

## Language Futures Co-ordinator Role

### 1. The role of the Project Co-ordinator:

The role of the project co-ordinator is fundamental and of primary importance to the success of the Language Futures initiative. The co-ordinator needs to play a pivotal and multifaceted role incorporating numerous tasks and relationships which need to be sustained in order to meet the initiative's objectives. Where appropriate, the co-ordinator will need to communicate and liaise with the teacher(s), the mentors, the pupils, the parents, senior management and the national Language Futures team. In addition it is recommended that the co-ordinator already works in some capacity within the languages department. The co-ordinator can then be timetabled into Language Futures lessons and helps as an assistant to both the teacher and the mentors. The co-ordinator needs to be well-organised and forward thinking with the ability to work on various levels and with all types of people.

### Language Futures Coordinator Job Description:

To support the development of the Language Futures initiative by:

- Communicating and liaising with teachers, mentors, pupils, parents, senior management and the national Language Futures team
- Supporting LF lessons and clubs in the capacity of a languages assistant
- Recruiting, training and supervising mentors
- Researching and procurement of resources
- Researching opportunities for partnerships which could include sponsorship or grants for the current and future development of the project
- Assisting the national Language Futures team with action research and evaluation of the project, and marketing and promotion of the initiative

## 2. Mentors:

Mentors are an integral part of the Language Futures programme. They are volunteers from the local community who are expert linguists in the target languages - they may be native speakers or people who are fluent due to an extended period of study or time spent abroad. They support in the following ways:

**Lessons:** Mentors support Language Futures lessons working alongside the pupils helping with language investigation, co-construction, pronunciation and role plays. This creates an atmosphere of collaborative enquiry

**Clubs:** Mentors may run lunchtime clubs in their target language bringing an element of culture and fun to language learning

**Emails:** Subject to parental permission, mentors and pupils are encouraged to email each other (or use an online platform e.g. Edmodo to keep in touch) which again helps to immerse the pupils in their target language as well as giving them an opportunity to ask questions and explore issues independently with their mentor

**Assessments:** Mentors assist with assessments in the four key skills of speaking, listening, reading and writing when applicable/appropriate

**Training:** Mentors are asked to attend occasional training sessions which help them to develop their role

In the words of a Language Futures pupil:

*'I think the thing I like the best about Language Futures are the mentors - they are great advisors, they help us to learn about the culture and pronunciation. It is nice to have a change in the style of teaching because mentors are more relaxed and informal.'*

### Mentor Recruitment and supervision time line:

- During the second half of the summer term the co-ordinator needs to send out a recruitment poster on parent mail and circulate it around the locality: library, sports centre, health centre, supermarkets, health centres, local volunteer centres, universities etc
- Applicants need to be sent the application form and information about the initiative (***please see the exemplar application form. It is strongly advised that you seek advice from both your school HR department as well as the Designated Professional Lead for safeguarding regarding your own school's***

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**arrangements for reference requests and DBS checks etc as well as the content of this form and information required to comply with statutory requirements on safeguarding)**

- Upon receipt of the application form two references need to be collected and an interview set up with the applicant. References need to be chased and kept on record
- Applicants need to be interviewed. This is best carried out by the co-ordinator and another member of staff. ***It is strongly advised that you seek advice from both your school HR department as well as the Designated Professional Lead for safeguarding regarding your own school's arrangements for interviewing as well as the content and format of the interview and information required to comply with statutory requirements on safeguarding)***
- Establish a date for induction for mentors - please see the Mentor Induction process exemplar. ***It is strongly advised that you seek advice from both your school HR department as well as the Designated Professional Lead for safeguarding regarding your own school's arrangements for the induction process as well as the content and format of the induction process and information required to comply with statutory requirements on Health & Safety, safeguarding etc)***
- An introductory lunch for the pupils and mentors (potentially arranged by the pupils in collaboration with staff) could be set up as soon as all the mentors have been recruited. Mentors can then give a 5 minute presentation about their relevant countries in English with pupils asking questions
- The co-ordinator needs to involve mentors in lessons, lunchtime clubs (if applicable), half-term assessments etc. They must also keep regular email contact and log attendance - keeping the teacher informed. Mentors and pupils are encouraged to email each other on a weekly basis on the school email address - the co-ordinator also needs to encourage pupils who aren't keeping in regular contact
- The co-ordinator needs to supervise, support and continue to offer training to the mentors
- The co-ordinator must liaise between the teacher, mentors and pupils on an ongoing basis building a team spirit. It is important for the co-ordinator to value the mentors as volunteers, for example, by sending Christmas cards, thank you cards, and arranging an end of year lunch with/by pupils

