

## **Submission from City of Edinburgh Council**

### **Summary**

#### **Local Context**

- A strong commitment by City of Edinburgh (CEC) to Modern Languages (ML) development and the implementation of the 1+2 national policy
- Delivery of P6/P6 Modern Languages is embedded across CEC schools with an increasing number of schools and cluster groups starting earlier
- ML until the end of the broad, general education in S3 will be in place in all secondary schools from 2013/2014.
- Recommendation 16 is cited in the CEC ML policy to encourage schools to develop curricular models which promote accreditation opportunities for all learners.
- Modern Languages in the Primary School (MLPS) courses have been completely redeveloped in the last three years to reflect the principles and best practice of Curriculum for Excellence (CfE). In 2012-13 they are being delivered in French, German.
- Spanish MLPS was delivered during sessions 2010 – 2012 and 2011 – 2012.
- Italian MLPS is to be developed and offered in 2013/2014.
- Mandarin MLPS course is being delivered from February 2013. 18 teachers are registered on the course.
- There has been a marked growth in the number of taster and options to pick up L3 (Language 3), L4 (Language 4) and L5 (Language 5) in the secondary sector
- Extensive support in place for the development of CfE, assessment, reporting, moderation and the new National Qualifications
- Mandarin Hub Confucius Classroom opening in Leith Academy in February 2013
- Creation of a permanent CEC Mandarin teaching post.
- Commitment to the development of Gaelic including maintenance of a permanent Gaelic Development Officer post and the opening of a new Gaelic medium primary in August 2013

#### **Committee Questions – Summary of CEC responses**

- More clarification and longer term commitment required over funding post 2013/2014
- 22 out of 35 recommendations apply directly to Local Authorities (LAs) and schools. There are large staff development implications and this will prove challenging with the allocated Scottish Government budget and timescale.
- Variation in provision and support for ML across LAs suggests the need for inter-authority working with appointed lead to coordinate policy and operation across partner LAs. Could potentially lead to a national network which will help achieve a degree of consistency in support and development and sharing of best practice.
- An embedded approach to ML delivery would be promoted and supported within relevant CPD and resource development.
- Need for a separate Foreign Language Assistants (FLAs) national strategy and funding

- Provision of language teaching is currently inconsistent with the minimum entitlement being P6/P7 but many schools opting to start earlier. Where this model is in place, it is usually driven forward by the head teacher.
- The LA 1+2 audits will give a much clearer idea of levels of teacher language competences and attitudes towards languages. Feedback from these should not just be used to inform planning at local level but also at national level.
- A wide range of resources is already in place and in development in core languages taught in schools. However there is a need for national ICT based learning and teaching resources across a range of languages to support implementation.
- The creative use of ICT and virtual approaches to deliver both professional learning for teachers and the learning of languages in the classroom needs to be further explored and trialled.
- The need for a national Communication Strategy for 1+2.
- The early setting up of the national implementation group to address such issues nationally is needed to support LAs.
- CEC will continue to support a diversity of Modern Languages including Gaelic, Mandarin and Community Languages as part of the 1+2 policy and will strive to promote this approach in our schools.

### **Suggested aspects for further consideration**

1. The Scottish Government implementation group explores the possibility of a Hub model for implementation over groups of partner LAs.
2. We would also recommend that consideration be given to the creation of a network of 1+2 Development Officers appointed to work across these Hubs, or groups of geographically close LAs, to coordinate training and strategy and to support the operational implementation of 1+2 in schools. This would help enable the creation of a national network, maintain a degree of national consistency and be cost effective.
3. National guidance and funding should be put in place to support the equitable provision and extension of the FLA resource.
4. There should be further national consideration and work on the innovative role of ICT in delivering the 1+2 agenda. This would include using ICT to support the learning and teaching of ML, for example piloting innovative ways to engage learners from the earliest stages in ML through using ICT in the classroom.
5. The role of ICT in delivering MLPS training for teachers nationally should be further explored.
6. Clear and progressive P1- P7 programme/strategies/activities/approaches/resources, with identified language for teachers to use, should be developed nationally to support the rollout process across schools.
7. Extension of SQA accreditation/qualification to reflect diversity and changing trends in language learning and demographics

## Main Report

### Local Context

City of Edinburgh (CEC) is committed to the learning and teaching of Modern Languages (ML) and welcomes developments within Curriculum for Excellence (CfE), the 1+2 recommendations, the Scottish Government's China plan, the national and local Gaelic plan and other national strategies which promote and deliver Languages learning.

