

SCILT 1+2 Newsletter:

June 2016

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Editorial

Dear colleagues

I hope this June edition of SCILT's 1+2 newsletter finds you well as session 2015-16 draws to a close. We are at a crucial and pivotal moment in the implementation of Language Learning in Scotland: A 1+2 approach. There has been much good work done across the country and it is very heartening to hear of enthusiastic children who are enjoying their experience of a reinvigorated language curriculum. It's also encouraging to note the overwhelmingly positive response from parents who see their children developing very important skills for learning, life and work.

There is still, however, some way to go in order to achieve full implementation across the country so that language learning from P1 to S3 becomes the norm in all our schools. In the year ahead, SCILT intends to work closely with universities and teacher educators to support them as they consider how best to ensure that student teachers are equipped to be able to deliver the recommendations of 1+2. We will also be redoubling our efforts to support secondary schools to find creative ways of delivering the full entitlement to L2 and L3. To this end, two new case studies of secondary departments who are offering L3, without taking time away from L2, will be published by SCILT at the beginning of the new session.

Additionally, we will be looking to develop our engagement with parents through partnership working with such agencies as the National Parent Forum, and will continue to progress the work we have been doing around Developing the Young Workforce so that language skills are seen as key to enhancing young people's employability.

Having said all that, professional learning is still at the heart of the support that SCILT offers the profession. Our new CLPL menu for 2016-17 is just about to launch and we look forward to working with many of you over the coming year. Please keep in mind that all SCILT's services are free of charge to local authorities and we are always available to help with enquiries and offer support, advice and guidance.

With best wishes

Fhiona

Fhiona Fisher, Director

News from SCILT

Accreditation is GO!

Author: Lynne Jones, SCILT



Train the Trainer (TTT) is an extended professional learning programme run by SCILT and Education Scotland which was accredited with “Professional recognition: leading learning in languages” by GTC Scotland a year ago. TTT is aimed at local authority development officers and other practitioners who have, or aspire to have, a strategic leadership role in the implementation of the 1+2 Approach to language learning.

At the time of going to press, 13 participants have successfully completed both formative and summative assessment elements and been awarded their certificate of professional recognition. Hoping to achieve the same, a further 20 participants will soon submit their final reflective reports.

The fourth Train the Trainer cohort will embark on a week-long summer school on 27 June 2016. The content of the programme has been significantly revised this year, with an even greater focus on leadership and strategy. Hopefully, the proportion of participants who go down the accreditation route will continue to rise.

At the mid-point of the implementation period for the 1+2 Approach, it is especially pleasing to be in a position to recognise and celebrate the depth and range of commitment and leadership development of Train the Trainer participants.

Building a sustainable framework for British Sign Language teaching in Scotland's schools - seminar series

Author: Julie-Anne Mackenzie, SCILT

Recently, the third and final event in this series of seminars took place in Victoria Quay in Edinburgh. The events brought together a variety of stakeholders from across the deaf community, Scottish Government, GTC, SQA and Scottish Universities Insight Institute to plan for provision of British Sign Language (BSL) as an additional language taught in Scotland's schools. BSL is capable of being used to discuss high-level and abstract issues and could sit perfectly alongside the more commonly taught languages such as French, German and Spanish, within a wider range of language learning options.

Following the BSL (Scotland) Act 2015, Scottish ministers "are to promote and facilitate the promotion of the use and understanding of BSL". This, along with the 1+2 Approach, has provided an unprecedented opportunity for BSL to play a part in language diversity in mainstream schools, for example as an L3. It will also allow schools to benefit from the expertise of BSL users who have not previously been part of mainstream education.

The key message is that learning BSL as a language is beneficial for both deaf and hearing children. For members of the deaf community, this is a huge step forward in formalising BSL teaching and learning, and working towards ensuring high standards across BSL provision.

The optimism and enthusiasm for what might be possible was obvious to all and a clear plan for all parties was discussed and debated. It is a very exciting time for BSL users as the profile of the language continues to be raised, understanding is increased and provision is improved.

Please look at the Scottish Universities Insight Institute webpages, [Teaching BSL in schools](#), for further information.

Inclusion short-life working group to address Recommendation 9

Author: Lynne Jones, SCILT

Recommendation 9 of Language Learning in Scotland: A 1+2 Approach states that “language learning be recognised as an entitlement for all young people through to the end of their broad general education.” (Scottish Government, 2012)

In recognition of this presumption of inclusion, the first meeting of SCILT’s Inclusion short life working group (SLWG) took place on 26 May 2016. The group consists of experienced classroom practitioners with expertise in supporting language learners with a wide range of additional needs in both mainstream and special education settings as well as a number of academics, researchers and an education officer from Education Scotland. The scope of the group will include highly able, bi/multilingual learners as well as learners with additional, specific and complex learning needs.

