

**Report on National Survey of
Teacher Attitudes to Scots Language in
*Curriculum for Excellence***

30 November 2010

Report compiled by the Education Sub-Committee of the
Cross Party Group on the Scots Language

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Report Summary

Introduction

From April to October 2010, over 200 teachers and other education professionals responded to a questionnaire asking about their attitudes to the teaching of the Scots language in schools and CfE. This is the Report based on that survey. Its aim is to provide Ministers, MSPs, education bodies and the profession as a whole with a snapshot of the experiences, concerns and aspirations of Scotland's teachers regarding the Scots language.

Key Requirements

Teachers identified three main areas where support is urgently needed in order to deliver effective Scots language learning within CfE:

More Scots language training

More Scots language teaching resources

A higher status for Scots language within *Curriculum for Excellence*

Key Recommendations

The findings of this first-ever survey of Teachers' Attitudes towards Scots reveal that many teachers believe the Scots language is an important part of their teaching practice but that training opportunities and teaching resources are inadequate.

In order to support teachers committed to developing Scots language learning in their teaching practice and within CfE, the Scottish Government at the very least should commit:

to providing and co-ordinating a broad range of high quality Scots language CPD training;

to ensuring the provision of contemporary, accessible and relevant Scots language resources including on-line materials;

to visibly supporting the Scots language in *Curriculum for Excellence* at all levels.

Compiled by Education Sub-Committee of the Cross Party Group on the Scots Language

Email: matthew@itchy-coo.com
katrinamlucas@btinternet.com

Website: www.scotsinschools.com

Index

Report Summary	2
The Voice of Practitioners	4
Rationale	5
Methodology	5
Question 1 <i>To what extent are you a Scots speaker?</i>	6
Question 2 <i>To what extent do you value Scots?</i>	7
Question 3 <i>What is your knowledge of the history and literature of the Scots Language?</i>	8
Question 4 <i>What place should Scots have in Curriculum for Excellence?</i>	9
Question 5 <i>Are there any benefits to teaching Scots in schools?</i>	10
Question 6 <i>Are you confident teaching Scots?</i>	11
Question 7 <i>Please list any Scots language texts, resources and/or activities that you have used with children and describe how successful they have been.</i>	12
Question 8 <i>What support/training would help teachers to become more confident in delivering Scots language in schools?</i>	14
Question 9 <i>Please note below any further points that you may have regarding your views on the place of the Scots language in Scottish education.</i>	18
Resources, Training and Support	20
Key Recommendations	22
Acknowledgements	23
Appendix	24

The Voice of Practitioners

Teachers were asked what support/ training would help them become more confident in delivering Scots language in schools. They were also invited to share their thoughts on the place of Scots within *Curriculum for Excellence*. These are some of the comments received. (There are more teachers' comments at Questions 8 & 9.)

- *More CPD and a resource online to share ideas and materials.*
- *Courses provided as with any other curricular areas. Money for resources. List of resources that can be used. Scots shouldn't be seen as 'slang' or 'lazy'.*
- *An awareness of the resources out there to teach Scots. More CPD opportunities for all staff. If teachers realised how enjoyable the children find lessons in Scots they would be proactive here.*
- *Bank of teaching materials. Officially stated support for Scots. Funding for a Champion in schools, Clusters or Local Authorities. CPD structured for teachers and classroom assistants. Materials/support/workshops for parents. Resources that support the teaching of new vocabulary.*
- *Lots of scope for learning poetry and reciting it but it's one thing reading someone else's work and another writing your own so some support for children to become confident in creating their own texts would be great. Dual language books to teach Scots and English alongside each other.*
- *THE CHILDREN ARE ENERGIZED AND MOTIVATED WHEN USING SCOTS LANGUAGE.*
- *Scots language lends itself to many of the CfE language & literacy outcomes and the four capacities, promoting positive image of "home language" and encouraging acceptance and tolerance of differences.*
- *I think the teaching of Scots enriches the vocabulary of our pupils. It helps focus on the use of language and will support and develop the oral curriculum. It lends itself well to an 'active' curriculum and learning and teaching.*
- *It brings a vibrancy and excitement to language. Engages and motivates particular children, especially in written language. Has a generational impact especially for those children with Scots grandparents. Many children for whom English is not their first language love reciting Scots poetry.*
- *My mither tongue is important tae me so I'm richt gled it's been included in the Curriculum fur Excellence. I wis lucky tae hae a heid maister fa valued oor culture fin I wis at the skweel an I'm sure it his helped me tae appreciate the culture o ither folk in oor multi-cultural Scotland. I'm a for celebratin oor various wyes o deein n learnin fae each ither. Bit we need tae value fit we hiv so's we can understand fit wye ither folk value fit they value.*

Rationale

To complement the publication of the Scottish Government's survey *Public Attitudes towards the Scots Language* ⁽¹⁾, the Cross Party Group for Scots Language Education Sub-Committee agreed in November 2009 to conduct a survey which focussed on the education sector in Scotland.

This survey had three main aims:

- to record the attitudes of teachers on the issue of Scots language in *Curriculum for Excellence*;
- to gather data on current Scots language teaching practice, use and availability of resources and training opportunities;
- to inform Ministers, MSPs and other education policy makers of what teachers need to develop Scots language in their teaching practice.

The survey is a first for Scottish education. It is the first time practitioners from across the country have been asked for their views on the use of Scots in teaching and learning.

Methodology

A group of Sub-Committee members, all with a Scottish education sector background, was formed to devise, administer and analyse the survey. A questionnaire ⁽²⁾ was developed and trialled.

Invites were sent by e-mail to a wide range of contacts in education across all local authorities. The questionnaire was openly available through Glow and on the Scots CPG Education Sub-Committee's website ⁽³⁾. Individual Sub-Committee members invited colleagues to take part and to pass on the questionnaire to others. The questionnaire was active from April to October 2010.

A total of 206 teachers and other education professionals responded to the questionnaire.