Key commitments in Education, Children and Families currently include:

- The creation in 2012 of a permanent Modern Languages Education Support Officer post for schools
- The maintenance of permanent part-time Gaelic Development Officer post
- The creation of a Gaelic medium primary school, opening August 2013
- The maintenance of the Foreign Language Assistant (FLA) programme (recommendation 30)
- The redevelopment and growth of the Modern Languages in the Primary (MLPS) teacher training programme across a range of languages, including Mandarin. Open to practitioners from other local authorities. Good and increasing uptake.
- Gaelic Language in the Primary School (GLPS) training programmes
- Extensive deployment of native speaking volunteers in schools (recommendation 31)
- Extensive partnership working with cultural organisations, Scotland's National Centre for Languages (SCILT), the Confucius Institute for Scotland's Schools (CISS) the Further Education (FE) and Higher Education (HE) sectors and business to enhance and extend provision (recommendation 19)
- The appointment of a permanent CEC teacher of Mandarin and the successful establishment of the CEC Confucius Classroom Hub at Leith Academy
- Further development of Modern Languages provision through CEC's International Unit's co-ordination of native speaker volunteers and as part of the Edinburgh International City of Learning *Let's Learn a Languages* initiative.
- The delivery of a wide range of Community Languages
- Extensive support to cluster school groups for the implementation of the Broad, General Education (BGE) in Languages, including planning for learning, assessment, moderation and reporting.
- By the end of session 2013-14, all schools will be reporting at key stages within CfE levels on learners' progress through the BGE in Modern Languages
- From the earliest opportunity, extensive support for the implementation of the new National Qualifications (NQs) in Languages, including the writing of exemplar course materials in 5 languages (NB the part played by FLAs as native speakers here is invaluable), exemplar assessments, a wide range of training sessions, including for all ML practitioners and Curriculum Leaders.
- An extensive programme of training and support on a wider range of aspects of Languages learning
- A biennial Modern Languages Conference for local practitioners. Also open to practitioners nationally.

## **Modern Languages in City of Edinburgh Schools 2012-13**

### **Current Model**

The current model of an entitlement to ML from P6 at the latest is embedded across the Authority. Almost all schools are now in line with national and local policy of learner entitlement to ML until the end of S3 as part of the Broad General Education. All remaining secondary schools are moving to this model from 2013/2014 onwards. All secondary schools offer a choice of at least two languages in the Senior Phase with a number now offering 3, 4 or 5 different languages in a range of flexible options. From session 2013/14, further opportunities to study Modern Languages in the senior phase at Advanced Higher level will be delivered through virtual learning delivered through consortia approaches and including delivery by the Edinburgh College.

2012 data shows we deliver French in all 87 primary schools, German in 24 primary schools, Spanish in 12 primary schools, Italian in 5 primary schools and Mandarin in 7 primary schools.

In addition to this, we also deliver a programme of Gaelic from P5 in 8 primary schools with a Gaelic medium primary school due to open in August 2013. The teaching of Gaelic is supported by the Gaelic Specific Grant and the GLPS (Gaelic Language in the Primary School) training programme.

The most recent data shows at least 19 primary schools are known to start ML from P3 or earlier. The actual figure is expected to be significantly higher when the planned CEC 1+2 audit has been completed. This will take place shortly and will give a more accurate picture of exactly who is doing what, when and to what extent. It will also show how many of our staff are appropriately trained or have other Languages knowledge and expertise, including being a native speaker.

### **Secondary**

With the development of CfE, a focus on learner choice and the flexibility of the new National Qualifications, there has been a marked growth in the delivery of 2<sup>nd</sup> and 3<sup>rd</sup> languages in the secondary school.

Every CEC secondary school offers French plus at least one other language. Most schools are running taster sessions in 2<sup>nd</sup>, 3<sup>rd</sup> and occasionally 4<sup>th</sup> languages over the course of S1 – S3 with Language choices then being offered at various curricular choice points, depending on the curricular model of a particular school.

### **Senior Phase**

It is expected that composite S4 – S6 classes will prove to have a positive impact on the uptake of 2<sup>nd</sup> and 3<sup>rd</sup> languages as timetabling across more year groups could potentially lead to greater numbers and hence enable 2<sup>nd</sup> and 3<sup>rd</sup> language classes to run.

This will be monitored centrally to measure uptake of languages with the introduction of the new NQs. Improved flexibility in timetabling coupled with improved articulation between the levels of the NQs should also hopefully help to allow schools to run split level classes more practically.

1+2 recommendation number 16 states that:

*The Working Group recommends that schools provide all young people with flexible opportunities and encouragement to study more than one modern language to the level of a National Qualification Unit or course in the senior phase, whether in their own school or through cluster arrangements with other schools.*

This recommendation will be referenced in our revised CEC ML policy which is currently in development. We aim to launch this policy alongside our 1+2 strategy as part of CEC planned communications and engagement with head teachers. The timing and nature of this are currently under discussion within the recently created CEC 1+2 steering group.

Our aim is to recommend that schools work to ensure that almost all learners are accredited in ML by the point of leaving school education.

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## **1. Is there enough funding for the Scottish Government's proposal (including use of EU money)?**

### **1.1 Budget Overview**

If the very welcome £4 million earmarked for ML in the financial year 2013 – 2014 is agreed by the Scottish Parliament, we estimate that CEC would receive approximately £230,000. To determine if this would be adequate, we would need a clearer picture of the longer term funding proposed. Without this, it would be difficult for any LA to engage in longer term planning and to fully address sustainability.

