

Language Learning in School – Strategic Plan for Implementation 2017-2021 - Report of First Year

Language is central to our cultural heritage and national identity, and essential for supporting a diverse and inclusive society. We recognise the importance of Scotland's rich diversity of languages, and the cultural, economic, historic and social benefits they bring. In schools we are encouraging young people to learn two languages in addition to their native tongue, to equip them with the skills needed to participate in the global economy. Our actions to support the development of languages in Scotland include protecting and promoting the use of Gaelic language and Scots, and improving language learning so that it is a normal, expected part of school education for all children in Scotland by 2021.

A Strategic Implementation Group (SIG) was set up in 2013 by the then Minister for Learning, Science and Scotland's Languages, to support the practical implementation of the 1+2 language learning policy in local authority schools.

Our [Plan for Implementation](#) sets out the overarching objectives for 2016-2021, with a focus on four key priorities to support the ambition for language learning in Scotland.

- Communication and Engagement
- Collaboration
- Curriculum
- Professional Development

This report describes our key achievements against these priorities and how this has supported progress of the 1+2 language policy since our Implementation Plan was agreed in December 2016.

The SIG Education consists of 15 members. In 2016 it was agreed to strengthen representation from head teachers. The members currently include:

Education Scotland, (ES)(Co-Chair)
Association of Directors of Education Scotland, (ADES) (Co-Chair)
Scotland's National Centre for Languages (SCILT),
CoSLA representing all local authorities (LA),
General Teaching Council Scotland (GTCS),
Scottish Government (SG),
National Parent Forum of Scotland (NPFS),
Unions – represented by EIS,
Scottish Council of Deans of Education (SCDE) - Head of Languages Group,
Scottish Association of Language Teaching (SALT),
University Council of Modern Languages Scotland (UCMLS),
Heads of School – a representative,
School Leaders Scotland (SLS),
Association of Heads and Depute Heads Scotland (AHDHS) and
Languages Network Group Scotland (LANGS) who aim to facilitate communication between language stakeholders in Scotland.

The key actions and achievements of the group in 2017 are set out in the table below, against the four priorities. Headline activities include:

- Held four meetings of SIG Education, one in St Rochs Secondary School, Glasgow.
- Co-Chair and ES member attended international and UK events. These include ES attendance at the European Centre for Modern Languages (ECML) event in Graz and at Chartered Institute of Linguists (CIOL) annual award ceremony in London. ES also presented at Languages & Social Cohesion Workshop at Cambridge University on the impact of 1+2 on linguistic diversification and broadening cultural awareness in learners.
- The Chairs and SIG Secretariat were invited in October to present on 1+2 language policy to the Scottish Universities' collected Vice Principals of Arts Social Studies and Humanities.
- ES/ADES/SCILT/GTCS held eight regional secondary events.
- SIG Engagement met twice in March and September. Members include SCDI who held an International Summit in September and invited SCILT to present on value of languages for employability and business growth. Individual members of the group include CIOL, British Council (BC) and Bilingualism Matters (University of Edinburgh) who are very active in raising profile of language skills.
- SIG Education members have held several meetings to develop agreed views on issue of ITE and models for articulation with CLPL as part of a teacher's professional growth. In particular, a SIG Education update was included at the Strategic Board of Teacher Education (SBTE) meeting on 9 November. Invitation to present a paper to SBTE on 21 February 2018 received.
- SCILT and Open University (OU) have developed a pilot Primary Teachers Training Programme.

