

# Languages in Training

September 2011



*developing people, improving young lives*

### **The benefits of language teaching for children and schools:**

*The MFLs we have established in our school have greatly enhanced the pupil's learning opportunities and widened their intercultural awareness in a way that few other curriculum areas could. The teaching of a MFL has also helped provide an additional vehicle through which to teach other key areas of the KS2 curriculum e.g. literacy and numeracy.*

Head teacher, Wirral

*The impact of Spanish teaching has been paramount to the school. I feel we are doing our children a disservice if we do not teach them a MFL.*

Head teacher, Brighton and Hove

*It opens children's learning ability to other, further learning. Having another language is like having an extra soul.*

Head teacher, Nottingham

*They are vital and enhance understanding about the construction of all languages as well as instilling in children a greater understanding about the importance of communication.*

Head teacher, Merton

Taken from 'CILT Primary Languages Head Teacher Survey: Report', CILT, Feb 2011

## **Background**

Since 2002, the Training and Development Agency for Schools (TDA) has been actively involved in delivering the National Languages Strategy, with the role of focussing on increasing the capacity of languages teaching in primary schools and improving the quality of teaching and learning at key stage 3 and 4.

In order to fulfil the entitlement to languages at key stage 2, schools need to address the professional development needs of their staff both in terms of linguistic competence and primary languages pedagogy, in order to develop a sustainable structure for language teaching at key stage 2. Transition from key stage 2 to 3 presents unique challenges to secondary schools, in terms of maintaining the linguistic development of pupils. In order to make languages at key stage 3 engaging and maintain learners' progression, secondary schools need to work closely with their feeder primaries, and offer professional development opportunities to key stage 3 teachers in order to improve the quality of teaching and learning.

As languages remain a key policy area for the Government, the TDA is seeking to work with school partnerships in order to develop local languages teacher training strategies that address the local needs. This will provide the best learning experience for every child from key stage 2 through to key stage 4, and beyond.

## **Benefits of engagement**

Participation in the project will allow schools within the school partnerships to:

- Improve attainment for their pupils studying languages

- Develop a strong reputation as a school in this key priority area, and become a source of expertise for languages teacher training and professional development
- Strengthen links with initial teacher training (ITT) providers, and benefit from accessing the knowledge and expertise within higher education institutions (HEIs)
- Be part of national networks, benefitting from shared learning experience across the country
- Gain access to national expertise in languages teaching and learning
- Provide opportunities to develop new income streams in Languages CPD

## **How does a school partnership engage?**

In order to engage in the project the school partnership will need to:

- Review the provision of languages within the school partnership
- Identify development and training needs for languages within the school partnership
- Deliver a training and development action plan for the school partnership and for the local area for languages in partnership with the TDA
- Offer support structures within the school partnership for languages
- Work with local ITT providers to improve the quality of training for trainees in languages.
- Work with schools locally and nationally outside of the school partnership to improve quality of languages teaching and learning

## **Contact**

Name: Ben Rockliffe

E-mail address: [languages@tda.gov.uk](mailto:languages@tda.gov.uk)

Training and Development Agency for Schools  
Piccadilly Gate  
Store Street  
Manchester  
M1 2WD  
[www.tda.gov.uk](http://www.tda.gov.uk)

Publications line 0845 6060 323  
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