

# Beyond the EBacc – next steps in languages

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*developing people, improving young lives*

# Overview

- TDA to TA
- EBacc impact & market response
- NC review: proposed changes, challenges & opportunities
- Recruitment: issues & opportunities
- Innovation e.g. bilingualism

# TDA to TA

- TDA closes on 31 March 2012
- Teaching Agency (TA) opens on 1 April 2012 as an Executive Agency to the Department for Education
- Three key areas of responsibility
  - supply and, with others, retention of the workforce;
  - the quality of the workforce; and
  - regulation of teacher conduct.
- Further information available:

<http://dfe.gov.uk/aboutdfe/armslengthbodies/b0077806/the-teaching-agency/about-the-teaching-agency>

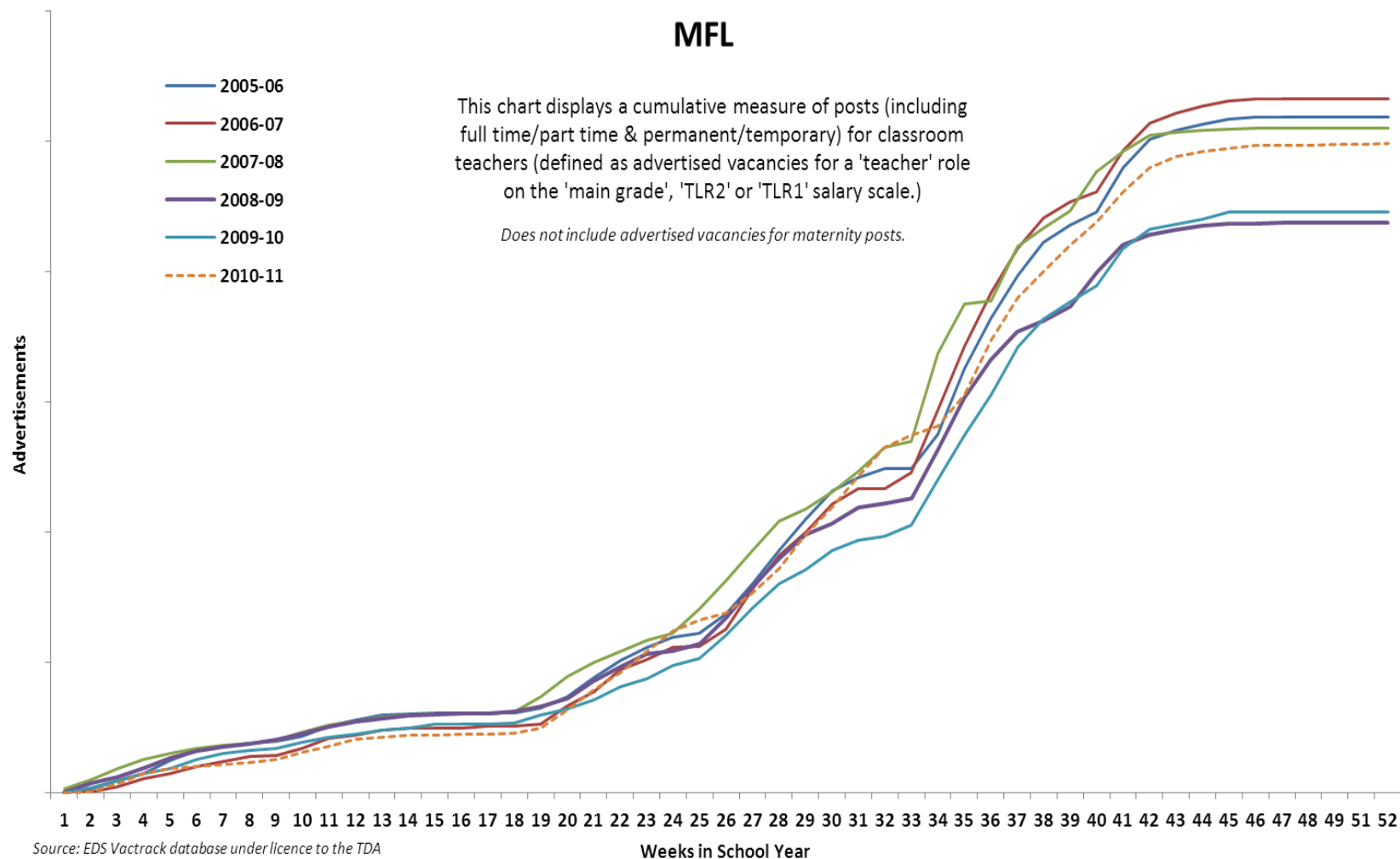


# EBacc impact and market response

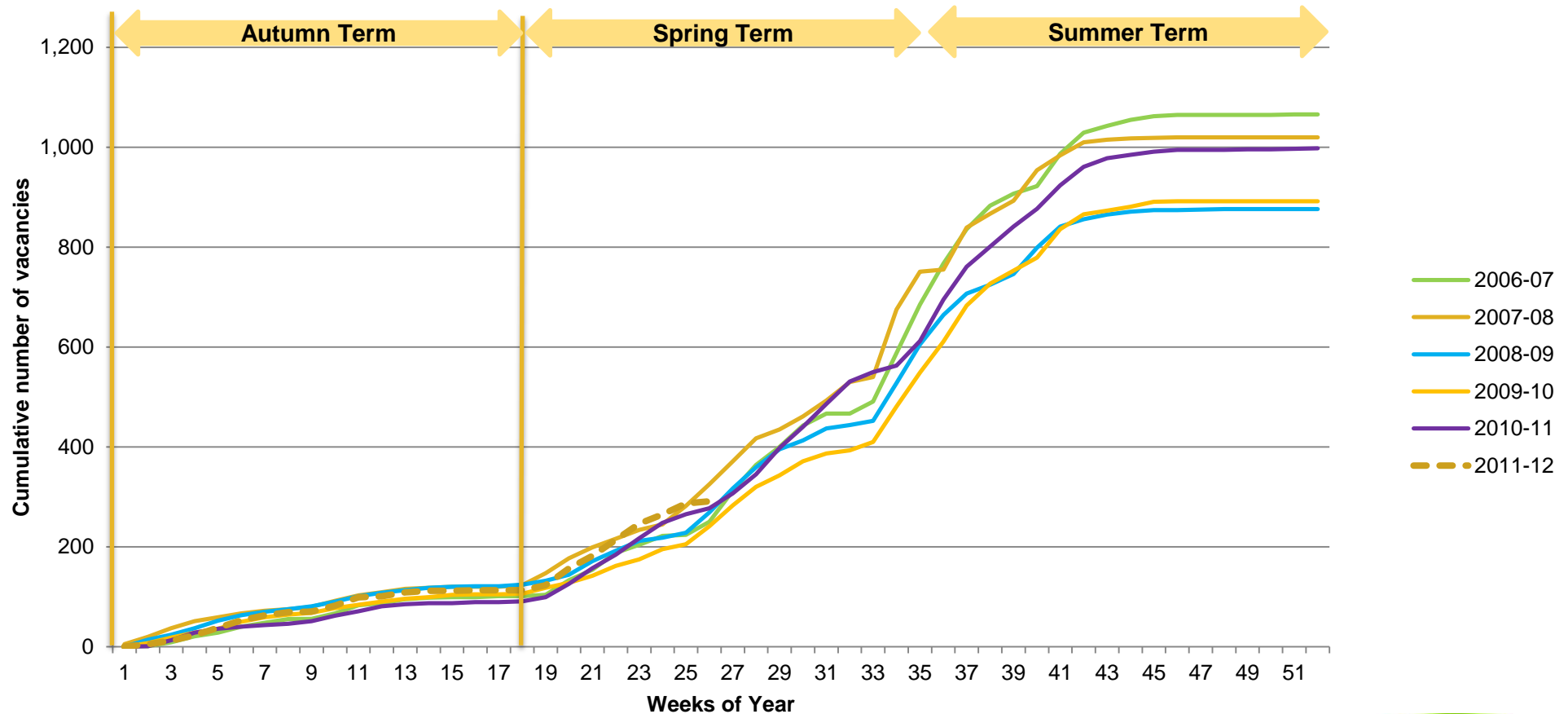
- Teacher Voice Survey (Feb 2011)
  - Are you going to implement changes to their curriculum as a result of the Ebacc?
  - 43 per cent of schools had already or would be very/quite likely to do so for the then running academic year (2010/11),
  - 74 per cent were doing so for 2011/12
  - 78 per cent of schools had already implemented changes or were very/quite likely to do so within the next three years.
- National Centre for Social Research report on behalf of the DfE (August 2011)
  - 52% of the 1500 schools questioned said that the EBacc had influenced their curriculum offer for September 2011.
  - 52 per cent of year 9 pupils were opting to take a language GCSE
  - [www.education.gov.uk/publications/RSG/AllRsgPublications/Page1/DFE-RB150](http://www.education.gov.uk/publications/RSG/AllRsgPublications/Page1/DFE-RB150)
- Languages Trends Survey 2011

