

This newsletter is being sent to colleagues involved with, or interested in, [Home, Heritage or Community Languages in the UK](#). The newsletter aims to provide key information on developments in the field, including CPD and other events, and thereby to encourage dialogue and collaboration. It is planned to send out the HHCL Newsletter twice a year, in September/October and March/April. We are in the process of building up a mailing list of colleagues involved in supporting HHCLs in mainstream and community contexts. If you are not currently on the mailing list but wish to be added please inform info@ALL-languages.org.uk marked f.a.o. Steven Fawkes. Equally please inform Steven through the same address if you have received this issue of the Newsletter but do not wish to receive further issues.

UK DEVELOPMENTS

The Languages Gateway

The Languages Gateway

This is an initiative to bring together 'all things languages' in one place. It is designed to act as a directory, or 'portal', from where everybody in the country can find and access information about languages across the UK - from schools to universities, research and policy, and wider opportunities. We would like to include more information about support for home, heritage and community languages on the Gateway. In particular, we would like to gather details of supplementary and complementary schools across the country. Please get in touch with details of your supplementary school(s) or project. For example, send us:

- Contact details for local supplementary school(s),
- Details of a cultural centre,
- Details of a planned event, festival or competition,
- Contact details for a community organisation, expert, or teacher group.

You can send us details using this on-line [form](#) or email Philip Harding-Esch at philip.harding.esch@gmail.com. We hope to hear from you soon!

HHCL Professional Development Webinars

Learning Heritage Languages through Cultural Activities: [The ENACT Web App](#)

Müge Satar and Sara Ganassin, Newcastle University

Supporting the Well-Being of Heritage Language Learners: Insights and Strategies for Teachers

Yue Zhou, University of Nottingham

[Recording](#) of this event: ALL HHCL webpage > Recent Events

Multilingualism in Public Spaces: Facilitating Libraries and Schools to Support Multilingual Families

Talk by Dr Sabine Little to Roehampton's School of Psychology staff and students and external guests about her research (25th February 2025)

National Consortium for Language Education (NCLE)

On the HHCL [webpage](#), in the section called **Assessment and Accreditation**, you can find information and advice from the National Consortium for Language Education (NCLE) on issues around examinations in a wide range of languages.

Cambridge Multilingual Storytelling Playroom to be Launched at Cambridge Central Library

Cambridgeshire Libraries became a Sanctuary service in August 2023, and we support local migrant communities through a range of resources and partnerships. We've continued to develop this work through our collaboration with Cambridge Research in Community Language Education Network (CRiCLE) and Cambridge Bilingual Groups. In November 2024 we hosted a workshop at the Cambridge Community School Leadership Forum about how the library service can best support the multilingual communities we serve, where we gained valuable insight. We then celebrated International Migrants Day with a Multilingual Storytime delivered by community members, and we plan to host these sessions on a quarterly basis throughout 2025 to continue to build relationships and deepen our partnership work.

Do You Want to Learn Sylheti?

Please help us keep Sylheti language alive and keep the [Sylheti language lessons](#) free with a [donation](#).

[Plurilingual Pedagogies](#) and the [ROMtels Project](#)

By Sophie Higgins

Cities of Languages and Other Regional Hubs

In the absence of central government policy on multilingualism in England, a number of cities have chosen to name themselves Cities of Languages as a response to growing multilingualism and a desire to value and support all languages. This relates in part to education but focuses more broadly on multilingualism in public spaces. It has involved collaborations between universities, mainstream schools and community schools as well as local councils, museums, galleries, and other community organizations.

In recognition of this trend, in February 2025 the UK Association for Language Learning posted a new page on its website entitled '[Cities of Languages](#)' containing information about developments in a number of cities in England and Scotland (Aberdeen, Birmingham, Cambridge, Coventry, Leeds, Leicester, Liverpool, London, Manchester, Newcastle, Nottingham, Portsmouth, Sheffield) as well as a range of resources. It is hoped that this will encourage coordination of efforts and sharing across cities. Below there are reports from Portsmouth and Newcastle.