In the forthcoming academic year, the SLWG aims to:

- undertake surveys to capture teacher and learner attitudes to language learning
- collect examples of existing inclusive practice in mainstream and special education settings
- gather information about resources and professional learning opportunities
- blog regularly about the work of the SLWG

In the meantime, the SLWG recommends the following to colleagues interested in learning more about inclusive practice generally:

- [National framework for inclusion](#)
- [The right to education: Breaking down the barriers](#) (FutureLearn MOOC)

and in relation to languages in particular:

- [Languages without limits website](#)
- [Maximising potential online resource](#)
- [Multilingual learning for a globalised world](#) and [Dyslexia and foreign language teaching](#) (FutureLearn MOOCs)

Language Linking, Global Thinking

Author: Meryl James and Janette Kelso, SCILT

Language Linking, Global Thinking (LLGT) is a project that links a student on their year abroad to a class in a school in Scotland. The project has the aim of encouraging young people to understand the value of languages by raising their awareness of another culture, thus increasing motivation and making language learning fun and relevant.

The pilot for LLGT began in 2013-14 with contributions from SCILT, British Council Scotland, Project Trust and the University of Strathclyde. Thanks to the positive impact it has had in both primary and secondary schools, from August 2016-17 the initiative will extend through additional partnerships with the universities of Dundee, Stirling, Aberdeen and St Andrews.

The students attend a training day, organised by the partners, in June before they go abroad. The student also visits the class to introduce themselves and to find out what the class would like to learn about life in the destination country. This also helps them to establish the best way to share their experiences with the class.

The student makes at least six contacts with the class during their time abroad. This could be by email, letter, blog, video, or a combination of these. We have also found that simple packages including things like postcards, tickets, posters and photos have been well-received by classes.



Once the student returns to Scotland, they visit the class again in order to share the experience in greater depth.

Pupils who have taken part in this initiative have commented that it has increased their interest in language learning and made them want to speak in the target language more:

“It was fun and a good opportunity to use my French and also to expand my knowledge of French.”
(S2 pupil)

Teachers who have taken part said that it was a great opportunity for pupils to find out more about the culture in the country where the student was spending their year abroad, and there were plenty of opportunities to link festivals in the country with topics in the Scottish classroom.

[Louise Hall](#) spent her year in France with the British Council and was linked with Kingussie High School in Highland. In response to a postcard the class received from Louise, pupils developed their own set of postcards in French.

[Kara Warner](#) spent her year in France and was linked with Wallacestone Primary School in Falkirk. Pupils were able to test their French vocabulary when Kara sent them a photo of her suitcase.

[Nicole Downey](#) spent her year in Spain and was linked with Crookfur Primary School in East Renfrewshire. Pupils were able to expand their vocabulary as Nicole wrote about festivals in Spain, including Christmas and Karnival.



For more information and to register for LLGT 2017- 18, please contact [Alice Lister](#). Please note LLGT 2016-17 is now full.

News from our partners

Consider Russian as L3

Author: Jenny Carr, Scotland-Russia Forum

Russian could be an excellent L3 (or an additional L3). It's a European language, so builds on European languages your pupils already know, but interestingly different – the alphabet, vocabulary and culture are all familiar and slightly exotic at the same time. Your pupils will be learning the language of the largest country in the world, spoken in Scotland by few Scots but a lot of people of Russian, Latvian, Estonian and Ukrainian heritage and in the same linguistic family as Polish and Czech.

Is it difficult? The alphabet is phonetic and pronunciation is straightforward; there is no verb “to be” in the present tense; no articles; verb formation is regular and easy; there are only 3 tenses (past, present and future).

Is it interesting? Aspects of Russian culture that might throw new light on some of the topics you already teach include: a European country with Asian links; lots of gory history; a major space programme; well-known ballet; fantastic fairy tales.



What about materials?

[Find out about Russia](#) is an information website for primary pupils and their teachers with sections on the Russian language, history, geography, space, food and much more with suggested follow up activities or reading.

[Scotland-Russia Forum](#) can advise on other materials and on existing teachers in Scotland. Please [contact them](#) for further information and support.

Think about it!

