

SCILT 1+2 Newsletter: December 2016

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Editorial

Dear colleagues

I am pleased to see that Scottish Government emphasised its **continued and full commitment** to the 1+2 policy in a letter from Scottish Government Learning Directorate to all local authority Directors of Education in August 2016. The government's Delivery Plan for Education, published 28 June 2016, further underlines the importance of developing the provision of language skills within education:

'We will take action to help young people develop the skills and knowledge they will need in the workplace in particular in the areas of STEM, digital skills and languages.' (page 9)

I also read with interest the 'Review of progress in implementing the 1+2 languages policy', conducted by the Association of Directors of Education in Scotland (ADES) and Moray House, University of Edinburgh. It is heartening to read that the findings showed there was tremendous overall support for the policy and some authorities had developed what they felt were robust and sustainable models of training to reach full implementation by the target date of 2021. Already most local authorities have provision for L2 up to the end of the broad general education. However, roses are never without their thorns. Provision for L3 remains more mixed and the report calls for more support for secondary schools with the timetabling of L3 as part of the BGE so that it does not 'borrow' time from L2, thus compromising depth of learning and risking attainment in the senior phase.

There is, therefore, still a significant amount of work to be done in terms of ensuring the policy's sustainability, especially in terms of developing teachers' language skills and confidence. There is still a greater need for collaborative working, not just between primary and secondary sectors but also between local authorities, higher education and teacher education. The report also highlights the importance of the development officer's role in leading the implementation locally, and this level of leadership can only be sustained with continued support in terms of Scottish Government funding.

All of this is, of course, taking place in a climate where it seems there are so many competing priorities. For 1+2 to be successful, it has to be viewed as part of the solution to the Attainment Challenge and a means of developing important employability skills. As a community, we have to be advocates for language learning. The experience of learning an additional language early in life is known to support key cognitive skill development, boosting mother tongue literacy and developing adaptability, flexibility and resilience. In addition, the 1+2 policy supports the equity agenda by building confidence, fostering interest in other cultures and encouraging tolerance and respect.

Looking forward, the Strategic Implementation Group (SIG) for the 1+2 policy is comprised of representatives from schools and local authorities, universities, teacher education, teaching unions, parents and national agencies such as Education Scotland, the General Teaching Council for Scotland and SCILT. Informed by the finding of the ADES/Moray House report, it is currently developing a strategic plan to support all aspects of 1+2 implementation going forward. This is due to be published by the end of the year.

In conclusion we can take comfort from the enthusiasm for the 1+2 languages policy on the part of teachers, parents and learners and the fact there has been notable progress made in the

implementation of the policy since 2013/14. Having said that, we are still some way from 1+2 languages being firmly established in the curriculum, and we all need at both national and local levels to work together to advocate for language learning as a powerful means of addressing key issue around excellence and equity in the Scottish education system.

In the present climate, more than ever, it is vital that we equip all Scotland's children and young people with the necessary skills that will allow them to operate globally. Language skills help build a more open, tolerant and ultimately cohesive society that values all peoples and cultures. That is the kind of Scotland our children and young people deserve.

Fhiona Mackay, Director

News from SCILT

International and national perspectives on language learning policy and practice

Author: Lynne Jones, SCILT

Partnership was the order of the day on 29 November 2016 at Atlantic Quay in Glasgow.

The day began with a presentation by Associate Professor Angela Scarino from the University of South Australia hosted by Marion Spöring, Senior Lecturer at University of Dundee and UCMLS chair. Associate Professor Scarino spoke about the language policies in the different states and territories in Australia and the work she has recently led on reconceptualising the nature of language learning through the development of the Australian national languages curriculum.

The presentation was pre-recorded, but the Q&A session which followed was live between Glasgow and Adelaide. A number of interesting issues were raised including initial teacher education and Australia's use of language specific frameworks. The presentation is available to [watch again](#) on Education Scotland's Youtube channel. Any additional questions for Associate Professor Scarino can be emailed to [Louise Glen](#) at Education Scotland.

Later in the day, Bethan Dinning from the British Council gave a presentation about the Erasmus + programme. Bethan highlighted the funding that is available for staff mobility and strategic partnership projects across Europe under Key Actions 1 and 2 respectively. The presentation contained a wealth of information and Bethan expects ambitious bids to flood in from Scottish schools ahead of the Spring 2017 deadlines. For more information contact [Erasmus+](#).

