

THE FALKIRK SCOTS COORDINATORS PROGRAMME 2008/2009

Embedded in the communities of the Falkirk area of Scotland are rich seams of Scots Language. This important heritage language is spoken and understood by children and adults throughout the local authority. Between 2008 and 2009, fifteen experienced Falkirk teachers tapped into this natural resource to explore ways of delivering Scots across the curriculum in their own schools and in other schools across the authority.

Led by Lynne Ferguson, Falkirk Literacy Support Coordinator, and trained by Matthew Fitt of Scots Education Resources, the fifteen teachers attended five training sessions. Each session dealt with different aspects of teaching Scots, ranging from developing confidence with the language, classroom strategies, and how to extend Scots reading and writing experiences. The teachers not only introduced Scots over the year to their own classes but went on to lead CPD training sessions on Scots for staff in their own school and from other Falkirk schools.

In early April 2009 at the end of the project, the Falkirk Scots Coordinators met to discuss and share their experiences of engaging with Scots. This document is a record of the teachers' written and verbal responses to a series of questions asked by Matthew Fitt and recorded by Mirka Ryjackova of Itchy Co.

We are very grateful for the support of Julia Swan, Director of Falkirk Education Services, during this project. Scots now has a higher profile in the life of our schools than at any point in the past one hundred years and because of the hard work, talent and commitment of these fifteen teachers, Falkirk has become a centre of excellence for Scots Language teaching and training.

This document was launched at the 2009 Scottish Learning Festival and is available to download from the Scots Education Resources website, www.scotseducation.co.uk/reports

Matthew Fitt
Director, Scots Education Resources
Itchy Co Education & Outreach

Selected quotes from the Falkirk Scots Coordinators

- Making Scots more 'acceptable' and raising the kudos will have a knock-on effect for Social Inclusion
- *Confident Individuals* - if pupils are encouraged to use their native language (ie the language they are comfortable with), they will become more confident when they speak.
- Children realise the way they speak is a 'real' language and that they can be recognised for this.
- Many of my pupils did not think Scots was a real language - they associated it with 'slang' and therefore saw it as inferior. If we can change this attitude, Scottish Identity can only be strengthened.
- It should give them a more confident outlook. Much more positive than being told they are speaking 'bad English'.
- Boy - 11 - poor ability, poor attitude to school. In trouble all over school, except in English. Uses Scots in his daily life but did not see it as Scots. Loves the games etc but has also produced a fairly extensive piece about himself in Scots. Delighted with the freedom using Scots gives him.
- I did not expect the children who have English as a second language to engage as fully with Scots as the rest of the class, but they have become fully involved, gaining in confidence and in their sense of belonging.
- Coming from England, I did not have any preconceived ideas about Scots being 'slang' or slovenly speech. I was fascinated by the new words and phrases I was hearing everyday so the chance to validate their use and learn from the children was fantastic.

The Falkirk Scots Coordinators

Alyson Rae	Probationer Service
Christine Hodges	Stenhousemuir PS
Caroline Winning	Probationer Service
Dawn Raith	Denny HS
Eleanor Bankier	Comely Park PS
Fiona Downie	Kinneil PS
Gillin Anderson	Larbert HS
Julie McLaren	Hallglen PS
Katrina Lucas	Comely Park PS
Lois Cassidy	Slamannan PS
Liz Thomson	Wallacestone PS
Marilyn Prentice	Falkirk HS
Tam Thomson	Beancross PS
Lynne Ferguson	Literacy Support Coordinator
Geraldine Marshall	St Andrew's PS

End of Falkirk Scots Project Questionnaire

You

1. What have you learned from the Falkirk Scots training sessions in 08/09?
2. Has your attitude towards using Scots in the classroom changed over the course of this year? If yes, in what way?

Your Pupils

3. Which activity or lesson, if any, suggested by the tutor was the most effective in the classroom? Why?
4. Which Itchy Coo text or other Scots text did you find most useful? Why?
5. Describe the response from or impact on an individual pupil or a group of pupils to your Scots activities and lessons.

Training colleagues

6. If you have delivered a Scots training session to other staff members (or have discussed Scots with other staff), describe the response of your colleagues?
7. What for you are the pros and cons of delivering Scots training sessions?
8. Do you have any tips or guidance on delivering Scots training sessions?

Future provision

9. How do you plan to carry Scots forward in your teaching practice in 2009/2010?
10. What would you need to implement this effectively? eg More Scots Training (say what kind of training) and/or better access to existing Scots Resources (say which resources).
11. Can you identify any major gaps in resources/training?

Policy

12. Choose one of A Curriculum for Excellence's four aims and say how increased use of Scots in the classroom can help realise that aim.