Education Scotland update

Author: Louise Glen, Education Scotland

The value of languages

Representatives of the four UK governments met in Cambridge in October 2015 to share school-based language policy information. A workshop and discussions looked at where responsibility for language sits within government with the aim of encouraging dialogue between different government departments and with researchers in order to promote the value of languages nationally.

Louise Glen of Education Scotland delivered a presentation on the 1+2 Approach in Scotland and on the newly-launched Scots Language Policy.

Information shared on the day can be accessed through the report, "[The value of languages](#)" (University of Cambridge, 2016).

Scottish Education Awards

The awards ceremony for the 2016 Scottish Education Awards took place in the Thistle Hotel, Glasgow, where the winners of the 17 award categories were announced. The Cabinet Secretary attended the ceremony, gave an opening speech and presented awards. Pleasingly, a large number of primary schools were nominated this year for the award in "Making languages come alive". Nominations were narrowed down to three finalists and the winning school is St Michael's Primary in Dumfries and Galloway. Many congratulations to them, and a huge thanks to all who entered the competition, including the two other finalists: St Blane's Primary in South Lanarkshire and Dalmilling Primary in South Ayrshire.

Goethe-Institut: Positive feedback about the “Deutsch mit Felix und Franzl” teaching materials

Author: Claudia Kusian, Goethe-Institut

On 19 March 2016, 20 primary teachers, secondary teachers and development officers, involved in training primary teachers to deliver German as L2 or L3, came together at the Goethe-Institut for a Train the Trainer seminar. Participants were introduced to the free teaching materials from the Goethe-Institut, “Deutsch mit Felix und Franzl” Volumes 1 and 2. Positive feedback focused on the detailed support available for using these materials in class, particularly the small, clear steps for class teachers with little German. Participants shared that they felt the puppets were attractive and that they were sure children would engage with these resources.

In the second half of the seminar, participants had the opportunity to hear from two teachers running German up-skilling courses for primary teachers in their local authorities. Kurt Easson-Brausch from Glasgow and Jenny Kane from East Ayrshire shared some examples of best practice.

The seminar was a fantastic opportunity for professional exchange and discussion and was rated highly useful:

“It makes me feel very excited to work with primary teachers to give them confidence to deliver German to their classes.” (Seminar participant)

The “Deutsch mit Felix und Franzl” teaching materials are available free of charge on the [Goethe-Institut website](#).

For further information please [contact the Goethe-Institut](#).

Goethe-Institut: Successful Martina Schwarz tour June 2016

Author: Claudia Kusian, Goethe-Institut

The German singer/songwriter Martina Schwarz, whose work many German teachers know from her “Learn German with songs” books, toured Scottish primary schools over three days in June 2016. Over 450 primary pupils from P5-P7 in four local authorities (Edinburgh, Fife, North Lanarkshire and South Lanarkshire) had the pleasure of seeing her live in concert with her accordion.

In the hour-long concert she performed all her “classics”, including the *Tier-Tango*, as well as songs about the days of the week, months and numbers, all with lots of audience interaction.

Martina invited pupils onto the stage to join in with singing and dancing, and they had a fantastic time. Her songs are real “Ohrwürmer”, which is German for catchy tunes you just cannot get out of your head. Music is an excellent vehicle for language learning and Martina’s songs help the children to remember key structures and relevant vocabulary.

The [“Learn German with Songs” books](#) are available from the Goethe-Institut.

For further information, please [contact the Goethe-Institut](#).



Hands-on help to deliver the 1+2 Approach

Author: Alison Pimblott, British Council

For Scottish schools looking to effectively deliver the 1+2 Approach, hosting a language assistant provides an ideal solution and shows a real commitment to language learning.

[Watch our video](#) about the benefits language assistants have brought to Scottish schools.

Language assistants are native speakers of French, German, Spanish, Italian, Russian, Irish and Chinese and come from Europe and beyond.

They build confidence, improve speaking and conversational skills and prepare students for exams. They can help give more individual and focused learning support to those who need it most.

Students will thrive on learning from a native speaker who is enthusiastic about their country and society. They can introduce fresh activity ideas, allowing students to enjoy new, multicultural experiences from within the classroom.

Introducing a language assistant is also the best way to contribute to students' development, embed language skills and make them better communicators and more globally aware citizens.

Schools get recognition for their commitment to education and diversity – hosting a language assistant also means they are instantly eligible to apply for the [International School Award](#).

Don't miss out!