The rest of the time was given over to the National Development Officer Conference hosted by Education Scotland and SCILT. Informed by the findings from the [ADES Review of implementation of the 1+2 policy](#), published in July 2016, the focus of the conference was inter-authority working. In the recently announced education improvement groups, local authority representatives shared ideas and considered solutions in relation to three top priorities:

- raising the profile of languages at a time of competing priorities in Scottish education
- sustaining high quality CLPL for primary teachers; and
- effective primary-secondary transition

Notes from the day's discussions will be collated and also used to inform the planning of future leadership events. SCILT will be working in partnership with Education Scotland again later this academic session to offer more professional learning opportunities to local authority representatives. Watch this space – dates for your diary will be coming soon.



Practitioner enquiry pilot: challenging assumptions and finding evidence about current practice

Author: Lynne Jones, SCILT

A key feature of each of the GTCS Professional Standards, there is a lot of talk these days about practitioner enquiry as a means of professional learning. With this in mind, SCILT has diversified its CLPL provision and expanded its Leadership Development strand. As such, a team of four SCILT colleagues with enquiry experience are supporting three small-scale practitioner enquiry projects involving development officers and teachers across Scotland.

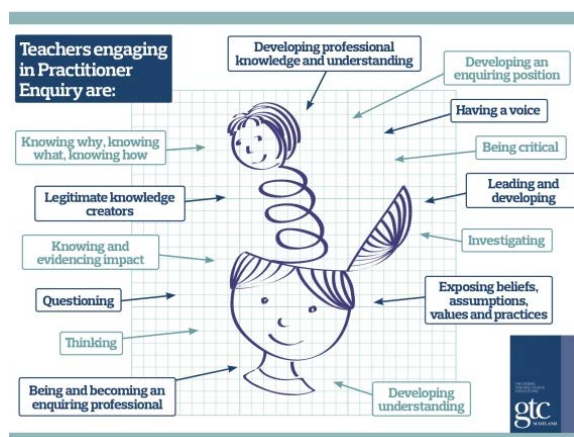
‘Reflective and enquiring teachers who are engaged in continuous improvement are developing the attitudes and habits of mind which are integral to leadership.’ (Teaching Scotland’s Future, Donaldson, 2011: 10)

Before the summer holidays, six colleagues with leadership responsibilities for languages at cluster or local authority level volunteered to participate in a pilot. The overarching aim of the pilot is to provide an evidence base for aspects of current practice in Scottish language classrooms. All three enquiry projects come under the umbrella of ‘Raising attainment for all’.

Colleagues from Perth & Kinross, Dundee, Dumfries & Galloway and East Ayrshire have decided to undertake a collaborative enquiry into primary-secondary transition. Meanwhile, colleagues in Aberdeenshire and South Lanarkshire have begun investigating effective teaching and learning of languages in multiple composite primary classes. Finally, an Additional Support for Learning (ASL) Outreach Teacher with Edinburgh City Council is investigating the impact on school refusers of the opportunity to learn Chinese in a non-school setting. The context of this particular enquiry was outlined at a seminar at the 2016 UK and Republic of Ireland Confucius Classroom Conference, which took place in Glasgow in September.

Contextualised and each with a very particular focus, the findings from these projects are likely to be of interest to a wide range of educators and linguists. The aim is to disseminate the findings and recommendations arising from each of the three projects widely in due course.

Image courtesy of [General Teaching Council for Scotland](http://www.gtc.scot.nhs.uk)



News from our partners

Education Scotland update

Author: Louise Glen, Education Scotland

The draft benchmarks for modern languages will be uploaded to the National Improvement Hub in December (together with the other curricular areas) and open for a consultation period with practitioners. Draft benchmarks for literacy/English and numeracy/mathematics are already on the Hub.

In other news

The Education Scotland websites are changing to reflect the current changes in Scotland's education system, including a commitment in The Delivery Plan to significantly streamline the current range of CfE guidance and materials by January 2017.

