

# Language Learning in School – Strategic Plan for Implementation 2017-2021 - Report of Second Year, December 2018

## Introduction

1. This is the second annual report of the languages Strategic Implementation Group – Scotland’s national group which is working to support the development of language learning in Scotland’s schools. This report sets out key achievements and activities that have been carried out by group members in 2018.

2. 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.

## Implementation Plan and priorities

3. Actions to support the development of languages in Scotland include:

- protecting and promoting the use of Gaelic language and Scots
- supporting British Sign Language and
- improving the learning of all languages in schools so that it becomes a normal, expected part of school education for all children from Primary one onwards by 2021.

4. This report focusses on the third priority, namely the languages 1+2 policy. This sets and entitlement for all children to learn a first additional language apart from their mother tongue from P1 onwards ( L2) with a second additional language being introduced from P5 onwards (L3).

5. An implementation plan has been developed to support delivery of this ambition. It sets out overarching objectives for 2016-2021, with a focus on four key priorities:

- **Communication and Engagement:** This priority relates to the need to show that leadership is committed to building on the important role of language learning in schools. It sets out a clear narrative on the place of language learning in the curriculum and its contribution to improving literacy, numeracy, employability and health and wellbeing. Overall, it contributes to our vision for a Scottish education which delivers excellence through raising attainment and achieving equity.
- **Collaboration:** This priority includes developing approaches together, sharing practical resources and strategic planning with the clear aim of driving effectiveness, efficiency and optimising the experience for all children and young people.
- **Curriculum:** This priority builds effective curriculum models, inter-disciplinary learning and clear learner progression and pathways for language learning as these are essential to the success of our languages policy. We will ensure the promotion of effective practice and models for language learning, including supporting joint working between primary and secondary schools, on content, skills and approaches to learning and to enable effective transition, progression and continuity.
- **Professional Development:** This priority relates to the need to invest in the training of the current and future teacher workforce to ensure the sustainability of the commitments to language learning in schools. Teachers require to have access to high quality professional development in languages pedagogy and to upgrade their language skills and knowledge both early on in their careers and as necessary at other points.

6. The key actions and achievements of the group in 2018 are set out in the table below, against the four priorities. Headline activities include:

- Education Scotland (ES) provided a platform for local authority languages leads to share practice in 1+2 implementation at the National Modern Languages Network meeting in January.
- ES and the Association of Directors of Education Scotland (ADES) met with the Strategic Board of Teacher Education to begin discussions around the inclusion of modern language in Initial Teacher Education (ITE) primary education programmes in February; this was followed by a meeting with the Scottish Council of Deans of Education (SCDE) to discuss progress in gaining a consistency of approach to primary ITE in October.
- Local authority language leads have collaborated on a range of issues and have started planning the first Languages Week Scotland to be held in February 2019.
- Scotland's National Centre for Languages (SCILT) have worked with Skills Development Scotland (SDS) to hold 11 business brunches - Dundee, Glasgow, Inverness, Edinburgh, four "mini" events at Prestwick Airport, Aberdeen, Glasgow and Inverness - to highlight the importance of language learning for careers to young people.
- The Scotland/France statement of intent has been refreshed, renewing the agreement that underpins co-operation between schools in Scotland and France on languages education.
- The pilot primary teacher training programme delivered through a collaboration between Scotland's National Centre for Languages and Open University was concluded and evaluated. The programme has been extended to allow more teachers to take part and language learning for primary teachers in German and Mandarin is now included alongside French and Spanish.
- Scotland's National Centre for Languages and Education Scotland have collaborated to expand their Language Leadership programme which supports professional learning.
- Scotland's National Centre for Languages has established professional learning partnerships with North Ayrshire and West Lothian to foster more collaborative professional learning between teachers.
- Practical toolkits to enhance language learning and the pedagogy of language teaching in initial teacher education have been developed and are now being adopted by Initial Teacher Education providers
- Members of SIG education have engaged in a wide variety of events, meetings and collaborations with wider partners to promote and foster language learning and the group has been expanded to include the Scottish Qualifications Authority and the College Development network.
- The SIG Engagement network continues to expand. To facilitate this larger number the format of the meetings has changed, with sub groups being convened to focus on specific topics relating to implementation.
- ES senior leadership team adjusted the languages Senior Education Officer (SEO) remit to allow a sole focus on languages, and appointed a dedicated languages Development Officer in October.

