Global futures: a year into our plan

Annual report

December 2016
Global futures: a year into our plan

Audience
Primary schools; middle schools; secondary schools; governing bodies of maintained schools; local authorities; diocesan authorities; regional consortia; national partners; Estyn; teaching unions; national bodies with an interest in education; and members of the public.

Overview
This document sets out the progress made to date against, and should be read in parallel with, *Global futures: A plan to improve and promote modern foreign languages in Wales from 2015–2020*.

Action required
None – for information only.

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This document can be accessed from the Welsh Government’s website at www.gov.wales

Related documents
Contents

Ministerial foreword 2
Introduction 3
  Our aims 3
Progress – one year on 4
  Strategic action 1 5
  Strategic action 2 7
  Strategic action 3 10
What are our key actions for the next 12 months? 12
Impact and reach of activities 14
Annex 15
Ministerial foreword

Learning languages brings benefits to the citizen, to our communities and to Wales as a confident, outward-facing country.

Not only does it equip our young people with additional linguistic skills, but it provides them with a cultural education and knowledge that they would otherwise not experience.

It offers new insights into the traditions and contemporary society of other countries, but also an opportunity to view our own country and communities in a new light. Never has this been more important than in our present challenging context.

In October 2015, the Welsh Government published *Global futures: A plan to improve and promote modern foreign languages in Wales 2015–2020*.

Global Futures was developed with key partners from within the education sector. It sets out how we intend to collectively achieve our vision for all learners in Wales to become global citizens, able to communicate effectively in other languages and to appreciate other cultures.

Since becoming Cabinet Secretary for Education, I have supported this vision and I am pleased that this report of the first year of the plan demonstrates a commitment to improving attitudes to language learning and a commitment to raising both attainment and uptake of languages in Wales. Although we are only a year into our plan, through the Global Futures Steering Group we have:

- established teaching and language learning as a priority in Wales
- increased activity and engagement with schools and the modern foreign languages (MFL) teaching profession
- increased participation of external stakeholders, including the regional education consortia and the language institutes.

Although we still have a long way to go to achieve our aims, this is a five-year plan and this report shows that the foundations are being laid to ensure that we will see an upturn in the take-up of modern foreign languages in years to come. We need commitment and ambition across the education system to achieve that ambition. I am confident that, working together, we will move forward as a ‘bilingual plus 1’ nation.

Kirsty Williams AM
Cabinet Secretary for Education
Introduction

Global Futures is our long-term strategy to encourage learners to extend their knowledge of other cultures by becoming ‘bilingual plus 1’; that is, studying English, Welsh and at least one modern foreign language from primary to examination level.

The five-year plan is a response to the decline over the last 10 years in the take-up of modern foreign languages at Levels 2 and 3 (GCSE and A level) and in higher education across Wales. It sets out our key aims and strategy to reverse this pattern.

A year on, this report provides an update on progress made to date against the three strategic objectives set out in the plan. The annex contains a summary of the key activities undertaken by the four regional education consortia: Central South, ERW, EAS and GwE.

Our aims

The Global Futures plan set out our aims to promote and support modern foreign language learning in Wales. The three aims are:

1. To increase the number of young people choosing to study modern foreign language subjects at Level 2 (GCSE level or equivalent), at Level 3 (A level or equivalent) and at higher education level.

2. To improve the teaching and learning experience of modern foreign languages for learners from 7–19, with the intention of building towards a ‘bilingual plus 1’ system where the formal teaching of an MFL will begin at Year 5 as part of the Languages, literacy and communication Area of Learning and Experience (AoLE).

3. To maintain and improve on the attainment levels presently being achieved in modern foreign languages subjects.
Progress – one year on

Global Futures has provided a national structure and focus on modern foreign language learning. To achieve our aims, the Welsh Government is working in partnership with key stakeholders, drawing on their knowledge, expertise and experience of supporting teachers and learners. The Global Futures Steering Group, chaired by Mr Glynn Downs, Head of Languages at The Bishop of Llandaff Church-in-Wales High School, Cardiff, meets termly to monitor and support the delivery of the plan. As a result, we have a national partnership of schools, regional education consortia, higher education institutions and language institutes working together to promote and raise the profile of languages in Wales.