# The number of advertised MFL vacancies rose by 12% in 2010/11 (compared to an overall fall of 19%)

## Cumulative advertised vacancies

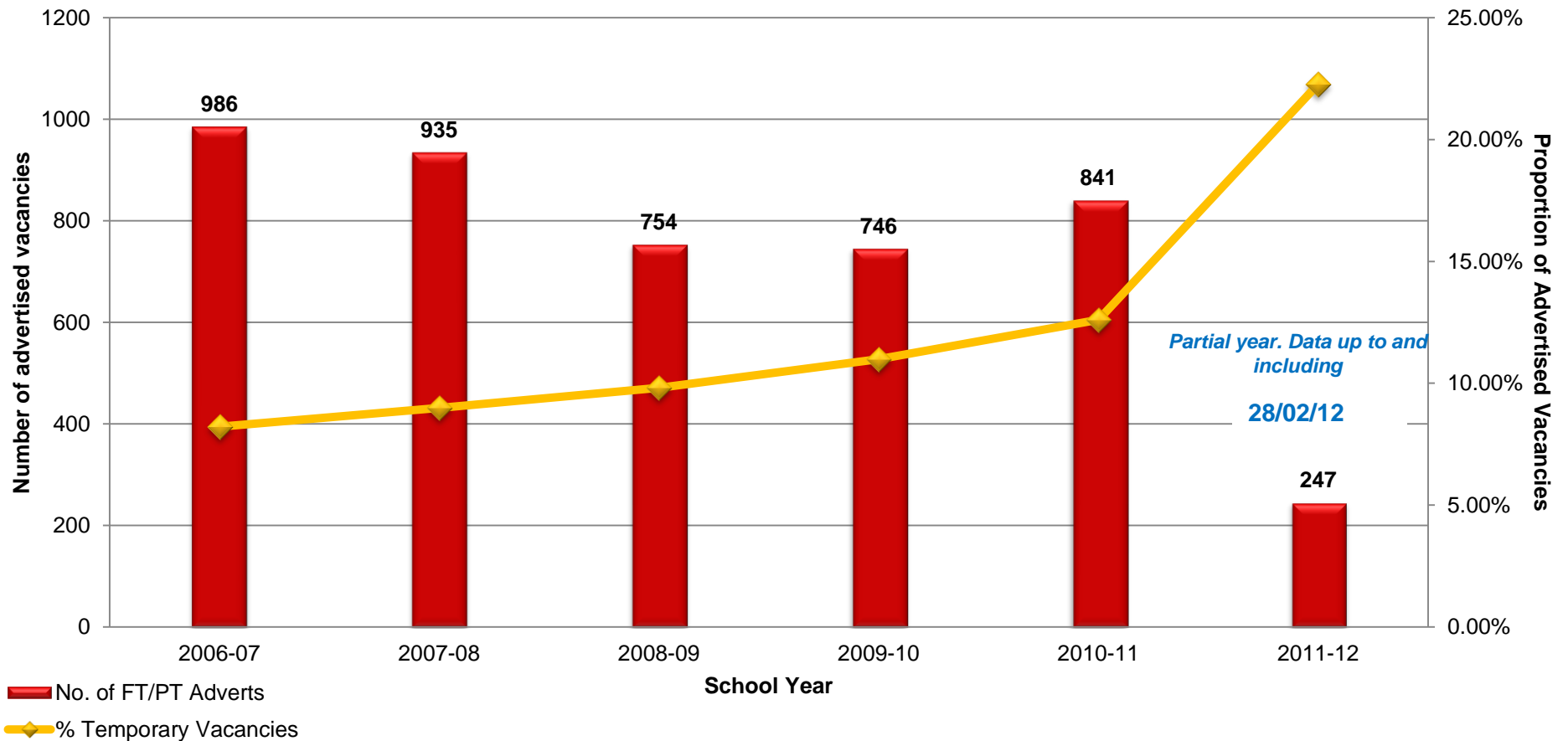


# So far in 2011/12, growth of MFL vacancies remains modest (overall vacancies have recovered to normal levels)



Source: EDS Vactrack database under license to TDA

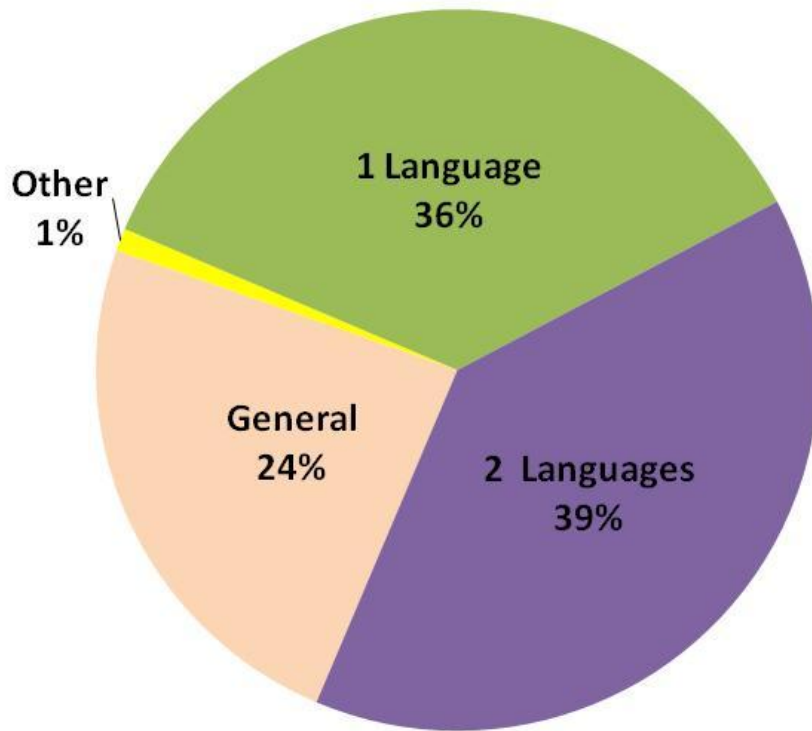
# The proportion of temporary vacancies is increasing (2011-12 data not complete)



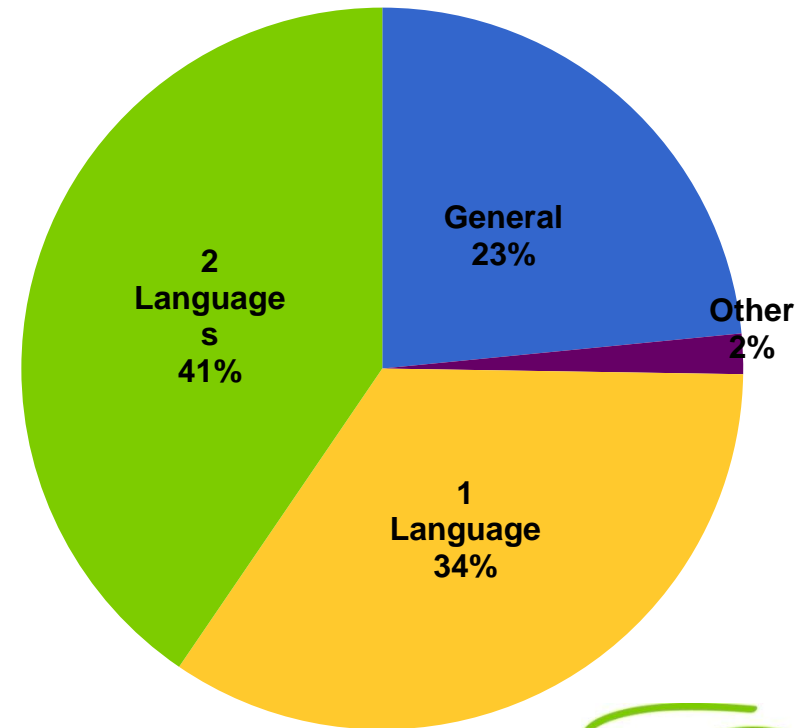
Source: EDS Vactrack database under license to TDA

**Based on vacancy data, schools seem to wish to employ dual and single linguists in equal measure. How can ITT support this?**

**2009-10**



**2010-11**



Source: EDS Vactrack database under license to TDA



# National Curriculum review

- Proposals
  - Compulsory language learning at upper KS2 and at KS4
  - Primary specialists
- Challenges
  - Recruit new workforce
  - Upskilling/CPD existing workforce
  - Providing quality language teaching for a wider audience
  - Transition
- Opportunities
  - Role of Teaching Schools in providing CPD
  - Innovate teaching solutions
  - Wider and more in-depth study of languages

# Sustaining good teaching and innovation

- Bilingual schools project
  - St Paul's Primary School, Brighton
  - Leighton Primary School, Crewe
  - John Warner School, Hertfordshire
  - Dallam School, Cumbria
  - Finham Park School, Coventry

## Implications for the Teaching Agency and the Sector

1. Increasing involvement and engagement of a wider number of children and young people in learning at least one language other than English
2. Securing a high quality workforce that can support increased delivery
3. Support the effective management of transition across phases

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