## **Funding**

7. The Scottish Government provides the following funding to support language learning in schools:

- Developmental funding to local authorities – worth £3 million in total in 2018-19, with £27.2million provided since 2013.
- Funding for Scotland's National Centre for Languages and the Confucius Institute for Scotland's Schools to support teacher professional learning for primary and secondary

teachers and to support learning about Chinese language and culture – worth £1.4million in 2018-19.

- Funding to the British Council to enable them to administer the Modern Language Assistant Programme - worth nearly £200,000 in 2018-19.
- Gaelic and Scots funding to support education is almost £7m in 2018-19

### **Strategic Implementation Group members**

8. The SIG Education consists of 17 members:

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 (LAs),

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.

Scottish Qualifications Agency (SQA)

College Development Network (CDN) who aim to facilitate communicate between the SIG and the Further Education

**SIG – Implementation Plan – record of actions**

Priority Area – Communications and Engagement		
Objective	Activity	Key evidence of progress
Clarity & consistency of understanding & expectation across schools, local authorities, further & higher education, employers, into wider society.	<p>Education Scotland have attended and participated in a number of key meetings and conferences including: Goethe-Institut meeting re cross-European languages training models; Multilingual classrooms workshops; European Centre for Modern Languages (ECML) workshop re early language learning across Europe and a UK wide modern languages policy workshop.</p> <p>The LANGS network which is a collaboration of all local authority language leads, has focused of meetings has been on multilingualism in the classroom, sharing practice on successful L3 models and developing proposals for the first Languages Week Scotland.</p> <p>UCMLS completed a research project on impact of cross-sector language promotion projects organised in partnership with SCILT. These events include Business Brunches, Language Linking Global Thinking, Mother Tongue Other Tongue, and Word Wizard. The results were disseminated during the British Council's International Week in November 2018.</p> <p>SCILT held a conference for careers advisers, in partnership with a Developing the Young Workforce (DYW) conference in November to make the case for languages to careers advisers and DYW officers working in schools, colleges and universities. A languages and employability toolkit was launched at this event.</p> <p>The College Development Network and Skills Development Scotland (SDS) continue to support the work of SCILT.</p> <p>GTCS have published articles on 1+2 in the Teaching Scotland Magazine during 2018.</p>	<p>The Scottish Government, Education Scotland, ADES and CoSLA collaborate to run an annual survey of language learning in schools. The results for the 2018 survey were made available in May and showed:</p> <p>At least 91% of primary schools are now providing the full entitlement to learning a second language (L2) from p1 onwards.</p> <p>Almost all secondary schools are providing L2 in S1 and S2, with at least 62% meeting this entitlement from S1 to S3.</p> <p>All local authorities state that they are on track to implement the second additional language (L3) by 2021.</p> <p>Scottish Education Award for Languages - the criteria for the languages award were adjusted to recognise the importance of cluster working to support implementation. 7 clusters submitted an application.</p> <p>SCILT have facilitated 11 Business Brunches in 2018</p> <p>SCILT launched a toolkit to support schools in promoting languages for employability, in line with DYW, at their DYW conference in November 2018. This will assist local authorities to organise their own events.</p>