Confident Individuals
Effective Contributors

Successful Learners
Responsible Citizens

13. What benefit(s) can increased use of Scots in schools have for children in terms of Literacy?

14. What benefit(s) can increased use of Scots in schools have for children in terms of Social Inclusion?
15. What benefit can increased use of Scots in schools have for children in terms of Scottish Identity?
16. What benefit can increased use of Scots in schools have for children in terms of their English Language skills?
17. Can you suggest any ways in which A Curriculum for Excellence could do more to support your teaching of Scots?
18. Can you suggest any ways in which your local authority could do more to support your teaching of Scots?
19. Can you suggest any ways in which the Scottish Government could do more to support your teaching of Scots?
20. Can you see ways in which you could develop and support the teaching of Scots in your school/in your school cluster/in your local authority? If yes, can you describe what kind of remit you could see yourself having?
21. Any other comments

You

1. *What have you learned from the Falkirk Scots training sessions in 08/09?*

Response by AR

- I have found this very interesting. I have learned that the activities we learned were so adaptable to use in the classroom. Unfortunately I have not had the opportunity to put what has been learned into practice having been out on secondment. The activities have been stimulating and from seeing the resources that others have brought in, the children obviously found it interesting too.

Response by CH

- Lots of ideas to make Scots teaching fun
- Ways of reinforcing the language

Response by CW

- The range of resources available for teaching Scots eg Inverclyde Pack *When We Find the Gowd*
- Sources of support for teaching Scots - useful websites www.itchy-cool.com
- Other people are enthusiastic and keen to develop Scots in schools.
- People have experienced negativity in relation to Scots. There is a need to be very mindful of people's attitudes and experiences when delivering training.

Response by DR

- I don't feel that I know a lot more about teaching Scots but I do feel I have colleagues who would be willing to offer support and advice when required.

Response by EB

- That Scots is a fun, living language which has a place in school.

Response by FD

- Learning Scots is fun
- How children can gain confidence in speaking by learning and writing Scots
- How it can engage disinterested children

Response by GA

- That it's beneficial and inspiring to be part of a group. A shared core of interest has been a motivating factor

Response by JM

- lots of new vocabulary for parts of the body, animals and personal writing
- lesson ideas for delivering Scots Language to children
- how to pronounce Scots words and feel more at ease reading aloud stories in Scots to children

Response by KL

- Scots is a living and lively language and should be approached in a way that reflects this: modern Scots for modern Scots!

Response by LC

- how to give value to the language the children bring to the classroom
- how to structure Scots lessons
- to dive in and have a go

Response by LT

- That it is a language in its own right
- Lots of Scots vocabulary
- Writing and Speaking strategies

Response by MP

- Scots vocabulary has increased/been refreshed
- More aware of the resources available for teaching Scots
- There is a huge enthusiasm among teachers in the area [Falkirk local authority] for using Scots in the classroom

Response by TT

- Some great lessons (formal and informal) from other teachers
- That Scots can engage pupils and enhance performance & motivation in English

2. *Has your attitude towards using Scots in the classroom changed over the course of this year?*

If yes, in what way?

Response by AR

- Definitely! As a youngster, I was always told to speak 'properly'. It has been good to be able to use Scots freely when speaking and when working with classes I have used the phrase suggested: 'You've told me in Scots, now tell me in English.' The children have been surprised that they have not been picked up [for speaking Scots] in a negative way.

Response by CH

- Yes, in that I feel I have been given permission to do what I've always enjoyed doing in class - using Scots and encouraging children to extend their vocabulary with it.

Response by CW

- I was always positive about using Scots and considered the teaching of Scots beneficial for pupils.
- Working within the coordinators group has increased my confidence with Scots.

Response by DR

- Not really

Response by EB

- Yes - it's okay for children and adults to speak in Scots if that's normal for them and that it is fun.

Response by FD

- That it is OK to speak in Scots in the classroom. My children speak like this anyway - and I am not telling them to speak 'properly'.

Response by GA

- Confidence in the relevance of my work has been reinforced

Response by JM

- Yes, I enjoy teaching Scots in the classroom and the children respond well to it. I have found it motivates children to write especially some of the boys in my class.
- Before I expected pupils to use 'proper' English when speaking so it has been good to celebrate and use words from our own culture/heritage.

Response by KL

- No - it has just been reinforced.

Response by LC

- Coming from England, I did not have any preconceived ideas about Scots being 'slang' or slovenly speech. I was fascinated by the new words and phrases I was hearing everyday so the chance to validate their use and learn from the children was fantastic.

Response by LT

- I have become more aware of the importance of the pupils' culture/language being developed and kept alive. I have a more positive attitude towards it.

