

PLEASE NOTE: THIS IS NOT A VERBATIM RECORD OF THE SESSION

Event: Building a Sustainable Framework for BSL in Schools

Venue: Victoria Quay, Edinburgh

Date: 26th May 2016

[REDACTED]: Hi everyone. Before we start, can I check, can you all see the interpreter and if not, can you move around so you can see? Everyone okay? Okay, perfect.

Thank you for coming. My name is [REDACTED] and I work at the University of Edinburgh. I think I know most of you from the previous two events but for those of you here for the first time, I'm involved in the project because I went to a primary school with a deaf unit but I didn't learn any sign language. No hearing children had access to sign language. That was a wasted opportunity and Scotland, with the BSL (Scotland) Act and 1 + 2 language policy, can now stop wasting opportunities for deaf and hearing children to communicate with each other.

Today is the third of the workshops. We have had lots of discussion in the previous two - one in November, one in February - and today is about presenting the ideas from those discussions about how we take forward British Sign Language in Scottish schools. I'll do the housekeeping then hand to [REDACTED] [REDACTED] to present the ideas we have come up with. Sorry, I will do housekeeping then hand to [REDACTED] from Scottish Government, a very important person who I forgot about.

[LAUGHTER]

[REDACTED]: Very sorry, Hilary. Just to check, there are no fire alarms scheduled. The fire door is nice and close if it goes off. The toilets are if you go out and turn right. Please make sure you turn mobile phones off. We are using interpreters so if you have questions or comments, we ask you to come to the front so everyone can see who is speaking or signing. Please make sure only one person speaks or signs at a time or the interpreters can't do their job. Just speak at a normal pace and if you are going too fast or they don't catch anything, they will ask you to repeat.

That is it from me in terms of housekeeping. The programme will have Hilary Third, then [REDACTED] then coffee at 11. Then [REDACTED] and Robert Quinn, who are Education Scotland and SQA - Scottish Qualifications Authority. The General Teaching Council of Scotland have been involved in the last two workshops but couldn't send anyone today due to illness. They have sent a statement they want us to read out. Then we will have lunch and a panel, where [REDACTED] will ask various BSL users about their experiences and hopes and how they think the project might affect BSL users then there will be an open discussion. There will be time for questions after each talk.

I will hand over to [REDACTED] Thank you for coming. I know you are all busy so appreciate you taking the time to be here. And thanks to [REDACTED] from the funders, the Scottish Universities Insight Institute; thank you to them for their support, allowing the project to happen. [REDACTED] not [REDACTED].

[REDACTED]: Hi. I'm just going to try to move this so I can see you better.

New speaker: Do you want a microphone?

[REDACTED]: Can you see me okay? I'm hidden because I'm quite short.

Welcome to the Scottish Government. Lovely to have you here for what I'm sure will be an informative and useful discussion for all of us. I'll start with a brief overview of the BSL (Scotland) Act so you understand the framework we are working in. Then I want to make three points about the relationship between the BSL (Scotland) Act and BSL as part of the 1 + 2 language policy. I'm hoping to leave time for questions too because you are a really mixed audience, which is fantastic. We have teachers, teachers of deaf children, deaf tutors, academics, deaf BSL users, including some people on the BSL National Advisory Group. You all have expertise and an important role to play but I don't think anyone has all the answers or knows it all so it is important to give the opportunity for people to ask questions.

The BSL (Scotland) Act, hurrah. It was an exciting moment. Many of you were there and others watching it. That moment when the act was passed and the public gallery erupted with joy and excitement was a moment we won't forget. But after that the hard work starts, implementing the act. Having taken it through the legislative journey, my job is to coordinate its implementation. The act is quite simple. It is about giving a duty to Scottish ministers to promote and support British Sign Language. It is clear, I think, that this isn't about BSL as a form of communication support for disabled people. The point was made again and again that we don't see deafness as a disability but as a culture and BSL as a language in its own right. That is an important starting point.

The main requirement is the production of plans and a national progress report, happening on a 6 yearly cycle. The BSL national plan covers nearly all national bodies - the Scottish Government and all its agencies and a range of different bodies falling under control of Scottish ministers. The national plan will say what public bodies have to do. Other public bodies not covered include local

authorities and regional health boards. They need to publish their own BSL plans, consistent with the National Plan. We have an opportunity to provide direction and focus on priorities to ensure we promote and support BSL in a consistent way and that meets people's needs.

The National Plan has to be published by October 2017 with listed authorities publishing theirs a year later. The progress report happens in 2020 and the next set of plans in 2023 for the National Plan and 2024 for the other authorities. It is about setting out a reporting and review cycle. It doesn't say anything about what should be in the plans, deliberately. It is about creating a framework that the government and BSL users decide to prioritise and take forward.

Quickly, something about our approach to implementation with the Deaf Sector Partnership and the BSL National Advisory Group. During the time the bill was going through the Equality Unit established the Deaf Sector Partnership, made up of 5 delivery partners with the Scottish Government and Voluntary Action Fund, working together to support the legislation's implementation. They support and facilitate conversations between deaf BSL users and public bodies subject to the act because it is important BSL users are fully involved in the way the act is taken forward so it makes a difference to their lives. The second role is to work directly with public bodies to help them improve. In due course that will be helping them with their plans but for now it is helping them understand the needs of the users of BSL that they serve.

The BSL National Advisory Group isn't referenced in the legislation but throughout its time in parliament, the government that supported the bill from the start wanted to create an advisory group to inform the first National Plan. The group has been set up. It has a majority of deaf BSL users on it. 10 deaf BSL users, 2 of whom are deafblind and 3 are under 18, plus a hearing parent of a

deaf child, working alongside 9 public bodies. The group has met once and is co-chaired by our director general and [REDACTED], who is here at the front. And Andrew is on the group too.

That is an important group. The deaf people and hearing parent were recruited through a competitive process, they aren't employed by a Deaf Sector Partnership organisation and are speaking on behalf of the deaf community. They have met once and meet again next Tuesday and will meet a further 5 times to develop the National Plan that will be recommended to ministers to make the final decisions.

Just to mention the relationship between the Act - which is my responsibility - and the teaching of BSL in schools, which you will discuss today. The act is to promote and support BSL as a language. It is clear that is about much more than improving access to information and services for deaf BSL users, although that is clearly what we want to see. It is hard to imagine how to promote BSL without making it possible for people to learn the language. I think it is clear and ministers were clear throughout the legislation that it must include the teaching and learning of BSL, which happens in a number of settings. Many of you are involved in teaching classes to adults in community settings, which is important. But I think it is important that hearing children have the opportunity to learn it in schools with other languages. I think it is important to say this is entirely different from teaching deaf children in BSL. That of course is also really important but this is a different issue. Today we are discussing offering hearing children the opportunity to learn BSL as a language. That will benefit deaf people in lots of ways. This is about teaching BSL as a language in schools to hearing children.

We have a clear policy about teaching languages in schools. Susan and Louise will tell you about that. The 1 + 2 policy provides the ideal opportunity for

teaching of BSL in a school setting. The minister that had the responsibility for BSL was very clear and positive about that too. You will know that BSL is unique and at present it is disadvantaged because we don't have the resources, qualifications to have it in place at the beginning of the next academic year. This work you have been involved in and funded by Scottish Universities Insight Institute is very helpful with perfect timing because it helps us identify practical changes we can make. This is very welcome.