By early December, five sites and services will be available:

- the National Improvement Hub for improvement resources and materials
- the new Education Scotland corporate website for corporate information and links to key policy and legislation
- Parentzone Scotland for resources, information and data specifically for parents
- NQs for specific materials and resources
- Glow, the digital platform for Scottish education which provides access to a number of web services that allow users to create, collaborate and innovate.

The corporate site will have a new URL – <http://education.gov.scot> – and while the old URL will continue to work for a period, all hyperlinks (and mentions of the URL in documents) will need to be updated.

A significant proportion of former content has been archived (if no longer current), or moved to partner organisations.

Updated versions of the Parentzone and National Qualifications sites will also be launched, which will be similar to their predecessors. Most NQ content is being moved across to the new NQ site or being repositioned into Glow. The new Parentzone Scotland site will be very similar to the old one, with just slight formatting changes, reflecting the design developed previously with parents.

In case you missed it!

Education Scotland has published [L3 audit tools for primary and secondary](#) on the National Improvement Hub.

[1+2 languages: progression from first to second level](#) is now live on the National Improvement Hub.

A suite of advice, frameworks and resources to support primary teachers to plan for depth and progression in modern language learning experiences. These resources were developed in conjunction with primary practitioners who deliver L2 and L3 experiences.

Erasmus+ update from British Council

Jude Wood, British Council

The reasons may vary - from learning good practice to increased job satisfaction – but 98% of school staff who took part in the European Union’s Erasmus+ programme would recommend it to a colleague.

Almost 70% of school education applicants successfully applied for over €4m in Erasmus+ grants in Scotland from 2014-2016. This provided opportunities for staff professional development, funds to support school project visits to other European countries, a revitalisation of teaching and support for curricular policy in over 300 projects. Many schools in Scotland have been able to extend their international outlook through Erasmus+ partnerships as a result, helping to fulfil Education Scotland’s curriculum goals of creating successful learners, confident individuals, responsible citizens and effective contributors.

UK schools received grant funding ranging from €1,300 to €212,000 for Erasmus+ mobility projects in 2016. Hundreds of staff received an average of nearly €2,200 in grant-funding, to help schools with international activities linked to education policies, such as the 1+2 Approach.

First steps

Schools should use eTwinning, a secure online community, to start or extend their Erasmus+ project. It helps users to find and forge partnerships across Europe before applying and then supports them throughout their projects. Other tools are also available, such as the School Education Gateway, which helps schools find and rate staff teaching and job shadowing opportunities and forge new strategic partnerships with schools across Europe.

Funding to increase

Scotland has shown strong and consistent interest in Erasmus+ with nearly €42 million awarded from 2014-2016. And the good news is that the Erasmus+ annual budget is set to increase by 10% in 2017. With this in mind, Ruth Sinclair-Jones, Erasmus+ UK National Agency Director, encourages more schools to apply: “We’d like more and bigger applications across the UK for 2017, to take advantage of the higher levels of funding available in the 30th anniversary of the programme. 2017 is the first year following the EU referendum result and we’d like to emphasise that successful applicants in 2017 will be awarded funding for the duration of their project.”

The [Erasmus+ National Agency](#) is here to support you all the way. [Sign up](#) to the Erasmus+ newsletter to stay informed of forthcoming webinars and for details of guidance and events that will support you throughout the application process and beyond.

[Apply](#) for Erasmus+ funding by 2 February 2017 and 29 March 2017 and discover how the Erasmus+ programme could benefit your school in 2017.

Goethe-Institut supports 1+2

Author: Claudia Kusian, Goethe-Institut

Primary German immersion course at Chryston High School, North Lanarkshire

The Goethe-Institut has just concluded a 10-week primary German immersion course for primary teachers in the Chryston High School cluster.

Chryston High School, which shows a strong commitment to the teaching and learning of German, will be the first school in Scotland to become a member of the Goethe-Institut's The Smart Choice German network for schools, which will be launched in January 2017. This initiative aims to bring schools together which promote German in their curriculum and work in close partnership with their cluster primary schools. The Goethe-Institut will support these schools by providing training and CLPL opportunities, scholarships for language training in Germany, free teaching materials, advice and cultural events.