From that total, 141 replies came from the Early Years and Primary teaching sector. 55 replies were collected from the Secondary teaching sector. 10 'Other' replies were received from Initial Teacher Education lecturers, university staff and local education authority officials.

Responses came from Aberdeen, Aberdeenshire, Angus, Argyle & Bute, Clackmannanshire, Dumfries & Galloway, Dundee, East Ayrshire, East Dunbartonshire, East Lothian, East Renfrewshire, Edinburgh, Falkirk, Fife, Glasgow, Highland, Midlothian, Moray, North Ayrshire, North Lanarkshire, Orkney, Perth & Kinross, Scottish Borders, Shetland, South Ayrshire, South Lanarkshire, Stirling, West Dunbartonshire and West Lothian.

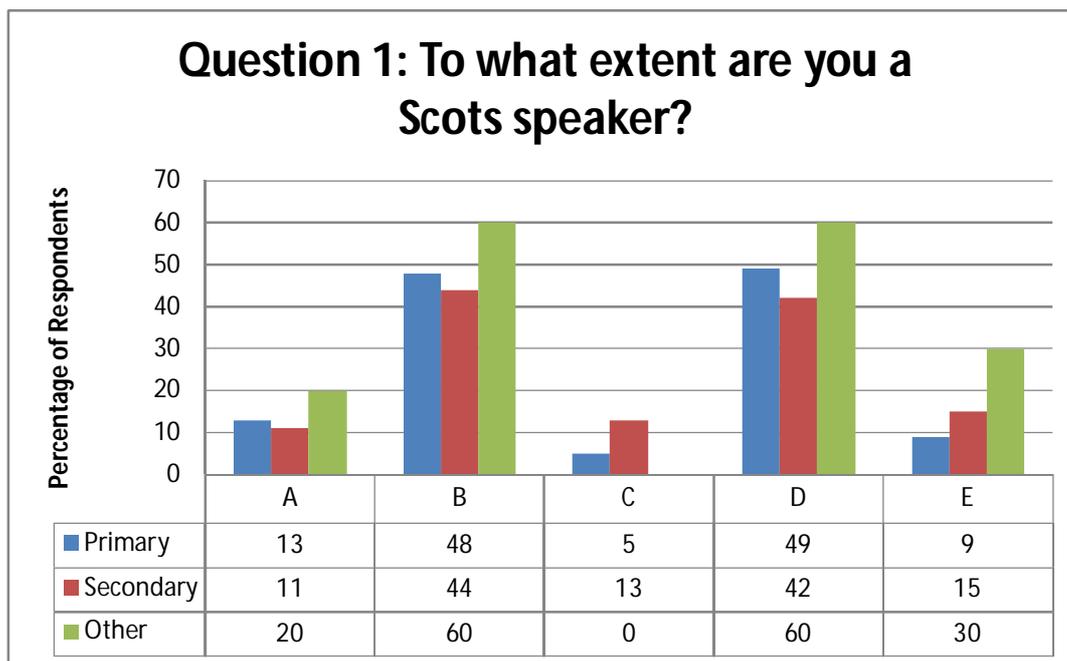
(1) www.scotland.gov.uk/Publications/2010/01/06105123/0

(2) To read full questionnaire, please see Appendix.

(3) Scots Education Sub-Committee website: www.scotsinschools.com

Question 1

To what extent are you a Scots speaker?



- A. I speak Scots fluently
- B. I use some Scots in informal/everyday situations
- C. I do not speak Scots
- D. I use some Scots words regularly
- E. I understand Scots but do not use it

*Respondents could choose more than one answer

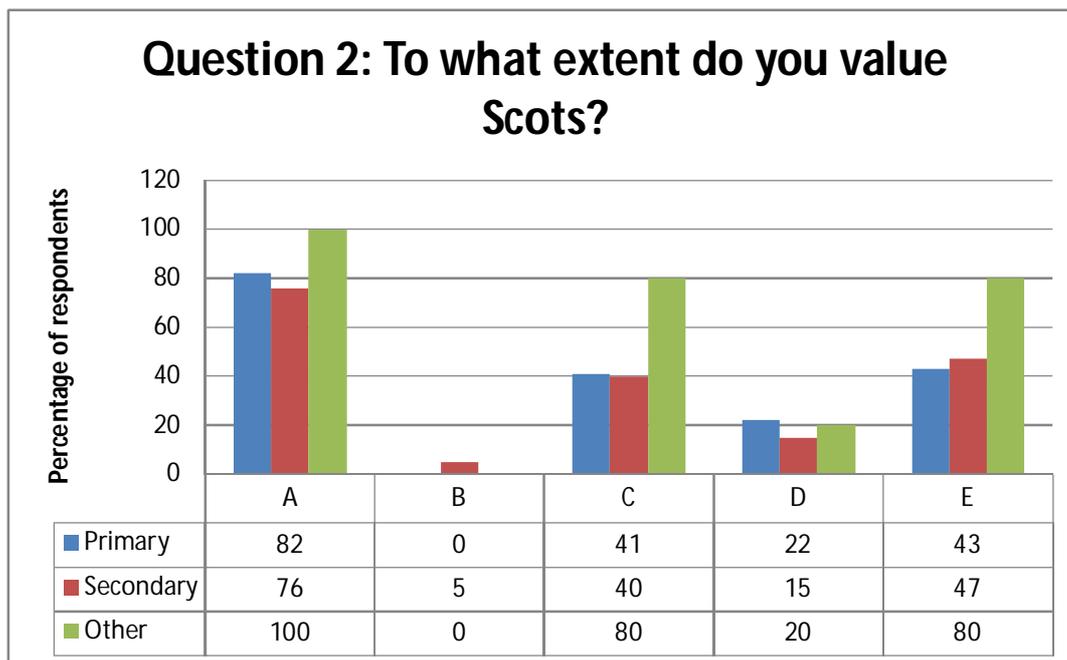
Responses clearly show that Scots is a feature of most respondents' day to day life. Although the number of respondents who considered themselves to be fluent Scots speakers was relatively small (13% across all three groups) the results portray Scots as a living language (47% using Scots in informal and everyday situations and 48% using some Scots words regularly).