Portsmouth City of Languages

A joint initiative bringing together the city's language providers, the Local Authority, the University of Portsmouth and other interested groups, Portsmouth, City of Languages, identifies one of its main aims as 'to celebrate all of the languages spoken and studied in our schools and communities'.

With over 6000 pupils in Portsmouth schools speaking at least one other language in the home or community, in addition to English, there is a rich cultural and linguistic diversity, which Portsmouth, City of Languages, is seeking to recognise and celebrate.

As a pioneering event, all education settings were encouraged to participate in Celebrating Languages in Portsmouth during the week of Monday 17 to Friday 21 March, aligning with the University of Portsmouth's Global Week. The intention was for all education settings to organise at least one event, big or small, to celebrate the wealth of languages and cultures that enrich the lives of so many people in our communities.

The development of a [website](#), hosted by the Portsmouth Education Partnership, provides a source of information about language-related events in Portsmouth and beyond.

Express Yourself: North East Festival of Languages - Celebrating HHCL



[Express Yourself: North East Festival of Languages](#) is, since 2020, an annual celebration of diverse languages, cultures and the region's connections to the world. As part of the wider Festival programme running from January to March, schools, community schools and groups can access a wide range of free activities, events and resources that celebrate linguistic diversity and promote Home, Heritage and Community Languages.

These are designed to engage and inspire teachers and children and young people in schools in recognising, valuing and sharing the richness of these diverse languages and cultures. There are four creative projects (multilingual singing, writing and art), 17 in person world languages and cultural events, 30 pre-recorded workshops, as well as a range of online activities and resources. Schools are encouraged annually to pick and mix activities to celebrate International Mother Language Day, support progression with the British Council International School Award and Schools of Sanctuary work and engage their international school partners. They are encouraged to include Festival activities as part of school-wide celebrations, exhibitions and classroom activities.

Join the Festival online: [Website](#) | [X \(twitter\)](#) | [facebook](#) | [instagram](#)

Read Festival article: [International Mother Language Day takes centre stage in February](#)

Declan Baharini (she/her/hers)

Chief Executive Officer



Nottingham: Launch of [Complementary Education Network \(2024\)](#)

Nottingham Trent University, Åbo Akademi University (Finland), Young People's Trust (YPF)

The linguistic rights granted to individuals vary across countries. Despite the universal right to education for young people, linguistic rights are not explicitly recognized in the Sustainable Development Goals (SDGs). For instance, the linguistic rights provided for members of minority groups and newcomers differ in England and Finland and despite the right for all young people to access education, many of them identify linguistic difficulties as a main barrier to meaningfully engaging with learning and socialising at school. Taking this into account, the project focuses on how national educational and legal frameworks promote mother language education and we do so with the focus on the supplementary schools in England and extracurricular mother language education in Finland. The Complementary Education Network advocates for a comprehensive understanding of complementary education integrating learnings from all non-statutory educational provisions to enhance the educational experiences of young people who are both newcomers and those with minority backgrounds.

Recent event organised by the network: Celebrating International Mother Language Day (Nottingham City Exchange) (21 Feb 2025), addressing the importance of education initiatives promoting mother tongue and heritage language learning in England and Finland.

New Online Resource for Polish Language Learning

The Polish Embassy in London has launched a dedicated online platform to support the teaching and learning of Polish as a foreign language in the UK. This initiative aims to provide students, parents, and educators with comprehensive resources, guidance, and support in formal Polish language education.

🌟 What's Available?

Guides for A-level and GCSE Polish

Whether you're a student preparing for exams or a parent looking for guidance, these resources offer detailed information on exam structures, requirements, and preparation tips:

 [A-level Polish Guide](#)

 [GCSE Polish Guide](#)

Map of Supplementary Schools

A directory of Polish supplementary schools across the UK, helping families find institutions that teach Polish language and culture:

 [Polish Schools in the UK](#)

Promotional Materials for Formal Examinations

A collection of resources aimed at encouraging students to pursue Polish language qualifications, highlighting their benefits for future education and career prospects:

 [Promotional Materials](#)

Dedicated Contact Email

For any questions or additional support, a dedicated email contact is available, ensuring direct communication with experts in Polish language education.

