

RESPONSIBLE CITIZENS



EFFECTIVE CONTRIBUTORS

***Curriculum for Excellence***  
**Modern Languages**



***BRIAN TEMPLETON***  
***ROSEMARY DELANEY***

SUCCESSFUL LEARNERS

CONFIDENT INDIVIDUALS



SCOTTISH EXECUTIVE

# Purposes of this session

To set *Curriculum for Excellence* in its wider context

- To inform participants about current progress with *Curriculum for Excellence*
- To share information about the work of the modern languages writing team
- To provide insights about learning outcomes and learning experiences in modern languages
- To reflect on the implications for our learning and teaching



# Change = Opportunity?

- Most people find change difficult.
- It interferes with comfort zones.
- Are we comfortable with 5-14?
- People will engage with change
  - if the change is needed
  - if the change will lead to improvement
  - if they are involved and supported



# Teachers are key...

...to successful implementation of *Curriculum for Excellence*

The quality of learning and teaching in every classroom – and the inspiration, challenge and enjoyment which can come from teachers' enthusiasm and commitment – will be critical to achieving our aspirations for all young people.



# Aims of the programme

- Focus classroom practice upon the child and around the four capacities (successful learners; confident individuals; responsible citizens; effective contributors)
- Simplify and prioritise the current curriculum
- Emphasis on learning and teaching; encourage more learning through experiences (challenge & enjoyment; depth; personalisation & choice; relevance)
- Create a single framework for the curriculum and assessment 3-18



# Proposals: Organising Learning

Organising learning through curriculum areas – to provide **breadth**

- Health and Wellbeing
- Languages
- Mathematics
- Sciences
- Social Studies
- Expressive Arts
- Technologies
- Religious and Moral Education



# Curriculum Review Groups

## *Common points from Review Groups*

- Simplification and prioritisation
- More about **how** to teach than **what** to teach
- Strong emphasis on enjoyment and development of understanding
- Assessment must be fit for purpose – importance of Assessment is for Learning
- Importance of integrating CPD



# Permeating Skills and Cross-cutting themes

## Permeating Skills

- Aspects of Health and Wellbeing
- Literacy and Numeracy

## Cross-cutting Themes

- Citizenship
- Enterprise
- Creativity
- Sustainable Development



# Proposals: Looking at the curriculum differently

- Single framework 3 – 18
- Promote learning across a wide range of contexts and well-planned experiences
- More than curriculum areas and subjects
- Equip young people with high level of literacy and numeracy skills



# Writer's Guide

Outcomes should:

- Specify the learning target
- Indicate/direct the selection of learning activity/approach
- Allow evaluation of learning outcome

**But ...**

Not constrain learning



# Within an outcome

Show skills

De-clutter

Show progression

Indicate methodology

Literacy – relevant to all teachers

CfE Capacities

Allow for cross-curricular work

Teach for understanding

Increase cognitive demand

Link to cross-cutting themes



# Extent of Change

- Realistic expectations – streamlining of existing guidelines 3-15 has provided the opportunity, particularly at the primary stages, to create more space for relevant, enjoyable and enriching linguistic and cultural learning experiences.
- Draws on what was seen as valuable in the 5-14 Guidelines and also takes account of feedback from practitioners about the need for greater clarity in some of the learning outcomes and questions about the appropriateness of others.



# Not *just* the Experiences and Outcomes!

- Documentation on LTS Website
- Overarching Cover Paper – Introduction
- Modern Languages Cover Paper and Questions for Reflection and Response
- Modern Languages Framework: Experiences and Outcomes
- Overarching Experiences (First Page)
- Statement on Early Stages and First Level (Second Page)
- Experiences and Outcomes for 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> Levels

Engagement via AREA GROUP Presentation and Workshops



# Levels of achievement

## CfE levels of achievement

- replace 5-14 levels
- extend from 3-18
- describe both outcomes and experiences
- 'I can...' and 'I have...' statements
- Provide scope for challenge and depth  
(no need to speed through levels but no ceilings either)