The plan and the objectives that underpin it take into account and support the new Curriculum for Wales and the six new Areas of Learning and Experience that will shortly shape our curriculum. In addition to aligning our activities to the new AOLE for Languages, literacy and communication, the programme of work under Global Futures is linked to the three cross-cutting curricular activities of literacy, numeracy and digital competency.
Strategic action 1

We committed to ‘promote and raise the profile of modern foreign languages as an important subject not only at Level 2 (GCSE) but also as a longer term choice which can lead to exciting and valued career opportunities’.

Through the Global Futures partnership of schools and colleges, regional education consortia, higher education institutions and language institutes, there has been increased support for languages and the promotion of languages as an opportunity for young people to progress and open up career opportunities. Collectively, we have put in place the following:

**Mentoring scheme for Key Stage 3 pupils**

- A modern foreign languages undergraduate mentoring scheme in partnership with Cardiff University, Swansea University, Aberystwyth University and Bangor University was launched in November 2015. The pilot provides undergraduates with specialist training to act as mentors to help and inspire Key Stage 3 pupils to choose to study at least one modern foreign language at Key Stage 4 (GCSE). In the first nine months of the 18 month pilot, 28 schools were partnered with 32 university mentors for five weeks of intensive mentoring. Current recruitment for next year’s cohort of university mentors indicates a doubling of applications. A short evaluative film provides a qualitative assessment of the project so far: [https://www.youtube.com/watch?v=z436D6X_rS8](https://www.youtube.com/watch?v=z436D6X_rS8).

- The external evaluator’s report of the first year’s cohort confirmed that the mentoring scheme is having an impact not only on the pupils it specifically targets, but on whole cohorts within the project schools. Thirteen of the twenty-one project schools reported increased numbers for their MFL GCSE classes starting in September 2016, including one school where MFL is running as a GCSE option for the first time in three years.

**Development of FAW Euros 2016 language resources**

- Working with the Football Association of Wales, Arsenal Double Club, the European Commission, the British Council and language institutes, the Welsh Government developed language learning resources for Key Stage 2 and Key Stage 3 pupils as part of the Euro 2016 tournament. These were launched with the Wales football team in March 2016. The aim of the programme is to inspire and motivate pupils, and to use football to show them that language learning can be achievable, rewarding and fun. The resources are available bilingually on Hwb in several languages – French, German, Spanish, Italian and Portuguese. A Welsh version is available which supports Welsh language learning. Resources are accessible to all schools free of charge. Positive feedback has been received from schools, and, to date there have been over 17,000 hits on Hwb.
Language ambassador scheme and Pupil Language Ambassador events

- A partnership was established between ERW, the International Development Office and the Swansea Employability Academy at Swansea University to train students to be language ambassadors in schools. The role of the Pupil Language Ambassador is to encourage other pupils to take up, or continue to learn a modern foreign language. The partnership proved to be successful with positive feedback from both teachers and pupils. ERW will establish the same partnership with the University of Wales Trinity St David (UWTSD) in the coming academic year.

- Routes into Languages Cymru, working in partnership with the regional education consortia, have delivered four Pupil Language Ambassador training events across Wales. This scheme continues to expand and, as an example, in the GWE region a further 15 secondary schools are attending the training event in the coming academic year.

- At the events, the Alliance Française and the Spanish Embassy Education Office delivered French and Spanish cultural and language workshops. This has resulted in Routes Cymru and the British Council, with the language institutes, reaching over 400 pupils from 83 different schools in Wales, which is a 188 per cent increase of pupils trained compared to the previous year. ERW reported that its workshop was a huge success and has helped to build capacity for MFL across the region.

MFL events/STEM events

- The Alliance Française was part of the formal launch of Central South and EAS’s centres of excellence and the take-up conference organised by Central South Consortium. In Central South, 98 per cent of teachers rated the language and cultural training workshops provided by the Alliance Française as “excellent”, with 100 per cent of the teachers keen to work with them in the next academic year of 2016/17. The Spanish Embassy Education Office delivered a workshop for MFL primary teachers and headteachers.