Chryston High School's 1+2 working group had asked the Goethe-Institut to devise a training course which not only introduced basic German language and grammar, but also gave the participants an insight into the culture of the German-speaking world, including geography, customs and traditions. In addition, the teachers were able to try out lots of engaging primary teaching methodologies and ideas and were also introduced to the Goethe-Institut's primary teaching resources. A few examples of the course activities included the staging of a German fashion show, celebrating a German birthday (with home-baking, of course!) and learning about the traditions of Sankt Martin and Nikolaustag.



The participants said:

‘Excellent practical activities that could be used from P1-P7. I will now be able to make lessons more interactive.’

‘It has given me inspiration to use much more practical activities when teaching German. The course has helped improve my confidence with my own German.’

‘The materials were extremely useful and I used all materials and ideas in my weekly German course with P4/5.’

Please get in touch with [Dr Sabine Schlueter](#) if you are interested in booking a taster German immersion session for your primary teaching staff.

Save the date:

18 March 2017: German Day for primary teachers at the Goethe-Institut

Learning Japanese in Scotland

Author: Sally Anderson, University of Manchester

Sally Anderson, an undergraduate at University of Manchester, attended the Japanese Youth Conference held in September 2016 in Aberdeen. The conference was organised by the Japanese Language Group. Sally shares her experience below.

Some 130 million people worldwide speak Japanese, and on the back of the current drive to raise attainment across Scottish education, a push is being made to introduce Japanese in Scottish primary schools. It has the backing of several learning organisations across the country, SCILT and key Japanese organisations UK-wide.

Ten schools and eight universities in Scotland now offer some form of Japanese with the University of Glasgow being the latest, introducing language courses in 2016 to run in addition to an already popular module on Japanese cinema. Universities in Edinburgh, Stirling and Strathclyde all have partnerships with Japanese institutions; however only the former stipulates that Japanese must be studied in order to participate in a programme in Japan. Stirling and Strathclyde offer vocational courses, realising and tapping into the extreme wealth of possibility that lies out there. The conference suggested that every effort must now be made to ensure greater opportunity for learners to engage with the world's third largest economy and second largest direct investor in the UK.

It's starting small. Currently, no SQA qualification is available in Japanese. Although this has not prevented students wanting to study Japanese from beginner's level at university, the conference organisers recognise a need for change: learning in schools could run in tandem with existing and highly popular after-school groups, judo and karate classes. With access to Japanese language and culture being made available to primary school students, an enthusiasm may be carried forward into secondary school, sweeping participants up in its stride until – as it is hoped will happen with Chinese - supply will meet demand and facilitate one another.

More encouraging similarities can be found with Scotland's embrace of Chinese learning. The Japanese project in its current guise relies upon student volunteers to aid primary teachers in what has proven to be a rewarding educational set-up for all involved. Asia is new and exciting to children; engaging with these cultures would mean opening up countless possibilities for themed events and learning opportunities.

The Japanese cultural obsession among young people of all ages is unlike any before it. There is potential to nurture an early love of Japan into an understanding of its language and culture that would serve as extraordinarily viable skills, at a time where everything from tech to fashion to gaming hubs are finding their focus in the east. The four capacities could be engaged in forward thinking ways. Scholars and professionals alike - not least figures like Daisuke Matsunaga, Consul General of Japan in Edinburgh - stress the importance of language and culture learning at a school level, in relation to Scotland's future status and competitiveness.

At the Japan Youth Conference in Robert Gordon's College, Aberdeen on 27 September 2016, students from across Scotland professed their adoration for modern incarnations of Japanese culture: manga and anime. Teachers have taken notice of this passion: they are engaged with learning about religion, art, food in Japan. This can carry on through to areas such as Japanese geo-politics, economics and other 21st Century - Asian Century - topics and skills. If conversations about Japan continue to flow upwards from the students, great progress can be made.

The same 12 year-old from Kirkwall who loves anime and manga declared, wonder and hope bright in her eyes, that she wanted to learn Japanese for 'as long as possible'. It's time to let her.

Update on UCMLS cross-sector initiatives

Author: Marion Spöring, University of Dundee and Chair of UCMLS

On 9 September 2016, UCMLS hosted a cross-sector event to take stock of successes and challenges in the implementation of 'Language learning in Scotland: A 1+2 approach'. The event was well-received and included the opportunity for participants to take part in a cross-sector debate to establish further action in moving forward.

