

Introduction

1. This document is the third annual report of the Languages Strategic Implementation Group, the national group working to support the development of language learning in Scotland's schools. This report sets out the key achievements and activities carried out by group members in 2019.

2. Language is central to our cultural heritage and national identity, and essential for supporting a diverse and inclusive society, promoting Scotland's reputation as an open and welcoming country. We recognise the importance of Scotland's rich diversity of languages, and the cultural, economic, historic and social benefits they bring. In schools we are encouraging young people to learn two additional languages to equip them with the skills needed to widen and their achievements and opportunities, and to participate fully in the 21st century globalised world.

Implementation Plan and priorities

3. Actions to support the development of languages in Scotland include:

- protecting and promoting the use of Gaelic language and Scots;
- supporting British Sign Language; and
- improving the learning of all languages in schools so that it becomes a normal, expected part of school education for all children from Primary one onwards by 2021.

4. This report focusses on the third priority, namely the 1+2 language policy. This sets an entitlement for all children to learn two additional languages, the first (L2) from P1 onwards and the second (L3) being introduced from P5 onwards until the end of the Broad General Education (end of S3).

5. An implementation plan has been developed to support delivery of this ambition. It sets out overarching objectives for 2017-2021, with a focus on four key priorities:

- **Communication and Engagement:** This priority relates to the need to show that leadership is committed to building on the important role of language learning in schools. It sets out a clear narrative on the place of language learning in the curriculum and its contribution to improving literacy, numeracy, employability and health and wellbeing. Overall, it contributes to our vision for a Scottish education which delivers excellence through raising attainment and achieving equity.
- **Collaboration:** This priority includes developing approaches together, sharing practical resources and strategic planning with the clear aim of driving effectiveness, efficiency and optimising the experience for all children and young people.
- **Curriculum:** This priority builds effective curriculum models, inter-disciplinary learning and clear learner progression and pathways for language learning as these are essential to the success of our languages policy. We will ensure the promotion of effective practice and models for language learning, including supporting joint working between primary and secondary schools, on content, skills and approaches to learning and to enable effective transition, progression and continuity.

- **Professional Development:** This priority relates to the need to invest in the training of the current and future teacher workforce to ensure the sustainability of the commitments to language learning in schools. Teachers require to have access to high quality professional development in languages pedagogy and to upgrade their language skills and knowledge both early on in their careers and as necessary at other points.

6. The key actions and achievements of the group in 2019 against the four priorities are detailed in the tables below.

Funding

7. The Scottish Government (SG) provided the following funding to support language learning in schools during the 2019-20 financial year:

- £3 million to local authorities (bringing the total provided since 2013 to £30.2 million) to assist with the implementation of the 1+2 policy;
- £1.313 million to the Scotland's National Centre for Languages and the Confucius Institute for Scotland's Schools to support teacher professional learning for primary and secondary teachers, and to support learning about Chinese language and culture;
- £195,000 to the British Council to enable them to administer the Modern Language Assistant Programme;
- £38,000 to the Scottish European Educational Trust (SEET) to support the development of 1+2 language learning through their Euroquiz and Our World projects; and
- £8.482 million to support Gaelic and Scots education.

8. SG is also actively considering the impact of the range of possible EU-Exit outcomes on language learning in schools in Scotland. In particular, we are investigating the impact of withdrawal of Erasmus+ funding on language learning in schools in Scotland (see Annex C).

1+2 Languages Survey 2019

9. In 2013-14, the Association of Directors of Education Scotland, the Convention of Scottish Local Authorities, Education Scotland and the Scottish Government agreed that Local Authorities would provide information on language learning in their schools under the 1+2 languages policy.

10. The results of the 2019 survey provide a more accurate picture of implementation than before. It indicates that about 88% of primary schools are now delivering the full entitlement to learning the first additional language (L2) from P1. The survey also indicates that about 70% of secondary schools are providing the full L2 entitlement from S1 until the end of S3. The full analysis of the results including numbers of languages offered is being prepared.