- Each of the four regional education consortia has hosted events to raise the profile of MFL and provide support to MFL teachers.
Strategic action 2

We committed to ‘build capacity and support the professional development of the education workforce to deliver modern foreign languages effectively from Year 5 onwards, enabling all learners to benefit from the ‘bilingual plus 1’ strategy via: Professional Development for the education workforce, review of the Initial Teacher Education or Training (ITET) and pioneer schools network’.

We have developed school-to-school support for the provision of languages and provided a range of professional learning opportunities for teachers of modern foreign languages:

Centres of excellence

- Centres of excellence (schools with effective modern foreign language practice) have been established in all four regional education consortia to deliver school-to-school support to partner primary and secondary schools. Each consortium has in place a lead within their area and a coordinator for MFL who is responsible for delivering the Global Futures programme with schools.

Professional learning opportunities provided by the consortia

- The regional education consortia have provided a range of professional learning and development opportunities for MFL teachers. These are held as workshops with the content and aim of each of these workshops driven by the three strategic aims of the Global Futures plan. Workshops have been delivered by a range of language partners including the schools’ centres of excellence, Business Language Champions, language institutes, the British Council, Routes into Languages, STEM partners, universities and ITT providers.

- Consortia have also held a series of networking events and Continuing Professional Development (CPD) workshops for MFL heads of departments and teachers, providing support for Digital Learning and the new GCSE.

Erasmus+ Project

- Cardiff Council secured funding for 91 study visits to European countries over a two year period for teachers from 21 schools across South Wales. A need has been identified for teachers to study French, German, Spanish, Portuguese, Italian, Czech, Polish, Romanian, Danish, Icelandic and Finnish. The project will focus on five different strands, which ensures that the different needs of the consortia are met. Over the two year period, teachers from across Wales will take part in an extensive programme of language learning in order to improve their linguistic competence and cultural knowledge.
**New MFL resources**

- A range of MFL resources have been created and shared on Hwb including online MFL materials from the Spanish Embassy Education Office, teaching resources developed by the schools’ centres of excellence, and virtual MFL networks for each of the regional education consortia. Themes for the resources are covered within the four key skill areas and there are specific vocabulary and assessment sessions available.

- A new online resource for GCSE students was launched by BBC Bitesize in September 2016. The new resource is relevant to students studying GCSE German and includes study guides covering four themes across the language skills, and a larger grammar revision offer including high quality animations.

**Language institutes**

- Language institutes have provided training, resources and materials to schools’ centres of excellence and partner schools:
  
  - The Goethe Institut has held 20 events with a focus on German which have been attended by 1,800 pupils and 320 teachers. The events were held across all four regional education consortia. In addition, a new digital German network initiative, the ‘Smart German’ initiative, which gives funding to networks of schools that further German in primary schools, has been rolled out across consortia: [https://www.goethe.de/ins/gb/en/spr/eng/scg.html](https://www.goethe.de/ins/gb/en/spr/eng/scg.html). This initiative has targeted schools in Wales and has been publicised to Welsh schools with the help of the consortia and Welsh Government.

  - The German Embassy London and the Goethe Institut, London, working closely with the Welsh Government, hosted a very successful ‘Day of German’ in Cardiff for an audience of more than 200 teachers and partners. The day featured the German Embassy’s prestigious German Teacher Award, including ‘Der Sommerfest der deutschen Sprache’ and the Goethe Institut’s headteacher conference.

  - The Alliance Française de Cardiff and the Spanish Embassy Education Office have worked closely with two of the consortia to deliver training sessions to MFL teachers on the specifications for the new GCSEs. The workshops focussed on providing teachers with resources, ideas and opportunities to refresh their subject knowledge to support them in implementing the specifications of the new examination. Teachers commented that it was positive to have these sessions held in French and Spanish by native speakers and that they provided relevant and useful free teaching resources. Eighty-seven per cent of teachers who attended rated the Spanish sessions as “excellent” with all teachers keen to engage in the next academic year.
MFL and digital literacy

- The development of digital literacy in the MFL classroom has been key in increasing pupil confidence and independence and is being credited with helping to improve attitudes to languages in schools. Lead schools have taken part in pilot schemes aimed at combining digital literacy with learning of modern foreign languages. Schemes involve the use of tablets and other technology to enable MFL departments to integrate the use of digital technology into teaching and learning. The aim is to promote motivation, enjoyment and independence in learning. Initial feedback has been positive, with most pupils more engaged with the language.
Strategic action 3

We committed to ‘provide enhanced learning opportunities to engage and excite learners’.

