

# Education, Children and Families Committee

10am, Tuesday, 6 October 2015

## 1+2 Modern Foreign Languages

Item number	7.4
Report number	
Executive/routine	
Wards	

### Executive summary

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This report outlines City of Edinburgh (CEC) progress in the implementation of recommendations for Local Authorities and schools of the Scottish Government report, [“Language Learning in Scotland: A 1+2 approach”](#) (May 2012).

This report provides an overview of the first two years of implementation of the 1+2 Languages programme in City of Edinburgh primary and secondary schools. It highlights the approaches taken in developing the City of Edinburgh 1+2 Languages Strategy (August 2015) (Appendix 1), the progress made in implementing the recommendations and areas of key strength and challenge.

### Links

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Coalition pledges	<a href="#">P5</a>
Council outcomes	<a href="#">CO2, CO3</a>
Single Outcome Agreement	<a href="#">SO3</a>

## 1+2 Languages

### Recommendations

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To recommend that the Education, Children and Families Committee:

- 1.1 Notes the continuing positive progress in the implementation of 1+2 languages across the city of Edinburgh Schools.
- 1.2 Notes the strengths of national and local the partnerships and networks established and maintained by City of Edinburgh to deliver 1+2 languages.
- 1.3 Notes that Scottish Government 1+2 funding, allocated from 2013 – 2015, has enabled the implementation of the policy.
- 1.4 Notes the valuable role played by native speakers in language learning in Edinburgh schools.

### Background

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#### Language Learning in Scotland: A 1+2 Approach

- 2.1 *The Scottish Government's wide-ranging report, Language Learning in Scotland: A 1+2 approach (2011) states in foreword:*
  - 2.1.1 *We will introduce a norm for language learning in schools based on the European Union 1+2 model – that is we will create the conditions in which every child will learn two languages in addition to their own mother tongue. This will be rolled out over two Parliaments, and will create a new model for language acquisition in Scotland.”*
- 2.2 The 35 recommendations made in this report were accepted by the Scottish Government, to be implemented by 2020. The most significant recommendation for all education authorities is that:
  - 2.2.1 *All children should learn a second language (L2) in addition to their mother tongue (L1) from P1 and have experience of a third (L3) from P5 at the latest.*
- 2.3 In terms of secondary provision, the report restates that all learners are entitled to language learning until the end of the Broad General Education in S3. It is also recommended that secondary schools provide learners in the Senior Phase with encouragement and opportunities to continue language learning and achieve a national award or qualification. Subsequent additional advice has been produced by Education Scotland within [“Language Learning in Scotland: A](#)

[1+2 approach. Working within the recommendations” \(July 2014\)](#). This paper expands on recommendations, giving further advice and clarification to schools and local authorities.

### **National Support for Implementation**

- 2.4 A range of support has been put in place nationally to deliver the 1+2 Languages policy by 2020. This includes annual 1+2 Languages funding from the Scottish Government, devolved to all local authorities 2013-2016.
- 2.5 Ongoing support with all aspects of implementation, including resources and training, is provided through Scotland’s National Centre for Languages (SCILT), the Confucius Institute for Scotland’s Schools (CISS), Bòrd na Gàidhlig and Education Scotland.
- 2.6 There have been a number of national 1+2 conferences held from 2013-2015. City of Edinburgh lead officers and teachers have attended these conferences and have presented local practice on several occasions.

### **City of Edinburgh’s Vision for 1+2 Languages**

- 2.7 The City of Edinburgh’s vision for 1+2 languages reflects the overarching national vision.
- 2.8 Language learning is life enhancing. It opens the doors to possibilities and experiences which are not available to those who are restricted to the knowledge of one language. Curriculum for Excellence aims to equip our young people for life and to prepare them for a future Scotland that is open to the world. Within the framework of Curriculum for Excellence there is recognition of the importance of language learning as a communicative skill which will enable our young people to participate fully in a global society and economy.
- 2.9 Our expectations for children and young people in Edinburgh are that they are successful learners, effective communicators and global citizens who are able to participate fully in a global society and economy.
- 2.10 The development of languages skills should be a progressive journey through a series of well-planned, relevant, engaging and motivating learning experiences. These should be designed to ensure high levels of achievement and success for all and equip young people with the necessary skills for learning, life and work.

### **City of Edinburgh Council 1+2 Languages Strategy**

- 2.11 Local priorities have been identified and agreed by the CEC 1+2 strategy group and are detailed within the CEC 1+2 strategy paper 2014 (Appendix 1). This strategy paper includes a 4 year plan (2013 – 2017) which, along with on-going self-evaluation, inform the development of the 1+2 action page contained within the annual 3 – 18 Modern Languages Improvement Plan (Appendix 2).
- 2.12 The CEC 1+2 Strategy encompasses the core languages currently taught in CEC schools (French, German, Spanish, Italian, Mandarin) and also includes Gaelic, Scots and Heritage Languages. It is based on the principles of multi-

disciplinary partnership working and inclusive, universal approaches to support the development of learners' languages skills, progress and achievement.

