

**Languages Strategic Implementation Group Education
MINUTES
Meeting No 18, 24 January 2019
Aberdeenshire Council, Woodhill House, Aberdeen**

Item 1. Welcome and apologies

Attendees:

Laurence Findlay, ADES (Chair)
Louise Glen, Education Scotland (Chair)
Barbara Morton, Scottish Government
Robert Quinn, SQA
Francisco Valdera-Gil, SCDE Modern Languages group
Bethan Owen, Chair of LANGS
Eddie Follan, COSLA
Joe Carson, UCMLS
Clare Mouat, National Parent Forum Scotland
Shona Hugh, Education Scotland
Susan Waugh, Scottish Government (Secretariat)

Apologies were received: Fhiona MacKay, SCILT ; Ellen Docherty, GTCS; Mel McGill, NPFS; Suzanne Marshall, College Development Network; Graeme Hutton, School Leaders Scotland; EIS and SALT

New members Joe Carson and Francisco Valdera-Gil were welcomed.

Item 2. Approval of Minutes from previous meeting

The minutes of the 17th meeting of the Languages Strategic Implementation Group, held on 18 September 2018, were approved as accurate.

Item 3. Matters Arising from minutes and actions outstanding

Actions complete

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 – Bethan provided an update on the research which is now underway with three local authorities. The project will take place in three phases and involves 12 schools in different sectors and stages.

Chairs will report back on meetings with SCDE and VPASSH at next SIG – positive meetings, SCDE to work with SCILT to ensure ITE providers aware of available training. SBTE advised 1+2 to be included in new four year ITE course.

Actions underway

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

Approved as accurate on 23 May 2019

Actions outstanding

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

Short Life Working Group consisting of SCILT, RIC leads, Do, SG and ES to meet – this group has not yet been convened.

Actions Ongoing/duration

SIG members to consider attendance at SIG engagement meetings – this remains an open invitation, no date for the next meeting has been set. Contact to be made with SCILT for clarification on role of SIG Engagement group.

SG secretariat to keep SIG Education members updated on LA survey process and results – this survey has now been distributed to local authority language leads to be returned by 5 April. Headline results will be ready for the May meeting.

Record of Actions – Secretariat continue to require regular updates ahead of SIG meetings to feed into reports to Ministers and Parliament.

Regional Improvement Collaboratives (RICs) SG secretariat to update the meeting with further information on the shape and role of the RICs for discussion – this was taken as agenda item 4.

Item 4: Regional Improvement Collaboratives (RIC) – update from Education Scotland on language team links with RICs

Louise Glen updated the group about progress with RICs improvement plans. Only one of the collaboratives have asked for specific languages support from Education Scotland.

A short discussion followed as to how collaboratives ask for support on languages, it was agreed that updates would continue to be provided to the group.

Item 5: Workshop: Planning beyond 2021 – discussion on key steps and roles in moving 1+2 forward post 2021

A facilitated discussion was held on the next steps with 1+2, based on some key areas of focus identified by the Co-Chairs.

A full note of this discussion is included as Annex A.

Action: SG to contact AHDS to investigate getting tickets to the forthcoming AHDS conference for SIG members

Action: UCMLS to look into what engagement and outreach there is currently between schools/LA and Universities for dissemination at future SIG meetings.

Action: Co-Chairs to write to Directors on the policy intention for BGE and Senior Phase.

Item 6. Any Other Business

Secondary events – Louise advised that, building on the 2017 events, Co-Chairs will continue to work with School Leaders Scotland (SLS) to hold events for secondary senior managers and timetablers.

Language Week Scotland – Bethan shared with the group plans for Language Week Scotland 2019. This will take place between 1 and 15 February 2019, schools and teachers are asked to use the #Scotlandloveslanguages tag when sharing their activities on social media. It was agreed future events would need dedicated resource to meet the aspiration is that it become a large, national scale event, from 2020.

