

# LEARNING AND TEACHING LANGUAGES IN SCOTLAND:AN EVOLVING LANDSCAPE

Bethan Owen

Development Officer 3-18 Modern  
Languages

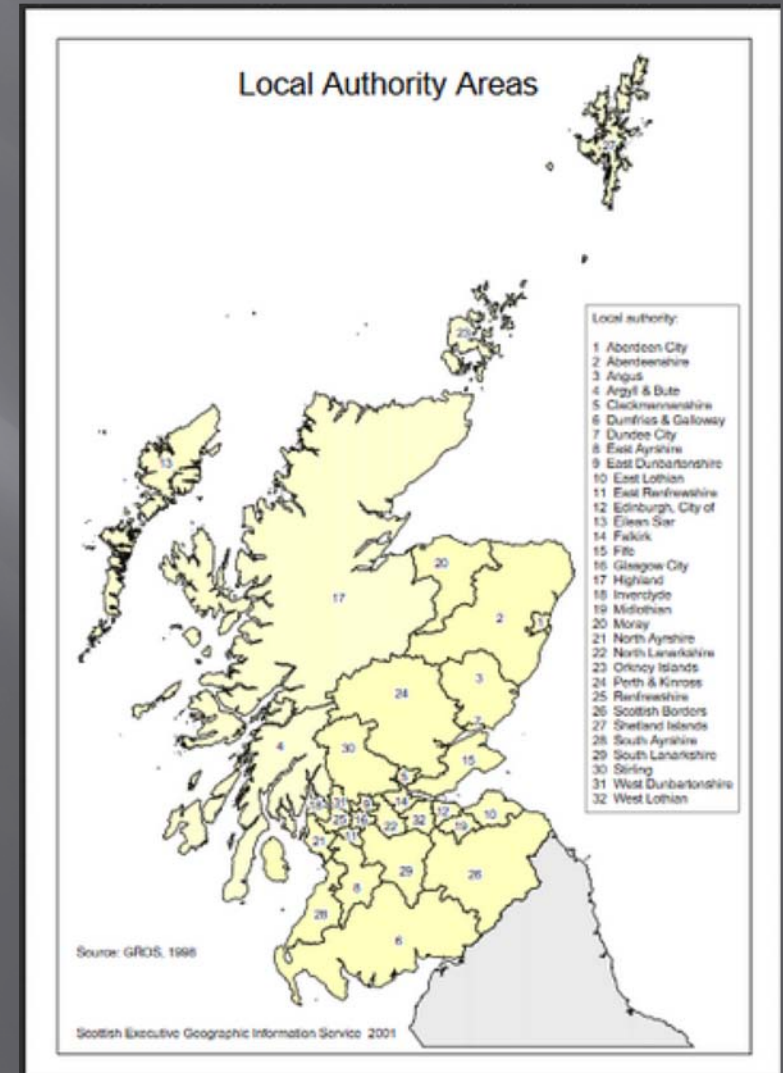
City of Edinburgh

[Bethan.Owen@edinburgh.gov.uk](mailto:Bethan.Owen@edinburgh.gov.uk)

 @CEC1plus2

# Overview

- ▣ Scotland as a Learning and Teaching Context
- ▣ Background to Languages Learning and Teaching in Scotland
- ▣ The Scottish Government 1+2 Approach to Language Learning
- ▣ Current Situation in Schools
- ▣ Next Steps





# Importance of Geography



# NB Switch Slides

Group Task: What are the potential challenges for primary and secondary schools in implementing this ambitious policy?

The diagram consists of ten rectangular boxes, each containing a component of Intercultural Competence. The boxes are arranged in two columns. The left column contains five boxes, and the right column contains five boxes. The components are as follows:

- Ability
- Commitment
- Communicators
- Perseverance
- Improved Native Language
- Confidence
- Determination
- Capacity to Learn
- Resilience
- Intercultural Awareness Capacity



# Learning to Earning

- ▣ “Businesses are clear that first and foremost they want to recruit young people with attitudes and attributes such as resilience, enthusiasm and creativity. They are not selecting simply on the basis of academic ability.”
- ▣ McKinsey Education and Employment Survey, 2013
- ▣ Paul Collard – Creative Culture and Education.



# Scottish Social Attitudes Survey 2015

- ▣ 89% of people surveyed thought learning a language from age 5 to be very or quite important.
- ▣ Only 1 in 10 thought not very or not at all.
- ▣ “Most people in Scotland think that it is important that children learn a language from the age of five in school – this finding holds for people of different ages, levels of education and socio-economic status.”