## Main report

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### Leadership of 1+2

- 3.1 CEC is fully committed to language learning and development. To support this, a permanent full-time Education Support Officer (ESO) post was created in June 2013. The ESO, who is a languages specialist, leads the development and implementation of the strategy working with the Quality Improvement Officer (QIO) with the overall lead for literacy and languages. Currently both the ESO and the QIO are acting up as QIO and Secondary Team Manager respectively. The ESO post has not has been filled to date.
- 3.2 The team also includes a part-time permanent Gaelic Development Officer. A full-time seconded 1+2 Primary Development Officer joined the team in October 2014 with an additional 0.8FTE Literacy and Languages (shared post) appointed in June 2015. These additional temporary posts have been funded through the external Scottish Government 1+2 funding allocated to all local authorities from 2013 to 2016.
- 3.3 A devolved leadership model has been developed across clusters with a 1+2 mentor teacher and lead teachers appointed across all schools and cluster planning and development groups convened. 1+2 support funding has been allocated to schools to enable local planning and development to deliver implementation.

### Strategic development

- 3.4 The CEC 1+2 Strategy group was convened in May 2012 comprising of a range of stakeholders including head teachers, senior managers, teachers and partners. The CEC 1+2 Languages strategy paper (Appendix 1) was submitted to the Scottish Government in August 2014. The Edinburgh 1+2 Languages Strategy broadly aims to raise attainment and achievement and develop successful and confident learners through enhanced language learning. A full set of strategic aims are included within the Strategy paper (Appendix 1).

### 1+2 Early Years and primary training and support framework

- 3.5 The CEC 1+2 strategy is based on a cluster model of implementation that is already well-established as a means to deliver curricular innovation. The model is designed to be cost efficient and sustainable and aims to deliver a progressive, continuous and engaging programme of languages from nursery to P7, delivered by the class teacher. A full support framework has been developed to give teachers the teaching materials necessary for them to teach languages regardless of their own level of knowledge. All cluster teachers are trained in how to deliver language learning as part of their everyday classroom practice

and how to access the relevant curriculum support packages. Cluster improvement plans are then developed by a cluster steering group comprising of appointed lead teachers. Led by lead teachers, schools and clusters have developed a range of engaging and creative approaches to embedding language learning in the life of the schools involved and language celebration events, assemblies and native speaker input are all features of devolved school planning.

- 3.6 This model for delivery of 1+2 was first piloted in 2013/2014 in partnership with 3 clusters of schools (Balerno, Drummond and St Augustine's RC). The model was very positively evaluated by the schools involved and subsequently adopted as a model for roll out across other CEC clusters. Since 2013 over 1000 primary teaching and support staff have been trained as part of our rolling programme for implementation. Staff from a further 4 clusters will be trained and will implement 1+2 Languages over the course of 2015/16. By 2017, all clusters and the majority of CEC primary teachers will have been trained in 1+2 in the L2 language for their school or cluster. This is well ahead of the national deadline of 2020.
- 3.7 Ongoing local development of the central support framework and teaching toolkit is underway. This is currently available in French, Spanish, Italian and German and will be extended to other languages including Mandarin, Gaelic and identified Heritage Languages.
- 3.8 CEC's own specifically developed Primary Language Learning (PLL) courses are very well attended, highly evaluated and offered in all core languages, in different locations across the city. Courses in more popular language choices e.g. French and Spanish run at different levels with a Higher Spanish course for teachers running for the first time in 2015/16. These courses are run by course tutors identified for good practice and use learning and teaching approaches that are proven to be active and motivating. A wide range of engaging resources are available in support of these courses.

### **Transition, continuity and progression into the secondary**

- 3.9 Cross-sector joint working is fundamental to the cluster model of implementation and has been a key feature of all CEC 1+2 planning and development. In the early stages of implementation, the focus has been on the early years and primary sectors with the secondary schools playing a key role in this process. Secondary lead teachers are appointed in all implementing clusters with responsibility for providing the specialist language expertise, supporting primary colleagues and ensuring that curricular models provide progression.
- 3.10 Communication about the national key messages and examples of good practice have been regularly shared with Modern Languages Curriculum Leaders in secondary schools through network training meetings and through standalone 1+2 Secondary focus training days. This has allowed Curriculum Leaders to jointly plan and address potential issues relating to staffing and timetabling of 2

languages in the secondary. The feedback from these collaborative sessions has been very positive with Curriculum Leaders saying they feel well supported and prepared to develop S1-S3 curricular plans in their own schools.