In the Scottish Government 1+2 report there are 35 recommendations, all of which were accepted fully or in part in the Scottish Government response. 22 of the 35 relate directly to actions for LAs and schools. It is too early at this stage to be able to make anything better than an educated guess at the estimated costs of implementing all 22 recommendations in full, but it has already become clear from CEC steering group meetings and discussions with a range of stakeholders that the scale of the task is significant and therefore costly.

### **Costs**

Some of the costs which will need to be factored in are:

Development and delivery of training models, including virtual models

Development of resources (in Edinburgh, for 6 different languages both for L2 and L3)

Cover for staff to attend professional learning sessions, engage in professional dialogue with other practitioners, share practice and attend meetings

Development of a communications strategy and packages for key stakeholders (engagement with head teachers, teachers, parents)

Funding devolved to schools to support development

On-going central co-ordination and support to schools for implementation

### **CEC draft funding proposals**

In CEC, it is proposed that funding principally be used to support the following:

- Creation of a temporary 1+2 Development Officer post for 2013-14 – a lead practitioner seconded to take a leading role in coordinating and driving

forward the 1 +2 strategy in Edinburgh (potentially with partner LAs). Working with the Education Support Officer and Quality Improvement Officer for Literacy and Languages.

- CPD including for MLPS trainers, cluster level support, MLPS training, partnership CPD (cultural institutes etc.), top up training in languages, further CPD with a focus on pedagogy (e.g. approaches to embedding language, active learning.), native speaker volunteer and FLA induction and other CPD and resource development
- Resource development including programmes of work/activities/strategies (in various languages), collating and sharing best practice, communications packages (for head teachers, teachers, learners and parents)
- Head teacher, practitioner, learner and parental engagement and celebration events
- Further development of other partnership working – e.g. liaising with FE, HE, cultural institutes, SCILT, CISS, business partners etc.

### **Suggested aspects for further consideration**

1. We would recommend that the Scottish Government implementation group explore the possibility of a Hub model for implementation over groups of partner LAs.
2. We would also recommend that consideration be given network of 1+2 development officers is appointed to work across these Hubs or groups of geographically close LAs to coordinate training, strategy and to support the operational implementation of 1+2 in schools. This would help enable a national network, maintain a degree of national consistency and be cost effective.
3. It would be more cost effective and support LAs if support could be put in place nationally wherever possible, including the development of a national Communication Strategy to support LAs to engage with all key stakeholders.

### **1.2 FLAs**

The provision of FLAs by LAs across Scotland has been declining and is now infrequent.

CEC makes a substantial and sustained commitment to funding FLAs to work in our schools and finds them a very valuable and effective resource which enriches learning and teaching. CEC provides funding for 15 FLAs, including 2 Chinese Language Assistants, who work across 23 secondary schools. (Where available, native speaker input in primaries is provided by native speaking volunteers coordinated by the CEC International Unit).

In the short-term, CEC would find it extremely difficult to commit to an extension of our provision of FLAs until the sustainability of funding is clearer. Once again, a national approach would support consistency and equity.

### **Suggested aspects for further consideration**

1. National guidance and funding should be put in place to support the equitable provision and extension of the FLA resource.

### **2. Do existing teachers have the skills and teaching resources available for language tuition? Are existing teachers and teaching assistants equipped to teach languages?**

#### **2.1 Resources and provision**

In terms of resources, MLPS teaching programmes are in place in all primary schools across CEC. These were initially developed on the 5 -14 content models and have been adapted since then to bring them into line with the best practices and principles of CfE.

#### **Planning for learning, assessment, reporting and moderation**

The curriculum has been updated in 19 out of 23 clusters across CEC. The remaining 4 secondary schools have Modern Languages development within their Cluster Improvement Plan for session 2013/14. This is part of the strategic CEC approach to assessment, reporting and moderation within CfE where there is a rolling programme of implementation, based on cluster choice. This ensures that by the end of session 2013-14, all schools across the city will be reporting on learner progress at key stages within CfE levels 3-15 in all curricular areas.

To date 19 clusters have elected to report in Modern Languages. This process has been supported by the CEC Modern Languages ESO and schools have had guidance on bringing existing programmes of work into line with CfE principles and practice. There has also been extensive CEC resource development to support this.

#### **Cluster Liaison**

This process has helped to revitalise cluster working to support curricular progression and sharing of standards and practice primary to secondary (recommendation 8) and has also helped promote consistency of provision and understanding of standards across clusters groups.

Some schools which are already teaching ML from P1 upwards have developed programmes of work for these levels and have since shared these with other schools who are looking to develop a similar approach.

#### **2.2 ICT Resources**

Many schools, particularly in the primary sector, are using more online and ICT based resources to support learning and teaching in ML. There are increasing numbers of teachers who implement resources for Ipads, tablets and hand held devices as schools are becoming increasingly well-resourced in terms of ICT. To emphasise this point further, it should be noted that a large number of CEC primary schools now have interactive whiteboards in all classrooms –which are now being used in learning and teaching across the curriculum.