The fact that there are no marked differences between the Primary and Secondary responses for A, B and D indicates that Scots is not only recognised by practitioners, but also used on a regular basis.

The small minority who said that they did not speak Scots (7%, who either were not brought up in Scotland or chose not to speak Scots) also chose option E as they felt some level of competence in understanding Scots.

Question 2

To what extent do you value Scots?



- A. It is an important part of Scottish culture
- B. Not at all
- C. It has an emotional and/or historical value
- D. It is entertaining
- E. It is part of modern Scottish identity

*Respondents could choose more than one answer

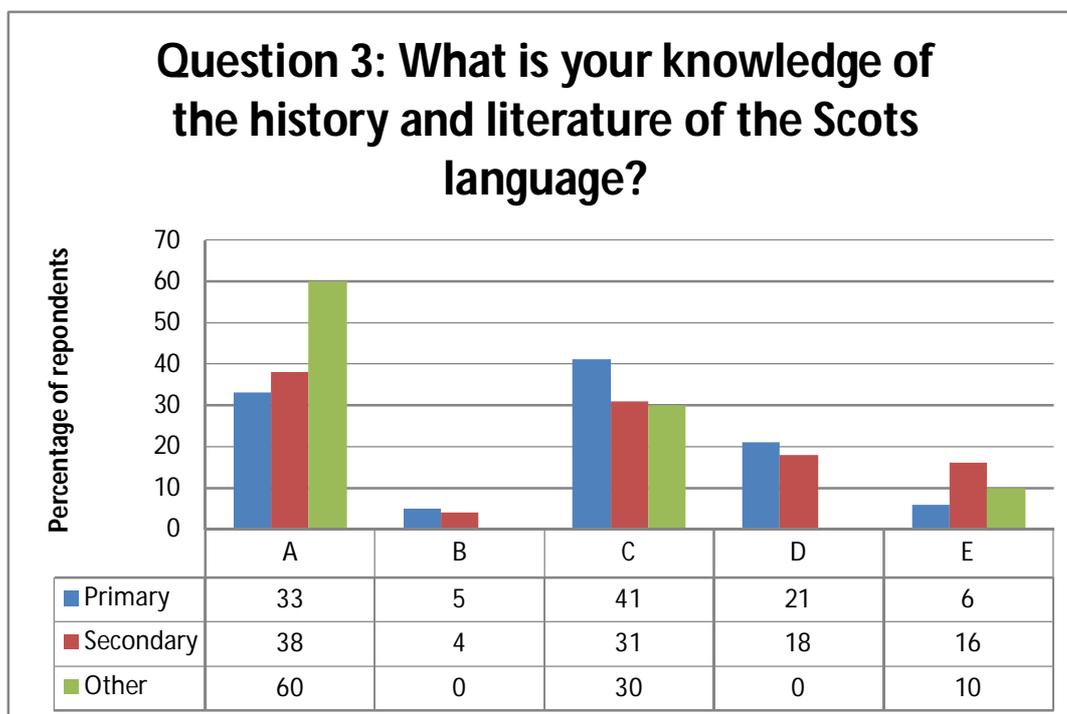
Respondents clearly indicated that they valued Scots on a number of levels, with many choosing more than one option in this section. 82% thought that it was an important feature of Scottish culture, 43% deemed it to have emotional and /or historical value, and 46% believed it to be a part of modern Scottish identity.

The closeness of the results for the Primary and Secondary sector is quite marked, indicating that Scots enjoys an equally high status amongst practitioners (82% of primary respondents felt that Scots was an important part of Scottish culture compared with 76% of secondary).

LEA officials and university lecturers, although forming a much smaller sample group, were remarkably strong in their favourable responses (100% deemed Scots to be an important part of Scottish culture, 80% felt it had emotional and/or historical value, and 80% thought it was part of modern Scottish identity). This suggests that Scots is viewed as important by influential decision makers as well as practitioners.

Question 3

What is your knowledge of the history and literature of the Scots Language?



- A. I have a fair knowledge of the history and literature
- B. I have no knowledge of the history and literature
- C. I have a sketchy knowledge of the history and literature
- D. My knowledge is limited to writers like Robert Burns
- E. I have a well developed interest in the history and literature of Scots

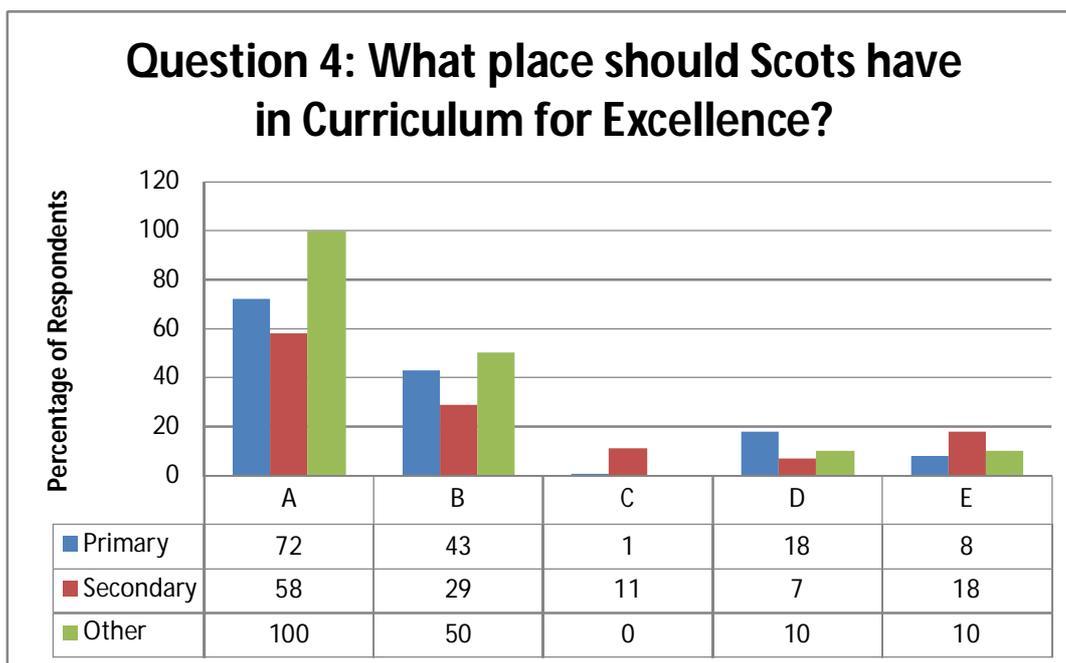
*Respondents could choose more than one answer

