

EDUCATIONAL SERVICES

Towards the Languages 1+2 Policy



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1.0**Executive Summary**

This policy outlines and examines the recommendations for the introduction of the 1+2 approach to language learning within the Scottish Government report and considers a strategy for introduction of its recommendations to West Dunbartonshire Schools. This policy is the starting point for West Dunbartonshire as we implement the national commitment. The Scottish Government has an expectation that the policy will be fully implemented by 2020. It is expected that we will keep this development under review to improve performance in languages and create a cultural and educational environment that attracts young people to learn languages.

DRAFT

2.0

Background

In 2011, the Scottish Government announced a manifesto commitment stating that a norm would be introduced, basing language learning in schools on the European Union 1+2 model. The following year, the government set out their recommendations in the 1+2 Languages Report¹. The report stated that every learner will learn two languages in addition to their own mother tongue, this will involve the first additional language: language two (L2) being introduced by P1 and the second: language three (L3) by P5 at the latest. There should be regular planned exposure to L2 and L3 for young people and articulation and progression from primary to secondary, particularly in L2. Language learning should be recognised as an entitlement for all young people to the end of their broad general education in S3. Moreover, schools should provide opportunities for pupils in the senior phase to study more than one modern language to the level of a National Qualification.

The 1+2 Approach will create the necessary conditions in which every child will learn two languages in addition to their own mother tongue. This is to be rolled out over two parliaments and will demonstrate a new model of language learning in Scotland. It is the duty, therefore, of the local authority to create an environment in which all children in West Dunbartonshire will leave primary school having had the experience of learning two modern foreign languages, allowing them to play their part in making Scotland a confident multilingual country of the future.

¹ <http://www.scotland.gov.uk/Resource/0039/00393435.pdf>

3.0 Content

3.1 West Dunbartonshire Languages Audit

In response to the recommendations set out in the Languages 1+2 Report, in December 2013 West Dunbartonshire Council carried out an authority-wide survey of languages via two online questionnaires. One survey was for heads of establishment and the other for staff members. The questions asked in the surveys and collated responses are included in Annex A. The purpose of the survey was to conduct an audit of language provision across the authority. The response rate for the establishment survey was 100%. The individual staff survey was completed mainly by teachers already involved in the teaching of languages.

3.2 Current Model: West Dunbartonshire Primary Schools

The West Dunbartonshire Survey of Languages highlighted that the entitlement to a modern language from P6 is embedded in all but one primary school (Cunard Primary). Cunard Primary School is a designated school for pupils with additional support needs who have been assessed as having significant social, emotional and behavioural difficulties. While no modern languages are taught at Cunard Primary School at present, some teachers at the school have expressed an interest in developing this area in the future.

Currently, the majority of children in P6-7 receive approximately 45 minutes of a foreign language learning per week (French: 23 primaries, German: 10 primaries and Spanish: 1 primary); this may vary from school to school depending on resources available. Additionally, one school delivers a programme of Gaelic from P4-P6 as well as French in P6/7. The teaching of Gaelic is supported by a Gaelic specific grant.

There is an inconsistency of provision for primary modern languages across the authority in terms of teaching approaches, resources, delivery and quality of learning. In terms of resources, a range of Modern Languages in the Primary School (MLPS) teaching materials are being used in the majority of primary schools across West Dunbartonshire. These materials were initially developed on the 5-14 content models and will, therefore, have to be adapted to bring them into line with the practices and principles of CfE. In terms of available primary modern languages teaching staff, the number of staff trained in the traditional MLPS is low and it has been some time since MLPS training was available in West Dunbartonshire. At the time of the survey, thirty-five of West Dunbartonshire primary teachers were trained in MLPS and two teachers are Gaelic for Learners in the Primary School (GLPS) trained. Some schools do not have any trained language staff and have self-trained teachers teaching modern languages; others rely on secondary teachers to deliver the MLPS programme. This is particularly true of German in the Vale of Leven Academy Cluster where a secondary

teacher (0.2 FTE) delivers German to four cluster primaries. The Language Survey and subsequent school visits have highlighted low confidence levels in Modern Language teaching – attributed mainly to lack of up-to-date training and resources. The Language Survey revealed, however, that there are a large number of teachers who are not trained in MLPS, but who have an interest in training to teach languages. Moreover, a number of teachers are already learning a language in their spare time: Spanish: 13, French: 12, German: 4, Italian: 5, Gaelic: 5, Polish: 2. In addition, some secondary teachers have and currently are attending development courses in order to diversify the number of languages they can teach.