Priority Area – Communication and Engagement

Objective	Areas of Action 2017 (more detail can be seen in annex A below the table)	Key evidence of progress
<p>Clarity and consistency of understanding and expectation across schools, local authorities, further & higher education, employers, into wider society.</p>	<p><u>SG developmental funding to LA of £3m.</u></p> <p><u>SG's support of Bòrd na Gàidhlig with regard to teaching of Gaelic as L2 and L3.</u></p> <p>Key communication with Local Authorities (LA):</p> <ul style="list-style-type: none"> • SG, ES, ADES and CoSLA LA 1+2 language survey/update completed by all LA. <p>Messaging for the secondary sector:</p> <ul style="list-style-type: none"> • ADES letter with key messages sent to all LA Directors following regional secondary events held to raise awareness of the impact of 1+2 policy on their sector. <p>Communication and engagement with wider endorsement:</p> <ul style="list-style-type: none"> • Press articles including in the Herald in Spring 2017 and chapter called 'Modern Languages in Scotland in the context of Brexit'; in book 'Languages after Brexit' published in 2017. • Endorsement of policy by International Council of Education Advisor Dr Avis Glaze in May 2017: <i>'I am a strong supporter language learning having been a Spanish teacher early in my career. This is not a distraction by any means. Instead, it is an important component of 21st learning priorities.'</i> • DFM blog for International Education Week <i>'It is essential that education and skills provision builds the knowledge and capability to work well internationally'</i>. SIG Engagement member SDI also blogged • Language Live Show at SECC in March: members' presentations, stands, SG sponsored Language Symposium. DFM video in which he says: 'We've given a lot of support over a number of years to the 1+2 Approach .. key target and aim .. is to make sure that it is embedded within our education system'. <p>Messaging to schools about value of languages for employability</p> <ul style="list-style-type: none"> • Skills Development Scotland (SDS) developing My World of Work (MyWOW) website: increasing job profiles which show language skill as essential or desirable; the information provided with regards to studying and working abroad, the funding available and the benefits it can bring. 	<p>LA survey results show: Over 75% of all primary schools are now providing first additional language (L2) from P1;</p> <p>80.5% of all primary schools are providing L2 continuously from P4 to P7.</p> <p>Bòrd na Gàidhlig statistics: 2016-17, 62 schools teaching Gaelic as L2 and 132 schools delivering Gaelic as an L3</p> <p>14 LAs state that they are already, or will be, providing L2 as standard throughout all of their Primary Schools by the end of 2017-18;</p> <p>Majority of LAs aim to achieve L3 as standard between 2019 and 2021. Large range of languages being offered as L3.</p> <p>Language Live Show 10% increase in attendance in 2017</p> <p>My WOW Profiles mentioning language have increased from 3 to over 80.</p>

Priority Area – Collaboration		
Objective	Areas of Action 2017 (more detail can be seen in annex A below the table)	Key evidence of progress
Effective and efficient collaborative partnerships.	<ul style="list-style-type: none"> • LANGS network is a collaboration of all LA language leads. After a refresh of its strategic vision it will focus on the priorities of Raising Attainment, National Improvement Framework (NIF) and Parental Engagement with an aim to reach wider audience and to drive collaboration across LA. • New Languages in College network (LinC), set up with UCMLS to reinvigorate languages in Further Education (FE) by supporting language practitioners. • UCMLS launched cross sector action plan which includes development with SCILT of university/school activities to tackle motivational and attitudinal barriers to language learning and cross-sector regional hubs where HE staff and teachers liaise and set up initiatives. • SCDE Languages group collaborate on now finalised Language Framework to ensure that it become part of ITE course provision and extends throughout a teacher’s career pathway. • NPFS and SCILT working to develop opportunities for family learning and parental engagement including publication of a “Languages in a Nutshell” leaflet and two parental events showcasing benefits of languages. SCILT is currently working with St Winnings PS and Lingo Flamingo to develop a case study on their intergenerational project and to ensure inclusion of this topic so as to encourage it is incorporated in best practice nationally. • Scotland France Education Statement of Intent work has continued spreading and strengthening the partnership working between the LA and their French partners as well as the preparatory work for new Agreement to begin in 2018. • Joint work between SDS and SCILT to grow SDS staff and teachers’ awareness has begun. • Central Belt Consortium, a collection of local authorities who work closely across the Central Belt, have trained approx. 100 teachers since the production of the Go! Gaelic resource. 	<p>These collaborations give profile and impetus across Scotland, as well as better coordination of the wide range of activities happening across Scotland, previously taking place in an ad hoc manner.</p> <p>31 partnerships between French Academies and Scottish LA.</p>