The blueprint that [REDACTED] will tell you about is about what work we need to do to make it a realistic prospect for hearing children to learn in schools. This isn't going to happen next academic year, it is a long term piece of work. We are being realistic about that. While the BSL National Plan will be developed, it is ministers that will decide what will go into the plan. The National Advisory Group will develop a plan in stages, through extensive discussion with other BSL users and others and will make recommendations. But there are all sorts of pressures and ministers need to decide what they can commit to. While you will have seen a draft set of long term aims and missions for the National Plan, that doesn't guarantee they will make it into the National Plan in the way currently phrased. There are lots of stages to go through before we have the National Plan. The National Advisory Group will discuss the aims and might have views about what is included. The National Advisory Group isn't just BSL users but also public bodies so they will have views too.

At later meetings we will add in specific actions. They will again be discussed by the National Advisory Group and the whole plan will go out for consultation then ministers will take a view. There are lots of stages but again it is important to say today's discussion will help influence what those actions are likely to be and the work that has already been done through SUII provides excellent grounding because you will have been doing some thinking about what needs to happen to

deliver the long term goal.

I wanted to make it clear the aim to make BSL as part of 1 + 2, doesn't guarantee it will make it into the plan. We are a long way from the National Plan but it is very good it is in the aims and ambitions. It wasn't dreamed up by the Equality Unit, they long term aims have been drawn from evidence. We know quite a lot about what needs to happen to support BSL and know a lot about what deaf and deafblind users want to change. That has been provided through the bill and through research over a number of years. We look forward to discussion with the NAG about their views on the long term aims.

Responsibility for implementing the National Plan sits with the Scottish Government and the public bodies included. The Equality Unit has a coordination role. Different public bodies will have different things to do. There may be something for all public bodies about improving access and supporting BSL but depending on the particular role and responsibilities there will be specific things. For example, BSL as 1 + 2, will bring specific things for Education Scotland and the SQA to do. We in government, and I speak for colleagues in the public sector rely on expertise of others not in our service. We have worked with communities more recently and it has made a huge difference. We recognise that the expertise sits outside the room often - a lot of it in this room here - and we want to continue to work with you, academics, teachers, BSL users, to make sure we get this right. In the context of the SU11 project, I want to thank the funders and say what great timing this has been, which isn't just an accident, a lot of thought has gone into it, but we welcome it as a contribution to what we are trying to do, to make real, practical changes that will make a difference to the lives of deaf and deafblind users in future.

We welcome what you have done. Today's discussion is perfectly timed for us

going into the next stage and we want to work with you in future as we work around our long term aims. I don't know if I left time for questions. That is up to whoever is after me!

[APPLAUSE]

[REDACTED]: Maybe I can ask if anyone has a particularly pressing question relating to what [REDACTED] said. We will have time later for open discussion to pick up on what we hear during the day. Is there anything that anyone wanted to pick up right now? Otherwise we can stay on time. Okay.

As [REDACTED] said, my job is to talk about what the project over this 6 month period has been discussing and some of the outcomes we have arrived at. Of course, nothing I'm going to say constitutes agreed policy. They are proposals we will put into the public domain for consultation given the circumstances [REDACTED] has described. We have an extraordinary opportunity to take all of this forward. Many of you have been involved in this area for as long as I have - 30 years in my case - I have never seen the stars aligned like they are now to carry these priorities forward. We have an unbelievable opportunity to envisage Scotland as a signing nation. That is how I see this opportunity.

Pretty much everyone in the room knows this history so I won't labour the point. BSL was named in 1975 and here we are 40 years later, making the argument still for what that recognition can mean and how we can share that. We can see a whole lot of stages, lobbying for recognition for BSL.

It didn't make any real difference to people's lives. The opportunity we now have to create real change in the everyday world. The National Plan is a key step in carrying that progress forward. As [REDACTED] said, and to highlight again, we are

expecting that the BSL (Scotland) Act can achieve advances in relation to access to services and in other areas around BSL promotion. Promotion of sign language as a public good - a good thing for the people of Scotland. BSL teaching is an obvious potential part of the bigger picture.

In the past, we have seen many many arguments put forward by all sorts of people suggesting you can't possibly teach British Sign Language and recognise it as a language. We can give many examples of the claims people have made. The examples on screen are from the 1990s. They all contain objections like British Sign Language has no cultural heritage, no written form, no historical background. We now know that is hogwash. The evidence is there, from a number of different contexts to show these objections can be knocked on the head. We can move forward now more constructively.

My summary of what this project has learned suggests that we have covered a number of areas showing it is possible to carry the ambition forward around teaching BSL in schools. We can make the argument it is desirable. In principle it is feasible. We can work out practical steps to carry a plan forward. It doesn't have to cost the earth. Crucially it can be done in a sustainable way, not just as a one off project for a few years. We can put things in place to make sure it can continue for generation after generation of children. It is possible to deliver this if everyone gets on board and is willing to play their part - and you will hear today that they are. And it would be appropriate in the 21st century Scotland we are trying to build.

Why is it desirable and appropriate? There are all sorts of cognitive benefits from bilingualism and that is what 1 + 2 is trying to capture, that all children get the benefit of learning multiple language. Those of us familiar with sign language know there are additional benefits from learning sign language, the term deaf

gain has come into play. the focus shifts and we stop talking about what deaf people need from society and focus on what they are offering, the contribution and gift, if you like that deaf people and sign languages give to the wider community and society. That is what deaf gain is about.

Talking about all of this in an environment where there is example after example to show Scotland has a positive attitude to diversity. This isn't just about sign language users and deaf people but an example of a broader shift towards positive thinking about diversity. The specific benefits around teaching BSL can lead to greater employability for deaf people as teachers and for hearing people using the language in their careers. The example most people think of is BSL interpreters. Deaf people remind us often that professionals in every sector with BSL skills is the goal. Imagine everyone in this room had fluent BSL skills. It would be quite different.

There is a contribution to the wider economy to be gained and there is an alignment with the proposed ambitions for the National Plan.

We heard about the history of BSL teaching, back into the 1980s with qualified BSL teachers. We have seen models from countries where sign language has been taught as a subject for decades. The framework of reference for language has been applied to sign language and they can be treated exactly the same way as spoken language. We have looked at the targets of the 1 + 2 language and what we are talking about contributes to achieving that programme. We have structure in place to provide the basis of BSL teaching. And the expertise is in place to get momentum going.

We must not fall into the trap of thinking it is too complex to start. We can't do everything tomorrow but must build a long term plan to make sure things will be

sustainable. There are challenges to taking that forward. We don't think it will be a piece of cake. What we have talked about, the conclusions we have moved towards in terms of the blueprint, importantly suggest we should be thinking about a plan over a period of 2 BSL National Plans. What we want to put into place will take up to 2030 to be established. That seems miles off but if we are slowly building up, we are making things happen in the interim and what we achieve by 2030 can look after itself and run from its own momentum and we have achieved what we want - for BSL to be self sustaining in the school curriculum.

We are talking about starting small, perhaps now. We can start immediately. Developing a programme of work that enables BSL to be a third language offered in a small scale way, then over the longer run to be an L2 in the 1 + 2 languages programme and even of what the impact could be for BSL to be an L1. That isn't an immediate priority but it is part of the conversation on integrating areas of development. It is clear in the long run we want BSL on a par with French, or German or Spanish, taught as a modern language in schools. We are already talking about the follow on from this piece of work and liaising with Scottish Government to support follow on work. This will need us to keep working on recording Scottish BSL. We should be talking about Scottish signing. There are particular features to Scottish signing and knowing more about them is relevant. Interestingly our friends in Australia are consulting on a national curriculum for teaching Australian sign language, with a budget of £300000 to design the curriculum. There is a nice example we can draw upon for inspiration on how to move forward.

As a visual image to capture what we are talking about, we are thinking about three phases. You might know this bridge in London. Phase 1 to 3, from right to left.