University lecturers and council officials were much more secure in their knowledge of the history and literature of Scots (60% indicated that they had a fair knowledge of the history and literature compared to an overall total of 35%) while the practitioners from both sectors indicated that they felt more insecure in this area (33% of primary respondents and 38% of secondary respectively).

A small group indicated a real enthusiasm for the literature and history of Scots (a total of 9%) with a higher percentage represented by the secondary sector (16%). There is, however, a great deal of consensus between primary and secondary colleagues with regard to this question.

Question 4

What place should Scots have in Curriculum for Excellence?



- A. Scots should be used in learning across the curriculum
- B. It should be used for special events like Burns celebrations
- C. It should not be part of the curriculum
- D. It should be limited to literacy lessons
- E. It should be assessed like any other modern language

*Respondents could choose more than one answer

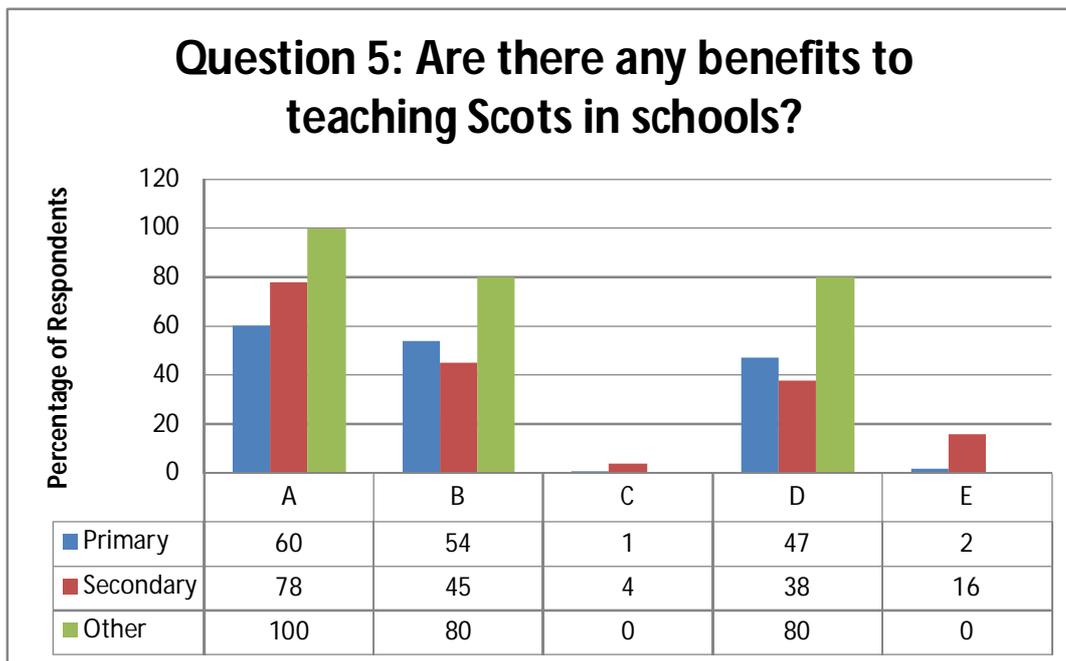
Respondents clearly viewed Scots as an important part of *Curriculum for Excellence*, with only 4% stating that it should not be part of the curriculum. All three groups believed that Scots should be used across learning (69% overall: 72% of primary respondents, 58% of secondary and 100% of other).

It would seem that practitioners (more so in primary, but not exclusively) and decision makers could see cross curricular applications for the language. The results indicate that the primary sector, although keen for Scots to be used at special times in the school year, did not think that it should be confined in this way.

A small but significant percentage (11%) was interested in the assessment of Scots as a modern language, particularly in the secondary group (18%) which may reflect the particular concerns regarding measurable results for this sector. The secondary responses in fact show a much more fragmented response to this question, with 11% responding negatively to any use of Scots in schools, compared with 4% overall.

Question 5

Are there any benefits to teaching Scots in schools?



- A. It values both the child and the language he/she brings to school
- B. It engages and motivates children to become effective contributors and successful learners
- C. There are no benefits – it encourages the use of slang
- D. It helps to develop confident individuals and responsible citizens
- E. It does not help children – it causes confusion