Response by MP

- I have seen how using Scots can enrich pupils' experience so am much more likely to use it myself.
- For the first time ever I have had the confidence to encourage the Advanced Higher pupils to write in Scots for their Creative Writing Folio

Response by TT

- Yes, I see the use of Scots as a much more viable option alongside English

Your Pupils

3. *Which activity or lesson, if any, suggested by the tutor was the most effective in the classroom? Why?*

Response by AR

- I was in class briefly and the class teacher left an activity to be completed. It was the bookmark task [www.itchy-cool.com] and the children had to write the word in Scots, English, Polish and Spanish.

Response by CH

- Using familiar songs/tunes but with Scots words eg 'Auld MacDonald had a fairm/Heids, Shooders, Shanks and Taes'

Response by CW

- The introduction session with a class, identifying other languages spoken by pupils, was useful. Scots was then highlighted as a 'proper' valid language and this gave them [the pupils] the confidence to use Scots in the activities that followed.

Response by DR

- I used the lesson on Scots Halloween spells and this worked well [www.itchy-cool.com].

Response by EB

- Using Scots nouns and adjectives - has helped children's understanding when teaching this in English.

Response by FD

- Enjoyed learning body parts in Scots and related games.
- Enjoyed the *Animal ABC* and Ooter Space ABC.
- Stop the Bus

Response by JM

- The children really enjoyed the written activities most. They wrote about themselves and imaginative creatures.
- They also loved reading *A Wee Book o Fairy Tales* [www.itchy-coo.com] and role-played some of the scenes.
- The most effective, however, was the *Animal ABC: a Scots Alphabet* book [www.itchy-coo.com]. The children wrote their own alliterative sentences.

Response by KL

- The Mr Tattie-Heid activity was interactive, fun and allowed the children to use adjectives in both their written and oral forms in a practical situation. The Scots dinosaur book [www.itchy-coo.com] developed this further and paved the way for poetry.

Response by LC

- Children enjoyed naming the parts of the body and we did a lot of follow-on work to that - really effective when combined with adjectives and animals to make Halloween Spells.

Response by LT

- I really enjoyed using the Writing Suggestions to develop this work. The pupils really responded well to this and it built the vocabulary up well. (I enjoyed it too.)

Response by MP

- My class loved the activity games and songs like *The Shooglie Wooglie* (The Hokey-Cokey in Scots). Most of the boys in the S1 class are kinetic learners so being able to move about really suited them. The purpose of the games was

to consolidate vocabulary and the built-in repetition in the games achieved this.

Response by TT

- Halloween Spells - lots of alliteration and vivid imagery which sparked their imaginations (under 'normal' circumstances they are not the most imaginative class).
4. Which *Itchy Coo* text or other Scots text did you find most useful? Why?

Response by AR

- I have used in the past *Hercules: bampots and heroes* with a P7 class and read it as a novel. The children enjoyed listening to the story, working out the story but as speaking it didn't come naturally to myself they enjoyed correcting my mistakes!! *Animal ABC: a Scots Alphabet* was used for [Scots bookmarks project] - very user friendly.

Response by CH

- *Animal ABC* - illustrations and text were instantly enjoyed by the children

Response by CW

- The Roald Dahl translations were useful because I had read the English versions as class novels.
- *The Wee Book o Fairy Tales* was also useful as an introduction to Scots because pupils were so familiar with the English versions.

Response by DR

- The Chiste/The Scots Kist

Response by EB

- *A Wee Book o Fairy Tales in Scots*, *A Moose in the Hoose* number book and *A Scots Animal ABC* alphabet book.

Response by FD

- *Hercules: bampots and heroes* was popular with P7. The children understood and enjoyed the language
- *A Wee Book o Fairy Tales* - children of all ages enjoyed these.
- *King o the Midden* - really enjoyed the fun in the poetry. [Pupils] enjoyed reading these aloud.

Response by GA

- All texts have been useful in distinctive ways

Response by JM

- We looked at a great variety. We received lots of free books for taking part in the Scotland Reads project. I put the books in the class library and the children loved to pick these for silent reading time. Children really liked *A Wee Book o Fairy Tales* - 'The Three Wee Pigs' was their favourite.

Response by KL

- The *Sweetieraptors* and *Animal ABC* helped to develop language work as the illustrations and ideas were engaging. More ‘grown up’ picture books like this would be very useful.

Response by LC

- Used various texts as appropriate.
- Children liked *A Wee Book o Fairy Tales* as inspiration for storytelling.
- *King o the Midden* for poetry
- *A Moose in the Hoose* for animals
- *Eck the Bee* for ideas for different activities.

Response by LT

- The classes I taught - Nursery, P2, P3 and my own P5 - really loved *A Wee Book o Fairy Tales*. They were funny and very engaging. (I liked them too!)

Response by MP

- *A Wee Book o Fairy Tales* - funny, familiar
- *Animal ABC: A Scots alphabet* - helped build vocabulary, especially adjectives
- Scots Dictionary (English - Scots, Scots English) [www.scotsdictionaries.org.uk] - helped me with my vocabulary, especially being able to look up an English word and find the Scots equivalent

Response by TT

- *Blethertoun Braes* was useful to dip in and out of informally. I am currently using *The Eejits* as class novel and this is going down well.