# Signs of Success



# Successes

- ▣ National Priority
- ▣ 1+2 rolled-out across Scotland
- ▣ 1+2 Supported by National Bodies
- ▣ Substantial Government Funding
- ▣ Public and so Parental Interest
- ▣ Wide and Positive Publicity
- ▣ High Profile



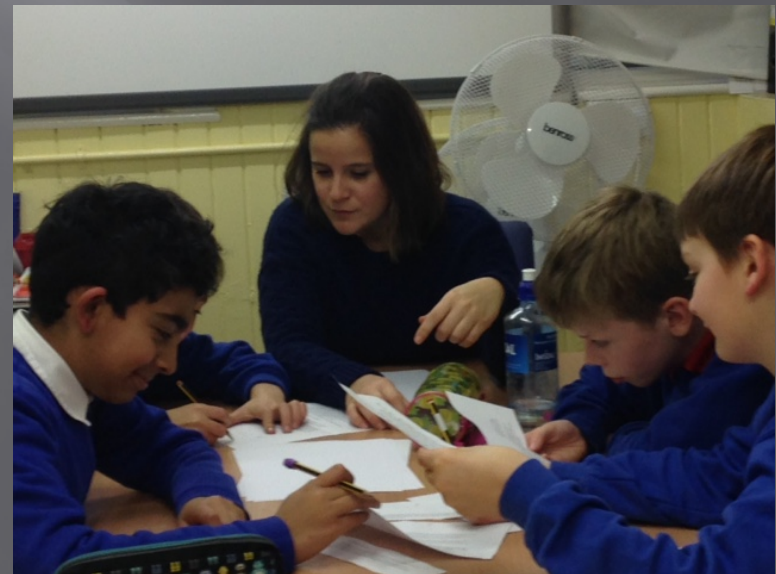


# International Fair



# Further Successes

- ▣ Encouraging Diversity with L3
- ▣ Links with schools in target language countries
- ▣ Links with Business
- ▣ Interdisciplinary Learning
- ▣ Embedded Learning
- ▣ Global Citizenship