We have developed new approaches to improve engagement with learners, which will enable them to experience different ways of studying languages and therefore provide a more exciting learning path. By offering a range of languages and learning via different methods and in different environments, we have promoted language learning as a viable and exciting option to study. Through our Global Futures partners, including the language institutes, the British Council and Confucius Institutes, we have provided opportunities for languages which aim to increase take-up, improve engagement, and raise attainment:

**Language institute initiatives**

- To promote the teaching and learning of Italian in Wales, the Italian Consulate has been providing Italian teachers to schools in two of the consortia for trial language lessons. The focus is on engaging with learners and promotion of the Italian language. This provision currently covers nine schools but will be extended to an additional three schools for this academic year (2016/17).

- The French, German and Spanish Language institutes have been exploring opportunities to bring a physical presence to Wales, which will enable them to work more closely with schools in Wales. Work has been taken forward to progress this:
  
  o The Alliance Française de Cardiff is developing a cultural centre in Cardiff that will aim to engage learners and promote the French language and Francophone culture to schools, children, adults and businesses. Working in collaboration with a range of partners, the Alliance supports schools in raising the profile of MFL and provides opportunities for teachers' professional development. Further information is available on the following website: [www.afcardiff.wales](http://www.afcardiff.wales)

  o A memorandum of understanding (MOU) has been developed between the Spanish and Welsh Governments. This will enable better communications with the Spanish Embassy Education Office and allow for increased language resources and exchanges between the two countries. To support this, Cardiff University and the Embassy Office have established a formal partnership. The aim is to promote and deliver various education actions relating to the expansion of the Spanish language and culture in Wales, including the objectives in the Global Futures plan.

  o The Goethe Institut is working with Cardiff University to put an agreement in place to formalise their working relationship.
**The British Council's music and languages project**

- The Paul Hamlyn Foundation has awarded a £110,000 grant to the British Council Wales to develop new approaches to music and language learning. The grant will enable the consortium to support 10 primary schools in Swansea, Carmarthenshire and Ceredigion to explore how music-based approaches can enhance the teaching of languages, and in particular, Spanish. The consortium will also explore how arts-based learning can support children to make a positive transition from primary to secondary school.

**Mandarin in Wales**

- The Confucius Institute has continued to promote and raise the profile of Mandarin learning. Figures of those learning Mandarin in Wales rose from 1,370 in the academic year 2014/15 to 3,303 pupils in 2015/16. To sustain this growth the Confucius Institute funds 13 Confucius Classrooms (CC). These are schools that are committed to a more intensive approach to the teaching of Chinese language and culture. Each CC has feeder schools and acts as a hub to other schools in their area to provide progression in learning Mandarin. The Cardiff Confucius Institute is currently developing its three-year strategy, which is likely to include a further expansion of the number of Confucius Classrooms in Wales.
What are our key actions for the next 12 months?

To date we have focussed on raising the profile of modern foreign language teaching and learning at Key Stages 2 and above. In addition to continuing and strengthening these efforts, over the next 12 months we will put a stronger focus on exploring, through pilot and cluster work, how we will achieve ‘bilingual plus 1’ and on improving take-up at Key Stage 4, and from AS to A level. This will include creating better awareness of the advantages of learning additional languages and how they can lead to more varied opportunities.

Estyn’s report into modern foreign language teaching and learning, Modern Foreign Languages, published in July 2016, will be used by the Global Futures Steering Group as part of its monitoring process to mark progress over the next academic year.

The Global Futures plan sets out three main aims which can be split out into three broad objectives. These are:

- to increase uptake
- increase and improve professional development opportunities for teachers of languages
- improve attainment.

Over the next 12 months, to further these objectives, and to address the recommendations in the Estyn report on modern foreign languages:

- Regional education consortia will provide evidence of engagement with secondary schools to the steering group on a quarterly basis. These reports will include a focus on the schools with a high free school meal (eFSM) proportion, to better understand the reach of the Global Futures project.