[SEE MAIN SCREEN]

[REDACTED]: Starting by putting the structures in place, then unfolding over a period of time, then firmly having it embedded in the longer run. A three stage plan is what we have in mind. We first need to know where exactly BSL is taught in schools already around the country. We have seen some examples of good practice but don't have a full picture yet. We need to run a systematic survey to find out what is taught. Is it really BSL? It might be Makaton or something else. Who is responsible for that teaching? Is it taught as a language or as a hobby? What makes schools decide they can offer BSL? If we can identify good practice and identify schools leading the way, we have potential to spot opportunities to pilot.

The first phase of the three, between now and the end of the 1 + 2 languages initiative in 2020 is about putting structures in place and piloting in a number of settings. That means enabling teachers to work in key institutions so we create information that can be shared with schools and parents, start to put resources in the online learning base, GLOW. Secondly we work on school readiness of current BSL teachers. Most current BSL teachers haven't done much in school environments and there are particular demands of working with children and in that context. Teachers need to be familiar with what that will entail. One obvious group to work with are graduates from the train the trainers programme that my colleague ran in Heriot Watt University. We need to work with the general teaching council for registration. This has been a hurdle but we can see ways to move forward and enable deaf BSL users to start registering as fully qualified school teachers. We can in this first phase signpost opportunities for studying BSL so schools become aware BSL is a language for which there are existing qualifications and that they can begin to offer them. The SQA languages for life

award might be a way to make in roads to schools.

We need to map out a progression framework because the 1 + 2 language policy starts with wee children when they first start school and runs through all the years. We need to do that complex piece of work to produce a map to cover the whole school life experience. We can start to pilot BSL more formally as an L3 in pilot schools over this initial period. Phase 2 runs from 2020 to the end of the first National Plan period, the first cycle. [REDACTED] mentioned that 6 year cycle, ending in 2023. By 2023, the proposal is for a full range of curriculum design and study resources available to support learning at different levels. Schools will need support to harness the existing skills, to get appropriate teachers on board to start to offer BSL in the most effective way. We move from only looking at BSL as an L3 to think about how it can be offered as an L2 in the national scheme.

GTCS position is that there is no reason we should not be able to offer full registration for deaf teachers by the end of that second period. We need to establish a pathway to BSL degree level awards so people are coming out with a comparable level as a degree showing they have a depth of knowledge around theory and practice in BSL and the ability to apply that in an educational context. The business case for full qualifications needs designed in detail. We can carefully construct that in the second period. we will have evidence of demand - we know children want to learn BSL but we need to demonstrate that more robustly, which will help to support the business case. That business case needs assurance there will be a work force of BSL teachers available and since we can't magically create that group, it is hard to construct that business case relying on numbers right now but we suggest it can be done in the second phase. There will need to be support from the sector and the Scottish Government to make that possible.

The third phase covers the second National Plan period - the second cycle of the National Plan. [REDACTED] said that will be designed in 2023 and will take effect from 2024 so we are suggesting 2024 to 2030 is the third phase, by the end of which we should have a sustainable pathway that can take care of itself. So that by 2030 BSL is available to be taught at all schools nationally. We will have significant evidence of pupil and teacher achievement. We can show that teachers are building successful careers and that pupils are leaving school and entering longer term careers with high level BSL skills in hand. The interpreting qualification at Heriot Watt University takes students with zero BSL and in four years we are meant to get them to qualified BSL interpreter level. Imagine they have already had 10 years of BSL skills before they enter the qualification. They should be pretty good.

The materials development to underpin this and the learning resources to enable teachers to deliver BSL teaching will have to be enhanced and refined. By the end of 2030 we should have a good range of resources available for anyone to use. We should have a firm pathway to teaching qualifications and a steady supply of BSL teachers to come into the work force. The result would be BSL offered in parallel with other modern languages. Where you can study French you can study BSL too. Everyone needs to be on board to achieve that. There is a long list of different kinds of stakeholders that that includes. They are not necessarily all on board right now. Head teachers have an important role in selecting the languages a school will offer. We haven't spoken to head teachers at this stage. We need to get that full range of organisations and institutions and communities up to speed with what we are talking about and with sleeves rolled up to play their part.

There is my summary. We will continue to liaise with the Insight Institute about follow up actions.

[SEE MAIN SCREEN]

[REDACTED]: All of the conversations we have had so far suggest this can be done. There are no insurmountable barriers ahead if we continue to carry it forward together. In the long run all of this is part of underpinning a secure future for BSL as one of Scotland's indigenous languages.

It says a great deal about what kind of society we are and the one in which we wish to live.

[SEE MAIN SCREEN]

[REDACTED]: The argument of all of this project is to say if you want a rich and meaningful life, BSL can be an important part of that as a contribution to the wider society and is perfectly in keeping with the aim of the BSL (Scotland) Act to promote BSL in Scotland. That is a summary. If I could give you a huge spreadsheet, you would need a microscope to spot every stage. We will talk about the detail today with time for question and discussion to explore the issues throughout the day. We are just about on time for a coffee break. All being well there will be lovely tea and coffee just outside. We will take a break for half an hour and be back for 11.30.

[APPLAUSE]

[BREAK]

[REDACTED]: When you are ready? [REDACTED] from General Teaching Council talks of what is required to be a teacher in Scotland and was

unable to be here today. He has a statement to be read out. My [REDACTED] hat is on for his statement - reading from sheet.

I would be grateful if the GTCS's continuing support for BSL is conveyed to this meeting. Clearly given the government's support for BSL, the GTCS is happy to play its part in moving the development of BSL forward.

The GTCS is keen to support BSL users entering teaching and will work towards facilitating this so as to ease this process, addressing some of the hurdles that users see as hampering such progress into teaching. Such support is to show the balance between time spent in mainstream and specialist education providing, during initial teacher training and the teaching induction scheme, is adjusted to support BSL developing as student teachers and then as new teachers. Entry requirements of higher English are reconsidered.

A second strand to the role of GTCS in supporting BSL is to act in concert with others and to play a part in developing acceptance of BSL as a language. The GTCS is keen to support the Scottish 1+2 languages initiative and views BSL as part of that project. Where BSL is being developed and delivered in Scottish schools the GTCS would be happy to support this and also to help publicise such initiatives. This could be through various mediums such as the GTCS magazine or website or through making use of our Professional Recognition processes to celebrate such successes.

When BSL reaches the stage of having SQA qualifications then the GTCS will play a part in supporting those developments and are happy to work with teacher education in University in developing qualifications in the subject.

Regarding the 1+2 language, please note that I explicitly brought up BSL at a

meeting of the Languages (Education) Strategic Implementation Group last week and alerted members to the BSL developments as well as indicating GTCS support for them.

[APPLAUSE].

I will take my hat off. Now over to [REDACTED], Education Scotland.

[REDACTED]: Good morning everyone. I am delighted to be here. I am senior education officer at Education Scotland with a responsibility for languages and literacy. My own background is that of a secondary teacher - modern languages before this post with Education Scotland. In the remit I have I am policy lead on the 1+2 programme so it is a delight for me to go through some of the central bits of the policy and give a brief history of modern languages and its journey. I will make it brief and apologise if you already know the policies. I have Scots Language as part of my remit so 'haud your wheesht'. I will give a history of the rocky road of languages in Scottish schools. We had, until recently, in 2012 a policy called MLPS - modern language in primary school from 1989 that made sure pupils in P6 started their first additional language into P7 and then into first year at high school. It became patchy because of teacher capacity and training and sometimes our children would come from primary school doing 2 years of Spanish one hour per week and then go to high school where there was no course and then had to start again so there was no depth of learning within young people. It was denying them access to modern language and deepening their knowledge of that.