3.3 **Current Model: West Dunbartonshire Secondary Schools**

The majority of West Dunbartonshire secondary schools offer French and at least one other language as part of the Broad General Education. Kilpatrick School provides education for learners with learning difficulties and autism spectrum disorders and only currently offers French. All secondary schools offer languages which correspond to language learning within cluster primaries and one secondary (Dumbarton Academy) offers the opportunity for all of S1 to learn both Spanish and French in two six month blocks. The recommendations of the 1+2 Languages Report clearly state that pupils will learn a modern foreign language until the end of S3. West Dunbartonshire Council will review the Broad General Education to ensure that this recommendation is met.

4.0

Options

To make such a shift in the provision of languages West Dunbartonshire Council will require a change programme. To deliver the programme implantation plan, it was agreed at the project inception that available options would be considered and worked through until a preferred option was identified for on-going development. A long-list of possible options was defined and the forerunning workable options were selected to be carried forward to a shortlist. The following options were shortlisted:

4.2

Language Options

Option A: Do Nothing

West Dunbartonshire schools presently offer modern languages in P6 and 7 and a choice of languages in secondary school. The present provision will therefore not meet the recommendations of the Languages 1+2 Policy, and should therefore be rejected.

4.3

Language Options: Language Two

a) L2 Spanish: introduced from August 2014 throughout the authority**Planning implications:**

It would require a seven-year process to embed a progressive programme from P1-7. Overall, it would take ten years for the first cohort (P1: 2014-2015) to complete a BGE that would meet the requirements of the 1+2 Policy.

Implementing Spanish as L2 in all primary schools would have considerable implications for the training of teachers. Currently only one primary school teaches Spanish, however, a significant number of primary schools have expressed an interest in learning Spanish and adopting Spanish as their L2 language of choice.

A whole authority approach to Spanish would result in considerable staffing issues, in particular in the Vale of Leven Academy cluster and Our Lady and Saint Patrick's High School clusters that do not currently offer Spanish at secondary level. Currently, retraining of secondary staff would require 80 university credit points in the new language as well as a period of residency abroad of between 3 and 6 months.

The context of West Dunbartonshire is that a range of languages are currently being offered and this diversity should be supported where possible.

Resource implications:

Spanish curriculum planners and teaching resources in line with CfE will be provided for all primary schools on an authority 1+2 Languages website. As Spanish is a new language to the authority, a number of bilingual books, CDs, dictionaries, games and posters will be purchased for schools to support learning and teaching. Coffee Break Spanish downloadable audio lessons will be available to support teachers' language learning. An innovation fund will be set up to allow for schools to bid for small grants towards leading and developing creative interdisciplinary approaches to modern language learning.

b) L2 French: introduced from August 2014 throughout the authority**Planning implications**

It would require a seven-year process to embed a progressive programme from P1-7 in schools that do not offer French already. Schools that currently offer French at P6&7 would take five years to deliver French from P1-P7. Overall, it would take ten years for the first cohort (P1: 2014-2015) to complete a BGE that would meet the requirements of the 1+2 Policy.

French is the most widely taught language in the authority and all secondary schools offer French as part of the Broad General Education. Implementing French as L2 in all primary schools would be the easiest option in terms of training due to the number of teachers who are currently trained in MLPS French and who have studied French to Standard Grade and Higher level. There is an apparent lack of motivation, however, to teach French and many teachers are qualified in French MLPS, or hold a French qualification, but lack confidence to teach the subject.

Resource implications:

French curriculum planners and teaching resources in line with CfE would be provided for all primary schools on an authority 1+2 Languages website. Coffee Break French downloadable audio lessons will be available to support teachers' language learning. An innovation fund will be set up to allow for schools to bid for small grants towards leading and developing creative interdisciplinary approaches to modern language learning.

c) L2: cluster choice from: French, German, Italian and Spanish**Planning implications**

It would require a seven-year process to embed a progressive programme from P1-7 in schools that do not offer L2 already. Schools that currently offer L2 at P6&7 would take five years to deliver L2 from P1-P7. Overall, it would take ten years for the first cohort (P1: 2014-2015) to complete a BGE that would meet the requirements of the 1+2 Policy.

A cluster choice would improve consistency of provision in each cluster. Primaries and secondaries will have to make their decisions based on educational benefits, sustainability and consider progression from P1-S3 when looking at the range and choice of languages taught.