ICT resources are a particularly effective and supportive means to deliver ML in the primary as they provide teachers with the correct pronunciation from a native speaker of the target language. The importance of this cannot be underestimated particularly as there are very variable degrees of language competency and confidence in primary teaching staff.

Furthermore, the Internet allows learners to connect with other learners around the world and to see videos etc. of life in target language countries. As a means of opening up other cultures to learners this is second only to actually going to the country itself.

Education Scotland has produced an excellent 2<sup>nd</sup> level resource, *Passeport pour la Francophonie* which is aimed at Level 2/3 learners. If this model could be replicated for P1 – P5 learners, it would be a highly effective support tool for teachers in delivering high quality ML lessons. This resource is currently only available in French and would be required in a range of languages to ensure the maintenance of diversity in languages learned.

The use of ICT and virtual learning also has a part to play in practitioner training nationally.

### **Suggested aspects for further consideration**

1. Further national consideration and work on the innovative role of ICT in delivering the 1 +2 agenda. This would include using ICT to support the learning and teaching of ML for example piloting innovative ways to engage learners from the earliest stages in ML through using ICT in the classroom.
2. The role of ICT in delivering MLPS training for teachers nationally should be further explored.

### **2.3 Provision across clusters**

Whilst there is improved consistency across clusters as a result of the CEC's CfE assessment, reporting and moderation policy, as might be expected, there is still a level of inconsistency in terms of provision, delivery and quality of learning and teaching in ML.

For example in one primary school the curriculum may be being delivered from P1 upwards through an embedded classroom approach, by the class teachers who all feel reasonably confident in doing so. In another school there may be only one MLPS trained teacher or teacher with sufficient language competence to be able to deliver the curriculum. In this case, P6 and P7 would be prioritised and they would most likely receive approximately 45 minutes to 1 hour of MLPS teaching per week.

These illustrations show two extremes. A large number of schools fall somewhere between the two. It is also important to mention at this point that CEC will not have a completely accurate idea of how confident teachers feel as a whole until we have conducted the 1+2 audit.



Primary head teachers have been key in driving forward the model whereby learners start MLPS from the early stages of primary and this is largely linked to expectations and well-planned, accessible programmes, approaches and activities being in place.

### **Dual Language Model**

Many schools have a dual language model which relies on there being adequate numbers of trained staff in two languages to be able to support and deliver the programme. Where this is an operational issue, schools sometimes rely on specialist peripatetic teachers to deliver the MLPS programme. This is particularly true of German.

This dual model system of delivery, particularly in German and French teaching primary schools, is at risk of moving to a single language (French) only model. CEC however encourages dual language schools as this model offers learners more diversity in their language learning. Therefore, while recognising the practical difficulties, we support schools, through discussion in line with CEC ML policy, to make decisions based on educational benefits when looking at range and choice of languages taught.

## **2.4 MLPS Training Course**

CEC is committed to the sustainable provision of MLPS training in a range of languages and resources are in place to support this.

### **MLPS Courses**

Over the last 3 years, CEC lead officers have developed new MLPS courses which are in line with the principles, practice and pedagogy of CfE and built round the Level 2 Experiences and Outcomes.

These 60 hour courses focus on a mixture of language, pedagogy and culture. They currently run on a weekly twilight model and teachers attend - voluntarily after school over a considerable period of time - as part of their professional development. This shows a commendable level of commitment on the part of these practitioners and goodwill that is there to be built on.

The courses have been very positively evaluated by course participants. The training programme currently runs in French (every year), German (every two years) and Spanish (every two years). We are planning to introduce Italian from 2013 – 2014 and in February 2013 we will pilot a 6 week taster course in Mandarin and Chinese Studies in the primary school. The frequency of specific language courses will be reviewed as part of the development of 1+2.

### **Participation**

In 2012/2013 we have 60 primary teachers enrolled on our French courses. There are 18 teachers enrolled on the Mandarin MLPS course starting in February 2013. In the past three years, 22 teachers have studied Spanish, 100 have studied French and 9 have studied German through our MLPS training programmes.

The classes are increasing in number each year with 2 French classes running this year for the first time. The classes are offered to East Lothian, West Lothian, Scottish Borders and Midlothian with participants from each, most notably East Lothian.

### **Partnership Working**

As part of CEC plans for 1+2, we aim to develop these courses to create an enhanced MLPS programme. This is due to our evaluations highlighting that the current model (although engaging and very well-received) does not necessarily afford adequate rigour due to the limited time scales and the widely varying language competencies of the participants.

We are therefore, planning to work with our cultural partners (starting with L'Institut Français) to develop and pilot an access course for teachers prior to starting the MLPS twilight course. This would give teachers the opportunity to develop their language competences more fully and would focus on ensuring the basic skills (pronunciation etc.) were in place. It is envisaged that practitioners would do this course and then move onto the MLPS course.