MLPS across the country was on the wane and patchy and could be dropped if other priorities came around. When coming to high school, and if they could be offered the same language, then they would go back the way so as to get

everyone up to the same level so for the young people it was depressing repeating things they were doing in primary school. The Scottish Government knew we had to take a different approach to delivering language in primary schools. For the history, going into secondary, then modern language in the senior phase is in the decline so 1+2 helps with that decline and we are seeing green shoots of regeneration of interest in modern language to see if students take it beyond broad education.

Come 2012 a cross party policy was devised - the 1+2 modern languages policy with a long lead into this was coming to fruition. It began in 2012 and we have till 2020 for each child to be entitled to learn their first additional language from P1 all the way to P7 - that is an L2 language and is highly likely that is the language to be taken to the end of S3 and if not then they will still do a language S1 - S3. Therefore, there is a ten year lead in before young people start taking national qualifications so is a lot better than a 4 year lead in from high school or P6/P7 with a patchy lead in. It is making sure the pathway is clear and that young people have that entitlement to learn the language they are starting at the age of 5 and don't throw the baby out of the bath and change language as we go along. The L3 has built in flexibility. The L2 language sticks as the language that goes through to the end of S3. L3 has got various amounts of flexibility - it starts in P5 at the latest - the flexibility allows to start in P4 if the school is capable of delivery. There can be a different language in P5 - to P6 and P7 or L3 can be P5/6/7 in a structured and planned one hour a week input with classroom teaching around that. There is flexibility for L3 with delivery of the language as it does not have to be done by the class teacher but it has to for L2 happening with the class teacher leading that. For L3 the languages are flexible, does not have to be taken to high school and is not a national qualification and is not delivered by the class teacher so can be a community language, Scots, BSL etc. and delivered by people within the school community such as parents connected to the school who work with

the teacher or students from nearby Universities learning other languages or BSL if your school is lucky to be near a campus or delivered by a native speaker.

There is a lot of flexibility around L3 and it is worth remembering it does not have to be delivered by the teacher in the primary so that is an in-road for British Sign Language.

Every year from 2012 we have done a local authorities annual survey for languages delivered as L2 and L3. In L2 the main language is French then Spanish then Gaelic learners and then German. For L3 we have the reverse and have Gaelic learners, German, Spanish and French but BSL is the 6th most popular L3 from local authorities that declared that. We were surprised to see 8 local authorities with this. We are not sure who is doing the delivery and not sure if it is BSL or some other form of sign language that is being delivered. These are things we would explore through our HMIE colleagues checking the provision. For our primary workforce there is a huge question of upskilling as not every teacher is required to have fluency in a language in primary so they are learning along with the children to make sure their class has the L2 experience.

Since 2012 the Scottish Government have put in £16.2 million to upskill teachers with immersion in languages and for resources to support implementation of the 1+2 programme. Education Scotland has provided the building blocks and provided the missing Es and Os and the framework for progression between a first and second level language. A lot of work has been done to form a structure around implementation, to support that implementation and also to support teachers. We also have CILT, the national centre for languages that do promotion work in local authorities with schools and teachers to bring together information to provide a framework to embed this policy. Briefly, it is an ambitious policy, we are acutely aware of that. It is 4 years in and we are half way through

implementation and it is going well. Primary colleagues are training and upskilling and we have positivity from parents and also from the children and young people starting language learning early.

I don't have further information about BSL but we are hoping to capture more information from local authorities with languages and what they are doing with money.

I used to teach in Dunfermline High in Fife and was invited in for coffee recently as the head was retiring. I talked to the young people about language and asked how they would feel starting language in P1 and they said it would be easier. I asked about learning British Sign Language and it went from great to cool and it went around the school that they would be learning BSL so it was cool rather than great. Any questions? The computer has died, nothing to do with me standing here!

Robert Quinn: Ok it is just about morning still. Sorry. Can you hear me? Ok so it is just about morning and I am really pleased to be here. I am Robert Quinn, Scottish Qualifications Authority and I work in humanities and business and language provision. I am happy to be part of this from the start with this our third meeting and it is time to get down to business. The key message today is to reflect the messages of the earlier speakers and give insight into the SQA and moving into the senior phase of the curriculum in Scotland and emergence of BSL as a language in that context.

I would like to talk about types of relevant qualifications in the senior phase, talk about our plans in the short term and also point towards some of the considerations in the medium and longer term provision with the ultimate goal of creating, as we said before, BSL as a language sitting alongside French,

German, Spanish and so on. I want to reinforce where qualifications sit in the framework and to recognise that qualifications should support and reflect the curriculum and not drive and dictate it and should be reflective of that. The way the new 3-18 curriculum is set up then the senior phase - 15-18 should reflect the qualifications landscape for teaching and learning further down the school from 3-15 broad education.

Within that context there are 3 types of qualifications from the 15-18 aspect of the new curriculum. I gave more information last time with the SQA qualifications but today will narrow to 3 areas to focus on and tie them to things that Graham and Louise talked of. We have 3 types of qualifications that are nationally recognised - they may have a hierarchy of importance but are certificated, celebrated and recognised individually. We have SQA units which are qualifications in their own right. If a learner meets the requirements they receive that on their certificate as a qualification and is validated internally and stands on its own right and is celebrated. SQA qualifications are made up of units and in language we have free standing units in all key languages and we also have existing BSL units at Levels SCQF 3-6. We have equivalent units at 3-6 and higher. We have unitised provision at the moment.

The second type is awards provision. Awards are collections of individual units. If the young person achieves these units, that triggers an award. The modern languages for life and work award was created a few years ago to celebrate the diversity in the new curriculum. It is our second most popular award in the sector. When we publish our exam statistics, we make a point of celebrating not just the Highers and so on, we try to celebrate and give information on the achievement of units and awards, there is no current award provision in BSL and it is not part of the languages for life and work award. The other thing is because of the flexible nature of units and awards they can be delivered in a range of settings

and who delivers them is more relaxed and they are set up to celebrate and support the L3 language developments that Louise just talked about.

The third type of qualifications are national courses. They are a collection of units, supported by a course assessment. At levels 5 to 7 that is a national examination. You think of Higher English or French, that is our higher courses. At the moment we don't have national course provision in BSL.

Before I talk about how we will address these deficiencies, I want to emphasise the senior phase should be a mixed economy of provision. We should be celebrating the range of experiences and outcomes people achieve and the diversity, including of qualifications. Youngsters with a diverse range of awards and units are often in a better position to progress than the bog standard candidate with 5 Highers. We are guilty of over celebrating that type of provision. Every year the press focus on pass rates for Higher English and Maths and the press picks up on the youngster with 5 As. Fundamental success isn't just about that criteria. We want to celebrate all our provision. The opportunities for celebrating L3 in units and awards, we have a way of doing that as an interim step.

If you want more information on awards, there is a link on screen. You can read about how they are made up and see some case studies of how schools have used these awards in a positive way. I used this slide the last time and it is on the website, it is the general qualifications framework slide and shows where the different qualifications sit in the qualifications framework. On the right hand side, you have the national 1 to advanced Highers. We have awards in the middle and then college provision HNC and HND then the Higher Education provision by Higher Education institutions. At the end there are vocational qualifications that certificate people meeting the requirements of national standards. That is just to

illustrate the framework in Scotland and the SCQF idea is to celebrate and share the qualifications across sectors: from school, to college, to university, to the workplace.

