

1+2 Languages Workshop & Cluster Decision Meeting

School visits highlighted the need for further awareness-raising of the 1+2 Languages Policy. The 1+2 Languages meeting for head teachers was an ideal introduction to the policy and offered head teachers an opportunity to see emerging practice from around the country. The workshop included a presentation by Education Scotland and provided a forum for head teachers to consider the impact and implications of the strategy and consider how the policy could be taken forward in their own schools. The workshop was an ideal backdrop for a cluster discussion on language choices and allowed an opportunity to further inform head teachers on how 1+2 will be taken forward in the authority.

Cluster Learning Community: Language Two Choices

The cluster learning community Language two (L2) choices were as follows:

- Clydebank High School: Spanish
- Dumbarton Academy: Spanish
- Our Lady and St. Patrick's High School: French
- St. Peter the Apostle High School: Spanish
- Vale of Leven Academy: French

Cluster Learning Community: Collaborative Assessment Log

Cluster Learning Communities completed a collaborative assessment log in order to analyse current good practice, identify next steps and highlight key concerns. A collated Collaborative Assessment Log is shown below:

What's Working:	Current Focus :Challenges – Concerns- Questions:
<ul style="list-style-type: none"> • A commitment from the cluster to make this work (CHS) • Languages P6/7 German in majority of primaries (VOLA) • VOLA providing German in 4 primaries- external provider 1 primary (VOLA) • French is working well (DA) • Excellent transition work (DA) • P6/P7 Progression to S1 due to current MLPS input (SPTA) • MLPS trained teachers (CHS) 	<ul style="list-style-type: none"> • Transition arrangements for years between introduction and full implementation (VOLA) • Target setting (VOLA) • Reporting format (VOLA, CHS) • Planning over time (VOLA) • Developing Spanish as L2 (DA) • Motivation of teachers (DA) • What will be dropped to introduce L2?(DA) • Need confirmation that appropriate and sufficient training will be available (DA) • If introducing Spanish as L2, need to ensure that current MLPS teaching takes less focus: e.g. amount of time teaching French (L3 reduces) (SPTA)

	<ul style="list-style-type: none"> • Encouraging <u>all</u> staff to get on board (SPTA) • Concerns about time spent on training (SPTA) • Concerns about quality of Modern Language teaching. (SPTA) • Children with English as an additional language. e.g. P1- little or no English. (SPTA) • Building confidence and skills for all teachers (CHS) • Training & resources (CHS) • Will training support be given priority for next 7 year so all staff receive training for all stages? Time will need to be made on in-service agendas for next 7 years to ensure this. (CHS) • Support from specialists in secondary (CHS)
Cluster Next Steps: <ul style="list-style-type: none"> • Improvement Planning (VOLA, DA) • Identify school co-ordinators (VOLA) • Training (VOLA, CHS) • Identifying and purchasing resources(VOLA, CHS) • Organise liaison meetings for 1+2 Coordinator meetings (DA) • Possible planning of collegiate time as a learning community with development of L2 as a priority on our improvement plans (SPTA) 	Support Needed: <ul style="list-style-type: none"> • Finance (VOLA) • Training (VOLA) • New training provision for secondary language teachers on second language (VOLA) • Spanish FLA (DA) • Resources(DA) • Training(DA) • Time(DA) • Supply Cover (DA) • On-going CPD(DA) • Guidance on assessment/moderation (DA) • Information from authority to staff in schools to clarify understanding. (SPTA) • Teacher support/staff confidence (SPTA)

Cluster Learning Community: Collaborative Improvement Planning

Cluster Learning Communities worked collaboratively to complete learning community improvement plans for the upcoming session. A sample learning community improvement plan is shown below:

Clydebank High Cluster Learning Community Improvement Plan 2014-15

PRIORITY: Curriculum for Excellence: 1+2 Languages

Focus Area	Timescale	Specific Action	Personnel Responsible	Resources including External Support
Languages 1+2	April 2014	Appoint 1+2 Coordinators	HTs	N/A
	April 2014	HT 1+2 Information Event. Clusters decide L2.	HTs/1+2 Development Officer /LM/AB	SCILT/Education Scotland
	May/June	1+2 Languages Training for 1+2 Coordinators	Trainers/1+2 Development Officer/1+2 Coordinators	1+2 Coordinators Training: £4,571 1+2 Languages Coordinators Cover: 4 development days: £20,691
	May/June	Formation of 1+2 Languages Network	1+2 Development Officer/1+2 Coordinators	Meeting time: 2hrs (part of 4 day training course)
	May/June 2014 & ongoing	Familiarisation with WDC resources and support materials	SMT/1+2 Development Officer/1+2 Coordinators/all staff	WDC 1+2 Languages website Education Scotland materials 4 hours development time
	June 2014 & ongoing	Communication with parents and stakeholders	SMT/1+2 Development Officer/1+2 Coordinators	WDC 1+2 Languages Home School Pack/1+2 Information Leaflet/Parent
	August 2014 & ongoing	In-service Day L2 Training Implementation of L2 1+2 Languages Programme from P1-P7	SMT/1+2 Development Officer/1+2 Coordinators/all staff	Workshops & Open Days/ Newsletters ½ day joint in-service WDC 1+2 Languages website WDC Materials Education Scotland Materials
	August 2014	Foreign Language Assistants to support schools	SMT/1+2 Development Officer/1+2 Coordinators/	Foreign Language Assistants: French, German, Spanish £17,992. Schools tbc
	August 2014	Create rationale, principles and policy for Modern Languages	1+2 Development Officer	N/A
	October 2014	Identify key aspects in learning and teaching of Modern Languages to inform assessments,	Cluster Learning Community/1+2 Coordinators/SMT	Collegiate meeting time: 2hrs
	April 2015	target setting and reporting	SMT/1+2 Coordinators/CTs	Collegiate meeting time: 2hrs

	May 2015	School identification of improvements and next steps in the learning and teaching of modern languages	SMT/1+2 Coordinators/CTs	Collegiate meeting time: 2hrs
	May 2015	Evaluate progress to inform self-evaluation for school improvement Cluster identification of next steps to inform teaching of Modern Languages for next session.	Cluster Learning Community/1+2 Coordinators/CTs	Whole cluster learning community meeting time: 2hrs

Expected Outcomes

- Progressive and coherent CfE curriculum programme for Modern Languages 3-18
- Learners will experience challenging, quality learning experiences in Modern Languages

Monitoring and Evaluation

- Feedback from head teachers, teachers and coordinators
- Classroom observations & peer sharing
- Displays, learning journals & portfolios
- Learners focus groups
- Parents focus groups