### **Immersion Courses for Teachers**

CEC also promotes the Comenius In-service funding through our MLPS courses and through our primary and secondary ML networks to highlight the funding and courses available. These courses are fully funded and allow teachers to have 1 or 2 weeks of immersion training in the ML. We actively encourage MLPS training teachers to attend these courses wherever possible in order to improve their language skills beyond the 60 hour courses.

20 primary teachers have registered to attend the Français en Ecosse French and Spanish immersion courses in 2013.

### **Top Up Training**

Further to this we also promote MLPS top up training and offer both CEC sessions and sessions in partnership with our cultural partners. L'Institut Français offers top up MLPS sessions throughout the year which are well attended. These are immersion sessions delivered by native speakers. The Consejeria de Educacion also offers top up classes for primary teachers who are MLPS trained. We promote these classes through our network and through our MLPS classes.

## **2.5 Language Skills**

As a result of CEC's audit for 1+2, we will soon have a clearer picture of language skills across the city. However language skills are not the only issue when it comes to training of practitioners.

From previous surveys, it is clear that many CEC practitioners are MLPS trained but not currently delivering any MLPS curriculum. In some cases this may change from one year to the next with reorganisation of teaching hours in primary schools. In other cases, teachers may have been trained several years ago and no longer feel confident about teaching the ML curriculum or the pedagogy of Modern Languages.

As a result, future training needs to take account of the needs of practitioners at different stages in their careers and with differing levels of confidence. As well as addressing language skills and knowledge, training should be centred on pedagogy within CfE with which teachers are already comfortable and familiar, notably active learning.

### **3. Should there be more training and support for new and existing teachers for language teaching?**

In terms of newly qualified primary teachers it is imperative, both in terms of school requirements and in terms of their own employability that they are fully aware of what the future expectation is and trained to meet it.

There has historically been a perception (and this is true both generally, in the wider community as a whole and amongst primary teachers) that languages are for a select few. There is an opportunity to take a significant step forward in attitudes to language learning with the 1+2 strategy but this will require a significant degree of engagement and training within ITE institutions. Ensuring that teachers have a certain degree of proficiency in at least one language (preferably two) by the time they qualify from teacher training is essential if this policy is to succeed on the longer term.

This could potentially be further supported by local authorities (or local authority groups) over the course of the Teacher Induction year and beyond through MLPS training programmes.

Please see question 2 for more information regarding MLPS training for teachers.

### **4. What is the capacity within the curriculum to accommodate greater language study?**

In order to be able to respond fully to this question, CEC officers need to undertake further consultation with primary colleagues at all levels. This is therefore a key issue for discussion within and beyond CEC 1+2 strategic and working groups.

#### **Embedding Languages across the Curriculum**

As per question 5, there are opportunities for embedding ML across the curriculum. The success of this and extent to which it is possible is largely dependent on the confidence and ability of the classroom teacher and would most likely require a degree of specialist training and programmes of work to be developed to support this model.

Whilst there is not a one size fits all way to effectively deliver a ML curriculum within CfE, we encourage schools to look for opportunities to embed the language as much as possible in the day to day life of the school and to aim for a degree of consistency across cluster groups. Again, this requires a degree of practitioner confidence and specific training and resources to support.

### **5. Can language learning be embedded in existing teaching?**

There are extensive opportunities for this. Many of the basics of ML learning already reflect wider learning in the primary school such as numbers, times, weather, colours etc. In addition to this, classroom language in the target language can be easily understood by learners if used regularly and repeatedly in the classroom and across

the wider curriculum e.g. the daily register. Progression in this leads to learners confidently using the target language in the classroom e.g. Can I have etc.

In order to be able to do this effectively requires that practitioners have reasonable knowledge of the target language, a good level of confidence and some specific training on how to identify and maximise the ML opportunities across the 4 contexts of learning within CfE.

### **Suggested aspects for further consideration**

1. Clear and progressive P1 – P7 programme/set of strategies/activities/approaches/resources, with identified language which teachers can use, should be developed nationally to support this process.

### **6. The choice of languages for teaching – which languages should children be learning and why? The role of languages in economic development – what languages should children be learning to benefit their future careers, and to help Scotland flourish economically?**

There is no one definitive answer to this question as there is educational, social and cultural value in every language learned.

#### **CEC Context**

The context in Edinburgh is that of a range of languages are being offered and this diversity is supported where possible. This could potentially be through teaching in one school or across the city through consortia arrangements, with the latter model being taken forward as part of CEC planning for the Senior Phase. Currently in CEC, the core languages are French, German, Spanish, Italian and Mandarin. We also currently offer Urdu and Gaelic in one secondary school and Gaelic in 8 primary schools.

In the long term, the aim is to foster an enthusiasm for and an open minded approach to language learning in learners and to encourage them to see languages as part of a range of skills they develop as they move through their education. This skill should be seen as transferrable and, as learners build confidence in their abilities in one language, they should recognise that they are then able to learn another of their choice. This reflects the aims of CfE to promote life-long learning of ML.