Host a language assistant and inspire the next generation of linguists. Assistants can be shared by up to three nearby schools, both primary and secondary.

We are still able to accept applications for language assistants. Please [email](#) or telephone 0161 957 7755.

Scotland's universities and the 1+2 Approach: Update

Author: Marion Spöring, Chair UCMLS



Much has happened since University Council for Modern Languages Scotland (UCMLS) and SCILT held their joint national conference in May 2015. We established four regional hubs, taking into account the location of the UCMLS universities: **East** (Edinburgh, Edinburgh Napier, Heriot-Watt), **West** (Glasgow, Glasgow Caledonian, Strathclyde, University of West of Scotland), **Central** (St Andrews, Dundee, Stirling) and **North** (Aberdeen, University of the Highlands and Islands). The Open University is linking across the whole of Scotland. At the first round of regional hub meetings in September 2015 we launched our programme for 2015-16. We reported back on the success during the second round of meetings in early 2016. In summary, as a result of our collaboration, we held:

- four workshops in support of the Mother Tongue Other Tongue Poetry initiative
- six Business Brunches
- three regional semi-finals of the Word Wizard spelling competition

For 2016-17 we will start with a national conference in Dundee on 9 September 2016, **1+2: Looking back and moving forward**, where we will take stock of the implementation of the 1+2 Approach. Registration will open in early June. We will share findings from our short survey at the conference - thank you if you have contributed to this. We will also hear from a range of keynote speakers and kick-start the process of creating a new, sustainable cross-sector action plan to successfully implement the 1+2 Approach by 2020. Regional follow-up workshops are planned again for September and December/January, plus a national seminar or webinar on 30 November 2016 (details to be confirmed). We hope to launch the new action plan at a national event on 10 March 2017. Look out for updates in the SCILT e-bulletin.

Please note, if you were unable to attend the last hub meeting and would like to be sent the relevant slides for your regional hub, please [email SCILT](#).

Updates from LFEE Europe

Author: Richard Tallaron, LFEE Europe

We are getting near the end of another busy and exciting year! In June, we still have a bit of team teaching to do in primary schools around the country and a big training session in the Highlands. Then we can start focusing on Train the Trainer at the end of June at the University of Strathclyde and, of course, our immersion courses in France and Spain in July under the Erasmus+ programme.

Primary Language Learning (PLL) training

For those of you who have been following news [on our blog](#), you will know that we have now come to the end of our [PLL training](#) programme in South Lanarkshire, West Lothian and Fife. We're already working on dates and training format for next year.

In May, we organised two mini-immersion events for Edinburgh teachers: one in partnership with l'Institut Français d'Écosse and the other one with the Consejería de Educación en el Reino Unido. Croissants and tapas were all part of a programme charged with language activities, IDL ideas and cultural elements. Our next mini-immersion day has been planned for East Lothian teachers in October 2016.

Working with pupils

We have recently teamed up with Emma Sowerby from Scottish Borders Council to organise interactive language activities as part of the Scottish Borders Countryside Day:

Je suis marron, je suis un légume, je suis rond, je suis sous la terre, je suis plein de potassium, je suis ___?

(1 kilo de pomme de terre pour la personne qui m'envoie la bonne réponse!)

The response from P5 pupils across Scottish Borders was great!

Immersion courses for primary teachers

This July, 150 teachers from all over Scotland will attend a course in Lyon, Salignac or Malaga. These teachers will have the opportunity to join our full training programme which is recognised by GTCS. Many teachers who attended our Easter courses have signed up for this already, with the first recall day taking place at the end of November 2016.

Training for secondary colleagues

A group of 15 secondary colleagues will attend our three-week course in Malaga in July. This course gives Scottish secondary teachers the chance to meet GTC Scotland's new policy requirements for language residency.

For further information on all of the opportunities above, please visit [our blog](#) or [our website](#) or contact us by [email](#). You can also follow us on Twitter and Facebook.

Events calendar

Events relevant to the implementation of the 1+2 Approach to language learning. SCILT's [Events calendar](#) has full details and further language-related events in Scotland and further afield.

LanguageStrathclyde: A conversation about language learning

Venue: University of Strathclyde, Glasgow

[Visit website](#)

Event Date: 15/06/2016 13:15 - 18:00

Are you interested in the teaching and learning of languages? Looking for free CLPL? Then this is the event for you. The School of Education and SCILT are hosting a free staff development event at the University of Strathclyde. There will be workshops, presentations, research briefings and opportunities to talk with colleagues about what you're doing in language education and what the way forward might be.

