

Languages Strategic Implementation Group Education
Minute of Meeting No 16, May 2018
General Teaching Council Scotland, Clerwood House, Edinburgh
09:30 for 10:00 start

1. Welcome and apologies: Laurence Findlay as Chair

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| Laurence Findlay | Association of Directors of Education (ADES) Heads of Service; Co-Chair |
| Louise Glen | Education Scotland (ES); Co-Chair |
| Do Coyle | Scottish Council of Deans of Education (SCDE) |
| Marion Spöring | Chair University of Modern Languages Scotland (UCMLS) |
| Bethan Owen | Chair of the Languages Network Group Scotland (LANGs) |
| Ellen Doherty | General Teaching Council for Scotland (GTCS) |
| Jack Simpson | Head Teacher representative |
| Eddie Follan | COSLA |
| Barbara Morton | Scottish Government (SG) Curriculum Unit |
| Toria Fraser | SG Languages Team (Secretariat) |
| Susan Waugh | SG Languages Team (Secretariat) |

Laurence Findlay welcomed all the members of the Group to the 16th meeting of the SIG Education Group.

Apologies were received from Adam Sutcliffe of EIS; Saddah Aziz and Clare Carroll of NPFS, Fhiona MacKay of SCILT, Graham Hutton of School Leaders Scotland and Gillian Campbell-Thow of Scottish Association of Language Teaching (SALT)

2. Approval of minutes from previous meeting

The minutes of the January 2018 meeting were approved and are available on the Scottish Government website.

3. Matters arising from minutes and actions outstanding

The register of actions which are completed or underway contains the following:

Completed actions

- SIG Secretariat to write to SQA to invite them to discuss with SIG future developments in provision of qualifications to account for diversity of languages spoken. A meeting was held in the afternoon of this SIG, Chairs to update group at meeting in September.
- Do Coyle to scope out a research proposal and present for discussion at the next SIG Education meeting in May 2018. Detail included later in minute.

- To have as a substantive item at the SIG Education meeting in May a discussion about the key variables which should be measured as part of longitudinal research into the impact of 1+2 language learning. A workshop session was taken as part of this meeting. Detail included later in minute.
- At the last meeting it was agreed that SCDE Language Group would provide an update to this meeting around the promotion of the National Framework for Languages. Do Coyle provided an update to the group as set out below –

SCDE Languages Group Report - <https://www.nffl.education.ed.ac.uk/>

The NFFL - National Framework for Languages (Teacher Education) is now ready for piloting by all the ITE providers and educators across Scotland. The website for the NFFL not only contains the Framework but also two tools to be experimented and refined throughout this forthcoming academic year. The two tools consist of LEAP -a portfolio for use by student teachers during their ITE programme and beyond; and LENS a resource which links key research studies to core elements integral to 1 + 2 with the aim to support languages development in schools. The SCDE Languages Group development plan is designed so that each ITE institution will focus on different aspects of the NFFL during the pilot year. An overarching question shared by the group is: How does engagement with NFFL influence ITE practices in Scotland? Each university has defined their own specific sub-questions for a focus within individual programmes. In addition, the SCDE has sought guidance from the SIG to enable a broader research agenda to be formulated. Valuable discussions took place at the SIG meeting around two significant areas: Teacher Development and Pupil Experience. The notes for this meeting are available as a report which will be circulated to all Local Authorities alongside an update on the NFFL. The main themes to emerge from the discussion suggest further research in the following areas: progression (both learner and teacher); exploring alternatives to traditional language routes; teacher career trajectories in terms of their competences, expectations and pedagogic understanding; the role of the CEFR, defining successful language learning classrooms; strategies for teacher development; pupil transition from primary to secondary which assures language progression; sustaining motivation and real-world learning,; and the development of CfE pluriliterate global citizens. Action for the SCDE Languages Group: (i) to ensure wider circulation of the website and resources during the next school year to prepare for a major event in summer 2019; (ii) Circulation of the Report to Local Authorities – especially ensuring those who funded the work; (iii) development of the internal research each university has agreed to engage in with their student teachers throughout this forthcoming year with regular updates to SIG; the agreement of a research agenda to enable the SCDE to seek external major research funding.