5. Describe the response from or impact on an individual pupil or a group of pupils to your Scots activities and lessons.

Response by AR

- The children really enjoyed the activities which I have done in the past eg [creating] Imaginary [Scots] Towns
- I think because it is something different and new the children enjoy it and I look forward to teaching it next year

Response by CH

- Megan, not yet 5, opened up, blossomed as I taught the lessons [in Scots]. She was so at home doing them and the sheer joy in her face was priceless.

Response by CW

- Pupils were excited by Scots activities.
- One individual was amazed at being ‘allowed’ to speak Scots.
- On the whole they had increased confidence and an improved sense of self-worth.

- Some children passed writing papers at National Test Level due to a new found enthusiasm and the success experienced when completing Scots writing activities

Response by DR

- Most pupils find them interesting and fun. It can encourage quieter pupils who don't normally participate to join in.

Response by EB

- All children in the class have really enjoyed Scots lessons.
- Creates lots of discussions.

Response by FD

- 'This is just how we speak when we are not in the classroom' quote from P6 class
- One P6 boy loved writing in Scots.

Response by GA

- Awareness of acceptable status of Scots language and literature has generally been raised. Pupil demand for more is best response!

Response by JM

- All children really enjoyed the activities. They said they liked using their 'own' language.
- One pupil in particular, who previously was very quiet and withdrawn, really came 'alive' when carrying out Scots work. Her parents commented at Parents' Night that she had been telling them all about it and they were interested in learning more.

Response by KL

- The class have thoroughly enjoyed their Scots 'work' - they have had a great deal of fun and it has inspired an exploration of the richness of language. It has also fostered a sense of inclusiveness with children whose first language is not English.

Response by LC

- Boys, especially, were very keen to write in Scots. A great way to motivate more reluctant readers and writers. Giving children permission to speak Scots and be the teacher freed up a lot of imaginations.

Response by LT

- They all just enjoyed the experience/activities.

Response by MP

- Boy - 11 - poor ability, poor attitude to school. In trouble all over school, except in English. Uses Scots in his daily life but did not see it as Scots. Loves the games etc but has also produced a fairly extensive piece about himself in Scots. Delighted with the freedom using Scots gives him. Takes great delight in using Scots in other pieces of writing.

Response by TT

- Bottom Language group showed much more enthusiasm, motivation and perseverance.

Training Your Colleagues

6. *If you have delivered a Scots training session to other staff members (or have discussed Scots with other staff), describe the response of your colleagues?*

- Very favourable! Good fun too.
- Still a very varied response from colleagues. (More to do with their lack of confidence in using Scots I think.)
- Three presentations at cluster in-service day - have been asked to do presentation at another primary school next year. Lots of interest from teachers present.
- Staff seemed interested and have borrowed some of the books to share with their class
- Three consecutive 45 minute presentations at cluster in-service day - we have been booked for another gig at one of our partner primary schools by the head teacher who was very impressed! (I think we're just a cheap way of filling up some time!!)
- Will be delivering CPD training in school next session (2009-2010)
- Am currently preparing a pack based on training received this year for use in school
- I did a CPD with my staff who were very keen and enjoyed exploring their own thoughts and knowledge on Scots. They had great fun with the activities.
- No CPD yet but have passed on some of my worksheets etc to others. Responses were very positive and Scots has been put into our Core S1 Curriculum.
- I have not been able to deliver anything formal unfortunately. The few staff I have talked to or who have shown an interest are fairly sceptical, although I have not (yet) had the chance to change their minds!

7. *What for you are the pros and cons of delivering Scots training sessions?*

Pros:

Response by AR

- It would familiarise everyone with the activities which can be done.
- It would give everyone knowledge and confidence to deliver it in class.
- It wouldn't just be taught on St Andrew's or Burns' Days

Response by CH

- I got the message across that Scots is for all through the year, not just Burns or St Andrew's Days

Response by CW

- Examples of pupils' work would be useful for sharing at these sessions

Response by EB

- Do it as a double act (Fran & Anna!)

Response by GA

- Raising awareness of relevance and value of Scots in today's world

Response by JM

- More staff are aware and can start to use it in their classrooms

Response by KL

- Having someone to ride shotgun!

Response by LT

- It helps you to gain a better understanding of the various processes.
- You can share/expand on ideas and discuss problems, etc.

Response by TT

- Makes a start to 'embedding' Scots in curriculum.
- Gives a chance to challenge scepticism.

Cons:

- Standing in front of my peers
- Not having enough *Itchy Coo* resources to share
- I am quite shy
- Horrible questions from a few people.
- None! But there will always be constraints of time.
- Finding time to deliver a training session. All the CAT nights were planned for this year so will have to book time for a CAT night session next term.
- Felt 'conned' into saying yes.
- Some latent (and obvious) hostility to the ideas.