Priority Area – Curriculum

Objective	Areas of Action 2017 (more detail can be seen in annex A below the table)	Key evidence of progress															
<p>Clear and effective curriculum design to ensure progress through primary and secondary schooling, and beyond.</p>	<ul style="list-style-type: none"> • Key ES guidance in 2017 includes publication of benchmarks from first to fourth level in modern languages and of revised L3 guidance to respond to schools' views. • SCILT working with businesses and schools in Scotland to build capacity in language and employability skills in a variety of ways supporting the Developing the Young Workforce (DYW). • ES/ADES/SCILT/GTCS eight regional secondary events to raise awareness of impact on secondary sector of 1+2 language policy. • BC promotion and management of Language Assistant Programme. • Aberdeen Council have developed their own Doric Language Policy detailing the place of Doric in the North East and in the Aberdeenshire Council area and how they will work with teachers and schools in building appreciation for and increasing the teaching of Doric in its schools in line with 1+2. • ES have published 2 reports on Scots language within the curriculum Scots Language in Curriculum for Excellence (2017) contains further case studies. It concluded that using and teaching Scots in primary and secondary schools is creating confidence in children's reading, writing and literacy skills. • Education Scotland also work closely with the SQA on the delivery of the Scots Language Award, available at SCQF levels 3-6, which allows learners to further study Scots. In 2017, there were 108 young people who completed the award. • The Scots language Co-ordinator at ES continues to raise awareness, highlight and share resources, support teacher training and the embedding of Scots within the curriculum through school visits events and partnerships. • Gaelic Medium Education (GME) is a recognised sector within Scottish education and both GME and Gaelic learner education contribute to the 1+2 languages initiative. Provision in GME continues to increase and a key priority is to ensure that children in GME, who are already learning two languages, have access to a high quality L3 learning experience. Gaelic learner education has also responded well to the 1+2 initiative both as L2 and L3, new resources have been produced and teacher training has been improved. 	<p>2017 Baseline data: main indicators of ML trends</p> <table border="1" data-bbox="1646 347 1993 507"> <thead> <tr> <th>qual</th> <th>entries</th> <th>passes</th> </tr> </thead> <tbody> <tr> <td>N3-N5</td> <td>22059</td> <td>20068</td> </tr> <tr> <td>Higher</td> <td>8183</td> <td>7217</td> </tr> <tr> <td>AH¹</td> <td>1447</td> <td>1141</td> </tr> <tr> <td>YASS²</td> <td>180</td> <td>95</td> </tr> </tbody> </table> <p>Modern Language for Life and Work Award (MLLW) 2,943 (SCQF 3&4).</p> <p>108 pupils completed the SQA Scots Award at various SCQF levels</p> <p>37% drop in Modern Language Assistants to 85. Growth of numbers of English Language Assistants to 450 (outgoing to partner countries).</p> <p>At HE level there is a drop in number of specialist language graduates but an 11% increase in number of graduates in Scotland who have studied a language as part of their degree 2010/11-2014/15 (extracted from HESA data).</p>	qual	entries	passes	N3-N5	22059	20068	Higher	8183	7217	AH ¹	1447	1141	YASS ²	180	95
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Priority Area – Professional Development

Objective	Areas of Action 2017 (more detail can be seen in annex A below the table)	Key evidence of progress
<p>Practitioners equipped, enabled and empowered to deliver high quality language learning in primary and secondary schools, recognising the strong connection between ITE and CLPL.</p>	<ul style="list-style-type: none"> • SCDE Language Group National Framework for Education now finalised. • SCILT/OU Career Long Professional Learning (CLPL) course pilot underway. • SCILT 1+2 Languages Leadership Programme well attended. • GTCS has undertaken a number of high level actions which include the following: <ul style="list-style-type: none"> ○ Encouragement to take Combined + Concurrent degrees in order to build capacity in the system. E.g. Primary teaching with Enhanced Modern Languages. ○ introduction of a new Broad General Education category of registration to support teachers with appropriate qualifications to work across the primary and secondary sectors. ○ Professional recognition promoted as a way to support language development for existing teachers. ○ Professional registration is being promoted as a way to use the skills and knowledge for existing teachers. ○ Active promotion of Dual Registration for those entering the profession and those currently in the profession. ○ Reviewed approach towards the native speakers of Modern Language to look more positively on this in the context of the teaching of Modern Languages. ○ Reduced residency requirements for an additional language have been reduced, thus allowing existing teachers to more easily meet the requirements for full registration in their second or third language. • The ES Scots language Co-ordinator has delivered CPD sessions, and produced and sharing resources for Scots. • 1+2 features in the annual Gaelic teachers conference An t-Alltan. 	<p>50 primary teachers taking OU/SCILT pilot Primary Training Course</p> <p>Annual 1+2 Languages Leadership Programme attendance by 49 representing 21 LA.</p> <p>The Go! Gaelic resource website has recorded almost 120,000 file downloads and over 62,000 video plays.</p>

¹ Advanced Higher

² Open University course for S6 pupils called Young Applicants from Schools in Scotland. It is a SCQF 7 level course now available in schools of 29 LA.