Strategic Implementation Group members

11. The group consists of 15 members:

Co-Chairs

- Association of Directors of Education Scotland (ADES)
- Education Scotland (ES)

Other members

- College Development Network Scotland (CDN)
- Convention of Scottish Local Authorities (COSLA)
- Educational Institute of Scotland (EIS)
- General Teaching Council Scotland (GTCS)
- Languages Network Group Scotland (LANGS)
- National Parent Forum of Scotland (NPFS)
- School Leaders Scotland (SLS)
- Scotland's National Centre for Languages (SCILT)
- Scottish Association of Language Teaching (SALT)
- Scottish Council of Deans of Education (SCDE)
- Scottish Qualifications Authority (SQA)
- Scottish Government (SG)
- University Council of Modern Languages Scotland (UCMLS)

Key actions and achievements of the Strategic Implementation Group (SIG) against the areas of priority action

Priority Area	Communications and Engagement
Objective	Clarity and consistency of understanding and expectation across schools, local authorities, further and higher education, employers, into wider society.
Areas of Action 2017-21	<ol style="list-style-type: none"> 1. Deliver sustained, relevant messaging showing strong commitment, especially to reach leaders and decision makers. 2. Provide events and activities: <ol style="list-style-type: none"> a) with wide-ranging cross-sectoral participation b) for specific sectors c) led by SIG members' own organisations and by non-members d) to promote languages opportunities in further education, higher education, and the workplace
Activities	
<p>ADES</p> <ul style="list-style-type: none"> • Wrote to all Directors of Education/Chief Education Officers highlighting the findings of the annual 1+2 survey, highlighting key successes and areas for further attention, and encouraging them to discuss with their local leads. <p>GTCS</p> <ul style="list-style-type: none"> • Continuing to publish articles in the Teaching Scotland magazine related to modern languages (including Gaelic) and practitioner enquiry. <p>LANGS</p> <ul style="list-style-type: none"> • A light touch pilot of 'Scotland Loves Languages' during February was successful, with enthusiastic participation from local authorities across the country. Use of #Scotlandloveslanguages worked well and is now widely adopted in tweets linked to languages. • The group now has a new strapline 'LANGS: working together to develop Scotland's Languages Landscape'. • Regular three full meetings held over the course of the year, in Glasgow, Edinburgh and Dundee. All meetings were well attended by colleagues from the full range of national bodies. <p>SALT</p> <ul style="list-style-type: none"> • The 2019 SALT Conference took place on 9 November and was attended by almost 200 delegates. This year's conference was a full day, with a choice of workshops and round tables for primary and secondary. <p>SCILT</p> <ul style="list-style-type: none"> • The SCILT website has been redesigned and refreshed in light of feedback taken from a range of stakeholders. • The "Making Languages your Business" toolkit for businesses has been launched and published on the SCILT website. 	

Scottish Government

- Promotion of Gaelic and Scots languages during UNESCO Year of Indigenous Languages.

Desired Outcome / Impact

- Provision of clear and consistent messaging regarding the 1+2 language policy within stakeholder networks and beyond to young people, schools, employers and wider public to encourage attitudinal change to language learning.
- Signalling continued commitment and strong leadership and need to ensure a quality and consistency of output within Associated School Groups and across all local authorities.
- Work with the employer community to provide key messages to young people and their teachers about the employability opportunities.
- SG working with partners to promote Gaelic and Scots, and the benefits that language can offer individuals and communities.

Priority Area	Collaboration
Objective	Effective and efficient collaborative partnerships.
Areas of Action 2017-21	<p>3. Support effective collaboration at every level to support Learning and Teaching (L&T) strategic planning for change:</p> <p>a) all stakeholders: dialogue, joint planning and cooperation to support development in languages within Curriculum for Excellence and beyond.</p> <p>b) schools and local authorities: sharing plans, resources and innovative approaches, e.g. technology, native speakers, twinning, flexible learning opportunities.</p>
Activities	
<p>Education Scotland</p> <ul style="list-style-type: none"> • Delivered the annual National Modern Languages Network for all local authority modern languages development / quality improvement officers. • Delivered a series of workshops for teachers in 19 Local Authorities covering 1+2 policy, languages in the senior phase, BSL and EAL. • Worked with the BSL expert advisory panel to plan a package of resources for BSL as an L3. • Worked with every Regional Improvement Collaborative, Jan-Dec 2019. • Provided input at the 4 day national Languages Leadership Programme. <p>GTCS</p> <ul style="list-style-type: none"> • The consultation of the Entry Memorandum was completed and now reads: • In addressing the SG Languages Working Group report Language Learning in Scotland A 1+2 Approach (2012) and the STEM Education and Training Strategy, GTCS would encourage universities to expect at least one SQCF level 5 qualification in either a modern language and/or a science subject. • Universities should make sure that an applicant's educational background (including the content of their undergraduate degree) provides a good basis for becoming a primary teacher. They will therefore look for evidence that the applicant has studied at least two of the following areas (as well as English and Mathematics) – science, social studies, expressive arts, religious and moral education, technology and modern languages. <p>SCILT</p> <ul style="list-style-type: none"> • Professional Learning Partnerships being planned with local authorities and at least one Regional Improvement Collaborative. • Two new family learning case studies published in collaboration with North Ayrshire and Fife Councils. • The 'Espacios Increíbles' interdisciplinary project was completed, with five schools from three local authorities and the University of Strathclyde. The project will be rolled out nationally next year and used as a model for two similar projects: one between the University of Dundee and pan-Tayside schools; and the other with Celtic Football Club, University of Strathclyde and Glasgow City schools. • A working group was established to develop a "toolkit" that schools can use to support their parental engagement and family learning with languages. 	