- We will provide further professional opportunities for teachers of modern foreign languages through the school centres of excellence. (This addresses the recommendations for teachers and school leaders in Estyn’s report subject review Modern Foreign Languages).

- We will link the Erasmus+ scheme with Global Futures to develop a pan-Wales application for Erasmus+. This will support the ambitions for modern foreign languages in Wales as set out in Global futures.

- We will raise awareness among pupils at all levels of the importance of languages and the career opportunities that could be available to them should they decide to continue learning a language.

- Through the Global Futures Steering Group we will develop pilots for modern foreign language learning in Key Stage 2 and analyse which initiatives provide successful models which will allow modern foreign
languages to be introduced to the primary curriculum in line with the *Successful Futures* AOLE for Language, literacy and communication.

- We will work with the Italian, Spanish and German Institutes to enable them to have a physical presence in Wales, which will allow for easier sharing of resources and improved communications.

- We will use the model from the successful MFL student mentoring pilot to extend the support to other groups of learners, including a pilot tutoring scheme in 2017 to support language learning at AS level.
Impact and reach of activities

The number of schools participating in the MFL Student Mentoring Project has increased from 28 to 44 this year. Over half of the schools that participated reported increased numbers for GCSE classes.

Figures for those learning Mandarin in Wales have risen from 1,370 in 2014/15 to 3,303 in 2015/16.

Language events and workshops held across Wales have been well received with attendance ranging from 69 per cent to 86 per cent, an indication of positive engagement overall.

Provision of free Italian lessons by the Italian consulate has expanded and will be provided to 12 schools across South East and Central South Wales in 2016/17.

The Erasmus+ project will fund 91 study visits to European countries for teachers from 21 schools across South Wales.

Pupil Language Ambassador training events delivered by Routes into Languages Cymru and with the support of the language institutes, have seen an increase of 188 per cent in the number of pupils trained across Wales compared to the previous year.

Language resources developed for the 2016 Euros have been a useful tool for schools. Downloads on Hwb have exceeded 17,000.
Annex

To support the strategic objectives in the plan, each consortium has undertaken activities over the past 12 months to promote and raise the profile of modern foreign languages in Wales.

EAS

(Blaenau Gwent, Caerphilly, Monmouthshire, Newport and Torfaen)

- Pupil Language Ambassadors have been used to run a French Club in the lead school Blackwood Comprehensive, and also to plan and deliver the Year 6 transition day. The Year 8 and 9 Language Ambassadors taught songs, phonic patterns, demonstrated a ‘how to’ for a crêpe recipe and introduced colours. The feedback from pupils was very positive and Year 6 teachers reported how impressed they were with the peer-to-peer teaching.

- Monmouth Comprehensive and Caerleon Comprehensive held STEM MFL events. Pupil evaluations following the event showed a significant impact on pupils choosing to take languages at Key Stage 4. Of the 95 pupils who took part in the event at Monmouth Comprehensive, 70 per cent have opted to take a language at Key Stage 4 for the next academic year. A pupil observed: “I never really thought about languages and sciences together before today”.

- Careers’ talks have also been provided to Year 8 and 9 pupils in 12 schools in the EAS region. Of the six schools that provided talks for Year 9, five have seen an increase in the numbers of pupils taking MFL as a GCSE option.

- Over 78 per cent of the region’s schools were represented across the CPD and networking events, with nearly all positively evaluating the events as ‘good’ or better. Of these schools, all were represented across the following events – a Global Futures network launch at the Riverfront Theatre in Newport, three ‘teachmeets’ and three CPD workshops.