- Expected to be an expert.
- Am English and may be sniffed at!
- The preparation and having to stand up in front of 20 staff including management.
- Some staff see it as an another 'add-on' in an already overcrowded timetable.

8. *Do you have any tips or guidance on delivering Scots training sessions?*

Response by CH

- Be yourself. Say what you believe and why. Don't blether.

Response by EB

- Need lots of resources to look at/to discuss/to give to teachers
- Make sure technology works and have back-up

Response by JM

- It is good to share good practice and see examples of work completed by children.

Response by KL

- Don't rely on computers - always have paper back-ups.
- Have lots of practical ideas and resources (teachers like freebies)

Response by LT

- Be prepared

Future provision

9. *How do you plan to carry Scots forward in your teaching practice in 2009/2010?*

Response by AR

- I plan to start at the beginning of the year and to develop it over the year. I will include a forward plan of activities undertaken in my long term planning and include Scots captions on my displays.

Response by CH

- Between now and then I'll be able to make more resources, collate all ideas and hopefully make some kind of file to help colleagues/myself with ideas.

Response by CW

Probationer Support

- Incorporate Scots in the training programme for new probationers
- Continue to offer advice and encourage the use of Scots with individuals

Classroom (if back in class next session)

- Incorporate links to Scots throughout the curriculum
- Raise awareness/deliver training with school staff

Response by EB

- Plan it into timetable in a block

Response by FD

- To build on the experiences I have had this year - knowing what worked with different age groups.
- Make sure Scots is timetabled - possibly in a block?

Response by GA

- As in 2008-2009, but always introducing new texts, where appropriate
- By keeping in touch with any further seminar opportunities

Response by JM

- I plan to complete the same type of activities with my class and show the finished work to staff at the training session. Also to have an open afternoon, where parents and other children in the school can come along for a look

Response by KL

- As I expect to have P4 moving to P5 I will build on prior knowledge and mix activities with the Inverclyde pack *When We Find the Gowd*

Response by LC

- Will continue to set aside a block a term as I feel it builds confidence and engages more reluctant children in their learning. Will try to broaden it away from 'Scots Week' in January.

Response by LT

- I have been asked to be part of the School Development Plan Committee as the Headteacher thinks it would be a good idea to integrate Scots more fully into curriculum.

Response by MP

- I hope to try out using Scots with a more able class. I will have to do some training sessions with other staff members. This year I have really only concentrated on building pupils' vocabulary and their confidence in using Scots so I would like to move on to Scots literature next session.

Response by TT

- By being more adventurous and trying out other ideas and also by spilling into areas such as Drama.

10. *What would you need to implement this effectively? eg More Scots Training (say what kind of training) and/or better access to existing Scots Resources (say which resources).*

Response by AR

- I think it would be beneficial to have a refreshers' night where we can be kept up to speed with any new resources/ideas/skills available.
- A budget in school for Scots resources would be nice but probably unrealistic

Response by CH

- Time to put things together!

Response by CW

- Continued contact with coordinator group members in order to share good practice in relation to classroom practice and delivery of training
- Clearer understanding of a progression of skills from Nursery to P7.

Response by DR

- I feel I have the materials, resources and training and am happy that I can implement this effectively

Response by EB and KL

- Word lists - Scots to English/English to Scots - this is most important
- Dictionary - modern Scots, easy to use for children
- Emphasis on modern Scots language
- Comic book style graphic novels
- More non fiction books especially for upper primary school about animals, etc
- More puzzles and games - snap cards for up to P4, word bingo. Silly sentences word builder games, early years resources for teaching Scots, TC cartoons and programmes for all ages
- Visits from authors and storytellers

Response by FD

- Training has been great
- Knowing where to access resources

Response by GA

- More opportunities of the kind we have enjoyed with Matthew Fitt this session
- Access to Scots Resources is satisfactory at present but I would want to keep apace with developments

Response by JM

- Would like to continue my development by learning new vocabulary/words

Response by KL

- (See above at EB)

Response by LC

- A budget to buy in resources would be nice

Response by LT

- More training in all aspects

- Scots dictionaries would be great
- More books

Response by MP

- Any training in spelling and other technical aspects of Scots would be helpful!
11. *Can you identify any major gaps in resources/training?*

Response by AR

- Little in schools so the main resource would be Victoria Buildings and what the extent of their range of resources would be

Response by CH

- Just time! Would love to make/develop stuff to make the lessons more active/fun.

