



**Education
Scotland**
Foghlam Alba

- a) 1+2 Local Authority Survey – a closer look**
- b) L3 primary and secondary**
- c) Resources - new and old**

Local Authority Survey : March 2019

Primary/Secondary schools providing the full L2 entitlement within the terms of the policy:

- From P1 onwards → **91%**
- From S1-S3 → **62%**

Primary/Secondary schools providing the full L3 entitlement within the terms of the policy:

Primary → **47%**

Secondary → **83%**

Reasons for not providing L2/L3 entitlement as yet :

L2

L3

PRIMARY	SECONDARY
Competing priorities	Competing priorities
Teachers not sufficiently trained	Timetabling
Teacher confidence	Staff availability
Teacher movement	Other
Teacher skills	
Other	

PRIMARY	SECONDARY
Competing priorities	Timetabling
	Staff availability
	Competing priorities
	Other
Other	
Teacher movement	

Quick discussion with person next to you :
how do you explain to HTs/ teachers that 1+2 is NOT a competing priority?

Q8. Tell us about the difficulties you have encountered in ensuring that all teachers have appropriate access to language training.

Language learning takes significant amounts of time, teachers feel deskilled and lacking in confidence

Not all Pri HT's view languages as a priority

Difficulties ensuring Inset time is allocated to languages

Lack of motivation...

Finding a (training) resource that is suitable for staff, including location, time, content and sustainability has proven to be a challenge

Travel to and from events is often difficult.

Q9: What action will you take to ensure that language learning training continues to be available to teachers in your local authority beyond 2021?

Planned, proportionate programme of twilight sessions throughout the year in agreement with schools' Working Time Agreements

Consortium Erasmus+ funding bid for immersion training

Resources are available on an 'anywhere, anytime' basis and are flexible to staff needs.

Working with colleagues to create an online training resource for teachers to ensure sustainability of training

What do you already do/ plan to do?

Modern Languages network meetings - standing item

for teachers.

We are continually updating and progressing CLPL resources.

L3 in the secondary – update to policy May 2019

In schools where there is *sufficient time allocation for the L2 **, the L3 could be taught over a **block of time**, for example over a term, within which one period per week from L2 time would be given over to the L3. Careful planning of a progressive experience would be essential, to ensure that the learning is meaningful. This could be supported by online resources to support any catch up.

In schools where there is an elective programme within the broad general education, it would not be necessary to take this time from the L2.

** By ‘sufficient time’ for L2, we mean a model where there is an appropriate time allocation that allows young people to develop the skills required to achieve Third and Fourth levels in the language ; this time allocation should also allow learners to experience enrichment activities around the culture of the language.*

Support from Education Scotland

For Scotland's learners, with Scotland's educators

Education Scotland modern languages team – curricular support 2019 Progression First to Fourth Level

- **Support and guidance for teachers**
- **Low tech**
- **Variety of pupil activities for pairs, groups**
- **Using a range of texts**
- **In French but can be adapted for any language**

Primary 5

Second curriculum level

Skills	Experiences and Outcomes	Learning Intention	Success Criteria
<p>Listening for information</p>	<p>I explore the patterns and sounds of language through songs and rhymes and show understanding and enjoyment by listening, joining in and responding. <i>MLAN 2-01a</i></p> <p>I take an active part in daily routines, responding to instructions which are accompanied by gesture and expression. <i>MLAN 2-01b</i></p> <p>I can listen to and show understanding of familiar instructions and language from familiar voices and sources. <i>MLAN 2-01c</i></p>	<ul style="list-style-type: none"> • Enjoy taking part in a range of songs, rhymes and raps • Take part in daily routines and take the lead in some basic tasks • Understand and respond to a range of more complex instructions • Using in the target language in a wider range of contexts 	<ul style="list-style-type: none"> • I enjoy joining in with songs, rhymes and stories and raps. • I can take part confidently in daily class routines <i>and can lead some simple tasks with my classmates</i> • I can respond readily to a range classroom instructions <i>from my teacher or another pupil</i> • <i>I can use some target language in other areas of my learning e.g. mental maths, PE</i>

Creating

- How mu
- This dep
- This wo
- Learners
- Although

The Present Tense



The present tense is used to describe something that is happening now can have **three** different forms in English, but always only **one** form in French.

Je regarde la télévision

- I watch television
- I am watching television
- I do watch television

Transforming lives through learning

Document title

For Scotland's learners, with Scotland's educators

prepared conversations by using a variety of language structures to share

verbally or non-verbally to more

replying to a question or instruction

- Shares information on familiar themes in longer conversations,

llège

4th

ch skill

Creation

- At first...
- Create...
- The...
- The...

On écoute: You listen to the correct category using...



Now look at the items...

Une bouteille de vin

Une boîte de céréales

Un vieux jean

Bataille

In an effort to re... Europe have org... you will see how...