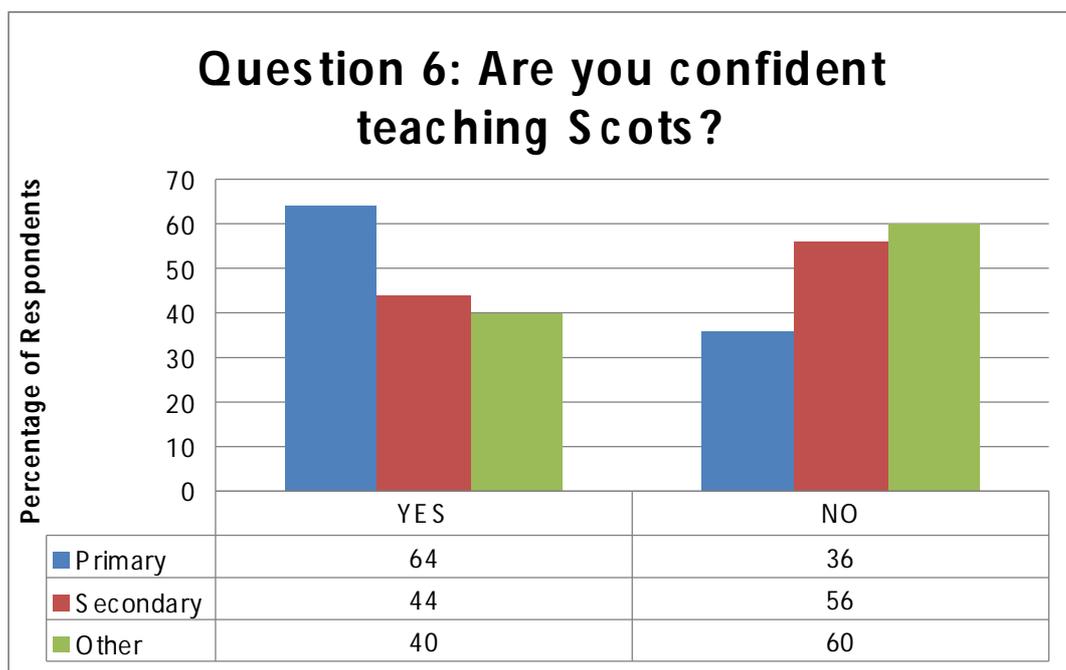
*Respondents could choose more than one answer

All groups of respondents clearly indicated that they felt Scots added to the school experience for children. Many chose more than one aspect here, as they felt that Scots had a positive impact in more than one area. The overwhelming response from all groups was positive, suggesting that Scots enjoyed a high status in terms of *Curriculum for Excellence*.

In total, 67% felt that Scots valued the child's home language, 53% thought that it engaged and motivated children and 46% believed that it helped to produce confident individuals and responsible citizens, compared with just 1% who felt there were no benefits and 6% who felt that it caused confusion.

Question 6

Are you confident teaching Scots?



This table clearly shows that overall confidence levels amongst respondents for teaching Scots in schools was high (57% said they were confident while 43% said they were not). Confidence levels were particularly high amongst the primary sector group (64%). Council officials and lecturers were not quite as confident (40%) as for many this was a problematic question as they did not usually have the opportunity to teach Scots.

It is very interesting to note the difference in confidence levels in teaching Scots between the primary (64%) and secondary sectors (44%).

Question 7

Please list any Scots language texts, resources and/or activities that you have used with children and describe how successful they have been.

Please also note any Scots language initiatives that your school has been a part of which have involved parents/carers or the wider community.

Primary respondents identified a wide variety of texts and resources that they had used with children, both traditional and contemporary. The most frequently cited were as follows:

- various works by Robert Burns
- poetry by J.K. Annand
- works by Sheena Blackhall
- Inverclyde's When We Find The Gowd teaching pack
- Doric resources produced by The Reading Bus
- The Desperate Journey by Kathleen Fidler
- Divided City by Theresa Breslin
- school based teaching packs
- Whar's Wattie by Dundee City Council
- Itchy-Cool website
- Channel 4's production of Haud Yer Tongue
- Itchy Coo

By far the most used resources in the primary sector, however, were the titles of Itchy Coo. From the Katie picture book series to the Roald Dahl translations and anthologies of poetry, these books form the backbone of Scots language resources currently being used in the classrooms of the 141 teachers who responded.

These resources and texts listed above were used as part of a variety of creative and active literacy activities across the Levels and the curriculum. Examples of such activities are:

- poetry competitions
- Scots assemblies
- enterprise activities such as the design, production and selling of Scots fridge magnets, coasters, bookmarks and calendars
- labelling body parts in Scots
- Simon Says in Scots
- singing (from Burns to the Singing Kettle)
- peer assessment in Scots
- creative writing
- Scots aerobics
- Scots family trees
- Oor Toun

- Scots Call My Bluff
- making and labelling tattiebogles

Community involvement in these activities was reported as high, with parents and other family members attending the special assemblies and events as well as sharing their experiences of the language. Local groups, council officials and MSPs were also involved in judging competitions and experiencing these activities for themselves. This community involvement and the cross generational nature of the activities was cited as positive aspects of the children's learning experience by the respondents.

Secondary respondents also reported using a wide variety of traditional and contemporary texts, citing works by:

- Jackie Kay
- Edwin Morgan
- Carol Ann Duffy
- Robert Burns
- Tom Leonard
- Hugh MacDiarmid
- Matthew Fitt
- William McIlvanney
- Irvine Welsh
- Anne Donovan
- Alan Spence

Again, the strength, variety and effectiveness of the Itchy Coo titles were frequently identified by this group, particularly with regard to S1 and S2.

There were not as many examples of cross curricular Scots language activities from the secondary sector. However, those identified as successful included:

- creative writing
- poetry composition
- translating famous speeches into Scots
- discussing childhood experiences in Scots
- discussing what gives a race identity
- Guess Wha?
- SG Geography settlement topic based on the texts Up Oor Close and She Wis Aye Workin

Parental and community involvement was not mentioned as much by the secondary teachers as the primary sector. However, the cross generational benefits of discussion surrounding language and experiences were mentioned on several occasions and clearly highly valued by respondents.

Question 8

What support/training would help teachers to become more confident in delivering Scots language in schools?

The primary responses (including nursery) and the secondary responses covered a range of views on appropriate support and training which would help increase teacher confidence. These views were categorised as:

- appropriate resources
- ongoing regular work on Scots
- time and money
- in-service (CPD and workshops),
- knowledge research and information
- a relaxed ethos
- work with outside agencies
- the status of Scots

There was a lot of common ground in the different sectors but there were also differences in the types of support and training mentioned. (One response could contain material classified in more than one category.) In both sectors those who felt that delivering Scots language was appropriate, felt that quality resources and training in linking these in to *Curriculum for Excellence* were crucial in building confidence. Support from peers and opportunities to share interesting practice helped to create a positive ethos. Having local authority commitment and government support were considered to be an essential factor in building confidence and increasing the status of Scots. There was more support in the secondary sector for the maintenance of the *status quo* and these views were given a category. Some disagreed with the premise of the need for the delivery of Scots language. Attitudes towards Scots language and the status of Scots were implicit as well as explicit in the responses.

