The place of languages in the curriculum – seismic shift since 2011...

“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.”
1+2 approach - where are we now?

From 2012 to 2017 ...

- A high political profile, backed by significant government funding – £27.2M
- Local Authority training for primary staff - blending in-house and commercial
- More Local Authority Development Officers in MLs
- More Modern Language Assistants, Erasmus+ applications, resources for MLs
- Local Authorities – planning for sustainability
Local Authority strategies - 2017

• Over 75% of primary schools have Primary Language Learning in place \textbf{from P1}

• 90% of all primary schools have \textbf{Primary Language Learning} in place \textbf{from P4 to P7}
Languages in terms of popularity:

- L2 Primary: French, Spanish, Gaelic (L)
- L3 Primary: Spanish, French, German
- L2 Secondary: French, Spanish, German
- L3 Secondary: Spanish, German, French

Other languages as L3: Italian, Mandarin, Scots, Doric, Japanese, Norge, Latin, Shetlandic, Romanian, BSL, Swedish.
Local Authority strategies – 2017

• More inter-authority working
• More focus on cluster working
• Involvement of parents
• Diversity in L3
• Implementation in special schools
• Range of Senior Phase models
• Emergence of strategic planning at secondary level
• Openness to flexibility in CLPL, meeting needs of LA and teachers
• Positive momentum building, enthusiasm for success of 1+2
What’s not to like?!

Knowing one or more languages = adaptable, open, outward-looking mindset.

Adaptable, open, outward-looking mindset = in demand amongst employers.

Adaptable, open, outward-looking mindset = curiosity about the diversity of the world.

Knowing one or more languages = forges relationships, builds trust and develops understanding beyond borders.
Dr Avis Glaze, international education advisor to Scottish Government – and former teacher of modern languages

“This [the 1+2 policy] is not a distraction by any means. Instead, it is an important component of 21st century learning priorities.”
From one Local Authority re 1+2:

‘There is no doubt that children for the most part are far more able to access a revamped secondary curriculum due to the language provision in primary for example with an improvement in oral proficiency and in skills development and confidence. There is a rise also in pride in their own linguistic heritage for those who speak another language at home. It has raised the profile of multilingualism not only with learners but with teachers too.’