- 3.11 CEC secondary schools currently offer French, German, Spanish, Mandarin, Italian, Gaelic and Urdu to certificate level. The languages taught reflect languages offered and available via the Scottish Qualifications Authority (SQA) and are selected on the basis of a range of factors including ensuring progression and continuity in the language. Additionally, there is an extensive programme of Heritage Language classes offered at various locations throughout the city in languages such as Polish, Urdu, Cantonese and Farsi. These are offered at certificate level where assessment routes are available.
- 3.12 There are positive attainment trends across Edinburgh in Senior Phase level courses with German and French being particularly strong.
- 3.13 There are national issues around the uptake of Modern Languages into the Senior Phase with particular concern around a decline in the provision of German. Locally, uptake of French at Higher has been largely consistent over the past 5 years and compares well against comparator local authorities. Spanish Higher uptake continues to increase year on year. A German action page was included within the Modern Languages 3-18 2014-15 Improvement Plan (Appendix 2) to support its continued provision in light of the key economic, cultural and linguistic benefits associated with German language learning. Several projects focussing on promoting key messages around German have taken place in conjunction with a range of national and local partners including the University of Edinburgh and the Goethe Institute. In addition, CEC has also employed 7 German Education Trainees (GETs) every year since 2013. The GETs are trainee teachers from Mainz University who complete 6 months working in Scottish schools as part of their teacher training. They are part funded through German regional and European funding and part funded by CEC. In light of this ongoing work, City of Edinburgh was cited as an example of good practice in promoting uptake of German in a March 2015 [Times Educational Supplement Scotland article](#).

### **Partnership working**

- 3.14 CEC Languages team has established effective and positive working partnerships with a number of local, national and international partners including SCILT, CISS, Edinburgh College, Comunidad de Madrid, the University of Edinburgh, the British Council and other local authorities.
- 3.15 A number of large joint initiatives is currently underway including a Comenius funded European project linking James Gillespie's High School cluster schools with Comunidad de Madrid schools, a volunteer student initiative with the University of Edinburgh and a French immersion language and culture weekend event for teachers in partnership with the French Institute (L'Institut Français d'Ecosse).

- 3.16 CEC has being featured in a [British Council film highlighting good practice](#) in working with Modern Language Assistants (November 2014).
- 3.17 CEC Languages officers play a leading part in languages developments nationally and ensure CEC's profile and practice is highlighted and shared at this level and with key national bodies. The Acting QIO for Literacy and Languages is the new chair of the Cultural Organisations and Local Authorities group (COALA) which serves as the national languages groups and convenes representatives from the Scottish Government, Education Scotland, the British Council and Local Authorities across Scotland. The Acting QI Secondary Manager is a board member of the Scottish China Education Network (SCEN) and is a member of the Education Scotland Literacy and Languages Curriculum, Learning, Teaching, Assessment and Support forum. CEC have been asked by CISS to represent Scotland and present about local good practice in development of Mandarin at the UK Summit of Confucius Classrooms in October 2015. This is further to being featured in a CISS film about good practice in development of Mandarin in June 2014.

### **Native speaker and language assistant support**

- 3.18 CEC continues to fund the provision of 12 British Council Modern Language Assistants (MLAs) and 2 Chinese Language Assistants (CLAs). In addition, CEC employs 7 German Education Trainees (GETs) in partnership with the German Consulate General in Scotland and Mainz University. Language Assistants are allocated to secondary schools across the city with all secondary schools benefitting from at least 3 hours of assistant time per week for the duration of their contracts. Where there is sufficient flexibility to do so, time is also allocated to primary schools. This is primarily the case for CLAs and GETs. MLAs, CLAs and GETs provide learners with an authentic language learning experience, up to date cultural knowledge and the opportunity to use their language skills in a real and relevant context. CEC officers have worked in close partnership with the British Council to promote their Modern Language Assistants Projects Initiative and targeted use of MLAs and CLAs to enhance learner engagement and promote uptake of Modern Languages. These projects have been presented by the MLAs at University of Strathclyde showcase events. Several CLAs and MLAs have featured in media and British Council promotional materials as a result of their good practice with one CLA featuring in a BBC Reporting Scotland report and BBC Radio Scotland interview about teaching Mandarin in Edinburgh.

