



Towards Excellence

Understanding, Improving and Promoting Language Learning

All sessions: **5.30 – 7.00 pm**
 (tea/coffee and informal chat from 5pm)

King Edward VII School
 Sheffield, Glossop Road,
 The Library in the Old Building

NCELP

National Centre for Excellence for Language Pedagogy



With Ofsted's renewed focus on the curriculum language teachers and subject leaders will now be preparing for increased scrutiny of teaching and learning:

- What is it that makes language learning unique?
- What thinking lies behind our Schemes of Work and our practice in the classroom?
- How do we ensure students are engaged and make appropriate progress?

In short: What does excellence in language teaching look like and how do we ensure that it gets put into practice in our day-to-day practice in the classroom?

The NCELP is based at the University of York and jointly managed by Dr Emma Marsden and Dr Rachel Hawkes. It is funded by the Department for Education (DfE) to take forward the recommendations of the "Review of MFL Pedagogy" published by the Teaching Schools Council in 2016. The Centre's mission is to improve language curriculum design and pedagogy, leading to a higher take up and greater success at GCSE.

The NCELP approach to pedagogy is research-led and practice-informed and helps pupils establish, early in their course, a robust knowledge of basic vocabulary, grammar, and the sound and spelling systems (phonics). The pedagogy then reinforces this knowledge via planned practice in meaningful activities.

This series of related CPD sessions provides an introduction to the Centre's work and its bank of resources, including structured, sequenced Schemes of Work, vocabulary lists and digital games for grammar learning.

Please note that, unlike in previous years, **all sessions will start at the earlier time of 5.30pm** with an opportunity for colleagues to meet up beforehand for an informal chat over a cup of tea or coffee.



Towards Excellence in MFL



Session 1

Thursday, 28th November 2019

Curriculum Design: Intent, Implementation and Impact in Languages at KS3 (and KS4)

Dr Rachel Hawkes

Director MFL, CAM Academy Trust / Co-Director NCELP

We welcome Ofsted's renewed focus on the curriculum, following the MFL Pedagogy Review, which positions GCSE foreign language study at the core of secondary school education.

This session examines the key drivers of curriculum planning and the core components of language learning, providing answers to the question, "What does an excellent languages curriculum look like?"

Rachel Hawkes is co-director of the NCELP managing the Centre together with Emma Marsden. She works across the six schools in The CAM Academy Trust, where she is Director of International Education and Research and SLE for languages. She is also a former President of ALL, co-author of the new Pearson textbook for GCSE Spanish (¡Viva!). She also has a PhD from the University of Cambridge, focusing on teacher and learner interaction in the secondary languages classroom.

Session 2

Thursday, 16th January 2020

NCELP Scheme of Work Development

Stephen Owen / Nicholas Avery

Teacher Educator / Resource Developer, NCELP

Following the first session of the series on curriculum design (Rachel Hawkes), this session will focus on NCELP's development of schemes of work for KS3 French, Spanish and German. The principles and key features of these schemes of work will be presented, as will a selection of resources created by NCELP to support their implementation.

Nicholas Avery: Nick Avery is a Resource Developer at NCELP and has been involved in scheme of work development for KS3 Spanish. He holds a BA in French and Spanish (University of Southampton) and an MA in Applied Linguistics for Language Teaching (University of York). He has worked as an English language teacher in France, Spain and Colombia and has published research on second language reading. He has also worked on the Open Accessible Summaries in Language Studies (OASIS) project.

Stephen Owen: After completing his PGCE in Modern Foreign Languages at the University of York in 1994, Stephen taught French to GCSE and A level in a range of secondary schools in Derbyshire, Nottinghamshire, Lincolnshire and North Yorkshire. He has led MFL departments in three of those schools. Stephen is passionate about making language learning accessible and enjoyable for students, and is a firm believer in the importance of grammar. Stephen also has a first degree in Social and Political Science (main subject psychology) from the University of Cambridge. He joined the Education Department at York in January 2019 as a member of the NCELP team.