#### **Progression and Language Choice**

Regarding language choice, the aim is to ensure progression in one language from primary school through the Broad General Education and into the Senior Phase (if this is desirable and attainable for the learner) and for the local authority to provide a choice of languages which are sustainable and chosen for sound educational, economic and cultural reasons. Demographics (i.e. how widely spoken a particular language is), business and economic factors, availability of teaching resources, availability of SQA accreditation and qualifications in a language and personal impact can all help determine which languages we opt to offer at school level.

## Accreditation and Language Choice

Schools and centres are bound to some extent by which languages are offered by the SQA - a restriction which can be a barrier to, accreditation / qualification for some young people.

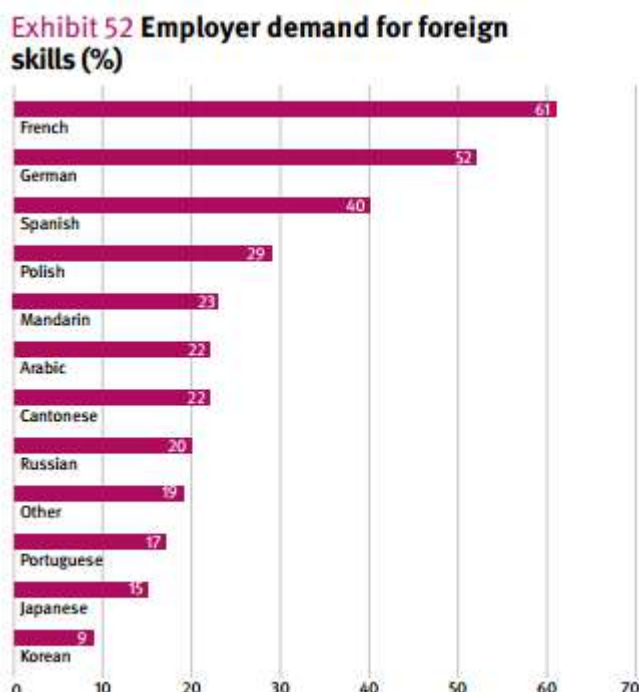
This is currently true for the many native speakers of Polish in CEC schools, where there is currently no SQA qualification available. There is currently one CEC student studying Russian at Intermediate 2 Level. Otherwise, other than stand-alone units, Russian has now been phased out almost entirely by the SQA in recent years. In these cases, presenting centres look to alternative qualifications such as GCSE or A levels to ensure accreditation.

## Suggested aspects for further consideration

1. Extension of SQA accreditation/qualification to reflect diversity and changing trends in language learning and demographics

## Breakdown by Language

The European languages are still the most in demand according to the CBI Education for Skills and Growth Survey 2011 (please see diagram below). The following diagram, taken from the report, shows where the demand lies in order of language.



This table highlights that French and the other European languages continue to be very much in demand with employers and it should not be forgotten or overlooked

that our core languages also reflect which nations are Scotland's main economic partners.

## **French**

- Approximately 130 million speakers worldwide.
- A major place internationally with a large second language base around the world and 29 official Francophone countries.
- It is the working language of many of the large international organisations (United Nations, European Union, Council of Europe, International Court of Justice, UEFA, NATO to name a few) as well as being the working language of much of Africa.
- France is Scotland's 3rd largest export partner (2010).

## **Provision**

As previously stated, French is currently delivered in all 87 CEC primary schools. It has historically been a core language with all other languages being delivered in addition to French. French in the primary school is supported by a large number of French clubs which run in many primary schools around the city.

In the secondary it is again the main language taught, with all 23 secondary schools offering French until Higher level. Overall, CEC secondary schools have very strong attainment in French with a consistently improving performance over the past 5 years at Higher level.

S5/6 uptake is also strong, with a significant increase in the last two years.

An extensive range of resources for French have been developed in the primary and secondary schools. CEC staff are also supported by highly effective working partnerships with L'Institut Français, Le Français en Ecosse the universities and the CEC International Unit. This support ranges from French Institute days for primary teachers to Higher French learner immersion events to CPD run by the universities.

## **MLPS**

The CEC French MLPS course remains the most popular and well attended of all local MLPS courses with 100 participants taking part in the training over the past three years.

There are numerous exchanges and French trips which take place with a number of secondary schools offering exchange trips and cross-curricular trips to France (e.g. history and French).

## **German**

- Germany is the largest national economy in Europe
- Germany is the 2<sup>nd</sup> largest exporter in the world
- Germany is the world's 3<sup>rd</sup> largest importer
- Germany is Scotland's fourth largest market for exports and has a rapidly developing renewable energy market, much like Scotland.
- Germany is Scotland's fourth biggest export market and Scottish exports to Germany were worth £1,265 million in 2010. This figure is expected to grow given Germany's decision to move away from nuclear energy and towards renewable energies, a growing market in Scottish business.
- Germany has the largest population of all the European nations.
- It is a leading political force in Europe

- More tourists visit Scotland from Germany than from any other country except the US.
- German is the 2<sup>nd</sup> language of a large number of Eastern European countries.
- German is often found to be easier for Scottish students to pronounce as many of the sounds are similar and there are also numerous Scots and German cognates with shared words such as loch, kirk and stoor. This also reflects the aims of CfE ML to make links between languages and opens up interdisciplinary opportunities.