- 3.19 A Volunteer Language Assistant project has run in a number of schools from 2013 – 2015 in partnership with CEC, the University of Edinburgh and the Scottish China Education Network. This project provides native speakers and student language learners with an opportunity to gain work experience as language assistants in primary schools and allows the schools to benefit from their language expertise and knowledge. This scheme has been very positively evaluated by schools involved and runs in French, Spanish and Chinese. We will seek to continue this project in 2015.
- 3.20 Parent partnerships have been promoted through the development of 1+2 Languages with schools showcasing best practice, sharing information for parents' materials and working with parents to promote language learning. Native speaker parents are regularly involved in supporting delivery of languages in schools. Language celebration events are also a common feature of primary schools with one CEC school running a bi-lingual tapas evening in December 2014 where bi-lingual parents were invited to showcase the food from their own countries. This has led to a bilingual parents' group being established in the school. CEC lead officers share and promote good practice in parent partnership working and have a dedicated section of the website to share materials around working effectively with parents.
- 3.21 The Senior Language Leaders project provides S6 students with a professional training experience in language teaching for primary, delivered by CEC 1+2 officers and in partnership with George Heriot's school. The aim of this project is to support S6 students to develop language teaching skills in preparation as volunteer language learning assistants in their own cluster schools.

### **Communication**

- 3.22 Regular updates have been communicated through Heads of Service briefing papers, head teacher updates, meetings and learning events such as the Early Years Conference and the Edinburgh Learning Festival.
- 3.23 City of Edinburgh officers and practitioners have presented work in 1+2 at a range of events including the Association of Directors of Education (ADES) 1+2 conference, 1+2 Education Scotland Conference and will present at the September 2015 Education Scotland Scottish Learning Festival.
- 3.24 Officers regularly share good practice via the Bright Future's Blog and the CEC 1+2 Twitter account.

## **Measures of success**

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- 4.1 The key measure of success will be in improved outcomes for children and young people.

## Financial impact

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- 5.1 An increasing amount of external Scottish Government funding has been received annually from 2013 to present.
- 5.2 A review of spending to date and cost projections until 2020 were submitted to COSLA and thence to the Scottish Government in August 2014.
- 5.3 CEC budgets fund the Modern Languages Education Support Officer post, partially fund the 1.0 FTE CEC Mandarin teaching post and all heritage language provision.

## Risk, policy, compliance and governance impact

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- 6.1 There are no adverse impacts arising

## Equalities impact

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- 7.1 The recommendations in this report should lead to enhanced equalities for children and young people attending City of Edinburgh schools.

## Sustainability impact

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- 8.1 There are no impacts on carbon, adaptation to climate change or sustainable developments arising directly from this report.

## Consultation and engagement

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- 9.1 There is continuing consultation and engagement through the Scottish Government, Education Scotland, SCILT, CISS, COALA and COSLA.

## Background reading/external references

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<http://www.scotland.gov.uk/Publications/2012/05/3670>

<http://www.educationscotland.gov.uk/learningandteaching/curriculumareas/languages/modernlanguages/supportmaterials/1plus2approachtomodernlanguages/introduction.asp>

<http://www.scilt.org.uk/A12ApproachtLanguageLearning/tabid/1715/Default.aspx>

<https://www.tes.com/article.aspx?storycode=11006591>

<http://www.britishcouncil.org/school-resources/classroom-support/language-assistants/involved/schools-experiences-0>

<http://engageforeducation.org/news/language-learning-in-scottish-schools-a-foreign-language-assistant-fla-for-2013-14/>

<http://www.britishcouncil.org/language-assistants/scottish-schools>

<http://www.strath.ac.uk/ciss/documentary/>

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## Links

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<b>Coalition pledges</b>	P5 - Seek to ensure the smooth introduction of the Curriculum for Excellence and that management structures within our schools support the new curriculum
<b>Council outcomes</b>	CO2 - Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities CO3 - Our children and young people at risk, or with a disability, have improved life chances
<b>Single Outcome Agreement</b>	SO3 - Edinburgh's children and young people enjoy their childhood and fulfil their potential
<b>Appendices</b>	Appendix 1 City of Edinburgh 1+2 Strategy Paper (August 2014) Appendix 2 City of Edinburgh Modern Languages 3 – 18 Improvement Plan 2014 - 2015

## City of Edinburgh Council

### 1+2 Languages Strategy

#### **Purpose**

The purpose of this paper is to outline the key aspects of the City of Edinburgh's (CEC's) strategy for the implementation of the Scottish Government's 1+2 Languages policy in Edinburgh schools. This strategy contributes to the following Children and Families Service strategic objective and outcome:

*SO2 - Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities*

*Outcome SO2.1 - Children and young people have high quality learning experiences and their learning needs are met.*

#### **The National Context**

The Scottish Government's wide-ranging report, *Language Learning in Scotland: A 1+2 approach* (2011) states in its foreword:

*We will introduce a norm for language learning in schools based on the European Union 1+2 model - that is we will create the conditions in which every child will learn two languages in addition to their own mother tongue. This will be rolled out over two Parliaments, and will create a new model for language acquisition in Scotland."*

The 35 recommendations made in this report were accepted by the Scottish Government, to be implemented by 2020. The most significant recommendation for all education authorities is that:

*All children should learn a second language (L2) in addition to their mother tongue (L1) from P1 and have experience of a third (L3) from P5 at the latest.*

The full report and recommendations can be found on the following link:

<http://www.scotland.gov.uk/Publications/2012/05/3670>

#### **National Support for Implementation**

A range of support has been put in place nationally to deliver the 1+2 Languages policy by 2020. This includes annual 1+2 Languages funding from the Scottish Government, devolved to all local authorities 2013-2016.