# Proposals: Progression and Levels of Achievement

<b>Level</b>	Experiences and outcomes for most children or young people
<b>Early</b>	In pre-school and in Primary 1
<b>First</b>	By end of P4, but earlier for some
<b>Second</b>	By end of P7, but earlier for some
<b>Third</b>	In S1- S3 but earlier for some
<b>Fourth</b>	Fourth level broadly equates to SCQF level 4
<b>Senior</b>	In S4 – S6, but earlier for some



# The Outcomes for Modern Languages

- Outcomes at second, third and fourth levels
- Outcomes organised in terms of:
  - Listening/Talking
  - Reading
  - Writing
- Experiences and Outcomes expressed in terms of 'I have...' and 'I can...' statements
- Links established to the Common European Framework (CEF)



# Early and First Levels

- Children will be developing generic skills in their first language and these are relevant to learning other languages.
- Language learning should be a positive, stimulating experience which motivates pupils through contexts and meaningful, accessible content.
- In this way they can begin to be enthusiastic, confident language learners from the outset.



# Learning of another Language

- Children need to experience success by taking part in practical activities which they can enjoy.
- Teachers can make great use of opportunities to link language learning with progress in English and with other languages used by people in the school community.
- Children can explore and experiment with sound patterns and make links and comparisons between languages.



Experiences and outcomes within each line of development are subdivided to group together similar skills as follows:

### **Listening and Talking**

Listening for information

Listening and talking with others

Organising and using information

Using knowledge about language



## Reading

Finding and using information

Reading for cultural appreciation

Reading for enjoyment

Using knowledge about language



## Writing

Organising and using information

Using knowledge about language



# Modern Languages Cover Paper

## Purpose

This paper explains some of the thinking behind the draft experiences and outcomes in modern languages. It is intended to support discussion in early years centres, schools and local authorities. It provides questions to support professional reflection and engagement.



## Introduction

The ability to use language lies at the centre of thinking and learning. The interconnected nature of language learning lies at the heart of the modern languages experiences and draft outcomes in *Curriculum for Excellence*.

‘When they begin to learn another language, children and young people need to make connections with the skills and knowledge they have already developed in their own language. To help this, teachers can make use of the diversity of languages which children and young people may bring to school.’

*Building the Curriculum 1*



By the time they begin their study of a modern language learners will have acquired their home language(s) and will have begun to study English in a school context. Both primary and secondary teachers are in an ideal position to help children and young people to reflect on what they have already achieved in English and in other home or community languages and how this will help them to learn a new language.



# Overarching experiences for learning new languages

Learning a new language encourages children and young people to broaden their horizons as they explore the language and its associated culture.

## **Through my learning of a new language:**

I gain a deeper understanding of my first language and appreciate the richness and interconnected nature of languages.

I enhance my understanding and enjoyment of other cultures and of my own and gain insights into other ways of thinking and other views of the world.

I develop skills that I can use and enjoy in work and leisure throughout my life.



# Sample of an Outcome

I can deliver a brief presentation using the language I am learning on a familiar topic using familiar language and phrases.

I have worked with others, using ICT where appropriate, and can contribute successfully to a presentation in English, supported by the use of the language I am learning, on an aspect of life in the country where the language I am learning is spoken.



# Unpacking an Outcome

## Consider

- Similarities to my current practice/programme of work.
- How I might enhance my current practice/programme of work.
- Resources and/or CPD I might need.
- How I might make use of ICT.
- How I might make links to other themes/curricular areas.
- How I might evaluate the outcome has been achieved.



# How I might make use of AifL :

Learners learn better when....

- They understand clearly what they are trying to learn and what is expected of them.
- They are given good-quality feedback on their work and advice on what they can do to make it better.
- They are given advice on how to go about making improvement.
- They are fully involved in deciding what needs to be done next and who can give them help if they need it.