Professor Do Coyle, Chair in Languages Education & Classroom Pedagogies,
Moray House School of Education

SIG Education link to wider Education Governance review. SIG Chairs will provide an update on presentation to SBTE at the next meeting (May 2018) and next steps.

Chairs provided an update on their presentation to SBTE and explained that to ensure that the primary teacher workforce is sufficiently trained will require a career long approach. The presentation and minute of meeting were circulated prior to the meeting. The group discussed the need for pathways to enable dual registration and other flexibility and agreed to encourage these pathways.

Action: Chairs to seek to meet with individual members of Strategic Board of Teacher Education to have further discussion. SIG Secretariat to seek a meeting initially with Chair of SCDE.

Action: Local authorities to be encouraged to provide places for dual registered NQT and to offer CLPL and career pathways to enable current teachers to seek dual registration.

Actions underway

Action: SIG Chairs to invite representative of Maths group to present on Maths Week Scotland at LANGS:

The meeting heard that this presentation will take place at LANGS meeting in June and that the LANGS Chair has received advice from the Making Maths Count Policy Manager regarding the best way to approach this initiative. LANGS will work with UCMLS and British Council to develop a campaign to raise awareness, linking to international week in November and existing languages day initiatives which are promoted through social media such as #Edinburghloveslanguages. Intention to build on these regional initiatives to develop a greater impact nationally and to use the social media hashtag #Scotlandloveslanguages to create momentum. LANGS chair to keep the group informed of progress.

SG secretariat to keep SIG Education members updated on LA survey process and results:

A presentation of high level results was received at this meeting and detail of this can be found later in the minute. A more detailed paper is to be presented at the next meeting.

Outstanding actions

A timetablers' event to be organised by SLS meeting with ES and ADES. The meeting heard that contact has been made but this remains an outstanding item.

GTCS to report back to SIG Education with an update from the SBTE sub group on CLPL in primary and secondary. As meeting took place on the afternoon of 18 May, GTCS will provide feedback for next meeting.

Aspect review: The Secretariat will continue to keep the Group informed as we make progress with this. There is nothing new to report at this time.

Actions ongoing

SIG members to consider attendance at SIG engagement meetings: The Secretariat informed the Group that the next SIG Engagement meeting is due in September. A smaller working group with Employer Organisations called 'Languages and Developing the Young Workforce' (DYW) is working to agree high level messages for the employer and which the members would host on their websites. The Group heard that the DYW regional boards, through the RICs, focus on local engagement and cross-cutting themes including STEM and equalities. The Group agreed that the 1+2 language community need to work with DYW which is key to building relationships between employer groups and schools.

Record of actions: Chairs asked members to submit a note of their activity for this Record and stressed the importance of this document in creating a bank of evidence to use for the Implementation Plan report. A meeting regarding the shape of this year's report held follow this SIG.

Regional Improvement Collaboratives (RICs) SG Secretariat to update the meeting with further information on the shape and role of RICs for discussion: This item will remain on the agenda while the RICs become established.

4. Presentation – findings from 2017-18 LA Survey

Louise Glen provided an overview of the 2017-18 LA survey results, through a PowerPoint presentation. The group heard that over 90% of primary schools are reporting that they are providing the L2 entitlement. Initial indications were that a much lower percentage of secondary were respecting the entitlement to end of S3 and that this is at least in part due to curriculum models which allow languages to be dropped at the end of S2. Other likely reasons cited by the Group included staff shortages. It was agreed by the Group that a significant focus on the secondary sector is now required and that the Group would develop further engagement with the secondary sector to ensure that they respect full entitlement of languages to end of S3.

The Group discussed key words which would support deeper analysis such as correlation between primary and secondary; picture by LA; urban and rural split

Editor's note post meeting: as it was described that the survey was only completed shortly before this meeting updated information will be disseminated in due course.

For the 2018/19 exercise a series of potential questions were noted:

- I. To repeat the same question of secondary BGE that is in this year's survey so as to track change over time.
- II. To ask if L3 is on the continuum in primary or is it delivered as a project.
- III. To ask the names of secondaries and their cluster.
- IV. To ask whether schools have accessed Pupil Equity Funding for languages and if so for a description as to how it is being spent.
- V. To ensure BSL question is included next year to see growth over the years.
- VI. To ask LA how they are measuring impact of their activity.