Response by CW

- Funding for Scots resources and literature for use in schools

Response by DR

- Do feel much in the way of the resources from this training course have been for younger children

Response by EB and KL

- Scots to be properly timetabled

Response by JM

- Skill levels - progression through the stages?
- Areas in the curriculum that would lend itself well to introduction and use of Scots language

Response by KL

- Need more non-fiction resources in Scots as well as some audio or TV resources

Response by LC

- Widen it to include more teachers being trained
- On-line resources

Response by LT

- Not enough

Response by MP

- We do not have class sets of books so this restricts what we can do with literature etc

Response by TT

- No, not at the moment.

Policy

12. Choose *one* of A Curriculum for Excellence's four aims and say how increased use of Scots in the classroom can help realise that aim.

Confident Individuals
Effective Contributors

Successful Learners
Responsible Citizens

Response by AR

- *Confident Individuals* - the activities cater for the different learning styles in the class - group, pair, individual, written, oral and visual

Response by CH

- *Confident Individuals* - 5 year olds teaching their peers, elders and teachers? Standing up in front of 200 others to tell what they've been doing (no microphones) demonstrated their increased confidence.

Response by CW

- *Confident Individuals* - Recognition of the language that pupils use at home and in the playground etc enables to have the confidence to contribute to class discussions more often. They participate more knowing that their Scots language is valued. Pride in calling themselves bilingual.

Response by DR

- *Confident Individuals* - using Scots language has helped create more confident pupils willing to contribute and happier to ask for help

Response by EB

- *Confident Individuals* - children realise that how they speak is okay even if it's not 'proper English' but what they are saying is important - this gives them confidence to express themselves more

Response by FD

- *Successful Learners* - A lot of children who struggled with Writing became more successful with what they produced. They became more confident in their own ability so becoming more successful in their learning.

Response by GA

- *Effective Contributors* - The informal, relaxed ethos of our Scots lessons has encouraged some reticent pupils to express themselves more readily

Response by JM

- *Confident Individuals* - children were able to hold an assembly about Scots language, report back ideas and show their work to others. Scots language helped them achieve that aim because they felt at ease and special as they were learning something new that others in the school didn't know and they enjoyed teaching them.

Response by KL

- Difficult to choose - noticed a marked improvement in confidence when it came to developing listening and talking skills

Response by LC

- *Successful Learners* - gives success to children who struggle on a daily basis to express themselves. They gain confidence in themselves from being the experts.

Response by LT

- *Confident Individuals* - pupils becoming more confident in speaking Scots as they get more used to it/practise more

Response by MP

- *Confident Individuals* - if pupils are encouraged to use their native language (ie the language they are comfortable with), they will become more confident when they speak.

Response by TT

- *Effective Contributors* - it helps less able pupils to take a much more active part in written and orally.

13. *What benefit(s) can increased use of Scots in schools have for children in terms of Literacy?*

Response by AR

- The children are introduced to stories they are familiar with but in Scots they are more interested in reading

Response by CH

- They find reading/writing Scots fun so are motivated to do more of it.

Response by CW

- Access to a wider range of literature
- Increased vocabulary
- Greater interest in reading for enjoyment

Response by DR

- I am still undecided about the benefits in terms of Literacy.

Response by EB

- Increased knowledge of nouns and adjectives and how they can be used - transferred to teaching this in English

Response by FD

- Increased confidence in Literacy - [my pupils] wrote stories in Scots and read them to younger children.

Response by KL

- Scots is fantastic for teaching aspects of language such as alliteration and rhyme. These can be grasped in Scots in a fun way and transferred to English very easily, making poetry more accessible.

Response by LC

- Increased confidence in Listening and Talking. Promote enjoyment and engagement in Literacy activities for boys.

Response by LT

- It can help some children, in particular to become more fluent as this is a more natural form of communication for them

Response by MP

- Use of Scots opens up a vast, rich source of Literature. If pupils have the [Scots] vocabulary, their appreciation of [Scots] texts will increase.
- I have found that pupils enjoy writing in Scots much more than in English so using Scots more should improve the quality of pupils' writing.

Response by TT

- More motivation for Scots work should spill on to core Language work. Better engagement leads to better concentration.

14. What benefit(s) can increased use of Scots in schools have for children in terms of Social Inclusion?

Response by AR

- Everyone talking the same does not draw attention to the way individuals speak and the teacher conducting the lesson will break down the stereotypes adopted through speech by talking in Scots too

Response by CH

- Different children have different words/experiences of Scots so it gives them a chance to share that with others and also to have their culture/identity acknowledged and respected.

Response by CW

- All pupils' languages, accents etc are valued and recognised. Scots being delivered by positive role models (teachers, authors) achieves this.

Response by DR

- Feeling valued as an individual no matter how you use language would hopefully encourage acceptance and inclusion with others

Response by EB

- Not really any difference in my class

Response by FD

- Boys seem quite happy to join in the listening and talking activities. Lower achievers took to learning Scots well.

Response by KL

- Does not really apply to my school.