Going back specifically to the development of BSL in the curriculum. There are 3 types of qualification - units, awards and national courses. We have some unit qualifications at the moment but we need to review them. Step 2 is to think about creation of new award provision in BSL. [REDACTED] and [REDACTED] mentioned that we want to give specific consideration to adding BSL to the modern languages for life and work award, either by slotting in existing units or creating new units. I'm not sure which we will do it but either way is fine. The second thing that wasn't picked up is we should consider the development of a separate award in BSL to celebrate its emergence in the curriculum. We could combine language units with something that talks about history and culture of BSL. Graham led on some historical objections that have been pushed aside and we want to continue to do that. It might be we do both - add BSL to the existing award and create a new one. We need to decide what would be best in terms of engagement. We don't want to spread resources too thinly and not get engagement.

We would develop and submit a business case for a new award. We would set up a design team made up of teaching practitioners and other stakeholders depending on the qualification, in this case it would be people offering the qualification or people who have the qualification or people with an interest in BSL, including the deaf community. Once agreed, there would be the process of developing, agreeing, creating and validating and launching the new award. I'm saying circa 2018. There would be some external funding needed. We can't avoid the discussion of cash and financial resources. I don't think it would be extensive but some degree of external funding would be needed to commit to setting up the design team, meeting and creating the qualification.

That is really our short term action. [REDACTED] talked about rolling up sleeves, this is what we are going to do - move forward early in the next session with the next stage of that. I'm a member of the business case group that we will be taking this to, then we will move forward with the development of the new provision. We hope to have in place, as well as units, a suite of awards that would celebrate attainment in BSL.

Moving from the short to medium term, I think [REDACTED] and [REDACTED] spoke about in the ideal world things happen overnight but we need to move forward incrementally to achieve aims. We want to review the process to date - we are talking about phase 2 in the timeline here - and measure against the criteria that the SQA has in national course provision and languages. I will talk about what that criteria is and the evidence base for it so we can think about how we build that evidence base. Once - not if - those criteria are met, we create the case for the national course provision.

If there are four key criteria for a prospective new language, this is our official policy statement, discussed with our team and Louise and her team at Education Scotland. These are the four criteria. We should think about it in the context of phase 2. We would then be in a better position to start moving forward. The first criteria is evidence of demand for a national course from learners and centres. What would the evidence base be for that? It would be the documented growth and uptake of L3 from schools and local authorities. We met with Louise around the statistics she just gave you and it is encouraging that BSL is becoming more prominent in the data we have so far. We don't know what form that is taking yet but there are encouraging signs.

The other aspect of the evidence base for this first criteria is the growth in uptake

of language units in BSL and any awards across the senior phase. The shorter term actions, the hopeful output is greater engagement in BSL qualifications. You have the emergence of BSL in the curriculum and engagement with the units. Once that is achieved there are three other criteria to consider, not necessarily one after the other. We have to work across them in a collaborative and integrated format.

The second criteria is sufficient qualified teachers to develop and deliver the course. That would be the number of teachers registered to teach the language and an appropriate route to becoming registered. There is more work to be done around that, with positive soundings from the GTSC. The second one is available of postgraduate diploma from Higher Education universities. it would be important that that type of provision is created. Once you have those provisions, the willingness of schools and local authorities to place newly qualified teachers, i.e., the buy in. Head teachers haven't been focussed on yet. We can do all of this but unless you get that buy in... the most recent language that have passed these criteria is Chinese language. You need the willingness of schools to create the environment for placements for newly qualified teachers. People are coming through the Scottish system and getting opportunities elsewhere because we can't offer that sustainable route to employment.

The third criteria is support from a range of partners in Scottish education. If we don't have that, it doesn't flourish. We need to have ongoing support from a range of bodies - Scottish Government, Education Scotland, GTCS, universities and training institutes, colleges and schools. There needs to be that support set up and available.

Finally, we need some financial resources to create a national qualification and make it sustainable, which is expensive. We are not magically seeing a growth in

numbers. You might see a drop in one and a growth in another subject. The population in schools doesn't change. There is a trade off between a newly added language and existing languages. There is the ongoing cost of delivering the course until it is self sustainable and the numbers cover the costs. When we added Chinese we received specific grant funding from the Scottish Government and we need that scale of investment to move forward.

The first criteria is about us rolling up our sleeves and getting on with it. We have spoken for three seminars, now we need to move forward with plans. We might not agree with the speed or order but we need to move forward. In the short term we will look at units and awards. By the time we get to the end of the process we will have provision for it as a qualification.

[REDACTED]: Is there any questions for [REDACTED] or Robert or anything anyone wants to pick up from what [REDACTED] or [REDACTED] said or any comments?

[REDACTED]: I have a question. Hello everyone. I hope you can see me signing. I am [REDACTED] and I am registered blind and use hands on tactile sign language. I lost my sight a few years ago and now use tactile BSL. Through all the presentations it has given me lots of ideas and you can see the door is finally opening and the time is right and opportunities are there. I have a couple of comments. You talked of qualifications, the language qualifications, the content, history and culture. Can we add signing in the community as tactile and hands on signing sits with that? We have a lot of deaf people with Ushers that use visual frame signing. Ushers is often early onset so concerns children and would be good to have that in the curriculum for the qualifications.

The second point is for the national qualifications and exams as I was not aware

of the criteria. There are diploma's in Deafblind learning and there could be an overlap. I am a strong representative of deafblindness but I see parallels. 30-40 years ago when I was a BSL user I had to fight for interpreters but now there is more access to services but for Deafblind users it is back to 3-40 years with the barriers there. Things are starting to change and with tactile use in the BSL (Scotland) Act I would like to see that in the qualifications also.

[APPLAUSE].

Robert Quinn: A quick response. Thanks for that observation, that was well made. In terms of signing in the community, one of the benefits of an award, you can have mandatory core units which everyone has to do but also there can be specialist optional units we can have as it is flexible so you can study different languages and have a different focus. For a BSL award we could have flexibility with optional units with specialism but we have to get it up and running and we could add units to an award in its life cycle so that is one of the benefits to celebrate that provision.

For the second point with Deafblind qualifications and when getting to build the phase... microphone not working. Sorry back to shouting to the back of the class! Once we get to look at the national course provision then we have to mirror national courses but that may not be the case with BSL as we will have productive skills etc. I think that question about what to reflect in the course will be clearer when we get to phase 2. Thanks.

[REDACTED]: I think we have time for one more question or comment?

New Speaker: [REDACTED] - I have two questions. Can you see me? One for

Robert and one for [REDACTED] if I can? You talked of 4 criteria's that have to be met and I see a number of barriers possibly forming at each of the 4 stages. I would like Robert to give clarity on how essential those 4 criteria are as today we are focussing on solutions so can you give examples of say how Gaelic managed to establish itself such as were there surveys and how were the 4 criteria met to get to that stage? There is also external funding and what solutions have been made. Will I hold on so Robert can respond?

Robert Quinn: Yes. Thanks [REDACTED]. The criteria are not meant to be presented as barriers but I understand if you view it like that. The history of this criteria is that SQA had a number of representations from key stakeholders with valid arguments around language and had to make a set of criteria. Gaelic etc. are established and pre date this criterion which have a consistent approach moving forward. There is a lot of positives relative to additional languages and there is strategic support as there is a language act which generates that. We see more demand through L3 for BSL and have to sort out the teacher registration issue but that is with the GTC. Again, with funding that is the reality of the situation, and we are not in a position at the moment to develop this without appropriate resources and the Scottish Government and Education Scotland have to see where the priorities lie. Gaelic is long established in the Scottish curriculum but these are not necessarily barriers but challenges we can overcome.

