

Evaluation of Global Futures: a plan to improve and promote international languages in Wales 2020 to 2022



Consortiwm Canolbarth y De
Central South Consortium

Gwasanaeth Addysg ar y Cyd
Joint Education Service



Background & Objectives

This report presents the results of a small-scale evaluation of Global Futures 2020-2022 carried out by Arad Research on behalf of the Welsh Government.

The main aims of this evaluation were to:

- estimate current international language (IL) provision in primary and secondary schools in Wales
- synthesise the evidence from Global Futures 2015 to 2020 and its impact on schools, providing context for the evaluation of the 2020 to 2022 strategy
- set out how Global Futures 2020 to 2022 can adapt and align with the new curriculum
- outline the next steps for Global Futures

Contained within WG report were 3 strategic aims for Consortia to consider:

Summary of how CSC will support the strategic aims identified within the 'Evaluation of Global Futures' report

Recommendations from the report	To meet these aims, CSC will:
Support the development and delivery of meaningful international language provision in Wales.	<ul style="list-style-type: none">• Provide specialised professional learning for primary practitioners to develop their own language skills alongside developing an understanding of the pedagogy for delivering languages.• Provide professional learning opportunities and networks for secondary language teachers.• Provide bespoke support for schools and clusters to develop a coherent and progressive languages curriculum.• Share effective practice, teaching models and strategic planning from the region and beyond.

Recommendations from the report	To meet these aims, CSC will:
<p>Provide practitioners with the skills, knowledge and experiences to plan and deliver international languages provision</p>	<ul style="list-style-type: none"> • Provide specialised professional learning for primary practitioners to develop their own language skills alongside developing an understanding of the pedagogy for delivering languages. • Provide professional learning opportunities and collaboration networks for secondary language teachers • Provide bespoke support for schools and clusters to develop a coherent and progressive languages curriculum • Share effective practice, teaching models and strategic planning from the region and beyond • Develop regional professional learning for ITE and early career teachers to proactively support teachers of the future. • Continue to publicise and facilitate the sign up to the OU TeLT programme • Continue to engage with the Cardiff University mentoring programme

<p>Challenge the misconceptions around language learning</p>	<ul style="list-style-type: none"> • Disseminate key Welsh Government messages to strengthen the Global Futures brand and reach • Highlight and promote positive language learning experiences through online resources • Exemplify and share effective practice through our CSWC model
--	--

Progress against recommendations

(Strategic Aims 1 & 2)

- A range of synchronous and asynchronous professional learning opportunities and resources have been developed to support this aim. Since March 22 engagement in regional languages professional learning has been strong:
 - 77 primary schools have engaged in language acquisition courses for French, German and Spanish.
 - 36 primary schools and 3 secondary schools have engaged in extended professional learning to explore practical approaches to applying languages pedagogy in the classroom.
 - 58 primary and secondary schools have engaged in professional learning to support robust curriculum design and development for international languages.
 - 25 secondary schools have attended a secondary specific network for International Languages. With an additional 6 schools exploring how to make meaningful links across the AOLE.
 - International Languages network meetings are scheduled termly. To date 25 secondary schools have attended a secondary specific network for International Languages, 10 primary schools have attended the primary specific network. An additional 6 schools exploring how to make meaningful links across the AOLE.
 - Strong progress has been made with a funded collaboration project where 14 primary schools and 6 secondary schools have participated in a research project to explore, in depth, international evidence-based approaches to designing and implementing an international languages curriculum. These approaches are now to be shared through networks and professional learning materials to support the sharing of effective practice.
- Strong progress has been made in the appointment of the lead practitioner roles to support international languages, alongside a permanent associate adviser for International Languages. These lead practitioners support the planning and delivery of professional learning and networking opportunities.
 - There are currently 11 active bespoke support plans for international languages. In addition to this support has been provided for 14 clusters focused on planning for progression in languages.
 - Online communities provide opportunities for schools to learn from effective practice from the region and beyond. For example, in the secondary community schools can access a series of recordings from schools sharing how to use literature as a stimulus for languages teaching.
 - Two specific professional learning programmes have been developed to support ITE and early career teachers. To date, 36 primary practitioners have engaged in the primary specific programme and 3 secondary practitioners have engaged in the secondary specific programme.
 - Regional sign up to the OU TELT programme has been strong with 11 primary practitioners completing the course this academic year.
 - The Cardiff University mentoring scheme continues to be strongly engaged with as 14 secondary schools engaged this academic year. With an additional 4 secondary schools engaged in producing resources to support this.

Progress against recommendations

(Challenging misconceptions)

- The associate adviser for International Languages takes an active role in the Global futures steering group and ensures that messages to schools are disseminated via the weekly school bulletin and online communities.
- The regional LLC twitter account (2997 followers) is used to disseminate messaging and promote positive language learning experiences. For example, using songs as a vehicle to experience languages.
- CSC has developed a resource to challenge misconceptions around language learning and support KS3 pupils to understand the career pathways available to them should they opt to study languages at KS4 and KS5. The resource has been successful with 1170 views online.
- The Central South Wales challenge model provides many opportunities to share effective practice across the region. For International Languages there are 6 lead practitioners and two enhanced lead practitioners who provide school to school support, training, and guidance. Network meetings and regional professional learning also draw on the expertise within our schools to exemplify effective practice. For example, in the asynchronous professional learning programme ***Understanding how to apply languages pedagogy in the primary classroom*** 4 primary schools exemplify the strategies outlined in the programme.





Consortiwm Canolbarth y De
Central South Consortium

Gwasanaeth Addysg ar y Cyd
Joint Education Service



@CSCJES



communications@cscjes.org.uk

Grymuso ysgolion i wella deilliannau i bob dysgwr

Empowering schools to improve outcomes for all learners