### **3. Parents:**

Parental engagement and support is also key to the success of Language Futures. Consider:

- Arranging a Language Futures launch meeting to meet parents, explain and discuss the Language Futures initiative including ways they can support their child's language learning at home
- Giving parents a parental guide containing strategies to help them encourage their child's language studies - for example pupils are asked to fill out an immersion chart and parents are asked to sign these and to try to get involved in some of the activities. The guide can also contain a list of useful websites for their child's language learning and an overview of the topics which will be covered throughout the year. Language Futures aims to blur in and out of school learning and parental involvement is an important part of this process.

### **4. Pupil recruitment:**

Step 1: After Easter the co-ordinator sets up a recruitment assembly for the next year's cohort. This is taken by the teacher and the co-ordinator with the help of current pupils and mentors

Step 2: Letters are handed out at the end of this assembly for the pupils to take home to their parents. In this letter parents are invited to a Language Futures meeting taken by senior management/teacher. In addition pupils and parents receive an application form

Step 3: Parents attend a meeting where they have an opportunity to ask questions

Step 4: Application forms are returned in which pupils and parents give their rationale for taking part in the Language Futures initiative identifying the language they wish to study and explaining their motivation for taking part

Step 5: The Language Futures team assess the applications and then presents them to the languages department for their views. The decision is then made by the Language Futures team ensuring that there are at least two pupils per language

Step 6: Letters then need to be sent out explaining the decision made

Step 7: Presentation of LF certificates to pupils

Step 8: Encourage pupils to become Language Futures ambassadors across the school and in any dissemination events

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## 5. Pupils' intrinsic motivation and independence:

A major principle of Language Futures is 'self-access learning' and encouraging 'learning to learn' skills. By allowing the pupils to choose to study a language which is relevant to them we hope to engage the pupils in their language learning and tap into their intrinsic self-motivation. Independent study is encouraged using new and emerging technologies, traditional text books, grammar books and dictionaries as well as communication with their mentors. Students can explore all the resources available to them and investigate a language for themselves with expert guidance and support from both their teacher and mentors

### Quotes from Language Futures pupils:

*'We are more independent in Language Futures which has made me more independent in my other lessons as well.'*

*'We control our own learning which I like – we also control our learning at home.'*

*It's great to learn a language at your own speed and not feel that you are trying to catch up all the time.'*

*'We aren't getting spoon-fed information. We have to find it and learn it for ourselves. We have to keep ourselves on track.'*

*'We feel valued and trusted as learners.'*

### General Timeline:

<b>Early summer term onwards</b>	Pupil recruitment in year assembly Letters home and application form Parent Meeting MFL meeting - decision made on final list Letters sent home on final decision
<b>June/July</b>	Update resources - text books, dictionaries, workbooks Start recruiting mentors - poster, press releases etc Certificates for current pupils Gifts and thank you to mentors
<b>August/September</b>	Interview mentors, DBS checks and references Mentor induction and training
<b>December</b>	Mentor Christmas lunch/cards etc
<b>January onwards</b>	Ongoing mentor training, supervision and half-termly meetings Ongoing support in lessons and clubs

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