Ongoing support with all aspects of implementation, including resources and training, is provided through Scotland's National Centre for Languages (SCILT), the Confucius Institute for Scotland's Schools (CISS), Bòrd na Gàidhlig and Education Scotland.

## **City of Edinburgh's Vision for 1+2 Languages**

This reflects the overarching national vision.

*Language learning is life enhancing. It opens the doors to possibilities and experiences which are not available to those who are restricted to the knowledge of one language. Curriculum for Excellence aims to equip our young people for life and to prepare them for a future Scotland that is open to the world. Within the framework of Curriculum for Excellence there is recognition of the importance of language learning as a communicative skill which will enable our young people to participate fully in a global society and economy*

*Language Learning In Scotland: A 1+2 Approach  
May 2012*

## **City of Edinburgh Council 1+2 Languages Strategy**

The CEC Strategy encompasses the core languages currently taught in CEC schools (French, German, Spanish, Italian, Mandarin) and also includes Gaelic, Scots and Heritage Languages. It is based on the principles of multi-disciplinary partnership working and inclusive, universal approaches to support the development of learners' languages skills, progress and achievement.

### **Our Expectations**

Our expectations for children and young people in Edinburgh are that they are successful learners, effective communicators and global citizens who are able to participate fully in a global society and economy.

The development of languages skills should be a progressive journey through a series of well-planned, relevant, engaging and motivating learning experiences. These should be designed to ensure high levels of achievement and success for all and equip young people with the necessary skills for learning, life and work.

### **Aims of the Strategy**

The Edinburgh 1+2 Languages Strategy aims to raise attainment and achievement and develop successful and confident learners through:

- The delivery of languages learning that progressively develops children and young people's skills for learning, life and work and contributes strongly to the development of the four capacities of Curriculum for Excellence;

- The development and delivery of an effective, self-supporting and sustainable operational model for 1+2 Languages implementation in Edinburgh, where class teachers lead the delivery of languages learning in schools and where local specialist expertise is deployed to support this;
- The provision of engaging, continuous, relevant and progressive learning experiences in Language 2 (L2) from the earliest stages of education and across the four contexts of the curriculum;
- The progressive teaching of an additional language (L3) from P5 at the latest until the end of the Broad General Education (BGE);
- The delivery of languages learning which is integrated into the daily life and work of the classroom and school;
- The development of learners' awareness, understanding and appreciation of other cultures and of their role as global citizens;
- Facilitating access to L2 and L3 native speakers to enhance and enrich languages learning and provide real and relevant contexts for learning;
- The development of learners' understanding and appreciation of the value and benefits of languages learning throughout the BGE;
- Ensuring learners have the opportunity and are actively encouraged to continue their L2 and L3 languages into the Senior Phase;
- Encouraging young people to gain national accreditation in languages in their own school or through consortia or other partnership arrangements;
- Effective working with a wide range of partners to enhance and extend language learning and teaching, widen access to native speakers, facilitate excursions and visits and develop and deliver opportunities for career long professional learning;
- Ensuring all practitioners are aware of and fulfil their role in the delivery of 1+2 Languages and are equipped to develop and extend language learning and skills;
- Building the capacity of practitioners in all sectors to develop appropriate skills and knowledge through career-long professional learning, supported by centrally co-ordinated support ;
- Actively seeking and promoting a range of funding opportunities to enhance and develop provision e.g. Scottish Government funding, Erasmus+ funding, scholarships;
- Engaging and communicating with stakeholders including parents and the wider community.

### **CEC 1 + 2 Strategic and Operational Structure**

Officers from the Quality Improvement Team (QIT) lead the strategic and operational implementation of 1 plus 2 Languages in CEC schools, responsible to Quality Improvement Team Managers and to the Senior Manager Schools, Quality and Curriculum.

These officers include the Educational Support Officer for Languages who is the lead specialist, the Quality Improvement Officer (QIO) for Literacy and Languages, and nominated Early Years and Primary QIOs.

A cross-sector CEC 1 plus 2 Languages strategic group is in place.

