and use #scotlandloveslanguages. SCILT as a resource store? Ask Mr Swinney (or Liz Neil MSP or someone else) to tweet, set daily challenge etc. Local partners – MPs, MSP, someone locally in broadcasting. British Council will help with social media.
- Light touch – manageable and sustainable, so it builds, rather than merely being a disappointment in its first year. Create a resource for future years.

Ideas...



- “Scotland languages” posters.
- QR codes...collect the whole series.
- Ask SCILT, LFEE, Lingo Flamingo, Education Scotland etc. to provide some content.
- Language ambassadors (at all levels).
- Talent Show.

Dates of next meetings:

- 01/03/2019, Edinburgh
- XX/06/2019, Dundee

Annexe: What Inspectors Are Looking For: (Part of the presentation by Jackie Gallagher, HMI, available on SCILT website)

1. In Primary Schools, a progressive framework from P1 to 7 for L2.
2. Language learning embedded into the school day from around October in P1 onwards. Short discrete lessons in the modern language are appropriate at this stage.
3. At the later stages of primary school children (as appropriate to their needs) should experience high-quality direct language learning at second level.
4. The introduction of a second additional language (L3) from P5 or earlier. In the best cases the school has already introduced L3, or the planning for delivery of L3 is at an advanced stage.
5. All young people in secondary schools will study a modern language (L2) from S1 to S3 up to and, where relevant, beyond third level.
6. In secondary schools during S1 to S3 young people should be introduced to a second additional language (L3).
7. The L3 should be delivered in addition to, and not at the expense of, the L2.