ACTION: SIG members to agree a new programme of engagement with secondary which will include amongst other things a focus on entitlement to end S3.

ACTION: SIG secretariat to work with SG Analysts to consider how best to gather information by SIMD for 2018-19.

ACTION: ADES Chair to prepare a letter to share the messages with Directors of Education in order to get their impressions.

ACTION: An update on the results is to be provided for the next COSLA meeting.

5. Consultation – GTCS seeking members' views on review of ITE entry requirements

Charlaine Simpson from GTCS provided an overview of progress so far and sought views of the Group as to what should be included in the consultation. It was agreed that a pre-requirement of a language national qualification on entry to primary ITE would not be correct; that the current residency requirements for secondary modern language teachers

should not be lowered below six months and that different pathways of recruiting teachers should be considered. The excerpt of the memorandum which was shared at the meeting is attached to this minute. It was noted that the residency requirement for the first language has already been reduced from nine to six months. The Group agreed that the residency requirement is important for the teacher to grow as a linguist and to benefit from the richness of experience in the country. The meeting agreed that key to this work was to increase flexibility without diluting quality and not to reduce residency of the first language below six months.

6. Workshop – longitudinal research

Summary of the research discussion from Do Coyle

The Group is supportive of this research and discussed two potential strands and agreed a way forward as follows:

| Strand | Research Themes |
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| Teacher Development | <p>Subject Knowledge and Skills Investigation into effectiveness of alternatives for developing and sustaining linguistic competence and related skills: identifying skills required at different stages and types of teaching possible; professional linking and visits for language skill development and support, defining professional skills entry/exit points</p> |
| | <p>Pedagogic Knowledge and Skills Implications of positioning languages within the broader national and transnational educational curricula; engaging in a critical examination of the effectiveness of innovative classroom pedagogies; exemplifying what 'good' language teaching and learning looks like; defining learner and learning (successful) progression in terms of a growth model, attitudinal shifts and (pluri)literacies</p> |
| Pupil Experiences | <p>Investigating 'quality' learning over time Pupil perspectives, measures of progression, transitions (e.g. changing schools, languages)</p> |
| | <p>Nature of pupil learning What are the implications of and for: developing growth mindsets, language learning and language using; whole school approach; external linking.</p> |
| | <p>Motivation and anxiety Understanding how and why motivation might be sustained including the role of home and community; exploring anxieties around language learning</p> |
| | <p>Pupil identities and attitudes Investigation into how and why language learning might contribute to defining global citizenship and other sensitive areas such as tolerance and sustainability</p> |
| <p>Having defined the research agenda, next steps are as follows:</p> <ol style="list-style-type: none"> 1. Prioritise the themes and design the overarching research study as a proposal 2. Investigate the role of RICS/SG/ charities and funding councils for creating funding/tender | |

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| 3. Consider potential research teams |
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ACTION – Do to bring a short paper to the next meeting drawing on discussion in May setting out the potential research proposal and a short discussion of actions necessary will follow.

7. Any other business

- a. The group heard that a Doric Board has been established to encourage the growth of Scots in schools in the north east.
- b. Chairs acknowledged the contribution which Marion Spöring has made to the group as UCMLS representative being her last meeting. She will be replaced by Joe Carson.
- c. In addition, the group were advised of forthcoming Education Scotland and SCILT Language Leadership programme being held from 2 to 5 July and the intention of LANGS to hold workshops across Scotland in the near future.
- d. The meeting heard that City of Edinburgh Council and Moray House are conducting research into learning and teaching in the classroom.
- e. The group heard an update from ES that their support for languages is likely to be managed regionally in future. There is to be the creation of a permanent Languages Development Officer post and a Senior Education Officer (SEO) for English and Literacy. In this way the SEO for Languages will have more time to focus on development of 1+2. The Group was heartened to hear of the 13 applications for the Scottish Education Award, the Cluster Development of Languages, with three strong contenders on the short list.

ACTION –SIG Secretariat to request that Edinburgh City Council and Moray House share their research into learning and teaching in the classroom with this Group.

8. Date of next meeting

The next meeting will be held on 18 September 2018 in Endeavour House, Dundee at 10.00.

Curriculum Unit, June 2018