Implementation is also supported through a 1 plus 2 Languages Development Officer post and an effective city-wide network of cluster languages co-ordinators, lead teachers in primary schools, Modern Languages Curriculum Leaders and teachers and Foreign and Chinese Language Assistants.

## **Cluster Planning**

To fulfil our vision and deliver our aims, CEC has developed a thorough-going, consistent and sustainable approach to language learning. This is built on a very well-established cluster planning structure of local ownership, consistency of languages taught and curricular programmes, joint working and sharing of resources. These are underpinned by cluster approaches improvement through self-evaluation.

### **2012-2013**

A cluster training and support model for 1+2 Languages implementation developed.

### **2013-14**

Three clusters of primary schools successfully pilot the model.

Based on detailed evaluations and feedback from the pilot, a cluster implementation model has been developed and agreed.

### **2014-2017**

All CEC cluster head teachers have now identified one of the next three sessions, 2014-2017, for the implementation of 1+2 Languages in their schools. Appendix 1 gives the overview.

This model requires them to:

- Identify the L2 and L3 languages for the cluster and agree a consistent approach to the delivery of these across cluster primary schools;
- Agree cluster L2 and L3 languages choices. These choices are made by cluster planning groups, comprising of head teachers, lead teachers, secondary Modern Languages curriculum leaders and, where appropriate, secondary lead teachers. This is done in consultation with officers from the CEC Quality Improvement Team;
- Nominate 1+2 Languages coordinators in each of the schools involved, including the secondary schools;
- Develop a cluster improvement plan for the development of the L2 and L3 languages throughout the BGE;
- Ensure opportunities for progression in L2 and L3 into the Senior Phase at a range of levels;
- Engage with all key 1+2 Languages recommendations;
- Evaluate progress and impact on learners in line with CEC guidance.

## Resources

CEC is committed to the development and provision of high quality learning and teaching resources in French, German, Spanish, Italian, Mandarin, Gaelic, Scots and, Heritage Languages as appropriate.

To fulfil this commitment, over the implementation period, CEC officers and lead practitioners will:

- Develop and identify learning and teaching approaches and materials that fully reflect Curriculum for Excellence principles and best practice e.g. based on active and collaborative learning;
- Create contextualised resources to support an integrated approach to languages learning across the curriculum;
- Support the identification and sharing of high quality resources and practice across schools;
- Develop or identify high quality ICT resources to support the delivery of 1+2 implementation in a range of languages;
- Develop a dedicated CEC Languages website

## Career Long Professional Learning

A CEC training model for class teachers and lead teachers is in place to support the implementation of 1+2 Languages Strategy in Edinburgh. This takes into account key principles and practice in teacher education as outlined *Teaching Scotland's Future (2010)*. It will continue to be developed to meet local needs and national requirements.

This training model is being rolled out across all CEC schools in line with the cluster implementation timeline 2014-2017. (Appendix 1).

The CEC 1+2 Languages training model for **teachers** is designed to enable practitioners to:

- Engage with the CEC 1+2 Languages strategy, rationale and aims;
- Share key messages about languages and the importance of languages learning;
- Make effective use of the locally- developed resources;
- Have time for sharing practice, engaging in professional reflection, evaluating and forward planning;
- Provide opportunities for new staff to be up-skilled;
- Effectively self evaluate outcomes and impact on learners.

The CEC 1+2 Languages training model for **lead teachers** is designed to:

- Enable them to lead planning within their cluster of schools;
- Discuss and plan for additional resourcing in school;
- Develop cluster models of further support and partnership working e.g. transition events, senior student support, drop-in professional learning opportunities;

- Effectively self evaluate outcomes and impact on learners.

## **Primary Language Learning (PLL) Courses**

A very extensive range of flexible PLL courses, where the focus is the development of knowledge and understanding of the chosen language at different levels, is offered locally for practitioners. These are developed and delivered by specialist secondary practitioners.

## **Partnerships**

Languages learning in Edinburgh is developed, enhanced and enriched through a wide-range of successful partnerships, both local and national.

Appendix 2 gives details.

CEC will work jointly with partners to implement 1+2 Languages through:

- Continuing to provide native speakers in the classroom across all sectors;
- Working together to develop resources and provide training for practitioners;
- Disseminating information on latest and best practice and developments locally and nationally;
- Providing languages immersion events;
- Developing and sharing practice and resources and providing career long professional learning;
- Developing new partnerships with parents for languages learning;
- Develop links with European regional partners and partner schools;
- Promote and provide information about funding available to support a range of partnership activities including job shadowing initiatives, teacher training and school exchanges and partnership projects;
- Promote uptake of languages and key economic and employability messages.