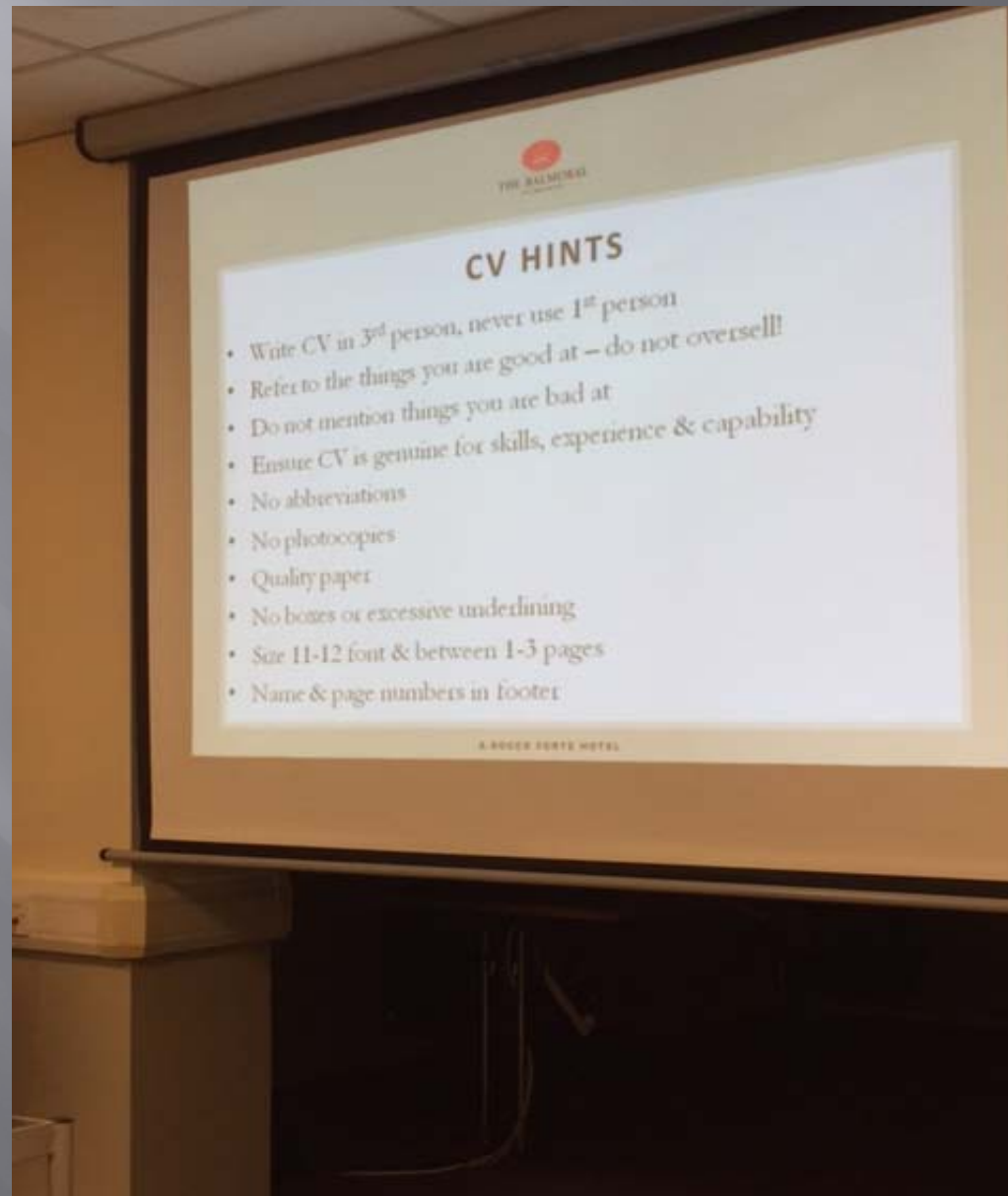




# Broughton High and Balmoral Hotel



# Developing Young Workforce



# What are the Challenges?

- ▣ Sustainability of 1+2 in Primaries
- ▣ Transition P7 – S1
- ▣ Drop-off of uptake after the BGE
- ▣ Staff Engagement with Extended, High Quality CLPL
- ▣ Regaining and Maintaining High Profile
- ▣ Sustainable Models
- ▣ Unpredictable Funding Models



# Discussion Points for Workshop

- ▣ Languages spoken by British school children, in addition to English, represent a valuable future source of supply – if these skills can be developed appropriately.
- ▣ Language skills are needed at all levels in the workforce, and not simply by an internationally-mobile elite
- ▣ **(Teresa Tinsley, British Academy, 2013)**



# Discussion Points for Workshop

- ▣ While young people felt that they were given the opportunity to acquire some language skills at school, many believe that languages could be taught in different ways and that this would both improve standards and encourage more people to learn foreign languages. Scotland's Future Workforce - "Keeping Pace in the Global Skills Race?" British Council / SCDI, (June 2014)



# Workshop Content

- ▣ Celebrate success and identify next steps in our own contexts.
- ▣ Explore how authorities can lead schools in rising to the challenges identified – using a problem solving approach to moving forward in our own contexts.
- ▣ Reflecting on ourselves as learners – Using Learning Conference Tools.

# Celebrate success and identify next steps in our own contexts.

- ▣ Discuss and describe successful experiences that support raising attainment through and in Modern Languages in your context.
- ▣ Consider why they were successful, how they were put in place and what the impact on the learning community has been.
- ▣ Identify possible next steps/ways to build on achievement.

# Explore how authorities can lead schools in rising to the challenges identified

- ▣ Choose one of the challenges mentioned or another you face in your context.
- ▣ Briefly outline the challenge on paper.
- ▣ Briefly outline where you want to take the situation on a second sheet of paper.
- ▣ Use post-its to note the hurdles that are in your way.
- ▣ Remove hurdles that are permanent and those controlled by others.
- ▣ Choose 1-3 of the remaining hurdles and explore practical solutions.

# Reflecting on ourselves as learners – Using Learning Conference Tools.

- ▣ Reflect on positive learning experiences you have had.
- ▣ Consider the role played by the teacher & the learner.
- ▣ Consider the learning environment and type of learning activity.
- ▣ Record your thoughts on the Learning Conference Sheet.
- ▣ Share your thoughts and reflections to build up a picture of positive learning for your group.

# Learning Conference Tool

<i>Learning Conference Notes</i>		<i>Name:</i>	
<i>Environment</i>	<i>Role of Teacher</i>		
	<i>Role of Learner</i>		
		<i>Activity</i>	



# That's all folks!



# GET CONFERENCE PRESENTATION

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