

ANGUS COUNCIL

CHILDREN AND LEARNING COMMITTEE – 11 NOVEMBER 2014

**LANGUAGE LEARNING IN SCOTLAND: PROGRESS REPORT ON THE IMPLEMENTATION OF
THE NATIONAL 1+2 LANGUAGES STRATEGY**

REPORT BY MARGO WILLIAMSON, STRATEGIC DIRECTOR - PEOPLE

ABSTRACT

The purpose of this report is to update the Children and Learning Committee about the recent work that has been undertaken in Angus to implement a new approach to language learning in Scotland based upon the European Union's 1+2 model. This model promotes opportunities for each child and young person to learn two languages in addition to their own mother tongue.

1. RECOMMENDATIONS

It is recommended that the Committee:

- (i) note the joint work that has been undertaken with Dundee and Perth and Kinross Council to implement the 35 recommendations of the National Working Group which were published on 17 May 2012 and outlined in committee report 163/13 (7 March 2013).
- (ii) Approve the proposals outlined in section 5.1 to promote language learning in Angus schools.
- (iii) Approve the Pan-Tayside Modern Languages Strategy (Appendix one).

2. ALIGNMENT TO THE ANGUS COMMUNITY PLAN/SINGLE OUTCOME AGREEMENT/CORPORATE PLAN

2.1 This report contributes to the following local outcome contained within the Angus Community Plan and Single Outcome Agreement 2013-2016:

- Our children and young people are confident individuals, effective contributors, successful learners and responsible citizens.

3. BACKGROUND

3.1 A pan-Tayside Strategy group has been established to lead the delivery of 1+ 2 Languages across Angus, Dundee and Perth and Kinross Council areas. A strategy paper has been developed and agreed by all three local authorities (appendix 1).

- 3.2 The Scottish Government's aim is for all children entering primary one to learn an additional language to their first language. In all three authorities, that language will be French. This is known as L2 as it is a second language. By no later than primary five all children will be expected to begin to learn a third language (known as L3). There is greater flexibility for schools and clusters within each authority to choose different languages for L3. In Angus, at the present time, identified third languages include German, Spanish, Italian and Mandarin. The Scottish Government has indicated that Scots Language is suitable as L3 and resources are available to support this from a national Education Scotland Scots Language Area Co-ordinator. Gaelic continues to be provided through Gaelic Medium Education.
- 3.3 It is expected that all children will have the opportunity to continue to study two languages in secondary school and that most children will continue to study their L2 language until the end of S3.
- 3.4 There is also an expectation that some children will continue to study the L3 language they started learning in primary school until the end of S3 but that flexibility will be built into the school curriculum to enable some youngsters to choose an alternative L3 language from S1-S3.
- 3.5 A pan-Tayside communication strategy is being developed to support the joint strategic objectives of implementing this approach to language learning across schools and provide a consistent approach to communication across all three local authorities.
- 3.6 All schools in each of the three local authorities have access to an online Language Platform which serves as a key resource to support the implementation of this strategy. This platform has been developed in partnership with a company called 'Le Francais en Ecosse'. A pan-Tayside support team has been established consisting of one Education Support Officer and three staff tutors. One Angus teacher is seconded to this team. Scottish Government Grant Funding is used for these posts and the development of the online platform.

4. CURRENT POSITION IN ANGUS

- 4.1 A structured roll out programme for Angus schools has been established and delivered. More than half of all schools are involved in the programme. This consists of staff participating in professional learning sessions collaborating with staff from 'Le Francais en Ecosse' with additional input from the Angus staff tutor when requested. These sessions focus on language knowledge and modern language teaching techniques. Feedback from each session is used to inform the next training session to ensure the needs of staff are being met.
- 4.2 Angus was one of the Government pilots to roll out 1+2 Languages. 'Le Francais en Ecosse' were funded by the government to support the initial roll out in terms of professional learning of staff. Angus Council officers and 'Le Francais en Ecosse' developed proposals for a resource platform to support this which 'Le Francais en Ecosse' developed. Year 1 support for

Tayside is £50k shared between three authorities. No tendering was carried out as no other resource of this kind exists.

