# MENTOR DEVELOPMENT: Understanding the ITE Partnership Curriculum

## History

Subject rationale

Our aim is that all BSTs should feel confident and positive about teaching primary modern languages. BSTs should be secure with the progression of modern languages at KS2 and equipped with the skills and knowledge to plan and deliver a high-quality curriculum. BSTs will begin to understand how the natural links between languages and other areas of the curriculum can enhance the overall teaching and learning experience.

## **Sequencing the subject for each phase**

Phase 1: Language learning is social and organic. Pupils need to be encouraged to express themselves in a different language in authentic and meaningful learning contexts. In the first phase the content aims to reflect this view of language learning. It focuses on the process of learning languages, explores links between languages and other curriculum areas, and supports BSTs to begin planning language learning activities appropriate for their school contexts, aiming to understand modelling, drilling, how basic content can be delivered alongside key frequently used concepts, and cognitive overload in a ML lesson. BSTs explore the history of and case for Modern Languages on the curriculum. They experience the learner perspective as a way to understand and appreciate the struggle for some pupils as well as how Target Language can be best utilised.

Phase 2: In order to understand how pupils learn languages, BSTs will be complete an activity as a way to begin considering their own initial biases towards immersion, CLT, PPP, Grammar Translation etc in ML learning. They are introduced to research around the reality of language acquisition to begin considering how to teach ML as well as exploring ML holistically and homing in on the key elements needed for a ML lesson. At this stage in their training, it is important that BSTs begin to consider what progress is and how it can be achieved as well as how the ML content fits within the wider curriculum. Exploring resources, schemes of learning which are available enables non-specialist BSTs to access options and opportunities to teach ML confidently.

Phase 3: This phase is when BSTs need to develop their planning knowledge more securely. To this end BSTs are encouraged to include Target Language and Skills on their plans to ensure a rich and comprehensive coverage of ML content. Drawing on modelled activities and resources they are encouraged to evaluate and critique them with their own contexts in mind. Considering their pupils’ next steps (including secondary transition) is fundamental to continued progress and engagement.

### How mentors can support BSTs in school

* ​​​​​​​​​​​​​​Ensure BSTs observe and teach regular curriculum languages sessions as well as assemblies for Christmas, European day of Languages, etc.
* ​​​​​​​Model how to drill language and use Target Language.
* ​​​​​​​Model how to include languages as a cross-curricular concept e.g., geography (Target Language country), all daily routines completed in the Target Language (greetings, instructions, weather etc).
* ​​​​​​​Model how to encourage pupils to use the Target Language - competitions, a chatty mat for support, language on the walls.
* ​​​​​​​Plan sequences of languages lessons in which pupils learn and make progress across speaking, reading, listening and writing.
* ​​​​​​​Use/adapt existing resources (PLN/Primary Resources/British Council/Oak Academy) to support BST confidence and pupil progress.
* ​​​​​​​Observe and give subject-specific feedback on at least two languages sessions during the placement.

### Indicative open access reading

1. Forward, W., Primary Languages Policy in England–The Way Forward. & Languages Trends 2023. Available at: [RIPL-White-Paper-Primary-Languages-Policy-in-England.pdf](https://www.ripl.uk/wp-content/uploads/2019/02/RIPL-White-Paper-Primary-Languages-Policy-in-England.pdf)
2. Dobson, A., 2018. Towards ‘MFL for all’ in England: a historical perspective. The Language Learning Journal, 46(1), pp.71-85. Available at: [Full article: Towards ‘MFL for all’ in England: a historical perspective (tandfonline.com)](https://www.tandfonline.com/doi/full/10.1080/09571736.2017.1382058#abstract)
3. Howard-Jones, P.A., 2014. Neuroscience and education: myths and messages. Nature Reviews Neuroscience, 15(12), pp.817-824. Available at: [Neuroscience and education: myths and messages | Nature Reviews Neuroscience](https://www.nature.com/articles/nrn3817)
4. Ofsted survey report evaluating language provision in schools and examining current challenges. Available at: [Modern languages: achievement and challenge 2007 to 2010 - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/modern-languages-achievement-and-challenge-2007-to-2010)