- Partnership planned with Save the Children, and joint professional learning partnership offered as a pilot to Forth Valley and West Lothian Regional Improvement Collaborative.
- 21 school leavers are currently studying Mandarin at Tianjin Normal University for one year thanks to funding from Tianjin Municipal Education Commission. A further 22 have just been recruited for the 2020-21 session.
- The British Sign Language (BSL) Advisory Group has now held two meetings. Discussions are underway about how best to support the profession so that BSL can be embedded as an L3 language within Scotland's languages policy.
- A series of events is underway for Advanced Higher candidates hosted in universities across the country.
- Ongoing support given by SCILT link officer to Northern Alliance Regional Improvement Collaborative.

Scottish Government

- Delivery of Gaelic Learners in Primary School (GLPS) conference to promote the CPD opportunities to teachers and other practitioners.
- Working with the GLPS Consortium to consider how the training can be delivered to Early Years Workers.

Desired Outcome / Impact

- Influence and persuade all stakeholders collaboration and planning.
- Increased collaboration at local authority level via the Regional Improvement Collaboratives. Ensure clear understanding by secondary sector of a jointly agreed set of messages so that secondary practitioners are prepared for a new generation of better equipped language learners coming over their doors.
- Working to encourage collaboration with parents to allow the schools to benefit from the languages spoken by parents and at home.
- Working with partners to encourage collaborative work.
- Commitment to encourage collaborative work between and within Higher Education and Further Education sector.
- Commitment to funding of Gaelic and Scots language learning remains.

Priority Area	Curriculum
Objective	Clarity and consistency of understanding and expectation across schools, local authorities, further and higher education, employers, into wider society.
Areas of Action 2017-21	<p>4. Support, guidance and resources for practitioners at all levels, e.g.:</p> <ul style="list-style-type: none"> a) Guidance on approaches to L2 and L3 planning from early years through to upper secondary, including transitions recognising that there is no hierarchy of languages, and in L2, cohesion and progression must be paramount. b) Tools to support high quality progression in all settings nationally, including re-evaluation of secondary approaches and innovative development. c) Active support for effective use of native speakers in schools.
Activities	
<p>Education Scotland</p> <ul style="list-style-type: none"> • Published a suite of resources that provides support and advice on approaches to the planning and delivery of teaching and learning, which will promote development of the necessary knowledge, skills and understanding to progress from First to Second level and Third to Fourth curriculum levels across the four skills of listening, talking, reading and writing in modern languages. • Provided two workshops at SALT Conference – one HMI-led on self-evaluation in languages, one led by the curricular team on the progress of the 1+2 policy. • Published a suite of resources to support primary practitioners to plan for progression from Second to Third curriculum levels. <p>LANGS</p> <ul style="list-style-type: none"> • March meeting: Keynote from Andrew Hancock, University of Edinburgh, giving a summary of research findings into English as an additional language (EAL) and complementary schools. Breakouts looked at Developing L3, Polish across Learning and central findings of review of international literature on successful implementation of 1+2 in schools. <p>SCILT</p> <ul style="list-style-type: none"> • Developing the Young Workforce advice and guidance publish on SCILT website. • Scottish Languages Employability Award launched. • Plans being made for a partnership between SCILT and Scotdec to develop resources for Learning for Sustainability and languages suitable for 3rd/4th level and senior phase. • Climate Ready Classrooms project planned and about to be piloted by six primary schools and their partner schools in Tianjin, China. This is a collaboration between CISS, e-Sgoil and Hanban. <p>SQA</p> <ul style="list-style-type: none"> • New course specifications for the revised Advanced Highers were published at the end of April 2019; further support documentation will be available between May and September 2019. 	