New Speaker: [REDACTED]. Thanks Robert. That gives us more of an uplifted feeling. [REDACTED] when talking of the difference with L2 and L3 I appreciate the openness you have and that L3 is flexible but the concern is if BSL remains in L3 and is informal and anyone can teach it - but if you have students that teach the L3 then the concern is quality and standards may drop and moving to L2 then we cannot scaffold and build on that. The L3 provision is good but there is a pitfall in there potentially and we can get stuck in the informal gear and not preparing

people to move on and if the people providing L3 teaching - we look for safeguards on their experience and qualifications.

[REDACTED]: Thanks for that question and it was well put. I was trying to give a broad brush of how L3 can be implemented. We would not be looking to diminish any forms of standards and for the L3 teacher to deliver enough of the language so children can communicate well. May I now take the example of German. If a child did French P1-P7 then in S1 moved to German, we would expect the teacher of the L3 or student or native speaker for a new language to provide depth and rigour in the way the language was taught and learned. There is a set of criteria that inform what L3 is and what it is not and is not piece meal and can be taught in shorter bursts but has to have depth to the learning and is not light touch.

[REDACTED]: I think it is lunch. I will double check in case I mess up another speaker. Lunch should be outside where coffee was. Back in the room at 1.30 pm. Thanks for your attention this morning.

[LUNCH]

[REDACTED]: Can I have the panel members to the front please? Ok can I have your attention at the front? I will use BSL so that everyone at the front can see. I am [REDACTED] and I work within the school of education at the University of Edinburgh. Now I am delighted to introduce four people on the panel and another person with us virtually on the screen. We have Avril. Please can you introduce yourself?

New Speaker: I am [REDACTED], Scotland Community Development Manager, British Deaf Association. I have been involved with many things in education.

New Speaker: I am [REDACTED], a teacher at Govan High School. I am deafened and have taught BSL in Kilmarnock. Both my parents are deaf and my father is Deafblind so I have considerable experience. I teach young children to learn BSL and wish to be a teacher of BSL.

New Speaker: I am [REDACTED]. I have been teaching sign language for 35 years and have taught in schools for 16 years. I teach a variety of age ranges and am a language role model.

New Speaker: I am [REDACTED]. I work at Heriot-Watt University. I teach deaf students but at a higher educational level. I teach people hoping to be teachers of BSL.

[REDACTED]: The person here is [REDACTED] on screen and she teaches sign language and teaches children and adults. That is the panel today. [REDACTED] will speak later from the screen. The panel will discuss examples of teaching BSL in schools. Some have experience of that already and I will ask additional questions also. My first question is if you can tell me of your experience of teaching in schools?

[REDACTED]: My experience is working for 16 years in schools with deaf children and with hearing children, working with hearing children because their families are deaf so I am teaching different age groups and subjects. Teaching hearing children has a benefit for deaf children.

[REDACTED]: My experience of teaching has been short - I have taught levels

1 and 2 and taught adults but prefer to teach children as I love teaching them and it is exciting. My students have gone on to [REDACTED] courses. It is great to get them motivated in that area. You can provide a deaf role model and deaf people can sign to help with future employment and is a skill to develop. I think it is good to have mixed classes of deaf and hearing children to help relationships as deaf children don't know how to communicate with hearing children and vice versa. P1, P2 and P3 are coming through without traditional barriers.

[REDACTED]: I have taught at summer school for 14-15 year olds at Heriot-Watt University and we teach them BSL on the campus and is one of the top three modules that we have run for the past three or four years.

[REDACTED]: I have been involved looking at a 10 week course and adapting adult courses for children's courses as there is different subject matter and learning styles. It was informative for me. You see how quickly children absorb and take on language and they remember more than what adults do and because of that speed of acquisition then the L2 area of BSL is terrific. The funding ended so the project ended. We know most deaf children are mainstreamed and isolated and there is loneliness and bullying which is more prolific with them than with their hearing counterparts. With learning BSL it helps with access and inclusion.

[REDACTED]: I will show N [REDACTED] response.

[DVD]

[REDACTED]: I started in 1999 working in mainstream schools and taught deaf children for 18 months with a variety of teaching skills - 1-1 or in a group or with hearing children. I have taught adults and teachers of the deaf and other

community adults.

[REDACTED]: Now some of you have answered this but elaborate the differences between teaching children and adults.

[REDACTED]: I would say they are different. Adults are more reserved in behaviour and attentive and when signing in a group you sit in a semi-circle but children find it difficult to sit still. One experience I had with a boy where he lay down on the floor trying to look cool or whatever. We carried on teaching and then when I asked if there were any questions he had his hand up first and peppered me with questions. Their attitudes and behaviour are different to adults and he was very engaged.

[REDACTED]: I had a clear example recently. With children in the school they know it is a learning environment and they are ready to learn and have class rules engrained. The structure and curriculum is in place and when they get to P3 they learn sign and finger spelling and are in the mode of work. Not all children are like that, there are exceptions. Whereas with adults you see the commitment levels. I am teaching adults now and there is not the level of commitment as people have work and family life and children don't have that. I have not yet had a full class with adults but the children come as they have to be there as it is part of the curriculum. With adults you have a level of engagement but if people are committed they are there the full time. Children are more motivated and committed and the ethos in the class you see a difference with adults.

[REDACTED]: What about qualitative and resource differences?

[REDACTED]: Teaching materials for children and adults - there are differences

as those for adults won't be suitable for children and you have to adapt them as things like video games and things I don't know about I have to include. They are not interested in theatre that adults are interested in.

[REDACTED] When we talk of materials we have to think of a highly visual nature. Deaf children are in class every day and taught through English so to have visually stimulating materials would help make a difference. In one class I remember we did not have a problem where there had been behaviour problems before. Children learn in concentrated bursts. With children we find we run out of material but with adults we do the same things week in and week out. The children are like linguistic sponges.

[REDACTED]: Following on from that they watch CBBC like Newsround and on there it is a visual nature so if they talk of events it is useful to draw in that for BSL to engage them and they are motivated to learn and have lots to say about those subjects.

[REDACTED]: Now over to Nicola as it is similar to what everyone else has said. I will bring her in if she has something different to say. What specialist skills do you need to have?

[REDACTED]: Varies from person to person as not all BSL tutors or teachers have the same skills, it is about the way you use your body language and engage with pupils and if you are stiff then pupils don't engage. The usual things about teaching apply - you have to be prepared with materials and have extra things prepared and know your curriculum and know where you are going. With finger spelling they will disengage so you have to know where you are going. Your personality is very important as signing is a language and you have to be expressive and use visual prompts like white boards etc. It is the same for

adults. Those skills are the same for any other subject.

[REDACTED]: Before thinking of materials and class planning we have to have native signers who are proficient with a strong foundation in the language to develop the right materials. If don't have that then how can the materials and planning go well. They have to have an understanding of linguistics and the background of that and how verbs and nouns work and understand the grammar so how can you teach it if you don't understand that? The proficiency has to be in place.

[REDACTED]: I would like to add to that. You have to be flexible and deal with a range of attitudes, be friendly, motivate them, be creative, know linguistics, know how to sign. The curriculum is important but if you just follow that you can fall into a hole. You have to be flexible as children don't have a fear of error but adults tend to be put off if they make errors and it takes time to engage them again. You have to have good classroom management too.

[REDACTED]: When I have worked teaching in schools there's a difference with hearing children as you teach deaf awareness but with deaf children you have to enhance their curriculum and use narrative and storytelling and talk of the deeper grammar and hand shapes. I have taught mixed classes and there can be benefits to that but they may learn in different ways and it is down to the class etiquette.

[REDACTED]: That was the answer to the previous question. Apologies.

What do you see the advantages of having a deaf native BSL teacher doing the teaching?