Explore the Website

Visit the official Learning Polish website to access all these resources and support Polish language learning in the UK:

 [Learning Polish](#)

This is a fantastic initiative to strengthen Polish language education and provide structured support for learners at all levels. Make sure to share this resource with anyone who may benefit! 🇵🇱📖🌟

New Resource: Polish GCSE Speaking Examiners in the UK

The Polish Language Communication Centre in London (PLCCiL) has created a comprehensive list of Polish GCSE Speaking Examiners across the UK. This **interactive map** (link below) helps students, parents, and schools connect with qualified teachers willing to conduct Polish GCSE speaking exams.

Find an Examiner Near You

Each marker on the map represents a teacher's location, including contact details and experience, making it easier to find suitable support for Polish GCSE oral exams.

📌 View the Map Here ➡ [Polish GCSE Speaking Examiners in the UK](#)

For Schools and Examination Centres

Please note that the verification of qualifications and any required training of examiners is the responsibility of the respective examination centres.

Join the Network

If you are a teacher interested in being added to the list, you can register here:

📌 Register as a Polish GCSE Speaking Examiner ➡ [Sign Up Here](#)

For further information or to join the examiner network, visit the PLCCiL website or contact plccil.office@gmail.com.

This initiative is a fantastic resource to support students and schools in preparing for the Polish GCSE oral exams! 🇵🇱🎓🌟

Creating Space for Multilingualism in Superdiverse Schools

Funded by the Goldsmiths Research Impact Fund, this new project responds to a significant gap in teacher professional development in the field of multilingual pedagogies in mainstream primary schools in England. Its aim is to create a conceptual and practical *Toolkit for Implementing Multilingual Pedagogies in Mainstream Primary Schools* in England with teachers, children and their families. The Toolkit is designed to enable child agency and teacher reflexivity and support a whole school approach to multilingual pedagogies. By multilingual pedagogies we mean pedagogical approaches that acknowledge, include, use, engage and promote children's diverse linguistic and cultural repertoires and identities in the classroom (García & Flores 2012; Cummins 2021).

The Toolkit contains pedagogical principles and pathways, multilingual activities, curricular links across primary school years, points for further teacher reflection and development and resources that can be integrated into day-to-day classroom routines and practices. It is being developed as part of the 'Multilingual Club' (September 2024 - ongoing) in collaboration with [Wyvil primary school](#) in Lambeth. Building on the multilingual activities and resources trailed in the 'Multilingual Club', we will start working with four teachers to adapt and extend them to their classrooms and co-develop the Toolkit further. The Toolkit is aimed at senior leadership teams (SLTs), and teachers and learning support staff in state maintained primary schools, and academies and School Services in local authorities in England.

Project team: [Dr Vally Lytra](#), PI; [Dr Cristina Ros i Solé](#), Co-PI; [Faris Sanhaji](#), Co-PI; [Dr Thomas Quehl](#), postdoctoral research fellow; Jacqueline Crawford, teacher-co-researcher at Wyvil Primary School.

Nottingham Lingo

Languages (including community, heritage, working, dialects or signed languages) are dynamic and changing but remain a crucial way to express our culture heritage with others. Nicola McLelland and Natalie Braber have been working on projects with local community groups to celebrate language heritage. We have designed a pledge to allow us to share our ideas and you can show your support of this. Please sign our [pledge](#) and you can also look under 'resources' to see some of our recent work.

Developments in Scotland

SCILT, Scotland's National Centre for Languages, champions linguistic diversity and supports modern language learning across the country. In an interconnected world, language skills foster cultural understanding, enhance employability, and prepare young people as global citizens. By equipping learners with communication tools, SCILT helps shape Scotland's inclusive and outward-looking future.

In collaboration with the Universities of Glasgow and Strathclyde, SCILT is thrilled to be involved in a new [collaborative research project](#) embedding multilingualism into learning for sustainability. The study has received funding of £1,269,851 from the Arts and Humanities Research Council, part of UK Research and Innovation (UKRI). This three-year study begins in May and will engage primary schools across Scotland, including rural, urban, and Gaelic Medium Education (GME) schools.