At the event, UCMLS published [1+2: Looking back and moving forward – survey results](#), which highlighted the following as some of the key challenges:

- improve language competence of current teachers in primary school
- create better transition arrangements for languages between primary and secondary school
- hold more promotional events in schools highlighting the value and benefits of language learning
- students on primary ITE programmes need to reach B1 level of proficiency
- need for further training and on-going support
- clearer information on how to implement 1+2 in classes with significant proportion of EAL learners
- clearer guidelines on workable implementation models for L3

Further challenges, as well as successes across sectors, can be read in the survey results.

Do Coyle from the University of Aberdeen continued discussions on the theme and put the results of the survey in the context of ITE and Higher Education. Discussion was then enhanced by keynote speakers from business, a local authority and SALT, all contributing to the subject of 'looking back and moving forward'. Presentations can be downloaded from the [SALT website](#).

By the time this newsletter is published UCMLS will have held another national cross-sector event (on 29 November), in collaboration with SCILT and Education Scotland, in the form of a video conference with Associate Professor Angela Scarino on the curriculum models derived from Australia's national language policy.

The third and final national cross-sector conference for 2016-17 will be held on 10 March 2017 where we intend to publish a cross-sector action plan in support of 1+2. Find out more on the [SCILT website](#).

The University Council for Modern Languages represents the interests of Modern Languages, Linguistics and Cultural & Area Studies in Higher Education throughout the UK, but also works with corresponding bodies in other countries. UCMLS is the Scottish branch. To enable closer links with schools, UCMLS in 2015 created four regional hubs with the aim of holding two twilight meetings in each hub per year (eight meetings in total). However, to increase accessibility, we intend to link with SCILT's professional development menu, so look out for opportunities in the near future in the SCILT weekly bulletin.

Updates from LFEE Europe

Author: Richard Tallaron, LFEE Europe

'Noël' is upon us already and you will see in the photo that it was celebrated in style along with two of the Pan-Tayside development officers and a group of buzzing primary teachers. Storytelling, a Christmas quiz and plenty of games and songs kept us warm on a cold evening in Perthshire!

Immersion courses

We have released our new immersion course dates for 2017-2018 on [our website](#). Successful candidates receive funding from British Council which covers travel expenses, subsistence, accommodation and the course fee. GTCS certification is also available through our courses.

NEW! For those of you who have attended our course in Salignac and/or Lyon, we are launching a new follow-up course in Avignon. If you want to dance *Sur le Pont* with us, or are interested in courses in Malaga, please pre-book with us as soon as possible. Places will be allocated on a first-come-first-served basis. If your school applied for Erasmus+ funding before, the process should be much easier this year!

Primary Language Learning (PLL) training

On top of our usual PLL training programme for primary teachers, we have developed a new early years course, working in partnership with Highland Council. Please [contact us](#) for further information, including cost.

Et puis, joyeux Noël et meilleurs voeux pour 2017!



Events calendar

A listing of events of interest to 1+2 language practitioners in Scotland. See SCILT's [events calendar](#) for full details as well as for more language-related events in Scotland and further afield.

German day for teachers

Venue: Goethe-Institut Glasgow

[Visit website](#)

Event Date: 21/01/2017

The Goethe-Institut in Glasgow invites you to an unmissable, one day conference for teachers of German. The day will include seminars, advice and tools for German teaching as well as provide an excellent networking opportunity to exchange tips and project ideas. The conference is aimed at secondary German teachers.

The Language Magician at work - Evaluating foreign language competence at primary level

Venue: Leipzig University, Germany

[Visit website](#)

Event Date: 26/01/2017 - 27/01/2017

The Language Magician is a European Project initiated by the Goethe-Institut London and co-funded by the European Union within the Erasmus+ framework. Ten partners from the UK, Italy, Spain and Germany participate in this project, which deals with standardisation and assessment in language learning at primary level across Europe.

The main aim of the project is to develop a computer game 'The Language Magician' that can be used as an assessment tool in schools called. At the conference, the participating partners will introduce the project and the computer game and will present an analysis of the first results of the computer game which have been gained through pre-testing in Italy, Spain, Germany and the UK.