- Ysgol Gyfun Cwm Rhymni has piloted a multi-literacy transition project involving its feeder schools and more able and talented pupils. Pupils from Years 5 and 6 attend Ysgol Gyfun Cwm Rhymni once a term for a multi-literacy afternoon of transition lessons and receive separate weekly sessions from a dedicated teacher. As a result of these sessions pupils have developed excellent multi-literacy skills, and a recent ESTYN report found the sessions to be ‘innovative’ and helped to ‘develop pupils’ wider literacy skills’. Pupil voice sessions have also shown that the vast majority of the pupils enjoy the sessions and that the work has been a new challenge for them.
School surveys have shown a positive and significant motivating effect of introducing digital learning in the MFL classroom. Lead schools have successfully integrated the use of digital literacy into their schemes of work, and use popular digital activities to test vocabulary, QR codes (Quick Response barcodes) for feedback and consolidation of work and QR code treasure hunts. The overall impact is being monitored, with pupil feedback being collated regularly and reviewed to assess how successful the initiative has been in motivating pupils, increasing engagement and raising the profile of languages.

For further information on the activities undertaken by EAS, please contact Sioned Harold: Sioned.Harold@sewaleseas.org.uk

ERW

(Carmarthenshire, Ceredigion, Neath Port Talbot, Pembrokeshire, Powys and Swansea)

- Ysgol Pontyberem held a rap workshop with the multilingual poet Aneurin Karadog to launch the Euro 2016 resources, which was then televised by S4C. The consortium reported that pupils enjoyed the interactive nature of the workshop and felt that it was valuable in terms of how much they learned in the two-hour session.

- Following on from the Pupil Language Ambassador Event, ERW pupils have used their new leadership skills to organise language clubs, film clubs, displays, assemblies, presentations in open evenings and to school governors. MFL teachers have reported an increased awareness of the importance of languages from pupils and parents/guardians.

- All 64 of the region’s secondary schools have been engaged with Global Futures. Career talks were given in 55 ERW schools by business, sports, student and STEM subject ambassadors, the European Commission and the MFL regional coordinator. These talks have received positive feedback, and as a direct result one school in the region, which had no Key Stage 4 modern foreign language class running in 2015, reported that 33 pupils had chosen to study French at GCSE from September 2016.

- Eighty-six per cent of the region’s schools were represented across the networking events and CPD workshops held for MFL heads of departments and teachers. The events provided support for Digital Learning and the new GCSE events. Teachers commented positively on the benefits of the recent support for MFL, while the opportunities to network and share best practice have helped foster and increase teacher confidence in raising uptake and attainment.
- The region’s digital MFL network has 150 members and is being used on a daily basis for resource sharing and discussions. The consortium confirmed that teachers are reporting an increase not only in expertise but also in morale due to the support available.

- An MFL training package was delivered for a whole primary cluster and will be offered to other primary clusters in the region next year. All resources are on Hwb and have been shared with the other consortia.

- Thirty-three schools attended the region’s MFL Digital Day, which concentrated on using the new technologies to improve oral competency and for formative assessment. School-to-school visits were arranged to see and share good practice.

For further information on the activities undertaken by ERW, please contact Anna Vivian Jones: anna.vivianjones@erw.org.uk

**Central South Consortium**

(Bridgend, Cardiff, Merthyr Tydfil, Rhondda Cynon Taff and the Vale of Glamorgan)

- Bryn Hafren Comprehensive School used the Euro 2016 resources during an interactive football lesson held in French and Spanish. Pupils engaged with the session and an evaluation showed that many pupils felt that both their language learning and understanding of the event had improved. One pupil from Porth County Community School commented that the resources were excellent in motivating boys, especially in Year 9, whilst a teacher from Glyn Derw High School used the resources to engage and motivate students who struggled with languages and reported that they found the classes where the resources were used more exciting.

- Sixty-four per cent of schools have engaged with career talks from both language and STEM ambassadors. These sessions have had a very positive impact on the region’s schools, with 87 per cent of pupils who attended saying they were considering studying a language at GCSE level. This is compared to a pre-event survey of only 22 per cent and has resulted in two new MFL GCSE classes for the 2016 cohort after three years of no uptake at Key Stage 4.

- The consortium held 12 school-to-school workshops and three regional meetings that have focused on increasing MFL uptake in Year 9 in conjunction with STEM and the British Council, using digital technologies in the MFL classroom, multilingualism and effective MFL department leadership. Within the region, 86 per cent of secondary schools engaged with an MFL event or workshop in 2015/16. Of those delegates who attended, an average of 90 per cent rated the events as ‘excellent’ and as having an impact on their
teaching and learning. The workshops that registered the highest attendance and considered to be the most useful were those directly linked with up-skilling teachers to prepare them for the new GCSE examinations.