To promote multilingualism, SCILT launched the [Words for the World](#) competition in January 2025, with this year's theme, *Water*, aligning with World Water Day on 22nd March.

Additionally, during Languages Week Scotland in February, SCILT introduced the [SLEA Multilingual Award](#), encouraging schools to explore linguistic diversity and collaborate with local cultural organisations.

The Multilingualism through Art (MtA) team this term has been collaborating with teachers to deliver a synchronous, online programme *Multilingual Live* for primary schools. These lessons have varied in theme according to the needs of the schools, including fantastical sea creatures and endangered species. The sessions have allowed learners to get creative while exploring and making connections across different languages with their peers.

Through fostering a whole school approach to multilingualism, Thornwood Primary School in Glasgow is setting an example by actively working towards becoming a multilingual school. With a dedicated staff and a multilingual library already in place, this initiative has the potential to create a lasting impact within the school community and beyond. Depute Head Teacher, Alison Kiyani, shares some insight into the work that's going on in the school.

At Thornwood Primary and Nursery Class, we are privileged that more than half of our children have a home language other than English, giving us a rich breadth of cultural and linguistic experiences to engage with. As a school, we are therefore continually working on a range of approaches to ensure that linguistic diversity is seen as an asset to our learning environment and a resource that enriches our learning. We look for opportunities to embed home languages throughout our learning and teaching. We have also recently been incredibly lucky to partner with SCILT and successfully secure a library grant from the Scottish Library Improvement Fund, to develop a multilingual and multicultural library. Through this, we have purchased books written in different languages and books which promote cultural diversity. This not only allows our pupils to engage with texts in their home languages, but also validates and begins to normalise the linguistic diversity and cultures within our community. We hope that through our on-going work, we are on the way to becoming a multilingual and multicultural school where everyone feels fully included.

To support Gaelic in Scotland (and beyond) and funded by Bòrd na Gàidhlig, Seachdain na Gàidhlig ([World Gaelic Week](#)) took place at the end of February. More than 500 classes from primary schools from across Scotland took part in various activities that included Gaelic language learning and culture via daily online sessions.

INTERNATIONAL DEVELOPMENTS

Advances in digital technology in recent years have made it easier to keep abreast of developments in heritage language education worldwide as the next few items show.

Sydney Institute for Community Languages Education (SICLE)

[Language Progressions Project](#)

This project is funded by the NSW Department of Education and undertaken by the Sydney Institute for Community Languages Education (SICLE). The language learning progressions are classroom/teacher-based assessment tools which bring together teaching and curriculum. They describe student achievement and the development of language learning. The progressions are research-based and evidence-informed; they align with current syllabuses and support teaching and learning.

The language progressions will include the development of generic and language-specific milestones that can identify student languages learning and growth in listening, speaking, reading and writing at all stages of schooling in all sites of learning. The purpose of these instruments is to support valid and reliable teacher assessment *of* student language learning with reference to classroom work samples. The language learning progressions will also support teacher assessment *for* student language learning including student self-assessment. [Materials](#) are available for Arabic and Chinese.

Global Call for Action for Heritage Language Education

Keeping the call alive – [Advocacy tools](#) available in more languages.

Forum of Heritage Language Coalitions in Europe (FOHLC)

[Next café](#) on 22 May 2025.

Languages Matter: Global Guidance on Multilingual Education UNESCO Guide (2025)

This new [UNESCO guide](#) presents up-to-date principles for language-in-education policies that recognize multilingualism as both a fundamental human characteristic and an essential educational approach.

Your Language Counts

Launched in 2024, this is an EU funded project to promote heritage language education across Europe. 'Our vision includes the development, testing, and implementation of a Heritage Language Education model, launching in six schools and focusing on the lower secondary years (students aged 12-16) in Finland, the Netherlands, and Sweden. The targeted languages include Arabic, Farsi, Russian, Somali, Turkish, Ukrainian, or any other language spoken by students at home'.

[Introductory video](#)

[Project website](#)

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