Modern languages conference: The future of language learning

Venue: East Horsley, Surrey

[Visit website](#)

Event Date: 22/06/2016 09:00 - 16:00

This one day conference will provide an opportunity to hear from leading educational experts on the teaching of languages in primary, secondary and special schools. Delegates will be able to tailor their own professional learning by choosing from a range of workshops designed to provide practical solutions to take back to the classroom.

Second annual conference on Chinese language teaching in Scotland

Venue: University of Edinburgh, Edinburgh

[Visit website](#)

Event Date: 24/06/2016 09:30 - 17:00

This free one-day event for all involved or interested in the teaching of Chinese follows on from the successful 2015 event. It is jointly organised by the Confucius Institute for Scotland and the Asian Studies Department, both of the University of Edinburgh.

Young language learners symposium 2016

Venue: University of Oxford, Oxford

[Visit website](#)

Event Date: 06/07/2016 - 08/07/2016

The conference will focus on early second language learning in school contexts (pre-primary and primary), covering different bilingual and L2 provision in school contexts across the globe. This symposium will provide opportunities for colleagues from a range of professional backgrounds to establish links and help expand the work in this important area of language development.

Local authority update

Thank you to the following local authorities for sharing how they are implementing “Language learning in Scotland: A 1+2 approach”.

Aberdeen City Council

Author: Marie-Claire Lyon, Aberdeen City Council

During the spring term, a group of primary school teachers have been attending language classes to train in L2 French and Chinese. The classes are delivered by secondary colleagues and aimed at beginners. We intend to continue the programme during the next school session.

We have been working in partnership with colleagues from the School of Language and Literature at Aberdeen University and put into place a programme of Language Ambassadors to primary schools. The volunteers, fourth year language students in French, German and Spanish spent half a day per week in a city primary school. The programme included eight visits for each student and was very well received by teachers as well as being enjoyed by pupils. The participants will receive a certificate of completion and we are presently discussing plans for the session 2016-17.

The working relationship with our partner local authority of Clermont-Ferrand in France has been strengthening and a delegation including a primary head teacher and teacher from Aberdeen visited their link schools in March. This followed a previous visit by French colleagues when projects were discussed.

The primary schools in the cluster group learning Chinese have established links with schools in Wuhan, China and pupils are involved in exchanges of correspondence and e-linking.

Argyll and Bute 1+2 engagement day

Author: Julie-Anne Mackenzie, SCILT

On 1 March 2016, language leaders, lead teachers and class teachers gathered in Inverary for a day of engagement with the 1+2 Approach. The event was organised by Gwen McCrossan, Co-ordinator of 1+2 Languages for Argyll and Bute, who secured keynote speeches from LFEE's Richard Tallaron, Louise Glen, Senior Education Officer at Education Scotland, and SCILT's own Director, Fhiona Fisher. This was followed by a series of workshops which included looking at whole school strategy and resources for the delivery of languages.

It was a great chance for teachers to get together, share expertise and address some of the challenges facing them in their own local context. Since the conference, Gwen has received valuable feedback from participants which will help to make informed decisions about how best to support schools across the authority in taking forward the 1+2 Approach. This will include a focus on offering managers support in implementing whole school strategic planning as well as providing linguistic training and support for practitioners.



Argyll and Bute Primary Language Learning resource packs

Author: Gwen McCrossan, Argyll and Bute

Argyll and Bute Council has recently developed Primary Language Learning classroom resource packs. These packs have been designed to promote active learning and to support practitioners with the pronunciation of a new language.

French and Gaelic resource packs have been created for all schools across the authority, depending on which language they have chosen as L2. Within the packs there are resources which all schools have, while some resources are intended for swapping with other schools within the local learning community.

Each pack contains a talking pen, a large foam pocket dice, a talking dictionary, a song book with CD, a reward stamper and stickers.



The talking pen allows practitioners and learners to listen to books which have been downloaded onto the pen. Learners can look up the talking bilingual dictionary to find new words and listening to how these are pronounced. The pen is also a recording device. The recordings are stored in the pen and can be activated by touching special adhesive labels. This means that not only books but also wall displays and games can be sound activated using the pen. The aim is for this tool to help boost teacher confidence in using the language and promote learner autonomy.

The packs also have a range of resources which are interchangeable. Each pack contains four books and one of these is a talking book which works in conjunction with the pen. The packs also contain at least one of the four core texts. The additional books are made up from a selection of cultural books and well-known French picture books.