Appropriate resources

Teachers felt that they would be more confident in delivering Scots language if they had appropriate resources to teach it and more knowledge of what is available already, including useful websites. The type and range of resources they enjoyed using to deliver Scots were discussed as well as desire for additional attractive and modern material at all stages and abilities to support spoken and written Scots. Their 'wish list' included:

- a range of materials in different dialects and accents as well as in a variety of genres.
- software for smart boards
- vocabulary lists to tie in with topics
- Scots language games
- Scots language music
- Scots language DVDs
- materials for display

- banks of material to include recordings of appropriate television programmes and class sets of materials
- Scots dictionaries and glossaries
- resources demonstrating spoken Scots
- information on grammar
- Scots texts on-line
- help with writing in Scots
- development of the resource bank on the LTS website

Both sectors were developing resources themselves although they felt that this was a time-consuming job made more difficult by a lack of awareness of what was available. They also cited the need for linking these resources with *Curriculum for Excellence* and stressed that resources with lesson plans containing progression and ideas for activities as well as suggestions for cross-curricular links were crucial. Materials suitable for parents to use were also identified as desirable.

Ongoing work on Scots

In the nursery and primary sector on-going regular work in Scots was felt to help confidence.

Others mentioned teaching Scots within a meaningful context of history and culture across generations and having days '*tae celebrate the rich variety of Scots cultural achievements*'. Teaching Scots across the curriculum, not just in language lessons was mentioned in the primary sector and another respondent wanted a 'whole school approach' to speaking it. Some secondary teachers also mentioned the benefit of teaching Scots language within a context of Scottish culture and another mentioned the importance of a meaningful community focus.

Time and money

For those who worked with the Scots language, having enough time and money to prepare for this work was important. The reasons given were:

- they needed time to look properly at what is available already, including websites
- to discuss and plan lessons and activities across the curriculum.
- to absorb and apply ideas.

Some felt that spending time and money on Scots had to be balanced with the demands of other subjects. In the secondary sector some felt strongly that there was not enough time or money to teach Scots. Others felt that 'delivering Scots' would encroach on other subjects.

In-service training, in-school support, CPD and workshops

Some teachers had not been able to access training and others had enjoyed the input they had had at teacher training college or in school from *Itchy Coo* and would like follow-up training. Many of the respondents thought that regular CPD and in-service training in Scots would boost their confidence. They gave suggestions for the content and approaches they would like:

- guidance on appropriate resources and how these tie in to *Curriculum for Excellence* outcomes and experiences
- ideas on the delivery of lessons, including teaching writing in Scots
- CPD on awareness of different dialects of Scots
- Training for classroom assistants
- workshops for parents
- access to courses in Higher Education
- on-line support via Glow or the council intranet
- native speakers to train others
- 'language immersion' days.
- Scots should be treated like any other modern language with trained teachers

There was some disagreement about whether all teachers needed some training in Scots: those who felt that this was the case suggested that in-service training would be best, whilst others felt it should depend on an individual's interests with optional CPD or twilight sessions the most suitable route.

Knowledge, information and research

The need to increase their knowledge base was explored by some and awareness training by others. There was some uncertainty about what was required in teaching Scots language and what actually constitutes Scots. This was a debate raised by secondary respondents, some of whom wanted clarification as to the difference between Scots and slang. This group was also concerned about whether a standard Scots language can be identified. Both primary and secondary teachers suggested that information on research on Scots language and the benefits of bilingualism should form part of initial teacher training.

Positive ethos and working with others

Teachers identified the following points as being of great importance with regard to improving confidence in delivering Scots in schools:

- the need to practise speaking Scots
- the need to create a positive ethos so teachers can 'have a go'
- opportunities to share ideas and good practice at cluster level would be valued by both sectors
- GLOW meets
- a mentor and peer support with training adapted to individual needs.
- the 'Falkirk model' of having Scots coordinators

In the secondary sector, some disagreed that any training or support was needed, for various reasons, including confidence that they had the skills already. Other secondary teachers felt it was a waste of money and some were strongly against training in Scots language.

Work with outside agencies

Schools valued opportunities to work with authors, songwriters, storytellers and poets. A small number of secondary teachers mentioned the value of having specialists or arts organisations coming in to teach pupils and then teaching staff could take over delivery.

Status quo

There was some feeling amongst secondary schools that no additional help or support was needed and the current position should be maintained. Some secondary teachers are already comfortable with teaching Scots as part of their subject and felt individual teachers should have a choice about whether they use texts in Scots or not.

Attitudes and the Status of Scots

Several aspects of the status of Scots were mentioned implicitly and explicitly in the responses from both sectors. Respondents suggested ways of improving attitudes towards Scots language:

- ongoing education for everyone
- authority and government support

Some secondary respondents felt strongly that the Scots of teachers and pupils is still not valued enough in the classroom. There was also some disagreement amongst secondary teachers about whether or not Scots should be examinable. Some teachers were not keen on it being treated as any other modern language whilst others thought that this approach would be helpful. One secondary teacher mentioned the importance of having departmental status for Scots and others mentioned the need for *'global acceptance of the value of the Scots language'*.

One respondent summed up the complexity of the picture on confidence in delivering Scots language:

'Teachers need to be shown that there are real benefits to teaching Scots – and this can only be done through a three pronged attack of

academic research

practical and relevant CPD

official support and recognition for Scots language teaching.'

Question 9

Please note below any further points that you may have regarding your views on the place of the Scots language in Scottish education.

This question invited respondents to add any further thoughts and points that they had regarding Scots and its place in *Curriculum for Excellence*. The majority took the opportunity to do so, and expressed themselves freely.