Certains dimanch... jours-là, il faut l... capitale sera, e... roller et de la tr...

- **Quelle zone e**
Toute la ville se... accessible aux...
- **Qui peut tout**
Tous les véhicu... peuvent circule... est limitée à 30... aussi interdites.
- **Y a-t-il des e**
Si vous habitez... d'un document... stationnement... titulaires de la c...
- **Que risquent**
Si vous choisiss... contravention d...

ICI ON RECYCLE!



10 petites astuces pour être plus écolo au quotidien

Adopter une attitude plus écologique chaque jour, c'est facile. Voici quelques idées réalisables pour être plus écolo au quotidien qui font du bien à la planète.

Limitier sa consommation d'énergie

Tout d'abord limiter sa consommation d'énergie. Alors on organise à la maison une petite chasse aux appareils en veille, on baisse le chauffage quand on n'est pas là, on éteint quand on quitte la salle.

Limitier sa consommation d'eau

On ne peut pas vous encourager à ne pas vous laver, mais on peut éteindre le robinet pendant qu'on se lave les mains, utiliser l'eau de rinçage des légumes pour arroser les plantes.

Faire attention à ses déchets

On fait d'abord tout pour les limiter, par exemple quand on hésite entre deux produits au supermarché on choisit le moins emballé, puis, au moment de jeter nos déchets, on doit les trier dans la poubelle correcte – plastique ; papier ; verre etc.

Bien choisir ses produits au supermarché

Si on se décide à consommer de manière plus responsable: le bio, le local, le commerce équitable, les produits de saison, le végétarien, les produits en vrac... Mais il faut surtout choisir de manière à ne pas surconsommer et gaspiller, car un légume non consommé, qu'il soit bio ou non, reste un déchet.

Maîtriser ses achats

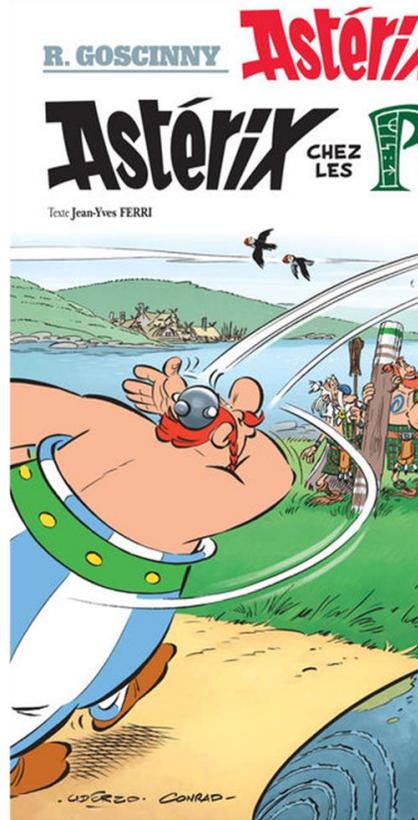
Le plus difficile, c'est aussi de se raisonner quand on achète nos petits plaisirs.: les fringues, la high-tech, les livres, les cosmétiques, les accessoires, Là aussi, pour être

the

nt'

n plastique

Education Scotland modern languages team – curricular support



Astérix chez

les
Feuilles



So let's meet Astérix and Obélix. Here they are preparing to come to Caledonia.





Theme: Copernicus

Introduction

This learning resource offers themes from the story. Learn secondary level. The resource experiences, learners are able activities in this resource will

Prior learning

Learners should:

- have experienced a language learning activity which will support the language.
- be able to understand using a bi-lingual dictionary other resource to assist.
- have an awareness of the medium of film.
- have a basic understanding of the solar system and the planets.

For further support with planning Assessment Resource flowchart http://www.educationscotland.gov.uk/chart_form-671023.pdf

www.educationscotland.gov.uk

WHERE IS POLAND?



- ❖ Can you find Poland on the map?
- ❖ Do you know what city is the capital of Poland?
- ❖ What other Polish cities do you know?





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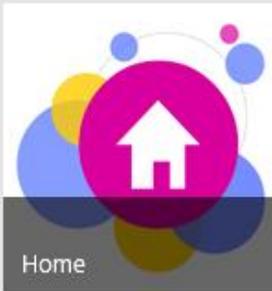
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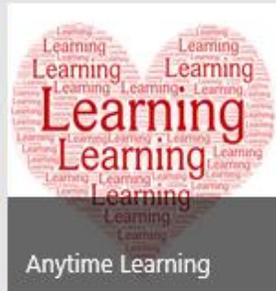
Home



Scotland's Languages Policy



Resources



Anytime Learning



National Qualifications



National Improvement Hub

Welcome to the National Modern Languages Hub

The National Modern Languages Hub is a virtual learning environment for all practitioners involved in the delivery of languages across all sectors.

Glow Scotland



Please post in a specific group, NOT in All Company 😊



Shona Hugh