

Language Learning in Scotland: A 1 + 2 Approach

Supporting Self-Evaluation and Planning for Improvement in Local Authorities

“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.”

(Scottish Government manifesto commitment, 2011)

The **Audit** and **Aims** Sheets **below** are provided to support Local Authorities in terms of identifying their priorities for the implementation of the 1 + 2 Approach.

- *Where are we **now**?*

Take time to read and reflect on each of the statements in the **Audit** Sheet

To what extent do these statements relate to the Local Authority's current situation?

- *Where do we want to be?*

Reflect on each of the statements in the **Actions** Sheet and agree which area(s) will be the priority for 1+2 development.

- *How are we going to get there?*

Planning for improvement: Use the **Improvement Grid** provided to think through your audit and actions.

LANGUAGES: 1+2 Approach Local Authority Audit Sheet: Where are we now?

Our EA is working towards the Key Recommendations of 1 + 2 to the extent that...	Yes/No/ Part way
<p>Awareness Raising</p> <ul style="list-style-type: none"> we are aware of the key recommendations from 1+2 Report and the challenges and opportunities that they offer all stakeholders 	
<p>Current position MLPS/GLPS</p> <ul style="list-style-type: none"> we have identified current provision for language learning with regard to <ul style="list-style-type: none"> a) how many MLPS and GLPS trained teachers we have in place b) how many are currently engaged in the teaching of a language c) the diversity of languages which can be delivered within our authority 	
<p>Current Position Secondary</p> <ul style="list-style-type: none"> we have identified current provision of languages taught within the secondary sector we have identified the diversity of languages which teachers are currently qualified to deliver 	
<p>Training</p> <ul style="list-style-type: none"> we are providing on-going and effective MLPS and GLPS training we are providing refresher CPD for those previously trained we are providing CPD opportunities for secondary language teachers 	

Our EA is working towards the Key Recommendations of 1 + 2 to the extent that...	Yes/No/ Part way
<p>BGE</p> <ul style="list-style-type: none"> we promote language learning throughout the broad general education to the end of S3, so that each young person receives his/her entitlement 	
<p>Cluster Planning</p> <ul style="list-style-type: none"> we promote a whole authority approach to language learning by providing regular opportunities for cluster planning of the learning, teaching and assessment in Modern Languages we ensure smooth transition for language learners in the four language skills from primary to secondary across the authority 	
<p>Local Authority Leadership</p> <ul style="list-style-type: none"> we provide all establishments with appropriate support such as a named person with key responsibility for ensuring effective language learning across our authority 	
<p>Partnership</p> <ul style="list-style-type: none"> we work with partners such as parents, businesses, cultural organisations and foreign language assistants to support effective language learning across our authority and to provide regular access to native and fluent speakers 	
<p>Promotion</p> <ul style="list-style-type: none"> we promote the importance and value of learning languages through engagement with parents, businesses and the wider community 	

Our EA is working towards the Key Recommendations of 1 + 2 to the extent that...	Yes/No/ Part way
<p>Other ways in which we are working towards the implementation of the Key Recommendations</p>	

LANGUAGES: 1+2 Approach Actions Sheet: Where do we want to be?

In order to make progress towards the implementation of the 1+2 Approach, Local Authorities could ...	Yes/No/ Part way
<ul style="list-style-type: none"> ● create a Strategy Group / Development Working Group to plan and discuss further implementation of 1+2 Key Recommendations 	
<ul style="list-style-type: none"> ● identify action required, resources needed and agree provisional timescales to implement the 1+2 Key Recommendations 	
<ul style="list-style-type: none"> ● develop a 1+2 strategy for language learning within which schools can determine which additional languages to offer 	
<ul style="list-style-type: none"> ● consider strategies that align with current strategies/plans for International Education and for Chinese 	
<ul style="list-style-type: none"> ● involve our schools and establishments in piloting relevant work this year to inform policy for next year 	
<ul style="list-style-type: none"> ● ensure smooth transition for language learners by monitoring and evaluating continuity and progression in the four language skills; from primary to secondary, senior phase and beyond 	
<ul style="list-style-type: none"> ● support teachers to develop their language skills and qualifications in order to be able to offer an increasing range of languages 	
<ul style="list-style-type: none"> ● think creatively to enable suitably qualified language teachers to work across sectors and establishments 	
<ul style="list-style-type: none"> ● encourage and support Primary Teachers who undertake MLPS and GLPS training in order to deliver another language to seek Professional Recognition from the GTCS 	
<ul style="list-style-type: none"> ● regularly update inform and involve parents and other partners in current developments in language learning such as the 1 + 2 Key Recommendations 	
<ul style="list-style-type: none"> ● create opportunities for sector specific and cross sector CPD for language teachers 	

In order to make progress towards the implementation of the 1+2 Approach, Local Authorities could ...	Yes/No/ Part way
<ul style="list-style-type: none"> work in partnership with local community and beyond to extend and enhance the language learning experience for all 	

LANGUAGES: 1+2 Approach: Improvement Grid - how are we going to get there?

Having identified where you are and considered the suggested actions, outline your *key priorities* and *next steps* below.

Key priorities

Next steps

SUPPORT: Who can support us with our next steps? How can they support us?

You may wish to consider the support available from key organisations such as those listed below:

- SCILT/CISS: <http://www.scilt.org.uk>
- Education Scotland: <https://education.gov.scot/>
- Cultural Organisations such as: Institut Français <http://www.ifecosse.org.uk> Goethe Institut <http://www.goethe.de/ins/gb/gla/enindex.htm>
Consejería de Educación <http://www.mecd.gob.es/reinounido/>
- British Council: <https://scotland.britishcouncil.org/>