• A Pupil Uptake event was held in Cardiff City Stadium. Fifteen schools attended with 181 pupils. There was involvement from and workshops led by STEM ambassadors, lead schools in the Central South Consortium, the British Council, Cardiff University, Routes into Languages Cymru, the Alliance Français, the Spanish Embassy Education Office and the Goethe Institut. As a direct result of this event, the Bishop of Llandaff Church-in-Wales High School and Ysgol Gyfun Gymraeg Glantaf have registered an interest to receive Italian lessons arranged through the Italian Institute.

• A Resource Development Group for the new GCSE was set up with teacher release for schools arranged by the consortium. Since this event, 36 MFL teachers have registered on the consortium’s Learning Community page for MFL, bringing the total number registered to 57 for Central South.

• An MFL teaching project for Key Stage 2 pupils, led by the Central South Consortium’s alliance of schools and supported by The Open University, has been piloted. The project is being led by Y Pant School with their nine cluster primary schools and Treorchy Comprehensive School with their seven cluster primary schools. The aim is to develop MFL teaching in the final two years of primary school with the use of an online toolkit aimed at upskilling primary school teachers in the teaching of MFL.

• Bryn Hafren Comprehensive School has created a toolkit on ‘Using Digital Technology in the MFL Classroom’, and a multilingualism resources pack to develop MFL learning and teaching. An internal survey indicated that 87 per cent of pupils were more motivated to learn a language when using digital technology within the classroom, as they felt it was relevant to everyday life and allowed them to work at their own pace. The toolkit is available on Central South’s community pages on Hwb, for teachers across Wales to access.

For further information on the activities undertaken by Central South Consortium please contact Amy Walters-Bresner: AWalters.bhcs@valelearning.com
GwE
(Conwy, Denbighshire, Flintshire, Gwynedd, Wrexham and Anglesey)

- A conference was held in February 2016 for school leaders and language teachers to raise awareness of the Global Futures agenda and to illustrate the importance of languages as a skill for life. Guest speakers and workshops reinforced this message while providing support for teachers to address new examination specifications and develop primary MFL teaching. All workshop sessions were rated as either ‘good’ or ‘excellent’ by the attendees.

- A business/STEM and MFL project has been established. Four hub schools, Holyhead High School, Ysgol Aberconwy, Flint High School and Ysgol Morgan Llwyd, are taking part and each school acts on behalf of a group of schools in the region. Each school has a nominated teacher who coordinates with the See Science project and with local businesses who use languages to strengthen the links between industry and schools.

- Sixty-nine per cent of the region’s schools attended the CPD and networking workshops. Teachers who attended have reported an increase in confidence in delivering the new GCSE specification, and that they appreciated the opportunity for collaborative working. In addition, Eirias High School has provided school-to-school collaborative workshops for schools across the consortium. Each workshop is tailored to a school’s requirements and participants have already reported an increase in levels of motivation and confidence.

- The digital ‘MFL Network’ has been set up with all schools being able to access the website; teachers will be able to share resources, discuss any concerns and share expertise which will lead to an increase in the use of the Hwb website.

- The Goethe Institut has worked with the consortium to establish two secondary hub schools to promote the teaching of German in their feeder primary schools. The Goethe Institut is providing training and resources on an ongoing basis enabling hub schools to strengthen transition for their own school and then to support other secondary schools to replicate the model of primary MFL to support transition. The Spanish Embassy Education Office has also collaborated and delivered an MFL workshop for primary teachers in Llandudno.

- All resources for primary teaching of MFL were shared with primary schools at the Global Futures event in February 2016. These resources are available on the GwE MFL Network for easy access for all primary schools.
Seventy-eight per cent of the schools were represented in workshops which delivered training on the use of IT apps on tablets to enhance MFL teaching and learning. Following the tablet training sessions, Eirias High School is now piloting the use of QR codes to enable pupils to receive spoken as well as written feedback on their work.

For further information on the activities undertaken by GwE please contact Gwenno Jarvis: GwennoJarvis@gwegogledd.cymru