[REDACTED]: That has a massive impact to having a role model to the children. When meeting their parents, they may be concerned their deaf child may not have a positive future and what they can achieve with their hearing peers. It is really important to facilitate communication between the children and their parents and important that both deaf and hearing children have respect for their parents and providing role models is important as without those it can be a struggle for deaf children.

[REDACTED]: I am a big advocate of deaf role models. Both my parents are deaf and one boy said at my school 'I cannot do it' and I said 'yes you can and your deafness is irrelevant and if you want to do it go and do it'. I have deaf parents and I think if you want to do something go and achieve it. It is important to have a role model and, as a teacher using sign language, I certainly in the environment we are in now think the sky is the limit and deaf role models are really really essential like the people on this panel and in this room then your ears don't stop you doing things. You can join the police force now if you are deaf. Before you could not.

[REDACTED]: I think deaf role models add another dimension to what is going on in school.

All that is important but to pass on direct language heritage across first language is the optimum for empathy and understanding and getting over barriers and for the support and for children to look up to someone and you get direct language learning, the same way you want to learn French from a native speaker.

[REDACTED]: What are the benefits of deaf role models teaching hearing children in schools?

[REDACTED]: We are in the 21st century and I think as a BSL user and deaf person, I think it is good hearing children are exposed to the notion that deaf people can be in a position of seniority. Often barriers are input from the outside. Those hearing children will grow up into adults that don't see those barriers as an issue.

I was teaching young adults and I don't think they expected me to be the teacher. You could just see their faces. They couldn't understand me then I asked the interpreter to voice over. The impact was incredible.

[REDACTED]: For hearing children, they might have cousins or family members who are deaf, and the added value for them is clear to see to have deaf role models. It is good for them to see that deaf people can be educated.

[REDACTED]: I agree. Last year there were P7 classes I taught for 3 weeks. They were learning lots. The head teacher came through to observe and at the end they started speaking and I could see from lipreading they were saying thank you. The children were saying no, the teacher is deaf. I think the head felt quite small having walked in and started speaking because it was a shock to them. Well done to the children for making the point.

[REDACTED]: I just want to bring [REDACTED] in again to respond.

[REDACTED]: When talking about deaf role models, it is vitally important because it gives children confidence in the language and lets them see deaf people can do everything hearing people can and it inputs culture and history because that is that persons lived experience. For hearing children, they can communicate with a deaf person and the barrier is removed,. They can communicate with their teacher and can then use the language with other deaf

people. That encourages a better communication relationship.

[REDACTED]: My last question is: is there anything you want to add specifically related to the 1 + 2 language policy? How can we influence that and how will it be developed? We now have the 1 + 2 language policy in place. How do you see it developing in the next few years in relation to BSL?

[REDACTED]: I think what is important as SQA said is to establish the demand for the courses. We in the room can feel there is a need and can say that anecdotally but we need evidence. The teachers, qualified trained teachers, how that will be funded is a key issue. If those two parts are in place that will help the equation but more than that I can't give any further answers.

[REDACTED]: I think there are possibilities there. We need the evidence and the SQA awards ready and the GTCS need to get people qualified. I qualified as a teacher years ago and went through the same protocols as hearing teachers. [REDACTED] said the GTCS were keen to adapt their criteria to help deaf people to be fully qualified teachers in future. If we have that we can have a curriculum that can match the 1 + 2 policy and we can maintain standards. I do want more deaf people to be encouraged to become teachers but don't want the teaching qualification to be brought down in standard because of increased recruitment. We need to retain those standards, we have to ensure we are implementing high standards and stick to them. The SQA were talking about different frameworks and pathways for achievement and that is great but we need to make sure the standard is in place because I would hate to see the hard work of the pioneers who have fought to be qualified being undermined. Imagine you were a fluent French speaker and then the standard of teaching qualification was lowered, how aggravating would that be?

[REDACTED]: We will talk more about the English qualifications people need for registration later. Any other comments?

[REDACTED]: Teachers for various schools have asked me about different foreign languages and English and there are no exams for BSL. I say that I know, people learn foreign language but not the indigenous languages. But now there will be an opportunity for people to learn the language coming from Great Britain.

[REDACTED]: I have to stand up for French. I wouldn't want BSL to replace other languages. I can't say learning to communicate with a deaf person is any more important than communicating with a French person. I think it is not a battle between languages but adding to the language pool. We can't repeat the prejudice against BSL with other languages.

[REDACTED]: I would support your point about standards, because people teaching BSL need to be just as qualified as other teachers. We don't want loopholes where people can get in. People should have the same qualifications. When we consider the 1 + 2 language policy, it is a positive development and the time is right to move on with it and see it happening in schools. It comes back to the quality of teaching. The other languages they can learn by qualified teachers - it should be the same with BSL, teachers should have a postgraduate teaching qualification as a long term goal.

[REDACTED]: I like your dream, Gary. I will bring in [REDACTED] for her contribution now.

[REDACTED]: Now what I would like to see in schools throughout Scotland is for children to be able to achieve a qualification that would help them in their jobs and widen their job opportunities. Whether that is deaf or hearing children, that

everyone learning BSL sees it as a benefit for their careers and see that deaf children can achieve and I feel if we have that, things can improve in the future.

[REDACTED]: I want to go a little more in to depth about that English qualification. People wanting to register with GTCS need to have higher English. Higher English includes reading - poetry and drama - writing as well, and as [REDACTED] [REDACTED] sorry, [REDACTED] said, they would be prepared to adjust the criteria over the English higher qualification. I want to follow up from your comment [REDACTED] about the criteria being slightly lower. English is one of the core skills in Scotland and if you don't have that, you have to have it as a national 4 or 5, do you think we should aim to have higher English or drop it to national 5 level?

[REDACTED]: I totally disagree. If you are a teacher, only 20% of your time is class teaching, the rest is paperwork, writing reports, and a lot of that is part of the job of teaching. You get e-mails you need to understand and if you don't have basic English how will you be part of that network? The requirement is there for a reason. I'm not sure there is a different pathway because you need to get that standard whatever route you go, through ESOL or EDSL or the other pathways to achieve that level but I think you need to achieve that and if we accept less you are looking at a lower qualification. The standard of registration should be maintained. Any responses?

[REDACTED]: I think you are right that standards are important. People can learn with good interpreters and materials and there is no reason deaf people can't achieve that. I'm worried about discouraging deaf people that might not be aware of the support. If we don't guarantee that infrastructure is in place, deaf people might be put off and think they don't meet the entry requirements. The majority of deaf people in Scotland have not got as good English as their hearing counterparts and they should not be penalised for that. We are losing out on the

majority of people who are suitable. We need to be capacity building in the deaf community so they are enabled to apply for those jobs.

[REDACTED]: That is a different view.

[REDACTED]: I remember reading reports from NDCS focussed on England and Wales. Deaf children's achievement was lower than that of hearing children and it came down to communication. It is not the fault of the deaf children that they are not achieving greater things. This was in England and Wales and the future is a different question.

[REDACTED]: It seems a question of scheduling. We need to have good teachers, who are equally qualified. But in the interim there is a gap to be made up. In the short term we need to look at people who are highly qualified then build on the skills. One of the deadlines was 2023 and that might be a deadline for improving the level of English. I think we need to build to that.

[REDACTED]: When you do the postgraduate diploma in teaching there are essays and placements. If you don't have English at that level you can't do that. The university will support people but people need those reading skills. I did struggle with the reading. It will be difficult for people because it is hard work. That struggle is natural. Teaching is a great job but it is a hard job. But by making access to teaching easier, it doesn't make the job easier. You need that level of English. We talk about equality but now you are saying you want to lower the standards, but that isn't equality, what about hearing people who have trouble with English, should they have lower standards?