There is also a selection of language learning games, talk balls, musical story CD-ROMs and puppets. Every pack contains an item from each of these categories.

The various resources are intended to be shared between schools. Each learning community will have the full range distributed amongst schools. This sharing of books, games, talk balls, puppets and CD-ROMs allows for maximum impact. For example, there are three musical stories in the CD-ROM series, which allows schools to create three different performances for parents through exchanging these resources. Each school will have two talk balls but one may have transport and

animals while another might have body parts and weather. There is also a variety of puppets, which allows schools to exchange, depending on which stories they are focusing.

The aim is for representatives from each school within the learning community to meet up regularly with their cluster language leader in order to exchange resources, share practice and receive support.

Resource packs are currently being distributed to schools across Argyll and Bute and feedback is eagerly awaited.



Dundee City Council

Author: Virginie Bradbury, Dundee City Council and Pan Tayside 1+2 team

In Dundee City, we are in the process of revising our local training events to cater for our teachers' needs and to give them the best tools possible to implement the 1+2 Approach in their classrooms. This June, primary staff will receive training about eTwinning from the British Council and we are pleased that sixteen classes have now agreed to establish links with classes from Orléans, France. We also plan that, in September, our primary staff will be given a further opportunity to take part in SCILT's professional learning workshop, "First steps to teaching languages in the primary classroom".

We are delighted to welcome Modern Language Assistants to Dundee next session to support our schools. We believe that our pupils, as well as our staff, will benefit from having native speakers in their school. This will not only develop our children's European awareness but also increase confidence in the knowledge of the language for both pupils and staff.

Volunteers from the community have been identified to offer French storytelling to children aged five to nine years in local libraries, and after the summer holidays they will receive training from the French Institute.

Dundee Contemporary Art (DCA) has approached the Pan Tayside Team to select short movies to feature in the next Discovery Film Festival. These movies will support the 1+2 Approach with post-screening activities and downloadable resource packs, reinforcing the learning and teaching of languages in the classroom.

Falkirk Council

Author: Laura McEwan, Falkirk Council

This session has seen Falkirk Council extend its CLPL training programme at both cluster and authority level, offering a variety of CLPL opportunities.

At authority level we offered two rounds of our early and first level CLPL training programme in French, which lasts 11 weeks. The first round took place from September to January whilst the second round finished in May. The programme is run on a twilight basis. To support our cluster approach, authority trainers also delivered this programme within two of our clusters. The Larbert cluster, the only cluster to have Spanish as L2, continued to offer their own very successful Spanish CLPL training to cluster staff.

This session saw the introduction of a six week L3 Spanish course, which proved to be very popular. We continued our CLPL in Scots, offering three courses, one led by author Matthew Fitt. Four of our teachers attended Gaelic Primary Language Training and we also offered a Gaelic taster session to encourage teachers to consider Gaelic as L3.

In August and September we offered support sessions in French and Spanish to P1 teachers in delivering Primary Language Learning (PLL). We also offered a 1+2 Storyline course, which examined how PLL can be incorporated into the Storyline approach.

At cluster level, we have a number of ongoing, cross-sector projects where secondary colleagues support language learning in primaries. This helps build confidence amongst staff in the delivery of PLL in both L2 and L3.

We continue to develop our Glow 1+2 Resource Bank, which contains training materials, resources and web links in French, Spanish and Scots. There are also links to our Falkirk 1+2 YouTube channel as well as our packages for reference and on-line consolidation in French and Spanish. In addition, we have a Falkirk 1+2 Pinterest account.

We use our @Falkirk1plus2 Twitter account to highlight good practice and share news about upcoming events, new ideas and resources. An ever-growing number of Falkirk primary practitioners are tweeting about how they are introducing and embedding PLL within the classroom, reinforcing and sharing in-class language learning.

Next session will see the introduction of our French second level CLPL through either a standard or accelerated route. We also plan to offer teachers who have completed our PLL courses the opportunity to study for an SQA qualification in French or Spanish. Finally, we look forward to increasing our L3 provision by offering BSL training.

North Ayrshire Council

Author: Anne-Marie Moore, North Ayrshire Council

North Ayrshire 1+2 development officers send regular email newsletters to colleagues to support them in the implementation of the 1+2 Approach. The latest edition includes details on the work of FLAs and seconded teachers and the impact they have had on learning. You can also read about an exciting new animation project which sees primary learners develop their skills in writing scripts and team working as well as finding out more about France and Spain.

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