Resource implications:

Curriculum planners and teaching resources in line with CfE would be provided in all languages for all primary schools on an authority 1+2 Languages website. As Spanish is a new language to the authority, a number of bilingual books, CDs, dictionaries, games and posters will be purchased for primary schools to support learning and teaching. New German teaching resources will be provided from the Goethe Institute. Our Lady and Saint Patrick's Cluster have offered to support primaries with resources for Italian. Coffee Break French, German and Spanish and One minute Italian downloadable audio lessons will be available from Radio Lingua to support teachers' language learning. An innovation fund will be set up to allow for schools to bid for small grants towards leading and developing creative interdisciplinary approaches to modern language learning.

4.3

Language Options: Language Three

The following options will be discussed with head teachers at a future meeting:

- a) L3 Spanish would be introduced from at least P5-7 throughout the authority by 2018-2019 at the latest
- b) L3 French would be introduced from at least P5-7 throughout the authority by 2018-2019 at the latest
- c) L3 would be a cluster choice: French, Gaelic, German, Italian and Spanish from at least P5-7 by 2018-2019 at the latest

Planning implications

Schools already teaching L3 in P6 & P7 would begin to teach the first L3 Modern Languages content to pupils in P5 instead of waiting until P6, as in the original MLPS model. Timing will be dependent on the number of teachers trained in a school and will possibly be achieved more quickly in smaller schools, as larger schools will have to wait until they have sufficient number of teachers trained to deliver the programme. L3 would only be able to be introduced from P5-7 as a new language once sufficient teachers have been trained to deliver L3.

Resource implications:

Curriculum planners and updated teaching resources in line with CfE would be provided in all languages for all primary schools on an authority 1+2 Languages website. As Spanish is a new language to the authority, a number of bilingual books, CDs, dictionaries, games and posters will be purchased for primary schools to support learning and teaching. New German teaching resources will be provided from the Goethe Institute. Our Lady and Saint Patrick Cluster has offered to support primaries

with resources for Italian. An innovation fund will be set up to allow for schools to bid for small grants towards leading and developing creative interdisciplinary approaches to modern language learning.

4.4

General Training Options

Teachers would be trained in the 1+2 programme year on year and supported by online learning and resources on an authority 1+2 Languages website. An in-house MLPS equivalent Primary Language Learning (PLL) will be offered to teachers in all primary schools as from August 2014, with the aim of having at least one member of staff per school acting as a lead learner to support colleagues. The PLL course will focus on a mixture of language, pedagogy and culture. The PLL course will be delivered on an annual basis starting with French and Spanish (German and Italian if demand exists) in 2014-2015 with a view to review training needs each year. Two teachers (French and Italian and Spanish and German trained) will be trained as PLL trainers on a SCILT Train the Trainer Programme in June 2014; this will enable training opportunities to be delivered in-house for French, German, Italian and Spanish thus keeping costs to a minimum and enabling training to be local. The PLL Train the Trainer course will be offered again in October and summer 2015 by SCILT these opportunities will be offered again to teachers in order to build capacity within the authority. PLL Training will be supplemented by a variety of training opportunities, including CPD with a focus on pedagogy, SCILT development workshops and courses run by cultural organisations. In addition, teachers will be supported to apply for Professional Recognition to the GTCS for modern language teaching.

4.5

Training Options: Language Two

- a) **L2 would be introduced into P1 from August 2014 throughout the authority and would roll up the primary stages year by year.**

Initial fast-track training would be delivered to P1 teachers in each cluster, this would be delivered through a variety of training opportunities including the 'SCILT Embed it Early' and skills development workshops, in-house training focusing on pedagogy and beginner training from cultural organisations.

A roll-up approach from P1 would require training to be delivered yearly for each primary stage – P1: 2014-15, P2: 2015-16, P3: 2018-2019 and so on). This approach would not offer teachers opportunity to progress and develop their languages skills sufficiently – particularly in the upper primary. There would also be a risk of lack of sustainability on account of the natural movement of teachers within primary stages.

- b) **L2 would be introduced into all primary stages throughout the authority at first level CfE from August 2014 via a cluster half-day in-service day.**

Initial fast-track training would be delivered to all teachers in each cluster, either in-house or through cultural organisations. This approach would require training to be delivered to all primary staff in each cluster, this would require a large venue and would possibly need five separate training events.

A whole school learning approach would reinforce learning for teachers and learners. This approach is preferable as the benefit would be that all teachers can develop their training year on year and the whole school is learning the target language – this can be reinforced in assemblies, playtime, lunchtime etc.