- 4.3 All schools have nominated Language Co-ordinators who are undertaking additional training in the use of the platform so that all staff are fully aware of the resources available. Language Co-ordinators in schools have responsibility to lead resource development and management at school level.
- 4.4 A new Primary Language Learning (PLL) course has been developed which is specific to Angus. This will replace the current Modern Languages in the Primary School (MLPS) course which has run for a number of years. This new course will be offered at both beginner and advanced level in French. There will also be an additional resource developed alongside the suggested planning using the Platform resources. This will support teachers to deliver language and cultural knowledge. This resource pack will be made available to the two other local authorities in the pan Tayside group and has been requested to be available for other Platform users nationally.
- 4.5 Nine modern languages assistants and a German student teacher have been deployed across Angus secondary and primary schools to increase exposure to native speakers and enhance pupil knowledge of the cultural aspects of different countries.
- 4.6 A pilot project with four secondary schools in Carnoustie, Kirriemuir, Forfar and Monifieth has been undertaken to encourage schools to use a wider range of options to accredit learning in modern languages. All four secondary schools have enabled pupils to achieve 'Languages for Life and Work' awards.
- 4.7 Collaboration with Scotland's National Centre for Languages (SCILT) and the Royal Navy has resulted in the development of a new and innovative project to raise awareness of the need for language skills in the work place for secondary pupils. This also provides an excellent opportunity for pupils to gain further accreditations within the "Languages for Life and Work awards." This is to be piloted in Angus from October 2014 with the aim of rolling it out across Scotland in the future.
- 4.8 Carnoustie High School is a hub school for Mandarin which is linked to the North East Confucius Hub. One GTC registered Mandarin teacher has been deployed in Carnoustie High School to support learning and teaching in Mandarin across the Carnoustie cluster. The teacher will also support Mandarin teaching in other secondary schools and will have an overview for Mandarin assessment across the authority. This will involve her supporting a Mandarin teacher and language assistant from China in session 2014/15 who will work mainly with those pupils working towards accreditation in 'Languages for Life and Work' awards. The Carnoustie High School Mandarin teacher will also work with the Staff Tutor and Carnoustie

High teaching staff to develop the Hub with additional input from the North East Hub and Aberdeen University.

4.9 A pan-Tayside leaflet for parents has been developed and was shared with all Parent Council Chairpersons in October 2014 (appendix 2). Very recently, Scotland's National centre for languages also produced an information leaflet for parents and our own local pan-Tayside leaflet will be amended slightly to take account of this. Thereafter, it will be shared with all schools for dissemination to the wider parent body.

4.10 Angus schools will participate in a formal evaluation of the pan Tayside 1+2 approach over a three year period. This evaluation will be led by staff from Dundee University who will seek to establish in October/November 2014, a baseline assessment of depth of pupil knowledge and skills and awareness levels of staff, pupils and parents. Further gathering of both quantitative and qualitative data over time will form the basis of evaluating the effectiveness of the implementation of the 1+2 Languages Strategy across all three authorities.

5. PROPOSALS

5.1 We will now look to:

- Complete the roll out of the 1+2 Language Programme for implementation of L2 in primary one classes in all schools by June 2016
- Support primary schools to identify and begin to implement L3
- Consider transition arrangements for both L2 and L3 languages from P7 into S1
- Support secondary schools to raise the awareness of the importance of language learning within S1-S3
- Roll out the 'Languages for Life and Work' awards to all secondary schools
- Improve our provision of learning and teaching in Mandarin in collaboration with the North East Confucius Hub and links with Hanban.

6. FINANCIAL IMPLICATIONS

6.1 Annual funding of £91,000 has been made available from the Scottish Government for the second year and is included within the 2014/15 Schools & Learning Revenue Budget. This will continue to be used to deploy an Angus teacher as staff tutor to the pan-Tayside support team and support the ongoing roll out programme and use of the language platform. It is anticipated that national funding will continue to support the Scottish Government's commitment to embedding this approach by 2020.

NOTE: No background papers, as detailed by Section 50D of the Local Government (Scotland) Act 1973 (other than any containing confidential or exempt information) were relied on to a material extent in preparing the above report.