CPD workshops for primary school teachers in 2017

Venue: Alliance Française, Glasgow

[Visit website](#)

Event Date: Dates throughout February – April 2017

The Alliance Française de Glasgow will be running a programme of CLPL workshops in French for primary school teachers. Ten topics will be covered over 10 weeks, tailored to the needs of primary school teachers. The programme is suitable as a follow-up to one of Alliance Française Beginners 1 classes or for French teachers in primary schools.

Language Show Live Scotland

Venue: SECC, Glasgow

[Visit website](#)

Event Date: 10/03/2017 - 11/03/2017

Language Show Live is Scotland's largest exhibition for anyone with a passion for languages. Spanning two days, the event offers the chance to attend over 30 'CPD certified' seminars and workshops, meet the best language suppliers with over 80 exhibitors, and network with thousands of other language teachers, learners, translators and linguists, who all love languages as much as you.

Language World 2017 - Progress for ALL

Venue: East Midlands Conference Centre, Nottingham

[Visit website](#)

Event Date: 21/01/2017

The Association for Language Learning's annual conference and professional learning event offers a packed programme with speakers from across the languages sector which attracts up to 250 participants a day, with a large number coming from primary and secondary schools. The title of this year's conference is 'Progress for ALL'. Progression in the teaching and learning of languages is a priority for all teachers and for ALL as a professional association, as we respond to significant curriculum changes and developments at all levels.

Local authority update

Thank you to the following local authorities for sharing how they are implementing the 1+2 approach to language learning.

1+2 - what's new? North Ayrshire update

Author: Angela Noble, North Ayrshire

Last year we boosted teacher confidence by training staff to embed French or Spanish into their daily school routines. Training continues this year and staff are attending twilight courses to further extend their language skills and delivery in the classroom. There has also been huge interest from classroom assistants keen to learn 'playground games' in French or Spanish. Many schools are beginning to take ownership of language learning by inviting parents to help run French cafés with the pupils, hosting international or European days, or themed days such as 'el día de los muertos'. Leaflets and posters have been produced to explain 1+2 to parents.

Two primary schools have created animations using a link with industry, Halo productions. The results are outstanding and can be found on our 1+2 Glow page. A Modern Apprentice at Ardrossan Academy has been helping to develop our 1+2 Glow platform.

Our seconded language teachers are visiting schools to team-teach languages across the curriculum, delivering inter-disciplinary topics. A favourite is the 'outdoor learning' topic which can be used towards a John Muir Award. 1+2 secondary staff are working hard to boost communication between the primary and secondary sector, supporting transition topics and liaising with clusters. We also have secondary pupils teaching primary pupils languages through health and wellbeing activities.

Following the success of St Bridget's Primary School's link with a Spanish school last year, further links with schools abroad are being established. Seven French teachers spent time on Arran, forging educational links for every school there, and now the island is awash with French!

Our development officer is working as part of a national inclusion group to help develop a multi-sensory approach to languages, and this year we also aim to involve our staff in immersion courses abroad, through the LFEE and British Council opportunities.

North Ayrshire's Confucius Hub, based at Greenwood Academy, is enabling our pupils to access global citizenship, embrace Chinese culture through a variety of interesting activities, and we are in the process of applying for a Primary Hub.



Aberdeen City Council: 1+2 Modern Languages implementation update

Author: Marie-Claire Lyon, Aberdeen City

The 1+2 Modern Languages team at Aberdeen City Council are using Abernet, the education homepage, as a means of communication with schools. They have their own area to publicise news. The Glow languages area has been updated and teachers can access primary and secondary resources, lesson planners with audio files and teaching materials.

The 2016-17 programmes for teachers' training in language and methodology is underway and includes sessions delivered centrally as well as to schools and clusters.

On 14 February 2017, 'Aberdeen Learning Festival' (ALF) will be held at AECC and there will be opportunities to attend information workshops on 1+2 Modern Languages developments at sessions run by SCILT and Aberdeen City Council curriculum team.

The School of Language at Aberdeen University has been working this year again with Aberdeen schools. Student Language Ambassadors visited S2 and S3 classes in October to talk about their year abroad and highlight the benefits of studying languages.

Fourth year language students will go on a 10-week, half-day placement to support the delivery of languages in primary schools next term. They will be joined by volunteers from the Erasmus+ programme. The group is very enthusiastic and looking forward to the experience.