It would seem to be clear that many teachers have accepted that Scots should have a place in the curriculum and can identify the various benefits it brings. It was not considered another add-on, but something integral and necessary to our education and beyond. In order to deliver this, a number of issues were identified:

- easily accessible, good quality contemporary resources
- the need for targeted and relevant CPD
- progression from nursery to secondary,
- bringing parents on-board
- effective transition from primary to secondary
- leadership at local, authority and national levels

Hope was expressed that *Curriculum for Excellence* would be a catalyst, creating a positive climate for these issues to be addressed. There was an overall wish that there would be some mechanism devised that would be able to co-ordinate good practice, training and resources.

This question also provided an opportunity for respondents to voice their concerns and reservations. These came from the secondary group in particular, and covered a range of issues, including:

- how best to include Scots in the curriculum
- how much time, if any, should be devoted to Scots
- the relevance of Scots to the modern workplace

The importance of Scots texts being recognised as part of the exam syllabus was also raised in this section, with many secondary respondents voicing similar sentiments to the example below:

'It is something I would like to see properly valued and acknowledged. However, despite the laudable aims of CfE, ultimately it's still going to be about getting through the work you need to get kids through exams and get the qualifications desired by HE/FE. If there is to be genuine focus on Scots language, then this must be accounted for in the design of the new national qualifications. For example, in English the compulsory study of one Scots

language text, with associated guidance and support of text selection and resource preparation.'

On this evidence, there would appear to be a thoughtful monologue taking place with the implementation of *Curriculum for Excellence*: for it to become a dialogue, practitioners are asking for support and guidance from leaders at local, council and national levels.

Further comments included:

'I think the teaching of Scots enriches the vocabulary of our pupils. It helps focus on the use of language and will support and develop the oral curriculum. It lends itself well to an 'active' curriculum and learning and teaching.'

'Scots language should be given higher status within our nurseries. We have to become aware of our hidden curriculum and what message we are giving to the families in our nursery communities with regard to Scots language with verbal and non verbal communications. It is important that Scots language is valued and given its place. This must be shown from the top!'

'On a personal level, I feel that there is more I could be, and want to be, doing with regards to the Scots language. It would be good to have a mentor or a group I could link to.'

'Children enjoy using and learning new Scottish words and it helps them to become effective contributors and to become more confident in their ability to use Scots appropriately and in performing in front of others.'

'It can help engage children at a younger age with literature that they may otherwise find challenging, such as Matthew Fitt's Hercules: Bampots and Heroes. Once they have been exposed to the stories in this format they may be able to move eventually to it in its original form. It can help them appreciate literature that they may feel is beyond them if they have first heard it in a format that is easy to understand and pleasurable. I loved reading this book to P6 children.'

'When delivering my lessons I had to source my own resources and had minimal support as this was not a common practice. I feel training and more access to resources would be important to develop confidence in teaching or using Scots language in schools.'

Resources, Training and Support

In conclusion, respondents demonstrated that Scots has a valued place in *Curriculum for Excellence* and Scottish society in general. They believe that it has significant social and educational benefits for children, and that despite some lack of confidence about their own personal knowledge of Scots, they think it is both worthwhile and useful to include it in the school curriculum.

The fact that the responses to question 1 show an overwhelming recognition and daily use of Scots by respondents in each category indicates that it is viewed as identifiable and clearly defined. It does not indicate that Scots is equated with slang, but rather that there is a consensus of its acceptability. Indeed, the positive tone throughout the survey serves to highlight how well suited practitioners view Scots language as a means of fulfilling many of the aspects of *Curriculum for Excellence*.

The detailed and thoughtful responses recorded in this survey are a testament to how much Scots is valued by educators in Scotland. As professionals they were keen to share their examples of best practice in response to question 6, as a means of illustrating the benefits of using Scots that they have witnessed in their own settings. Primary teachers appear to be taking the lead here, using Scots creatively across the curriculum. It would appear that the results of such active learning approaches to Scots include fostering a love of language, encouraging engagement with literacy and promoting confidence within both the children and the teaching staff. It could be speculated that the reason for this apparent difference between primary and secondary teachers lies in the attitudes to and adoption of *Curriculum for Excellence* in these sectors and this may be an area for future research.

The data provided by the respondents has provided a basis for recommendations for the way forward for Scots language in schools.

Resources

'Teachers and children need access to attractive and modern texts, online resources and support, wordlists/dictionaries, ideas for activities.'

The first recommendation is that resources are required in order to ensure that teachers have the tools to deliver high quality and engaging literacy lessons. The respondents made a variety of interesting suggestions for these, falling into the following categories:

- books for children, both fact and fiction, in Scots
- websites
- Smartboard resources
- audio resources
- dictionaries and wordlists
- resource packs with guided activities
- television programmes and DVDs
- visiting authors and storytellers
- *'Although our school has our own resource pack as an introduction perhaps a folder with lesson plans, resources, ideas and inspiration! (Like the Big Writing Pack) The*

Inverclyde 'When we find the gowd' is excellent and time set aside to discuss and plan in our own schools would be good place to start.'

Training

In addition, this report recommends that more provision is made for CPD and initial teacher training in Scots. Again, a variety of models are suggested by respondents:

- websites
- GLOW
- the model of arts organisations–schools partnership *'Then someone who has proficiency in Scots goes into school and runs a project. This means that children encounter the authenticity of Scots and it also means that teacher understanding can be developed in an environment where they can learn comfortably too instead of having their lack of knowledge as the focus of a CPD event.'*
- more sharing of good practice across authorities and nationally
- a Scots element in initial teacher training

Support

A third recommendation is that teachers should receive support to further develop skills and confidence and to inspire creativity in teaching. Some ideas put forward by respondents are as follows:

- a national champion for Scots
- a network of Scots co-ordinators
- online help
- *'... having specialists come into school, to teach the pupils would be good; delivery could then be taken over by teaching staff.'*
- *'With cutbacks perhaps a buddying system within schools might be the answer.'*
- Glow meets
- *Government funding for people like Matthew Fitt and his Itchy Coo project to work with children in schools and with teachers*

It is clear, then, that Scots not only inspires creativity in literacy lessons, but also in approaches to improving the quality and accessibility of resources, training and support. Scotland's teachers have identified the value of Scots in *Curriculum for Excellence*. What they are asking for is a commitment from the government to recognise it and provide them with the tools to deliver it effectively.