Towards Excellence in MFL



Session 3

Thursday 23rd January 2020

How does Explicit Phonics Teaching make a Difference?

Dr Rachel Hawkes

Director MFL, CAM Academy Trust / Co-Director NCELP

The MFL Pedagogy Review recommendations include (amongst others) principles for teaching phonics, vocabulary, grammar and their combination in meaningful practice. In this workshop we focus on research-informed practice for explicitly teaching, consolidating and applying the sound-writing relationship in secondary language learning. The session includes (freely available) resources for teaching phonics in French, German and Spanish.

Rachel Hawkes is co-director of the NCELP managing the Centre together with Emma Marsden. She works across the six schools in The CAM Academy Trust, where she is Director of International Education and Research and SLE for languages. She is also a former President of ALL, co-author of the new Pearson textbook for GCSE Spanish (¡Viva!). She also has a PhD from the University of Cambridge, focusing on teacher and learner interaction in the secondary languages classroom.

Session 4

Wednesday 12th February 2020

Grammar

Prof. Emma Marsden

Professor of Applied Linguistics, University of York; Director NCELP

This session focuses on one of the core components of language competence and a driver of the NCELP Key Stage 3 Schemes of Work: grammar! We will address the 'why', 'what', 'when', and 'how' questions about grammar teaching. Participants will leave the session with an understanding of our approach to selecting, sequencing, and teaching grammar. Our principles draw on research about how learners attend to and process the input they hear and read, how they retain information, and the role of practice.

Emma Marsden is Professor of Applied Linguistics at the University of York and director of NCELP. She started her career as a teacher of French and head of Spanish in an 11-18 comprehensive school in Derby. She has been at the University of York since 2004. She is Journal Editor of [Language Learning](https://ojs.pearsoned.com/journal/index.php/LL) (#1 in Google Scholar for foreign language learning journals). Emma directs <https://OASIS.database.org> and <https://IRIS-database.org>, freely available resources serving the interfaces of research and practice.



Towards Excellence in MFL



Session 5

Wednesday 26th February 2020

Vocabulary

David Shanks @HFLanguages
MFL Lead Consultant, Harris Foundation
Researcher and Subject Specialist, NCELP

In this final session we focus on key MFL Pedagogy Review recommendations for teaching vocabulary, research-informed practice and explore the following questions:

- Why is vocabulary so important?
- What does it mean to know a word?
- Which words do learners need to know?
- How many words do they need to know?
- How can they best learn and retain those words?

The session includes practical teaching ideas and links to resources in French, German and Spanish.

David Shanks is Lead MFL Consultant for the Harris Federation and works to develop the languages provision across 47 schools in London. He taught English in France and Maths/ICT in Norway before completing his PGCE at the IOE and has taught French for the past 10 years. He has delivered CPD on a range of MFL ITE training courses, leads the Harris School Direct MFL Programme and sits on the ALL Council. He has contributed to Oxford Education's MFL Blog and recently completed a MEd at King's College London, including a dissertation that investigated the use of Oral Homework in MFL. Since December 2019 he has also worked as a Subject Specialist for the National Centre for Excellence for Language Pedagogy.

Cost of the Series:

You can either attend on your own or bring your whole Department for one competitive fee:

Individuals: For the whole series, i.e. all 5 events: **£ 75** (ALL individual members);
£ 130 (non-members)

Groups / Departments (irrespective of number of participants):

For the whole series, i.e. all 5 events: **£ 125** (ALL group members);
£ 230 (non-members)

Associate Members (= PGCE students): all 6 events (no matter how many are attended): **£ 12**

To take advantage of the reduced fee for ALL members, please take out membership prior to booking:
www.all-languages.org.uk

HOW TO BOOK: Fill in the attached booking form and return **before Half-Term**,
by Wednesday, 13th November 2019 at the latest.