- c) **L2 would be introduced into all primary stages throughout the authority at first level CfE from August 2014 via School 1+2 Language Coordinators trained to deliver L2 first level to their schools on a half-day in-service day.**

Initial fast-track training would be delivered to 1+2 Language Coordinators in each cluster, this would be delivered through a variety of training opportunities including the 'SCILT Embed it Early' and skills development workshops, in-house training focusing on pedagogy and beginner training from cultural organisations. 1+2 Language Coordinators would begin training on a half-day/day in-service day: May 22nd and deliver training in their establishment Tuesday 12th August (half day).

A whole school learning approach would reinforce learning for teachers and learners. This approach is preferable as the benefit would be that all teachers can develop their training year on year and the whole school is learning the target language – this can be reinforced in assemblies, playtime, lunchtime etc.

5.0 Resources

5.1 Finances

Funding from the Scottish Government of £73, 222 per annum has been guaranteed for a minimum of two years. It is proposed that the funding be used as follows in 2014-15. Funding already received in 2013-2014 from the Scottish Government will be used to fund salary costs of seconded Development Officer (0.6 FTE) and provide new language teaching resources for all West Dunbartonshire primary schools.

1+2 Approach Budget				
Category		Estimated Quantity	Estimated Cost per Unit	Estimated Subtotal
Training				
Goethe Beginner German Course	1	£	-	£ -
SCILT 1+2- HT Workshop	1	£	-	£ -
French 1+2 Coordinator Training	8	£	225.00	£ 1,800.00
Spanish 1+2 Coordinator Training	8	£	225.00	£ 1,800.00
Catering 1+2 Coordinator	38	£	28.56	£ 971.04
Cover 1+2 Coordinators x 4 days	34	£	580.00	£ 19,720.00
SCILT Embed it Early	1	£	-	£ -
MLPS French	30	£	22.50	£ 675.00
MLPS Spanish	30	£	22.50	£ 675.00
MLPS Italian	30	£	22.50	£ 675.00
MLPS German	30	£	22.50	£ 675.00
Ongoing training and resource	1	£	7,326.96	£ 7,326.96
Training Total Cost				£ 34,318.00
Resources				
Development Officer 0.6	1	£	20,982.20	£ 20,982.20
German Education Trainee 6	1	£	2,100.00	£ 2,100.00
FLA French	1	£	7,911.00	£ 7,911.00
FLA Spanish	1	£	7,911.00	£ 7,911.00
Spanish Resources Consejeria	20	£	-	£ -
Total cost				£ 38,904.00
ESTIMATED TOTAL				£ 73,222.00

5.2 Staff

Staff will be required to develop knowledge and skills in Modern Languages. This will require developing their professional skills through a wide range of training opportunities offered by West Dunbartonshire Council. CfE teaching resources and curricular frameworks will need to be developed to ensure that teachers have clear and progressive programmes from P1 –S3. A curricular framework and teaching guidelines for P1 have already been developed by Education Scotland, the remaining stages P2-P7 will be in place by August 2014. Current programmes of work, teaching approaches, assessment, moderation and reporting methods will have to be adapted to fit the recommendations of the 1+2 Languages Report.

5.3

Professional Learning

Schools will be required to appoint 1+2 Language Coordinator(s) to attend four days of training which will include: an introduction to the 1+2 Languages Policy, language training (beginner/refresher training), pedagogy and WDC 1+2 resource training. 1+2 Language Coordinators will receive 4 days training (May: French, June: Spanish) and deliver training in their establishment Tuesday 12th August (half day). Schools will have to aim for a dual language model, which will involve members of staff trained in two languages to be able to support and deliver the 1+2 Languages training.

Teachers will be trained in the 1+2 programme year on year and supported by online learning and resources on an authority 1+2 Languages website. An in-house MLPS equivalent Primary Language Learning (PLL) will be offered to teachers in all primary schools as from August 2014, with the aim of having at least one member of staff per school acting as a lead learner to support colleagues. The PLL course will focus on a mixture of language, pedagogy and culture. The PLL course will be delivered on an annual basis starting with French and Spanish (German and Italian if demand exists) in 2014-2015; with a view to review training needs each year. Two teachers (French and Italian and Spanish and German trained) will be trained on a SCILT Train the Trainer Programme as PLL trainers in June 2014; this will enable training opportunities to be delivered in-house for French, German, Italian and Spanish thus keeping costs to a minimum and enabling training to be local. The PLL Train the Trainer course will be offered again in October and summer 2015 by SCILT these opportunities will be offered again to teachers in order to build capacity within the authority. PLL Training will be supplemented by a variety of training opportunities including CPD with a focus on pedagogy, SCILT development workshops and courses run by cultural organisations. In addition, teachers will be supported to apply for Professional Recognition to the GTCS for modern language teaching.