Priority Area – Collaboration		
Objective	Activity	Key Evidence of Progress
Effective & efficient collaborative partnerships.	<p>The Scotland France statement of intent has been refreshed. This new agreement will build on the work carried out under the previous agreement</p> <p>SCILT have worked with Edinburgh Zoo to create resources in Spanish, French and Mandarin for their education outreach programme and have also allocated officers' time to the Northern Alliance to help build local capacity for CLPL of language leads in the collaborative. Edinburgh Zoo are also developing Gaelic resources and attending GLPS training with support from the Scottish Government.</p> <p>SCILT have worked in partnership with National Parent Forum of Scotland to develop and publish <a href="#">Languages in a Nutshell</a> – a language learning guide for parents.</p> <p>SCILT and SDS have worked together to publish additional job profiles on My World of Work (MyWoW) has been undertaken, this includes links to the existing SCILT job profiles. There are now 83 job profiles on MyWoW which mention languages.</p> <p>SG have worked closely with CNES to ensure the benefits and access of Gaelic education are realised across Scotland through the eSgoil model.</p> <p>SCILT's bid for Erasmus+ funding was successful and a multi-media campaign promoting the benefits of language learning targeted at 15-25 year olds will be developed in partnership with Norway and Denmark.</p> <p>We continue to support the role of Scots coordinator at Education Scotland. Their role is to promote the opportunities to engage with the Scots language.</p> <p>We have supported the Scots Language Centre in its educational role to support the Scots language. This has included the development of a platform which now houses all the material previously held by Education Scotland.</p> <p>A representative of the College Development Network now sits on the SIG in recognition that language learning in Further Education Colleges in Scotland is a significant contributor to the Scottish languages educational landscape.</p> <p>Meetings have been held with the incoming chairs of both Vice Principals of Arts, Social Sciences and Humanities (VPAASH) and Scottish Council of Deans of Education to ensure continued engagement between language learning in schools, colleges and universities.</p>	<p>Scotland/France partnerships continue to develop and deepen.</p> <p>A wide range of collaborative activities have developed and embedded throughout 2018, at all levels, including across regional groupings, across Scotland.</p> <p>The Central Belt Consortium have trained approx. 100 teachers since the production of the Go! Gaelic resource.</p> <p>On MyWoW: The term 'languages' is currently mentioned in 83 job profiles. Where languages are useful to have, they appear in the skills list as 'using other languages' or in the 'useful subjects' sections.</p> <p>Links to qualification route maps are contained within the job profiles on MyWoW. The majority of job profiles have route maps. Where a language course is appropriate, the relevant course is mentioned.</p> <p>The following link shows how qualification routes are accessed via job profiles:  <a href="https://www.myworldofwork.co.uk/find-your-career-route-three-easy-steps">https://www.myworldofwork.co.uk/find-your-career-route-three-easy-steps</a></p>

	<p>There is evidence emerging of shared approaches to 1+2 to ensure ongoing sustainability and improvement within the Regional Improvement Collaboratives (RICs)</p> <p>GTCS carried out a consultation exercise on the ITE memorandum of understanding including reference to 1+2. They are working in partnership with ITE institutions regarding the of accreditation of primary programmes languages content.</p>	
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Priority area – curriculum											
Objective	Activity	Key evidence of progress									
Clear & effective curriculum design to ensure progress through primary & secondary schooling, & beyond.	<p>Education Scotland has engaged with 17 local authorities to provide strategic improvement support on languages and supported the Language Network Group Scotland (LANGS) to grow and share best practice in language learning.</p> <p>Education Scotland held a conference for local authority leads, focussing on sharing practice in implementing 1+2. There were contributions from UCMLS, SQA and SCILT. Local Authority leads shared how they have used additional SG funding to support parental engagement, teacher upskilling and outdoor learning with languages.</p> <p>Bòrd na Gàidhlig continues to support the teaching of Gaelic as both an L2 and an L3</p> <p>A progression in language learning workshop facilitated by SCILT was attended by 26 teachers from 10 local authorities was well received and has resulted in requests to host workshops in other authorities and a workshop for Northern Alliance colleagues. Video clips will be made available in conjunction with a DYW toolkit.</p> <p>The Northern Alliance reviewed its 1+2 Action Plan and established baseline and data sets to enable them to set meaningful targets for Modern Languages within the collaborative.</p> <p>We continue to support Storlann to produce Gaelic resources that widen and support access to Gaelic education.</p> <p>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.</p> <p>We have convened an expert advisory group to take forward the 1+2 actions within the British Sign Language National Plan.</p>	<p>2018 ML entries and passes (post-review – see Annex A):</p> <table border="1"> <thead> <tr> <th></th> <th>entries all levels</th> <th>passes all levels</th> </tr> </thead> <tbody> <tr> <td>2017</td> <td>32,039</td> <td>28,255</td> </tr> <tr> <td>2018</td> <td>30,611</td> <td>27,182</td> </tr> </tbody> </table> <p>3,043 Modern Language for Life and Work Awards made in 2018, down slightly from 2,943 in 2017.</p> <p>Reflecting the flexibility of Curriculum for Excellence, secondary schools are offering a wide variety of options in the senior phase, in addition to national qualifications. This includes: open-university courses; wider achievement awards; exchanges; and self-supported study.</p> <p>British Council Language Assistants 2018/19: there are 60 modern language assistants MLA in Scottish schools ( 33 in local authority LA schools and 27 in Independent schools) and 281 Scottish English Language Assistants went to schools in other countries to assist with English language learning.</p> <p>At Scottish Universities, between 2010/11 and -2016/17, there was an increase in the number of specialist language graduates, as well as a 5% increase in number of graduates who have studied a language as part of their degree. (extracted from HESA data).</p>		entries all levels	passes all levels	2017	32,039	28,255	2018	30,611	27,182
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**Priority Area – Professional Development**