Key Recommendations

The profile of the Scots language in Scottish education has never been higher. Scots now features in the *Curriculum for Excellence* guidelines for Literacy. Learning and Teaching Scotland has recently published a dedicated on-line module about Scots for Scotland's teachers. And in early 2011, the General Teaching Council for Scotland will present teachers for the first time with Professional Recognition for Scots language development in education.

Twenty years ago, there were very few Scots language resources and training opportunities. Since then projects like a Scots Kist and in particular Itchy Coo have increased significantly the educational provision of Scots available to schools.

However, provision remains very limited and depends entirely on the goodwill of teachers or on small-scale arts and education projects. (The Itchy Coo project will end in March 2011.) Since devolution, no Scottish Government has ever committed adequate funding and resources to support the long term future of Scots language teaching in our schools.

This Survey has recorded that the Scots language is a priority for many teachers. They have expressed here that they want more resources to teach Scots because of the learning benefits it can have for their pupils. There are high levels of expertise and experience of Scots language teaching within the profession but teachers have expressed the need for these to be sustained and developed. The findings of this first-ever Survey of Teacher Attitudes towards Scots reveal that many teachers believe that the Scots language is an important part of their teaching practice but that training opportunities and teaching resources are inadequate.

There are clearly more education professionals in this country committed to the promotion of Scots in schools than at any point in the last twenty years. That a group of busy teachers would give their own free time over a year to conduct, collate and compile this Survey and that over 200 teachers contributed to it shows the strength of that commitment.

The Cross Party Group on the Scots Language Education Sub-Committee calls on the Scottish Government to respect that commitment and recommends the Scottish Government:

to provide and co-ordinate a broad range of high quality Scots language CPD training;

to ensure the provision of modern, accessible and relevant Scots language resources including on-line materials;

to visibly support the Scots language in *Curriculum for Excellence* at all levels.

Acknowledgements

This Survey and Report was compiled by the Research Group of the Education Sub-Committee of the Cross Party Group on the Scots Language. The Research Group is:

Katrina Lucas	(Teacher, Comely Park Primary, Falkirk)
Glenn Telfer	(Teacher, Edinburgh)
Elaine Webster	(Outreach and Education Officer, Scottish Language Dictionaries)
Cecilia Craig	(Retired Principal Teacher of English, Aberdeenshire)
Melanie West	(North Ayrshire Council)
Mary Connolly	(Head Teacher, Nethermains Primary School, Falkirk)
Fiona Gold	(Teacher, Mosshead Primary, East Dunbartonshire)
Ruth McClements	(Depute Head Teacher, Bannockburn Primary, Stirling)
Paula Cowan	(Senior Lecturer in Education, University of the West of Scotland)

with support from

Matthew Fitt	(Education Director, Itchy Co)
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For more information about this survey and the work of the Education Sub-Committee of the Cross Party Group on the Scots Language, please contact

Education Sub-Committee of the Cross Party Group on the Scots Language

PO Box 9452
Lanark
ML11 1AB

Tel.: 0141 416 3707
Website: www.scotsinschools.com

Email: matthew@itchy-coo.com
katrinamlucas@btinternet.com

Appendix

Questionnaire - Teacher Attitudes to Scots Language in *Curriculum for Excellence*

Please underline as appropriate:

Nursery
Primary
Other
Secondary
Special

Please enter your Local Authority

*Scotland has a rich diversity of languages, including Scots...
Building the Curriculum 1: Languages*

This survey has been developed on behalf of the Scottish Parliamentary Cross Party Group on the Scots Language Education sub-committee. The purpose of the sub-committee is to enhance the provision of the Scots Language in Scottish education.

The aim of this questionnaire is to help inform our research on teacher attitudes to the Scots Language in Scottish education, now that it has secured a place in *Curriculum for Excellence*.

If you feel that you would prefer to tick more than one box for any of the questions please feel free to do so. If you have anything additional to add, perhaps to illustrate or qualify your response – or even if there is no suitable box for your views – please use the space provided below each question.

Thank you for your time and participation.

1. To what extent are you a Scots speaker?

A. I speak Scots fluently	B. I use Scots in informal / everyday situations	C. I do not speak Scots	D. I use some Scots words regularly	E. I understand Scots but do not use it

2. To what extent do you value Scots?

A. It is an important part of Scottish culture	B. Not at all	C. It has emotional and / or historical value	D. It is entertaining	E. It is part of modern Scottish identity

3. What is your knowledge of the history and literature of the Scots language?

A. I have a fair knowledge of the history and literature	B. I have no knowledge of the history and literature	C. I have a sketchy knowledge of the history and literature	D. My knowledge is limited to writers like Robert Burns	E. I have a well developed interest in the history and literature of Scots

4. What place should Scots have in *Curriculum for Excellence*?

A. Scots should be used in learning across the curriculum	B. It should be used for special events like Burns celebrations	C. It should not be part of the curriculum	D. It should be limited to literacy lessons	E. It should be assessed like any other modern language

5. What are there any benefits to teaching Scots in school?

A. It values both the child and the language he/she brings to school	B. It engages and motivates children to become effective contributors and successful learners	C. There are no benefits - it encourages the use of slang	D. It helps to develop confident individuals and responsible citizens	E. It does not help children – it causes confusion

6. Are you confident teaching Scots?

Yes	No

7. Please list any Scots language texts, resources and/or activities that you have used with children and describe how successful they have been.
(Please also note any Scots language initiatives that your school has been a part of which have involved parents/carers or the wider community.)

Text / Resource / Activity	Outcome	Parental / Carer / Community Involvement

8. What support / training would help teachers to become more confident in delivering Scots language in schools?

9. Please note below any further points that you may have regarding your views on the place of the Scots language in *Curriculum for Excellence*.