6.0 Risks and Issues

6.1 Time and Budget

22 out of the 35 recommendations apply directly to schools and local authorities; the scale of the task is significant and therefore costly. Large staff development implications which will prove challenging within the indicated timescale and with the allocated budget from the Scottish Government. Time will be needed for schools to adapt. A seven year programme starting in August 2014 will allow schools time to phase in the recommendations of the 1+ 2 policy. Being an approximate seven-year rollout plan, it will be necessary to revise any strategy regular intervals to keep in step with evaluations completed in schools.

The cost of training could be mitigated by training on in-service days, summer holidays and delivering twilight sessions. Furthermore, in-house training programmes could be developed over time to minimise training costs. Taking advantage of free training events offered by SCILT, Education Scotland, Glow TV and cultural institutions will allow a significant amount of training and resources to be delivered without cost. Inter-authority partnership working, sharing training and resources will also allow to keep costs at a minimum.

6.2 Training and Resources

The change from teaching modern languages as a discrete subject to an embedded approach to language learning will take time, training and significant resource development. There is a lack of up to date modern language learning resources in primary schools. Current resources are outdated and it has been a number of years since modern language training has been provided – there is therefore a need for developing sustainable, relevant and progressive resources for language learning in schools, including creative use of ICT, virtual and interdisciplinary approaches.

New CfE teaching resources and curricular frameworks will need to be developed to ensure clear and progressive programmes from P1 –S3. A curricular framework and teaching guidelines for P1 have already been developed by Education Scotland, the remaining stages P2-P7 will be in place by August 2014. Cluster school groups will require extensive support throughout the BGE with the implementation of the 1+2 Languages Strategy, including support with planning for learning, assessment, moderation and reporting. Likewise, extensive support for the implementation of the new National Qualifications in languages will be required, including the writing of exemplar materials, exemplar assessments and a wide range of training sessions.

The language survey highlighted a variety of language teaching skills and abilities across West Dunbartonshire. Any future training needs to take account of the varying needs of practitioners and differing levels of confidence. Training will need to be delivered at different levels and will need to address not only language knowledge and skills, but pedagogy exploring a number CfE approaches to learning and teaching.

Redevelopment and growth of a languages teacher training programme across a range of languages will take time and require the commitment of staff across Education Services. The 'Train the Trainer' course funded by the Scottish Government will go some way towards building capacity in this area. The course will allow for teachers to train as trainers and allow for languages training to be offered in-house. If this opportunity is not repeated next year, opportunities will have to be explored to offer this training annually in order to build capacity in-house and ensure the sustainability of the 1+2 Languages programme. As well as building capacity in-house, inter-authority partnerships are being explored with the view to share training opportunities, resources and the sharing and development of best practice.

6.3 Sustainability

There is a risk of lack of sustainability on account of the natural movement of teachers in and around schools. The consequence for this could be interrupted learning and teaching of the language. To mitigate this risk it must be ensured that during the session 2014-15 all teachers receive training in the teaching of L2. It is necessary for training to be refreshed and evaluated yearly. The re-introduction and continuation of language-based training is central to the sustainability of the 1+2 strategy.

6.4 Timetabling Issues

It will be Session 2020-2021 before the first year group who started to learn L2 Spanish in P1 transfer to secondary school. 1+2 working party meetings involving colleagues from the primary and secondary schools will take place to decide which work is most suited to be added to the primary curriculum. Primary teachers will continue to be supported with CPD sessions, which will allow them to deliver new strategies and programmes of work.

Staffing will need to be in place in order for young people to continue with their first modern language to the end of the Broad General Education and learn a second modern language during S1 to S3. Currently three of the secondary schools in West Dunbartonshire offer Spanish. Training will have to be provided, or new teachers appointed in clusters that currently do not offer Spanish. Likewise, secondary timetables will have to adjust to make room for L1 and L2 during the Broad General Education.

The uptake of languages in the senior phase will need to be monitored centrally, particularly with the introduction of new national qualifications. Improved flexibility in timetabling will be required to ensure that young people are provided flexible opportunities and encouragement to study more than one modern language to the level of a national qualification unit or course in the senior phase. Offering flexible opportunities for the study of languages may require cluster arrangements between schools.