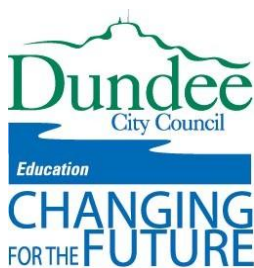
REPORT AUTHOR: Pauline Stephen

EMAIL DETAILS: people@angus.gov.uk

List of Appendices:

Appendix 1 – Pan Tayside Strategy for the 1+2 Approach

Appendix 2 – Pan Tayside Information Leaflet for Parents (draft)



Pan Tayside Strategy for the 1+2 Approach

1 Strategic Statement

i Purpose of Strategy

This Strategy has been produced in order to ensure delivery of the key recommendations outlined by the Scottish Government in the paper *Language Learning in Scotland: A 1+2 Approach* are in place by 2020. This Strategy takes full account of the Languages Working Group Report published in May 2012 and subsequent amendments i.e. *Language Learning in Scotland: A 1+2 Approach: Further guidance on continuity of learning from P7-S1 -Education Scotland July 2014*

ii Key Recommendations which Underpin the Strategy

- **BGE:** L2 from P1 to the end of S3
- **BGE primary:** L3 from P5 at the latest
- **Transition** arrangements for continuity of L2 in particular, P7 to S1
- **BGE secondary:** L3 at the secondary stage
- **Senior phase:** flexible opportunities to study more than one language to the level of a National Qualification unit or course

iii Who should implement the Strategy

- It is the duty of local authorities to create an environment in which all children will leave primary school having had the experience of learning two modern foreign languages and associated cultural aspects which will continue throughout the BGE thus allowing them to play their part in making Scotland a confident multilingual country of the future. To ensure effective delivery and compliance with the terms of the strategy and Report, *Language Learning in Scotland: A 1+2 Approach* (17 May 2012) Angus, Dundee City and Perth and Kinross Councils have joined together as Pam Tayside.

- There is a requirement to communicate to **all** stakeholders the rationale which is driving this ambitious agenda and how we shall work together to implement and realise the benefits which will stem from the implications of the 1+2 recommendations.

iv Origin of Strategy

Research evidence indicates that learning another language can foster a deeper understanding of one's own language and can assist young people's cognitive development in a variety of ways. These include enhanced mental flexibility, increased ability to deal with complexity, improved problem solving, greater learning capacity, an increase in interpersonal skills and improved academic achievement and attainment across a range of subjects.

2 Vision

i 1 +2 and the overall vision for Learning across Pan Tayside

- 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.
- Curriculum for Excellence (CfE) aims to equip our young people for life and to prepare them for a future Scotland that is open to the world. Within the framework of CfE there is a recognition of the importance of language learning as a communicative skill which will enable our young people to participate fully in a global society and economy.
- 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. Through learning new languages young people can become successful learners with opportunities relating to working and travelling abroad; confident individuals able to communicate in more than one language; effective contributors to a changing world with an understanding of Scotland's relationship to other countries; and responsible citizens with an awareness of cultures and languages in addition to their own.
- The growth of business and travel worldwide makes a compelling case for learning languages. The business community recognises the advantages of being able to communicate in the language of potential clients. Indeed, in an increasingly globalised world, knowledge of the local language as well as cultural protocols and practices is essential to negotiations. People who come to Scotland, be it for business, pleasure, or as tourists appreciate it if their hosts are equipped to communicate with them in their own language even at a basic level.

- There is a considerable variety of methods which teachers can use to engage children and young people in early language learning. Effective learning experiences build on children's natural curiosity and allow them to explore sounds, using songs and rhyme. The best lessons include a variety of approaches such as songs, games, direct teaching, paired and group activities. In best practice, primary teachers reinforce the additional language across the curriculum and not just during the due time allocated to formal language teaching. A whole school approach to language learning reinforces the skills involved and helps children to learn better.

3 Communication

A Pan Tayside Communication Strategy will support the strategic objectives and provide required actions for the effective communication of the implementation of 1+2 across all three Local Authorities (Angus, Dundee City and Perth & Kinross). This plan serves as a guiding map for all internal and external communication regarding 1+2 implementation for all stakeholders.

Agreement has been reached within the Pan Tayside Steering Group that initially French will be the chosen option for L2 across schools in Angus, Dundee City and Perth & Kinross.

4 Evaluation

Qualitative and quantitative data will form the basis of evaluating the effectiveness of the implementation of 1+2 across Pan Tayside in conjunction with Dundee University.