### **Provision**

German is currently being delivered in 11 Edinburgh secondary schools and 24 primary schools. Despite issues around the continuation of German in many clusters, it remains the second most taught language in Edinburgh schools.

In CEC, the uptake into the Senior phase has been consistently positive over the past 5 years and well above the national pattern. Similarly, the attainment is very positive with a strong positive trend over the past 5 years.

Figures show, however, that the teaching of German has declined both nationally and locally over the past decade and has unfortunately come to suffer something of an image crisis over time.

### **MLPS**

CEC have offered and ran a German MLPS course this session for 9 primary teachers. The existing MLPS course and support materials are in the process of being translated into German as on-going. The course reflects the principles of CfE and is based around active and cooperative techniques with a focus on German language and culture. The course is run in tandem with the French MLPS course.

### **German Working Group**

In CEC, in 2010 we established a German working group to address the decline of German language delivery in our schools as it was identified through an audit of our secondary provision as an area for development. This coincided with work which was going on nationally to address the same issue, led by both the Goethe Institute and the German Consulate in Edinburgh.

It should be noted that once a language has been dropped from a school curriculum, reversing the process can be very difficult and all partners were keen to ensure that the correct messages about the importance of German were being communicated clearly.

Over the past two years, the efforts of the CEC German working group and its partners have succeeded in German provision being maintained in schools. For example CEC and its German partners ran a successful German career fair event which was attended by 16 schools nationally, 450 school learners, 20 business representatives and 70 university students. The aim of the event was to change perceptions about German and its use in the world of work. The event was very positively evaluated by the learners, teachers and business representatives in attendance.

### **Spanish**

- 2<sup>nd</sup> most widely spoken language in the world with 350 million speakers
- 2<sup>nd</sup> language of the USA with approximately 50 million speakers
- Spanish is mutually intelligible with Portuguese which is the 6<sup>th</sup> most spoken language in the world today and the 1<sup>st</sup> language of Brazil, a member of the BRIC group (Brazil, Russia, India and China) and as such recognised as one of the world's largest developing economies.
- Spain is Scotland's 7<sup>th</sup> largest export destination
- Large Scottish-Spanish industries include fishing and fisheries, tourism and financial sectors.
- Spanish business presence in the UK is growing through business takeover (e.g. Santander takeover of Abbey National, Telefonica takeover of O2, Iberia merge with BA etc.)
- Spanish culture is often perceived to be accessible to Scottish learners as it is a popular holiday destination.

### **Provision**

Spanish is being offered in 17 secondary schools and 12 primary schools across CEC. Spanish language teaching is currently an area of growth in CEC schools. Many schools are taking advantage of new curricular models which promote learner choice to offer Spanish as a taster language or as an L3 option at points of curricular choice. Spanish is a growing language in a large number of CEC secondary schools and their associate cluster primaries. It is now offered in 18 out of 23 secondary schools in Edinburgh

Large numbers of Spanish exchanges, partnerships and trips are established. There are highly effective working partnerships in place with the Consejeria de Educacion, including top up MLPS training programmes, Advanced Higher immersion events for learners, resource sharing and development of reading resources

### **MLPS**

The CEC MLPS course has been delivered by a native speaker over two years to 20 primary teachers. The course and support materials were both very highly evaluated. The course had a large number of beginner students so focussed mainly on basic Spanish language skills, building confidence and Spanish culture. The course reflects the principles of CfE and is based around active and cooperative. The course was run in tandem with the French MLPS course.

### **Comenius project**

An application is currently being submitted as part of Edinburgh, International City of Learning to develop a partnership project across a group of 5 primary schools in Madrid, the Edinburgh College and James Gillespie's cluster in CEC. The project will aim to develop a teacher support package and develop partnership links between the two cities.

### **Italian**

- Approximately 60 million speakers worldwide
- Official language of the Vatican
- Large demand for Italian speakers in technology, IT and telecoms sectors
- Historically taught in some denominational Roman Catholic schools
- Holyrood cluster is one of the largest centres for presentation of Higher Italian in Scotland



- Successful programme of Italian and French delivered from Primary 4 throughout the Holyrood cluster
- Italian offered as a third language option in 4 CEC secondary schools
- MLPS Italian course to be developed and offered in 2013/2014
- Effective working partnerships with the Italiana Ufficio de Educacion and the Centro Promozione

### **Provision**

Italian is currently being delivered in 5 CEC primary schools and 5 CEC secondary schools. Holyrood RC High School is our main provider of Italian and currently runs both French and Italian on a yearly rotation model from P4 (at the latest) until the end of S3.

There is a consistently good level of uptake and positive attainment for Italian across the city. The delivery of Italian is supported through partnership working with the Italian Ufficio Scolastico.