# ***Curriculum for Excellence* – rooted in AifL**

AifL helps staff to:

Address the values, purpose and principles

Refine approaches to learning and teaching

Build in personalisation and choice, challenge and enjoyment

Recognise the importance of teachers' professional development  
and creating opportunities for staff to share standards

AifL is the fertile soil!



# ***Curriculum for Excellence and AifL***

As much about the ‘how’ of learning and teaching  
as the ‘what’

Embracing the principles of AifL prepares staff for  
the challenge



# Familiarisation – a possible approach

1. Read and discuss the Cover Paper and Questions for **Reflection** and Response
2. Read and discuss the Overarching Statements
3. Consider vertical progression
  - Unpack experiences and outcomes for one level
4. Consider horizontal progression
  - Highlight indicators of progression across each organiser
5. Consider Questions for **Reflection** and **Response**



# What is intended for Modern Languages?

- View P6-S3 as a learning continuum
- Develop a teaching and learning experience that is relevant, progressive and enjoyable
- Identify levels of proficiency in key tasks and language skills from P6 to S3



# Simplifying and prioritising

‘The greatest enemy of learning is “coverage”. As long as you are determined to cover everything you guarantee most children will understand nothing.’

Howard Gardiner



a curriculum for excellence  
The Curriculum Review

# In Primary

- Establish a solid basis for the lifelong learning of modern languages
- Ensure pupils experience success and retain initial enthusiasm
- Shift emphasis from coverage of language content to development of effective language learning skills
- Discuss similarities and differences of how pupils have acquired/learned L1 and how this impacts on the learning of L2
- Investigate and report back on aspects of culture and geography



# By the end of primary, pupils should be able to:

- give a short presentation about themselves
- take part in simple conversations and transactions
- understand classroom instructions and personal information
- enjoy listening to a story, song or poem
- read aloud a simple text
- read and understand a short text
- write a few sentences about themselves and others
- script a simple conversation or transaction

**HMIE**



# In Secondary

- Build not only on what has been covered but also on the teaching strategies used (AifL)
- Create meaningful relevant contexts for learning (ICT)
- Develop 'cross-curricular' projects
- Establish an acceptable level of competence achievable by most pupils at end of S3



# For teachers and other educators, it means asking:

- What is my understanding of the new principles?
- How does my teaching (content and style) contribute to the 4 CfE capacities?
- Do I incorporate assessment as an integral part of learning? How experienced am I in AifL?
- Do I work collaboratively with other staff?
- How will I share my CPD needs within my centre and my local authority?



# Possible CPD considerations in Modern Languages

- Familiarisation with Common European Framework and Portfolio
- Languages Ladder
- Links to L1 and KAL
- Cultural and Social Aspects
- Cross-curricular Projects
- E-twinning and ICT
- Exemplification



# Reasons to be cheerful?

- more realistic timescale
- commitment to lasting changes
- good resources and expertise to draw upon
- opportunity to create meaningful, enjoyable and successful learning and teaching experiences



Teachers should create relevant, coherent, enjoyable and successful learning experiences which include the following four elements:

- awareness of the skills required to be an effective learner of languages
- awareness of social, cultural and geographical aspects of the countries where a particular language is spoken
- knowledge about the language structure that allows the learner to check the accuracy of her/his language use and to create new language
- the ability to communicate in relevant and realistic contexts



- **SUCCESSFUL LEARNERS**, who can reflect on how they have acquired and learned their first language and how this can assist them in further language learning;
- **CONFIDENT INDIVIDUALS**, who can talk with others or deliver presentations in their new language;
- **EFFECTIVE CONTRIBUTORS**, who can work in individual, paired and group situations, and establish and maintain contact with other speakers of the target language;
- **RESPONSIBLE CITIZENS**, who have a growing awareness of life in another society and of the issues facing citizens in the countries where their new language is spoken.