Objective	Activity	Key evidence of progress
<p>Practitioners equipped, enabled &amp; empowered to deliver high quality language learning in primary &amp; secondary schools, recognising the strong connection between initial teacher education and Career Long Professional Learning.</p>	<p>SCDE Language group successfully piloted the National Framework for Languages (Teacher Education) in June 2018. The website contains the Framework and two tools: LEAP -a portfolio for use by student teachers during their ITE programme and beyond; and LENS a resource which links key research studies to core elements integral to 1 + 2 with the aim to support languages development in schools.</p> <p>The Scottish Government continues to support participation in a primary teacher training course with language specialism at the University of Stirling which has been part of Stirling University’s core offer of initial teacher education for over 10 years.</p> <p>There are 121 Scottish teachers enrolled on the 2<sup>nd</sup> year of the OU/SCILT Primary Teacher Training Programme. This year has seen the addition of Mandarin and German language learning alongside French and Spanish</p> <p>SCILT have established a number of Professional Learning Partnerships with local authorities focusing on parental engagement, languages and literacy, learning for sustainability, and learners’ entitlement</p> <p>Gaelic Language in Primary Schools trained 26 teachers in 2017-18, two more teachers, trained as trainers who will offer sessions in their own local authority</p> <p>Gaelic language training took place at Sabhal Mòr Ostaig in March and July 2018.</p> <p>SCILT and UCMLS chaired 4 cross-sector consultative regional hubs with language teachers (via Skype) in January 2018.</p> <p>SIG Chairs attended the Strategic Board of Teacher Education to discuss languages learning in ITE programmes.</p> <p>GTCS are supporting Professional Recognition in Modern Languages</p>	<p>SCILT/OU programme 2018/19: 121 participants - 42 studying French 53 Spanish, 6 German and 20 Mandarin. 89% of those who participated in the pilot reported that they confident to teach a language thanks to undertaking the course. This is a significant increase from 2017/18 where 51 teachers participated.- 30 for French, 21 for Spanish.</p> <p>SCILT/Education Scotland Languages Leadership Programme – interest was high with 42 participants in 2018 from 20 local authorities participating, a mixture of ML teachers, primary teachers, faculty heads, Head Teachers, class teachers, education support officers and Principal Teachers.</p>



## ANNEX A

### Modern Languages – entries – post-review 2017 to 2018 – SCQF levels 3 to 7

SCQF level	2017	2018	% change 2017-2018
Level 3	679	835	23.0%
Level 4	5,691	4,917	-13.6%
Level 5	16,039	15,566	-2.9%
Level 6	8,183	7,974	-2.6%
Level 7	1,447	1,319	-8.8%
<b>Total</b>	<b>32,039</b>	<b>30,611</b>	<b>-4.5%</b>

### Modern Languages – passes – post-review - 2017 to 2018 – SCQF levels 3 to 7

SCQF level	2017	2018	% change 2017-2018
Level 3	643	780	21.3%
Level 4	5,468	4,647	-15.0%
Level 5	14,350	13,732	-4.3%
Level 6	7,241	6,910	-4.6%
Level 7	1,153	1,113	-3.5%
<b>Total</b>	<b>28,855</b>	<b>27,182</b>	<b>-5.8%</b>