Aberdeenshire Council

Author: Sylvia Georgin, Aberdeenshire Council

Aberdeenshire Council sends regular email newsletters to support teaching colleagues in the implementation of the 1+2 Approach. The [June 2016 edition](#) includes information on CLPL opportunities as well as updating colleagues with success stories from within the authority.

Dumfries & Galloway Primary Language Learning update

Author: David Kerr, Dumfries & Galloway

Much of our Primary Language Learning (PLL) training material is at present housed on the Dumfries & Galloway Glow site but in order to widen access to our work, we have created a [Modern Languages blog](#) which is accessible to anyone.

Our 'Building your curriculum' MFL groups have produced booklets which have proved a valuable resource for promoting better understanding and acceptance of the 1+2 Approach and the reasons for studying languages. They can also assist with homework. Copies of the booklets are in all Dumfries & Galloway schools, for display in reception areas and as library copies.

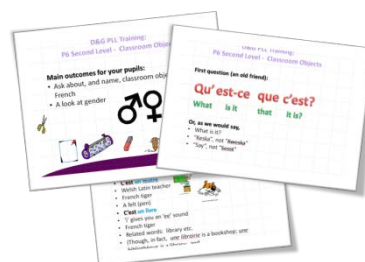
Our central MFL team has an ongoing programme of both early/first level and second level training, in French PLL, to various clusters in this geographically extensive region. Training is constructed around our highly regarded, in-house resources, based on Activ Inspire flipcharts, with soundfiles, and our comprehensive framework and planning grids. There are also IDL packs in various languages. We aim to support all teachers to deliver PLL, whatever their level of French.

We also provide tuition. Train the Trainer trained trainers, Françoise Norel and David Kerr, report that they are delighted with the level of engagement and the enthusiasm from those who took part. These courses were completed during curricular time, with the funding for cover provided centrally. Central twilight sessions have also been provided at Lochside Education Centre in Dumfries.

Online PLL training is also available via Le Français en Ecosse (LFEE), funded by the local authority. The authority prefers practitioners to undertake its own, in-house, training if possible, as that is specifically geared to support our own resources, but the LFEE course is considered an excellent alternative for those who cannot access the in-house training; indeed, practitioners are welcome to undertake both, should they so wish. Spanish and German PLL training have also been developed, along the same lines as our existing French provision.

This authority's partnership with the Académie de Nancy-Metz continues to grow. The current draft of the 'album' recording the visit, in February this year, of some dozen primary teachers to a number of schools in this region can be seen on the [dedicated blog](#). More material to come!

Please contact the Dumfries & Galloway Central MFL Team [Françoise Norel](#) or [David Kerr](#) for more information.



PanTayside in collaboration with DCA: Shorts for language practice

Author: Virginie Bradbury, PanTayside

PanTayside 1+2 team has worked in partnership with Dundee Contemporary Arts (DCA) to link Moving Image Education and languages.

PanTayside 1+2 team created resources to engage pupils from P3 to P5 in listening, talking, reading and writing, in French, through the medium of film. These activities were made available for use in the classroom. In September, teachers from our three authorities – Angus, Dundee City and Perth & Kinross – had the opportunity to attend a CLPL event and take part in French activities related to the showcased movies.

‘Shorts for language practice’ consisted of four short movies screened during the Discovery Film Festival. Over 250 children from PanTayside took part in activities using French, with focuses on literacy, ICT, health and wellbeing, and science.

This pilot project was well received and we are looking forward to creating more opportunities for our learners and their teachers to engage with 1+2.

‘The Film Festival related to my learning in school because we used the name of animals in life cycles and the word ‘mange’ like we do when ordering dinners.’ P4 pupils from Inverbrothock Primary.

‘I just wanted to thank you again for a great morning at DCA. The children (and adults) thoroughly enjoyed watching the films and taking part in the engaging activities. The use of Moving Image Education and iPads to teach French is something I will definitely be trying back in school.’ Mrs A Watt, Craigiebarns Primary.

More information and resources can be found on the [Discovery Film Festival website](#).

Photo credit: Erika Stevenson

Featuring: Pupils from Inverbrothock Primary School



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