Secondary schools will need to be encouraged to begin to plan towards providing flexible opportunities for learners to study more than one modern language to the level of a National Qualification Unit or course in the Senior Phase. It would be recommended that schools work towards ensuring that all learners are accredited in a modern language by the point of leaving school education.

7.0

Recommendation(s)

1. L2 would be a cluster choice from: French, Spanish, German and Italian
2. L3 would be a cluster choice: French, Gaelic, German, Italian and Spanish from at least P5-7 by 2018-2019 at the latest

A cluster choice for both L2 and L3 would allow for consistency of provision in each cluster and allow the authority to address the 1+2 Languages recommendation to support a diversity of modern languages. A cluster choice would also allow for progression of learning of L2 and L3 from primary to secondary. Primaries and secondaries will have to make their decisions based on educational benefits, sustainability and consider progression from P1-S3 when looking at the range and choice of languages taught.

8.0

Next Steps

West Dunbartonshire Council should consider the range of language provision that can be made across its schools, whether this comprises in the words of the report, modern European languages, languages of strong economies of the future and Gaelic and community languages. The challenge is how to ensure that early language learning becomes the norm and to look at how a second additional language can be introduced.

8.1 1+2 Languages Coordinators

Schools will be required to appoint 1+2 Language Coordinator(s) to attend four days of training which will include: an introduction to the 1+2 Languages Policy, language training (beginner/refresher training), pedagogy and WDC 1+2 resource training. 1+2 Language Coordinators will receive 4 days training (May: French, June: Spanish) and deliver training in their establishment Tuesday 12th August (half day). Schools will have to aim for a dual language model, which will involve members of staff trained in two languages to be able to support and deliver the 1+2 Languages training.

8.2 1+2 Languages Training Courses

Teachers will be trained in the 1+2 programme year on year and supported by online learning and resources on an authority 1+2 Languages website. An in-house MLPS equivalent Primary Language Learning (PLL) will be offered to teachers and 1+2 Co-coordinators in all primary schools as from August 2014, with the aim of having at least one member of staff per school acting as a lead learner to support colleagues. The PLL course will focus on a mixture of language, pedagogy and culture. The PLL course will be delivered annually starting with French and Spanish (German and Italian if demand exists) in 2014-2015 with a view to review training needs each year. Two teachers (French and Italian and Spanish and German trained) will be trained as PLL trainers in June 2014; this will enable training opportunities to be delivered in-house for French, German, Italian and Spanish thus keeping costs to a minimum and enabling training to be local. The PLL train the trainer course will be offered again in October and summer 2015 by SCILT these opportunities will be offered again to teachers in order to build capacity within the authority.

PLL training will be supplemented by a variety of training opportunities including CPD with a focus on pedagogy, SCILT development workshops and courses run by cultural organisations. In addition, teachers will be supported to apply for Professional Recognition to the GTCS for modern language teaching.

8.2 1+2 Languages Teaching Resources

A progressive and sustainable curricular framework of language learning and teaching with assessment resources should be developed to support primary teachers. Education Scotland has developed materials to support learners in a number of languages including: Spanish, French, Gaelic, German and Italian. The resources include learning and teaching ideas, guidelines, vocabulary, sound files and a curriculum framework. These resources will be extended to P7 by the start of session 2014-2015. These resources should be reviewed, adapted and supplemented if necessary. Discussions are taking place with a number of authorities regarding partnership working with regards to developing CfE resources. A working group will be set up to develop and moderate teaching and assessment resources. An innovation fund will be set up to allow for schools to bid for small grants towards leading and developing creative interdisciplinary approaches to modern language learning.

8.4 1+2 Languages Website

Teaching resources should aim to support teachers with a range of languages and include creative uses of ICT and interdisciplinary learning. It is recommended that a West Dunbartonshire modern languages webpage be developed to serve as a platform for all resources and links to useful online resources. Furthermore, schools should be supported to engage with a wide range of stakeholders, develop partnerships, international links and to celebrate learning and achievement.

8.5 1+2 Languages Working Group

A 1+2 Languages working group should be set up to allow primary and secondary teachers to explore ways of working together. Learning should regularly be reviewed to ensure a cohesive and progressive scheme of work from P1-S3 and to offer a consistency of experience across West Dunbartonshire. All schools have been recommended to include modern languages as part of their development plan for literacy in the coming session 2014-2015. Schools will be recommended to set up their own school-based 1+2 Languages working parties.