Desired Outcome / Impact

- Supporting teachers by: provision of good case studies with clear guidance and providing essential steps to establish clear design.
- Strong training offer to align 1+2 with the new ES guidance and encourage best learning and teaching.
- Attainment of Modern Languages SQA qualifications and awards (see Annex A).
- Working with partners and young people to identify the opportunities for growth in the subject choice through the medium of Gaelic.

Priority Area	Professional Development
Objective	Practitioners equipped, enabled and empowered to deliver high quality language learning in primary and secondary schools, recognising the strong connection between Initial Teacher Education (ITE) and career-long professional learning (CLPL).
Areas of Action 2017-21	<ol style="list-style-type: none"> 5. Equip those undertaking ITE to an agreed level to teach languages (and literacy through language) within Curriculum for Excellence, supporting motivation, relevance, achievement and attainment. This requires national strategic planning by teacher education institutions and SG. 6. Ensure that languages CLPL for all practitioners is sustainable and responsive to specific needs e.g. pedagogy, language skill, strategic planning, and curriculum design. 7. Encourage diversification and uptake of opportunities for professional recognition, including more dual registration. 8. Promote practitioner enquiry, research and professional dialogue at all levels to support evidence-based practice. 9. Promotion of National Framework for Languages Scotland (NFfL).
Activities	
<p>ADES</p> <ul style="list-style-type: none"> • Delivered keynote speech at the 2019 SALT Conference, focused on why languages are more important than ever as a crucial element of the curriculum. The key messages in the speech were in relation to the need for teachers of Languages to be empowered to lead, to take ownership of the challenges facing the subject and to collaborate to bring about improvement.- <p>GTCS</p> <ul style="list-style-type: none"> • Part of round table discussions for the Faster Rate of Growth meetings chaired annually by the Deputy First Minister. GTCS is heavily involved in the work stream concerning teacher recruitment, specifically for Gaelic. GTCS is beginning to look at a means of promoting routes in to teaching in Gaelic, and is at the early stages of producing a booklet that will guide potential and current teachers accordingly. GTCS is also looking at accessibility of resources to support teachers who wish to become Gaelic learners themselves. • Continuing to support a pathway of Professional Recognition in modern languages for registered teachers. <p>SCDE Modern Languages Group</p> <ul style="list-style-type: none"> • Engagement with students from all ITE institutions with the NFfL (LENS tool and Academic Portfolio); ITE working with stakeholders for promotion of NFfL (LENS tool and Academic Portfolio). <p>SCILT</p> <ul style="list-style-type: none"> • Professional Learning menu for 2019-20 has been published. A new series of webinar workshops has been added on Glow. • Year 1 and Year 2 of Open University/SCILT's TELT course (TEachers Learning to Teach Languages) is currently being undertaken. Year 1 has 56 students across all four languages (French, Spanish, German, Mandarin). Year 2 has 30 students across French, Spanish and Mandarin. 	

- Workshops are being delivered (mainly secondary sector). One workshop developed and delivered jointly with Education Scotland.
- Professional enquiry being supported with East Renfrewshire Council.
- Self-evaluation and planning cycle now in place to support SCILT's professional learning offer.

Desired Outcome / Impact

- Exploring work required to equip, enable and empower practitioners to deliver high quality language learning in primary and secondary schools and to focus on developing transitions in modern languages and ensuring secondary practitioners are prepared for a new generation of better equipped language learners coming over their doors. See Annex B for secondary language teacher numbers.
- Supporting teachers to build their confidence and empowerment, especially in Primary schools where language teaching is delivered by the class teacher.
- Provision of leadership at a national, regional and Council level.
- Supporting practitioners.
- Supporting student teachers, teachers and teacher educators.
- Supporting LA, clusters and schools by ensuring practitioners are trained and equipped to teach in the 21st century.
- NFfL used beyond ITE, Academic Profile on GLOW, dissemination workshops with stakeholders and local authorities, further use of NFfL to enhance 1+2 L&T and pedagogical content knowledge.

ANNEX A: LANGUAGE ATTAINMENT 2019

SQA Qualifications

It is for schools to offer a curriculum and a choice of subjects in the senior phase that best meets the needs of their learners, in consultation with young people and parents. Each school and local authority should plan a curriculum that meets the needs of their young people and we expect them to work closely with their partners and parents to inform, shape and develop their approach. Schools should be providing clear advice on the qualifications necessary to support young people in the next steps of their learning journey.