Action: Bethan to send further details of Language Week Scotland to SG for dissemination to SG comms

Date of next meetings

23 May – COSLA building, Haymarket Edinburgh
12 September – venue TBC

Planning beyond 2021 – workshop discussion

A wide ranging discussion covering what the policy objectives are beyond 2021 and what kind of support is required up, and beyond, 2021. The group explored how best to continue raising the profile of languages, what support mechanisms are needed and the importance of linking with Further and Higher education and business. Additionally maintaining and developing positive messaging around the benefits of language learning for all and not just within a school context..

Discussion

Opening the discussion it was agreed that continuing some of the work already in place is important to ensure that momentum already built is not lost.

The group agreed that ongoing activity to make parents more aware of the policy so they expect language learning for their children alongside other skills and can influence what is taught in the classroom.

The Scottish Government has previously had a question on language learning within the 'Young People in Scotland' survey, continuing with this will provide a long term view of language learning from young people

It was agreed that encouraging participation in national level policy discussions and attendance at skills summits should continue as a means to promote benefits of the policy and of language learning for Scottish pupils.

Objectives post 2021

In discussing the objectives for the policy beyond 2021 it was agreed that the name '1+2' has now served its purpose for driving through what policy is and that now there is a need to be inclusive of all levels of education.

The Scottish Government remains committed to the policy as a continuing manifesto commitment, reinforced through the Programme for Government (PfG) therefore it is important that changing terminology does not signal a move backwards from the core ambition.

Growing a passion for languages will aid an increased uptake of modern language national qualifications, where attainment is already strong. A move towards broadening the suite of language awards/quals/modules available across different levels would allow pupils to take their language learning further without necessarily undertaking national qualification courses. This may include single skill units, one full credit for just one skill, broader catalogue of provision available to pupils in the senior phase

Support up to 2021

The group discussed issues which may be faced taking the policy forward over the next two years including a need to see a more holistic/worldly approach to the way language is taught in the classroom and clearer connections are made between language learning and careers.

Further engagement with schools through a repeat of the events held in 2017 events would show how things have moved on, combined with an HMI thematic review of current provision would provide a basis for making specific, targeted support available to LA.

Approved as accurate on 23 May 2019

Encouraging more cross-curricular working would continue to raise awareness of languages in a range of contexts while increasing teacher confidence in making connections across the curriculum.

Cluster planning is key to giving languages priority across and between associated school groups and acknowledges the investment made in language learning from primary school.

A focus on initiatives to promote and support benefits of languages for careers and post-school learning, with conversations across levels making connections between learning and work, which fits well with Developing the Young Workforce would be beneficial.

It was suggested that consideration should be given to encouraging practitioners to link language more strongly across curriculum areas and to focus more strongly Developing the Young Workforce (DYW) to promote pathways beyond education.

Support beyond 2021

A discussion was held about what support will be needed beyond implementation and post 2021

Concerns were raised about the impact of LA funding ending. It was felt that 1+2 officers would go and that there would not be enough capacity within LAs to provide ongoing CLPL without ITE/pre-service training provision. This could create a loss of credibility with teachers and LA.

There is a need to ensure that a sufficient level and variety of teacher CLPL opportunities are available for example through a more targeted menu of options directly funded by the Scottish Government.

There is a perception of resistance from ITE providers to including language pedagogy in their courses as that they all do it differently. The (SCDE) National Framework may provide a means to develop a more consistent way of ensuring all are at the same level. Working with ITE providers to include language learning will help to ensure that teachers are more 'classroom ready' on exit, reducing the burden on LA to upskill them immediately.

It was acknowledged that there are risks around governance of languages as SG devolve more responsibility to schools so it must be made clear that there are consequences if national curriculum guidance not followed.

Evaluation of language in the curriculum through HMI inspections would show the continued impact of the policy post 2021.

There is an expectation, through the Scottish Funding Council letter of guidance that universities work in partnership with schools and local authorities. This should be positively encouraged and UCMLS are well positioned to take this forward. Models such as Routes into Language should be explored to discover if they meet policy aims and would be suitable in the Scottish context.

It was felt that emphasis must be placed on the role of universities and businesses as a means of continuing development and embedding of language learning.