### **MLPS**

An Italian MLPS training programme will be offered in 2013/2014. This will be hosted within the Holyrood cluster as this is our main centre for Italian in CEC. One aim of this will be to ensure greater sustainability in the delivery of Italian. The model which is currently in place is supported by the Italian Ufficio Scolastico (Italian Consulate Department). There will be MLPS taster sessions prior to running the course and it will be open to beginners in order to encourage uptake.

### **Mandarin**

- 2<sup>nd</sup> largest economy in the world
- Most spoken language in the world with approximately 900 million speakers
- China is the world's largest goods exporter and the world's second largest goods importer.
- China has the world's largest foreign exchange reserves, reaching \$3.29 trillion at the end of September 2012.
- Establishment of CEC Confucius Classroom Hub at Leith Academy
- Appointment of CEC permanent Mandarin teacher
- Development of Mandarin MLPS course
- Growing number of primary and secondary schools looking to introduce Mandarin and Chinese studies
- Head teacher, teacher, school and student trips taking place annually.
- Wide range of cultural, cross-curricular and interdisciplinary learning and teaching opportunities
- National 4 Mandarin reading and listening materials are currently in development
- Very effective working partnerships with a range of partners including Confucius Institute for Scotland's Schools, St. George's School for Girls, East Coast Hub Network, local universities and Scotland-China Education Network.

## **Provision**

Mandarin is currently delivered using a range of models in different secondary schools depending on their own circumstances and curriculum. Mandarin is currently being delivered in 6 secondary schools across the city and is another growth area in Languages.

2 CEC secondary schools deliver Mandarin up to SQA accreditation level with 1 school delivering Mandarin up to Advanced Higher level.

2 Chinese Foreign Language Assistants are employed and work in 4 secondary schools. The CEC Mandarin teacher is currently working in 2 secondary schools and associated primary schools on a rolling programme. As part of the Hub agreement, we expect to have a Tianjin teacher working in CEC schools in 2013/2014.

Careful planning will be needed both locally and nationally to enable the growing demand for provision of Mandarin in schools to be met.

## **CEC Confucius Classroom Hub**

In February 2013, the City of Edinburgh Confucius Classroom Hub will be officially opened at Leith Academy. This is a significant milestone for Edinburgh in the learning and teaching of Mandarin as we move towards a strategically developed and sustainable model for the delivery of Mandarin across the city.

In August 2012 a permanent CEC Mandarin teacher was appointed to lead the development and learning and teaching of Mandarin in Edinburgh. A local authority employed teacher ensures that progression within a language to SQA accreditation level is possible. In 2013-14 Senior Phase Mandarin courses will be offered through consortia arrangements across the city.

## **MLPS**

As part of our commitment to developing a sustainable model for the delivery and growth of Mandarin, a Mandarin MLPS course has been developed and is due to start in February 2013. 18 teachers (17 primary and 1 secondary) have registered for this course.

## **Edinburgh International City of Learning - Let's Learn a Language**

To further support the delivery of Mandarin, a Chinese student volunteer programme will be put in place in 2013-14 in partnership with local universities and the Scotland China Education Network (SCEN) to support the development of Mandarin teaching in schools. The aim of this will be to enable teachers to develop their own Mandarin language skills in the classroom with the support of a Chinese native speaker. This project is due to start in autumn 2013 and will be part of the Hub development for next year.

## **Gaelic**

- Oldest surviving Scottish language
- Clear links to own language, Scots and Nordic languages
- Wide range of cultural, cross-curricular and interdisciplinary learning and teaching opportunities

- Supported by 18 day GLPS (Gaelic Language in the Primary School) programme
- Wide range of local and national support resources available
- Supported by Gaelic special grant
- Gaelic Development Officer in permanent post to support development
- Gaelic secondary teacher with development remit appointed to CEC and deployed to schools to support development
- CEC Gaelic medium school opening in August 2013

## **Provision**

Gaelic Medium Education (GME) is currently being delivered from nursery onwards in one CEC primary school. A new dedicated Gaelic medium primary school is due to open in August 2013.

Gaelic Learners Education (GLE) is currently being delivered in 8 CEC primary schools which equates to 350+ primary children receiving GLE every year. The GLE curriculum is mostly delivered in P5 with one school delivering GLE from P5 - P7. The curriculum is delivered by GLPS trained staff, supported in some cases by the GLPS teacher trainer. In CEC one primary school is also delivering some GLE in P1 this session.

One CEC secondary school currently delivers both GLE and GME programmes. Both are run from S1 onwards. GME through language lessons and social studies and GLE as 6 week taster blocks in S1 and S2 with an option to take Gaelic from S3 onwards.

## **GLPS – Gaelic in the Primary School**

3 CEC primary staff are GLPS trained annually.

There have been approximately 14 members of CEC teaching staff trained in GLPS since 2005/2006.

The delivery of the GLPS training programme is funded separately through the Gaelic specific grant.

Ann Robertson – Education Support Officer Modern Languages

Liz Gray – Quality Improvement Officer Modern Languages

Norma Martin – Gaelic Development Officer

15<sup>th</sup> February 2013