Response by LC

- All children are equal when speaking Scots. Those children who usually achieve easily may find Scots more difficult - so tables can be turned. Same rules do not usually apply.

Response by LT

- Making Scots more 'acceptable' and raising the kudos will have a knock-on effect for Social Inclusion

Response by TT

- It gives them the opportunity to work on a more level playing field with others, thus building confidence (not all will take advantage of this).

15. What benefit can increased use of Scots in schools have for children in terms of Scottish Identity?

Response by AR

- It will be more frequent rather than just Burns and St Andrew's Days

Response by CH

- Different children have different words/experiences of Scots so it gives them a chance to share that with others and also to have their culture/identity acknowledged and respected.

Response by CW

- Increased awareness of and access to Scottish literature, music
- Activities throughout the year as opposed to one-off Burns' Night

Response by DR

- I think this is one of the areas which benefits most.

Response by EB

- Made them realise Scotland is a separate nation within the UK - 'if France has its own language so does Scotland', as one child said.

Response by FD

- Children realise the way they speak is a 'real' language and that they can be recognised for this.

Response by JM

- Raise awareness and pride in own identity

Response by KL

- A great deal - the language has been an ice breaker at Parents' Night and open evening for parents whose first language is not English. They have enjoyed learning as much as the children, as it is the language of the local shop, bus stop, post office
- All children and adults have enjoyed the comfort of using Scots.

Response by LC

- Promotion of Scots as a language to be proud of.

Response by LT

- They can be more proud of their heritage and Scots culture.

Response by MP

- Many of my pupils did not think Scots was a real language - they associated it with 'slang' and therefore saw it as inferior. If we can change this attitude, Scottish Identity can only be strengthened.

Response by TT

- It should give them a more confident outlook. Much more positive than being told they are speaking 'bad English'.

16. What benefit can increased use of Scots in schools have for children in terms of their English Language skills?

Response by CH

- If your vocabulary is enhanced, then your language skills are improved.

Response by CW

- **Writing**
From experience of using Scots in the classroom I know that children have a great deal of success using Scots in their writing. This success builds their confidence and enthusiasm for writing in English. The range of new and interesting vocabulary that they are exposed to when using Scots encourages them to be more expressive when writing in English. They are keener to find and use adjectives and expressions that will entertain their reader.
- **Reading**
Using Scots language texts in reading activities again improves the pupils range of vocabulary. They enjoy saying Scots words when reading aloud and they get a positive reaction from their listeners. This improves their confidence with reading in English and also improves their understanding of the positive impact that the written word can have.

Response by EB

- For P4 this has helped them understand nouns and adjectives more/to transfer knowledge from Scots lessons to English
- Listening and talking skills [in English] have also improved

Response by FD

- Gained confidence in reciting and reading aloud.

Response by KL

- Listening and talking skills have improved, and their work on nouns, adjectives and poetry has transferred easily from Scots lessons to English.

Response by LC

- Gives children confidence that may cascade into work into other areas.

- Frees them from previous constraints associated with writing - have a go and see what happens.
- If they are confident in the use of their own language then this will transfer into use of English.

Response by MP

- As the vocabulary is more interesting for many pupils than English, pupils might be more engaged in language work.

Response by TT

- If they are more confident and motivated, then it should have a knock-on effect.

17. *Can you suggest any ways in which A Curriculum for Excellence could do more to support your teaching of Scots?*

Response by CW

- Website development - inclusion of good practice and ideas
- I would like to see examples of good practice online. It would be useful for them to highlight texts and provide an indication of the progression that they expect with Scots.

Response by DR

- Be more specific in requirements
- Recognise and promote the value of Scots

Response by EB

- Make it more prominent, give timetabled time for teaching it

Response by FD

- CfE will allow the flexibility for this in the classroom

Response by GA

- Give Scots language and literature teaching and learning a higher profile in the literature (ACE) which arrives in school
- Show that there are avenues into Higher Education through study of Scots

Response by KL

- Identify areas where Scots could be integrated or used to introduce or reinforce teaching points.
- Scots is another tool in a teacher's kit for developing language and communication.

Response by MP

- Cross curricular Scots project to build up acceptance of Scots as a valid language. Many teachers in other subjects still 'correct' pupils who use Scots in class.

Response by TT

- Really unclutter the curriculum (instead of just talking about it) and give us more time to do it!

18. *Can you suggest any ways in which your local authority could do more to support your teaching of Scots?*

Response by CH

- By having a standard letter issued to parents explaining how learning Scots will help their children learn.

Response by CW

- A subscription to GLOW would be very useful to improve teachers' ability to network and share ideas regarding Scots.
- A formal recognition of the work of the Falkirk Coordinators group would be appreciated with an indication of how our training is going to be used and built upon.

Response by DR

- Falkirk seem to be supportive so maintaining this support would be essential.