## **Monitoring and Evaluation**

The monitoring and evaluation of the implementation of the CEC 1+2 Languages Strategy will be carried out within the CEC quality improvement framework for schools, under the direction of the Senior Education Manager Schools, Quality and Curriculum. This is led by identified officers from the Quality Improvement Team (QIT) and involves a cross-sector CEC 1+2 Languages Strategy group.

It includes:

- Feedback from all stakeholders, including learners and parents, on the implementation of 1 +2 Languages at cluster level;
- Standards and Quality Reporting and Improvement Planning (SQIP) as part of the annual cluster schools and of QIT self evaluation processes;

- Identification and review of progress with 1+2 Languages priorities encompassed within the CEC Gaelic plan;
- Reports and briefings to the Convenor, Committee and Director of Education, Children and Families, Heads of Service and other senior managers;
- Further self-evaluation in line with Scottish Government and other national requirements, for example returns to SCILT and CISS and to the Convention of Local Authorities (COSLA) and Bòrd na Gàidhlig.

## **Communication and Promotion**

Communication and promotion at all levels is designed to highlight CEC's vision and strategy for 1+2 Languages learning for children and young people and to celebrate their successes. It involves close collaboration with officers from CEC's Communications Service.

Examples include:

- Briefings and reports to Heads of Service, senior leaders in schools and at cluster level;
- Use of Twitter and social media in line with CEC policy on this;
- The CEC Languages website and blog;
- Articles and features for the Director's Bright Futures blog, for the local press, for the educational press and the SCILT and CISS newsletters;
- Conferences and other events for practitioners;
- Engagement with parents.

Liz Gray QIO, Ann Robertson ESO  
City of Edinburgh Council  
August 2014

**Appendix 1****CEC Cluster 1+2 Languages and Implementation Timeline 2013 – 2017**

<b>Year</b>	<b>Cluster</b>
2013 – 2014	Balerno
	Drummond
	St Augustine's
2014 – 2015	Castlebrae
	Currie
	Firrhill
	Forrester
	Liberton
	Trinity
	Tynecastle
2015 – 2016	Boroughmuir
	Broughton
	Craigmount
	Craigroyston
	Holyrood
	James Gillespie's High School
	Leith
	Portobello
	St Thomas of Aquins
	The Royal High School
	WHEC
2016 – 2017	Gracemount

**City of Edinburgh Languages Partners include:**

Scottish Government
Education Scotland
Scotland's Centre for Languages (SCILT)
COALA (Cultural Organisations and Local Authority Advisers)
West Lothian Council
Midlothian Council
East Lothian Council
Scottish Borders Council
The British Council
Comunidad de Madrid
University of Edinburgh
Edinburgh College
Edinburgh Napier University
Heriot Watt University
Edinburgh University Students Association (EUSA)
Confucius Institute for Scotland's Schools (CISS)
Scotland China Education Network
Tianjin No. 1 School
St George's School for Girls
The Goethe Institute
The French Institute
Consejeria de Educacion
Ufficio Scolastico
Centro Promozione
Grow Story Grow
European Schoolbooks
Le Francais en Ecosse
Radio Lingua

### Modern Languages Improvement Plan 2014-15

<b>Priority – 1+2 Modern Languages</b>	<b>Overall Responsibility</b> Liz Gray QIO	<b>QIs</b>
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Outcome: Implement year 1 of 3 year roll out of 1+2 across clusters who have identified ML as a priority in 2014/2015.

Impact: L2 and L3 languages taught across city schools from earliest stages of education and implementation of national policy.

Tasks	By Whom	Resources	Timescale	Progress/evaluation of task
Clusters select one of next 3 years for 1+2 implementation, 2014/15 clusters nominate ML leads and identify training dates. ESO communicates final date and all training arrangements to clusters. All clusters agree L2 and L3 across cluster primaries.	ESO	N/A	August 2014	Complete.
All 2014/2015 undergo L2 1+2 training.	ESO	Additional staffing support	January 2015	Complete. Cluster training has taken place in all 2014/2015 clusters with the exception of Tynecastle who have led their own in-house training. Full cluster training will be offered in 2015/2016 if required.
ESO/DO meets with all 2014/2015 cluster heads to liaise on plans and progress of implementation.	ESO/DO	N/A	January 2015	Complete.
Liaise with universities to recruit volunteer French assistants to work in 1+2 French primaries. Develop associated training and support model.	ESO/DO	Funding for travel costs.	November 2014.	Complete.