Wherever possible schools should ensure that young people can choose their preferred subjects, however, timetabling, staffing and resourcing issues may mean that this is not always possible. Where a subject cannot be offered by the school, national guidelines encourage flexibility, enabling schools to consider alternative approaches that best meet learners' needs and aspirations.

National Examination Results, August 2019

Modern Languages – entries – SCQF levels 3 to 7

SCQF level	2017	2018	2019	% change 2018-2019
Level 3	678	832	953	14.5%
Level 4	5,341	4,827	4,643	-3.8%
Level 5	16,040	15,565	15,415	-1.0%
Level 6	8,183	7,974	7,805	-2.1%
Level 7	1,447	1,319	1,307	-0.9%
Total	31,689	30,517	30,123	-1.3%

Modern Languages – passes – SCQF levels 3 to 7

SCQF level	2017	2018	2019	% change 2018-2019
Level 3	641	775	850	9.7%
Level 4	5,102	4,541	4,390	-3.3%
Level 5	14,324	13,727	13,270	-3.3%
Level 6	7,217	6,881	6,740	-2.0%
Level 7	1,141	1,102	1,056	-4.2%
Total	28,425	27,026	26,306	-2.7%

It is worth noting that the 2019 S5/S6 cohort – where the majority of Highers is taken – is smaller than in 2018:

- S5 pupil roll is 0.6% smaller
- S6 pupil roll is 1.9% smaller

The figures for modern languages need to be considered in that context.

Modern Language for Life and Work Award

Attainment in the Modern Languages for Life and Work Awards at SCQF Level 3 and 4 complements the national qualifications.

Attainment ¹	2013	2014	2015	2016	2017	2018	2019	
Award (unknown level)	493							
December data	503							
								% change 2018-19
SCQF 3	2013	2014	2015	2016	2017	2018	2019	
August data	..	383	720	815	1,340	1,221	981	-19.7%
December data	..	383	720	828	1340	1,239		
SCQF 4	2013	2014	2015	2016	2017	2018	2019	
August data	..	750	1,444	1,620	1,603	1,686	1,680	-0.4%
December data	414	750	1,449	1,674	1,603	1,804		
SCQF 3+4	2013	2014	2015	2016	2017	2018	2019	
August data	493	1,133	2,164	2,435	2,943	2,907	2,661	-8.5%
December data		1,133	2,169	2,502	2,943	3,043		

¹ Attainment data for awards shows the number of entries certificated between 30 June of a given year and 1 August of the preceding year and are subject to change when attainment across the complete academic year are available.

ANNEX B: DATA ON LANGUAGE TEACHER NUMBERS

The latest teacher census data is available at:

<https://www2.gov.scot/Topics/Statistics/Browse/School-Education/teachcenssuppdata>.

Please note that, in primary schools, languages are taught by the class teacher and not by specialised teachers.

In secondary schools, the census shows that numbers of teachers of languages are as follows:

Secondary school teachers by main subject taught 2013-18*

	2013	2014	2015	2016	2017	2018
	<u>Total</u>	<u>Total</u>	<u>Total</u>	<u>Total</u>	<u>Total</u>	<u>Total</u>
French	826	780	744	716	722	688
German	136	128	118	106	100	90
Spanish	93	96	96	95	107	119
Gaelic	60	61	59	60	57	58
Italian	8	8	9	7	6	9
Community Languages	6	6	5	4	5	5
Other Modern Languages	276	300	313	339	354	378
Classical Studies	11	9	10	8	7	7

*Excludes head teachers and depute head teachers

Totals may not sum to overall figure as information on characteristics are not known for all teachers

ANNEX C: IMPACT OF EU-EXIT OUTCOMES ON LANGUAGE LEARNING

The Scottish Government is actively considering the impact of the range of possible EU-Exit outcomes on language learning in schools in Scotland. We are investigating in particular the impact of withdrawal of Erasmus+ funding on language learning in schools in Scotland. This includes impact on trainee teachers being able to gain their residency requirements to become registered as language teachers, impact on teachers' career long professional development, and ability to take part in overseas exchange visits and language assistant exchange programmes.

Scottish Government officials have raised these issues with the UK Government's Department for Education in our frequent discussions around Erasmus+ and EU Exit. The Scottish Government's preference is to continue full participation in Erasmus+ for its broad educational, cultural and economic benefits, for both Scottish students, volunteers and staff and for Europeans Nationals coming to learn or work in Scotland. We continue to make this case for continued participation to the UK Government, and to clarify its position around any proposed 'UK-EU youth mobility domestic alternative'.