



# Branch and Network Roadshow

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February 2018

[all-languages.org.uk](http://all-languages.org.uk)



# Contents

- 
- Language World 2018
  - News from ALL
  - ALL resources
  - Discussion item
  - Gaming grammar project

# Notes

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- This presentation contains Notes below the screens, partly to save being too wordy.
- Please do read them in advance as some of the information is essential to the screen content.

# Language World 2018: a few highlights

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- Launch of THE LANGUAGE MAGICIAN
- The new GCSE countdown is on!
- Thriving as a language teacher!
- Whole-class tools for low-stakes, high-impact questioning
- Managing common challenges in the secondary language classroom
- How to enthuse MFL learners after Brexit
- Language Futures and the future of language learning

# Language World 2018: a few highlights

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- MFL Music Mania (Spanish)
  - Planning for progression and engaging activities from KS3 to KS4
  - Promoting autonomous learning (Spanish)
  - Naked Teaching
  - Planning for progression and transition: KS2/3
  - The building blocks of language learning
  - Rethinking listening at KS3-4

# Language World 2018: a few highlights

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- PopuLLar - Autonomous, collaborative language learning with video and music
- Assessing at KS3, a 'no man's land'?
- Making good memories? How to make language stick
- Beyond the classroom
- Deutsch macht Spaß / ¡Háblame!
- Flying the languages partnership flag

# Language World 2018: a few highlights

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- Challenging misconceptions through the use of authentic texts, film and literature (French)
- Flipping the languages classroom (Spanish)
- Business links
- Lights! Camera! iPad!
- Success in the new GCSE

# Language World 2018: a few highlights

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- Creative poetry project
- Teach like Mary Poppins
- Show & Tells
- Embedding language teaching
- Equipping pupils to be creative



## News from ALL

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- Data legislation changes are forthcoming in May 2018
- ALL staff and Trustees are seeking solutions to any issues affecting local groups and members as information emerges
- If there are any queries please check with ALL office (contact details in Notes)

# ALL resources

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- Cultural events appear on the ALL Events calendar and in primary/secondary resources pages on the website.
- ALL Pinterest page
- E-publications are available from the ALL Online shop
- Remember the ALL wikis
- (See Notes)

# Discussion item:

## Current issues of concern

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- The worries on the next screens were identified and contributed by an ALL Branch
  - Do you share any, or all, of these concerns? Or others?
  - Do you have any strategies for dealing with them?
  - Are there actions that could be taken by the ALL Secondary Special Interest Group or others to support ALL members ?

# The following issues crop up time and time again:

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- The new GCSE - developing students for Speaking and Writing in particular, and marking and feedback in these skills with so little guidance and materials available.
  - The new A-Levels - very similar issues with assessment; so little to go by, we all feel we are working in the dark with blindfolds on.
  - (Please see Notes below)

- The ever-increasing workload - if you take the job seriously (and you have to really with ever increasing accountability and constant "surveillance"), you could be working 12 hours a day, every day, and still be stressed about the things you have not been able to do.

- Staffing - a result of point 3; those of us involved in mentoring students have noticed that few of our trainees of recent years ~~remain in the profession~~; an increasing number of trainees complete the course, but never even start their NQT year. This, alongside the fact that many experienced MFL teachers are leaving the profession to go part-time or into primary, makes us worry about future staffing supply.
- *Example of a SCITT trainee who was paid £25,000 to train ( a drop from the £55,000 she was earning in her Civil Service job) and having shown every sign of being a brilliant teacher, quit when she found her starting salary would be £22,500! Where else are trainees paid less than qualified staff?*

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- There is a worrying trend in schools to narrow the curriculum to the absolute essentials - due to financial pressures (and maybe concerns about future teacher supply?) e.g. schools may reduce to just one language (German in particular is now offered in less than a quarter of schools in our area whereas 10 years ago it was in more than half of our schools).

# Gaming Grammar project

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- This game, in development at University of York utilises *form-meaning mapping*
  - Pupils in KS2 or 3 can:
    - progress at their own pace
    - receive individualised feedback
    - access a record of their learning
    - revisit areas of difficulty

Interested in trialling the game with your class?

Interested to find out more? Get in touch!

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# How do I join ALL?

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- **Online** – at [www.all-languages.org.uk](http://www.all-languages.org.uk);
  - **By telephone** – on 0116 478 8200;
  - **By email** – to [info@all-languages.org.uk](mailto:info@all-languages.org.uk);
  - **By post** – to:

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