Response by EB

- Make money available for specific resources
- Give us time out of class to organise Scots within our school

Response by GA

- Enhance its credibility in the curriculum by making specific time for it
- Show that there are avenues into Higher Education through study of Scots
- Recognise that there are people who are enthusiastic about offering Scots as a specialism (in addition to general 'passing' interest within an already overcrowded curriculum)

Response by JM

- Library resources and boxes of Scots language resources

Response by KL

- Make money available for resources and provide time out of class for organisation and delivering training.

Response by LT

- Putting more money into initiatives
- Set up some sort of recognition/qualification for teaching Scots

Response by MP

- Money for resources
- More training
- Authority-wide Scots event involving pupils

19. *Can you suggest any ways in which the Scottish Government could do more to support your teaching of Scots?*

Response by CH

- Give school some money/staffing so I can make better use of everything I've learned.

Response by CW

- It would appear that teachers from other councils still experience opposition to the use and development of Scots in their classrooms. The government need to be proactive in their promotion of Scots and use teachers who have experienced a positive impact on their pupils, through the use of Scots, to encourage others to follow suit. More people teaching Scots means more resource development and sharing of practice which in turn supports everyone with their own teaching.

Response by DR

- More specific requirements less in the way of guidelines open to individual interpretation

Response by EB

- Promote Scots as they do with Gaelic

Response by GA

- Media need to raise awareness of the language

Response by JM

- Clearer guidelines

Response by KL

- Develop Scots radio and TV programming for children in the same way as Gaelic
- Take a pride in the language and use it in a modern context, not to keep harking back to the past

Response by LT

- Putting more money into initiatives
- Set up some sort of recognition/qualification for teaching Scots

Response by MP

- Money Time
- Money Time
- Money Time

20. *Can you see ways in which you could develop and support the teaching of Scots in your school/in your school cluster/in your local authority? If yes, can you describe what kind of remit you could see yourself having?*

Response by CH

- Yes, but I'd need time to do it.

Response by CW

- I have been asked to deliver two training sessions to the Denny cluster. There is clear interest and demand for information and training from teachers in the Falkirk authority. Teachers are embracing the development of Scots in their classrooms so now is the time to use the Falkirk Scots Coordinators to develop this further.
In my school I was a Scots coordinator and I would like to continue this role when I return to working in my own or another school. This remit would involve identifying ways in which Scots could be taught in each year, sourcing or creating teaching materials and including progression in Scots throughout the school.

Response by EB

- Specific time to organise resources etc for school
- Teach Scots in the same way as modern languages are taught

Response by FD

- I have used McCrone non-class contact time cover to work with a variety of stages within the school. I would like this to continue, then this might influence other members of staff to have a go
- Identify resources for stages in Primary school

Response by GA

- Thanks to this current Scots Literacy programme, I have felt encouraged to innovate and develop within school setting. I would be happy to help others enjoy this fundamentally important aspect of Scottish culture - but I do not envisage, yet, a particular kind of remit

Response by LC

- Model Scots language teaching through peer observation
- Identify and prepare resources to be used in school
- Give time within the curriculum - or give teachers permission to take time they need to develop Scots in the classroom

Response by LT

- Scots Literacy Coordinator/Advisor - teach Scots to different stages in the school/team-teach to work through strategies with new inexperienced teachers

Response by MP

- In school: training for other members of staff in department. I'd also love to set up a cross-curricular project (a la CforE)
- In cluster/local authority: it would be great if we could continue to work together to produce materials

Response by TT

- My immediate concern is for my current and next classes. After that, I will be in a better position to judge.

21. *Any other comments*

- I had no idea that teaching Scots would have such a direct impact on my English language teaching in general. I have been able to build on such things as adjective work, poetry writing and appreciation, sentence structure, listening and talking skills. These skills have proved to be generic and transferable and Scots has been an enjoyable vehicle for such teaching points for both staff and pupils.
- I did not expect the children who have English as a second language to engage as fully with Scots as the rest of the class, but they have become fully involved, gaining in confidence and in their sense of belonging. There has also been a positive response from their parents, who have supported these children with a great sense of fun!
- I think one of the main issues I have is that the level of teaching and learning where Scots language is concerned is not consistent across my department.

Some teachers have an organised programme of study that they have designed and follow yearly. Other teachers use Scots material but discuss and/or write about it in English. And there are some who do not wish to use Scots at all.

Pupils receive a mixed message about the value of Scots language and this I think is the bigger issue at secondary school.

Perhaps by ensuring that Scots language is perceived as important (which I feel you are doing) by our local authority this will begin to change.

- As the class I have been working with this year are very low ability, I have developed or adapted lessons to suit them. I am also aware that working with the Scots group, it is likely that the materials will be familiar to pupils when they come up from primary.

For both these reasons, I hope to be able to develop more material for more able pupils and for older pupils over the next few terms.