Complete development of Embedded language resource development in Italian, German, Mandarin and Gaelic. Develop IDL choice topics in French and Spanish.	ESO/DO and 1+2 development group.	Funding for development	May 2015.	Complete for French and Italian. Revision of materials underways for Spanish. German is in development and Mandarin. Gaelic is in discussion with National partners.
Develop new flexible model of MLPS deliver to sit alongside 1+2 training model. Assign classes, advertise and organise.	ESO/DO	Funding for running courses.	September 2014.	Complete. New models have been piloted in 2014/2015 with Queenferry running a local class for the North/West. Will look to further develop this model on basis of positive uptake and evaluations.
Develop formal 1+2 strategy paper.	QIO/ESO/DO		August 2014	Complete.
Develop formal CEC Modern Languages website for hosting ML resources.	ESO/DO	N/A	October 2014	Complete. Transition of all support materials to 365 is now underway.

<b>Priority – CfE development secondary</b>	<b>Overall Responsibility</b> Liz Gray QIO	<b>QIs</b>
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Outcome: Schools and practitioners supported to maintain and deliver high quality of ML at secondary level.

Impact: Language experience of learning enhanced.

Tasks	By Whom	Resources	Timescale	Progress/evaluation of task
CfE Higher – complete resource development, including sound files, of new CfE Higher resources in all core languages.	ESO/Lead teacher		October 2014	Complete with recording of materials to be finalised.
Promote and support implementation of Modern Languages for Life and Work Award and Baccalaureat in schools.	ESO/Lead teacher		May 2015	Complete. ML Lead Teacher, Pam Tosh (Broughton High School) ran support sessions and CLPL re. the ML Bac.
Support colleagues with a range of CPD opportunities around CfE ML generally and new CfE Higher.	ESO/Lead teacher		May 2015	Complete
Support departments to increase uptake of ML into senior phase.	ESO/Lead teacher			Ongoing. Work with done in this area with particular focus on German as a pilot and in partnership with the University of Edinburgh. Will look to extend this to other languages in 2015/16.

<b>Priority – Mandarin</b>	<b>Overall Responsibility</b> Liz Gray QIO	<b>QIs</b>
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Outcome: Support the development of Mandarin language across all sectors.

Impact: Staff supported in making progress in their delivery of Mandarin.

Tasks	By Whom	Resources	Timescale	Progress/evaluation of task
Continue to support staff in Mandarin by offering CPD to staff, supporting attendance of immersion training courses and supporting development across clusters.	ESO/DO	Time	May 2015	Complete. Mandarin PLL course ran from February 2015 – June 2015 with 16 teachers attending.
Continue to promote and support the development of Mandarin in secondary and primary schools with resource development, pupil and staff events and sharing of best practice.	ESO/DO	Time	May 2015	Partially complete. Main event for promoting Mandarin organized but postponed till next session due to low uptake and staff changes.
Develop a strategic model for the deployment of Mandarin staffing across the city.	QIO/ESO/DO Short life working group.	Time	May 2015	Partially complete. Staffing is in place or due to be in place where requested and required to support growth across all 4 localities.
Track and improve uptake of Mandarin in Senior Phase	ESO/DO/Lead teacher	Time	May 2015	Complete. Uptake being monitored and continues to develop.
Continue to work with partners to develop projects including Mandarin volunteers and St George's partnership.	ESO/DO/Lead teacher	Time	May 2015	Complete

<b>Priority – Communications</b>	<b>Overall Responsibility</b> Liz Gray QIO	<b>QIs</b>
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Tasks	By Whom	Resources	Timescale	Progress/evaluation of task
Develop official Modern Languages website hosting all 1+2 and other resources.	ESO/DO	Time	October 2014	Complete.
Start regular Modern Languages blog with news and updates.	ESO/DO	Time	December 2014	Complete. Took advice from Wed Content and Services Manager and will provide updates via Director's Blog.
Liaise with other LAs to share package of support and resources.	ESO	Time	Ongoing	Complete. Have gauged demand and will liaise with HoS around approval of cost return agreement.
Engage with parents to promote key messages around ML and 1+2	ESO/DO	Time	Ongoing	Complete. Parent Partnership area of website developed and materials being shared across schools.

## Modern Languages Improvement Plan 2014-15

<b>Priority – German</b>	<b>Overall Responsibility</b> Liz Gray QIO	<b>QIs</b>
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Outcome: Develop strategies to share key messages around benefits of German language learning for schools, pupils and parents.

Impact: German is maintained as a core language in schools

Tasks	By Whom	Resources	Timescale	Progress/evaluation of task
Work with partners to promote key messages around the benefits of German language learning	ESO/DO	Time	May 2015	Complete. Series of events developed and piloted in partnership with the University of Edinburgh to promote German language learning in the Senior Phase.
Support the continuation of German as an L3 in the primary sector with the continuation of the GET programme.	ESO/DO	1+2 funding	September 2014	Complete. 7 GETs appointed in 2014/15.
Appoint a German lead teacher to lead a German working group.	ESO/DO	1+2 funding	April 2015	Partially complete. Lead teacher identified but incomplete pending possible staffing changes. Will revisit in 2015.