[REDACTED]: I know there are people out there who struggle with written English but that can be translated into BSL and the two languages need to be

treated on a par with one another so people can write in either language.

[REDACTED]: That is an interesting debate and there are different perspectives. I want to add my own view. I have been teaching English to deaf children through BSL, GCSE English. Deaf children could learn it when taught in BSL. You must have a C or above in English but in Scotland you must have Higher English because that is the same as A level at a C level. Maybe you need to look at what level and grade people need. Where does it map? Is national 5 the same as GCSE C or D? National 5 is quite complex. It is possible that deaf teachers will develop the English skills. Maybe they need to have that level at the end of their course, not as an entry requirement. [REDACTED] is about to retire and I want to keep him for another year to discuss that English qualification. If we see courses develop it could be a PDGE course. Maybe they have a different degree but that one year course is very intense with a lot of reading and writing. Or do we take the route that Gaelic has taken. They have a 5 year undergraduate degree and some people who come in are fluent and some have a little Gaelic but by the end of the 5 years, people are bilingual. They can then become Gaelic teachers. Some of them work in schools at nursery level too. My dream is to see a 5 year degree course, including bilingual education, bilingualism and how to teach language in BSL.

We do need more teachers of BSL that are deaf and need more deaf people that are qualified. That is just my view.

I wonder if we have any questions from the audience. We have some time for audience questions.

[REDACTED]: Thank you, everyone. That was really interesting. I would be interested to know for those of you who teach children about the

resources you use. How much is there right now, do you have to make your own resources from scratch or is there a bank of resources you can dip into like other modern languages teachers use? How much currently exists?

[REDACTED]: When I began to teach level one and two I created my own resources. I would follow the curriculum but create my own resources because there is no bank I'm aware of.

[REDACTED]: Teachers do a bit of both, developing their own and looking for other resources. Some resources can be adapted. Creative teachers go to other children's activities and borrow. To make sure the materials are visual and match the subject. There isn't as much available as for other languages, such as French, they don't transpose themselves to the teaching of sign language. Good teachers will go out and find materials. I haven't taught kids a lot myself but there are more children's stories and things online now. Compared to a few years ago there is more you can use and teachers share resources with other teachers. It would be good to develop a central bank of materials that people teaching can find the resources and develop the materials from. Other modern languages have standardised materials but we don't have anything like that yet. We see resources being shared locally but nothing systematic and that needs to be developed.

[REDACTED]: Yes, I've created some materials for my teaching. We were talking about the Olympic Games as a subject and that was happening in other classes so we incorporated it into the BSL classes and talking about where the countries were and things. We talked about the bidding process and who was involved. You can draw on information and subjects that are going on in other curricular areas.

[REDACTED]: Any further questions? You first then [REDACTED] next. Can you introduce yourself at the start?

New speaker: My name is [REDACTED]. I work at the Frank Barns school for deaf children in England. I'm from London and flew up to be here. It is more of a comment than a question. I work with children and have for 12 years. I will focus specifically on hearing children, I have taught hearing children and teach every day, different subjects as well as BSL. I thought it was valuable to add, the resources available for BSL, there is no standard resource so people create their own. It is very ad hoc. With other subjects you have a standard curriculum and that supports my everyday activities and planning. That is my back bone and where I draw my inspiration from. Then my resources go along with that. I have a curriculum available for any subject - maths, English, science- I use the curriculum as the first point for resources. But for BSL there isn't a curriculum. Where do you start? That is the first step we go to so how do I plan a one hour class on BSL when I don't have that blueprint. You are creating the resources on your own so it depends on the person that is creating them. It is so variable. I'm sure there are a lot of good teachers in schools doing that kind of work but there is no curriculum for them to refer back to. Maybe I am teaching primary school children, once they go to high school that continuation of learning disappears. It is a different teacher and it depends what they create because there is no curriculum.

When you are teaching in class, for example, three or four children then in primary five, the curriculum will support me in what they should be learning. When it comes to primary five they are being taught something different. Sorry, this is a big long answer. Resources don't exist and because we don't have a curriculum it is hard to have standardisation.

[REDACTED]: Thank you, [REDACTED] [REDACTED] wanted to comment.

[REDACTED]: My leg has gone to sleep, sorry. I'm feeling a bit wobbly. I have a comment and a question. My comment is about children being sponges and learning their ability to express in sign language with their faces and bodies, I think they have an enormous capacity and that is a real benefit for hands on. You can get the emotion of expression through hands on. I can already feel someone's motivation and energy when they are signing. I think that is really beneficial for children. Children are sponges and learn very quickly. That might be a good point to get them used to hands on signing so when older they might want to further their communication with deafblind people, for example, with hands on or visual frame signing. Those communication systems are spreading and it would be great to have smaller children used to that. That is also my question really - how can we do that? - and I'll limp back because my leg has gone to sleep.

[REDACTED]: We have time for a short response if anyone wants to respond.

[REDACTED]: This is [REDACTED] responding. When I have been teaching adults and children I have incorporated, certainly deafblind manual alphabet and working alongside teachers with the deaf but nothing yet with hands on signing. I have focussed on one handed fingerspelling too to give them a flavour of what is out there.

[REDACTED]: Thank you. I want to thank all of our panel members for their contribution. We haven't solved the problems but are on our way to resolving them. Thank you everyone.

[APPLAUSE]

[REDACTED]: We have a coffee break now until 3. If you have had enough coffee, just eat the biscuits.

[BREAK]

[REDACTED]: Good afternoon. I am [REDACTED]. Everyone ready? I am [REDACTED] from the National Deaf Children's Society. We are nearly at the end of the final seminar and will hear from [REDACTED] from the Scottish Government, the languages team. She will tell us a bit more from the Scottish Government perspective in what is the next steps following on from this project and then an open discussion and questions where the main speakers can answer your questions. Over to [REDACTED].

[REDACTED]: This is a new situation for me standing in front of microphones. I am [REDACTED], Scottish Government, Curriculum Unit, Languages Team. I am policy officer for 1+2 too and have been involved in the workshops which are useful of me. The BSL (Scotland) Act is a useful piece of legislation and we welcome it as it gives a backdrop for language in Scottish Schools [inaudible].

We can be guilty of not speaking to our own departments. It is important to continue with dialogue with groups such as yourself and especially in leading up to the National Plan. Through L3 schools can learn a wider range of language and not those just at national 5. L3 is an opportunity for BSL but it remains the responsibility of schools and the local authority to choose the languages they wish to offer but we see BSL as part of the landscape. Louise mentioned that we took information from the local authorities... we don't know what level they have given BSL at. This is positive for us. It is a small number of schools but may increase when 1+2 is more embedded. This is of value to all educational

establishments that language learning is part of every young person's language in education and BSL is part of this landscape. Cer

We are interested in barriers that exist such as resources as was mentioned. You will understand this. We are actively discussing this. We recognise this work. We are interested in schools... [inaudible].

We will continue to work with partners to ensure ways forward at the highest levels and raising awareness of language. [REDACTED] mentioned the Strategic Implementation Group and we have a member on that group. Thank you for offering us the opportunity to take part and engage with you in this way and we look forward to working with you in the future. [APPLAUSE].

[REDACTED]: Thanks [REDACTED]. We are moving into the final part of the day really so we have some time aside for open discussion and questions so anything you have had burning throughout the day? Some of the questions are for our four main speakers so can you come to the front to make things easier - [REDACTED], [REDACTED], [REDACTED] and [REDACTED]. Please raise your hand and come to the front and let us know who you are and whether your question is directed to a particular panel member. So any questions? Come to the front please.

New Speaker: [REDACTED]. It is me again. So it wasn't a question but more of a question for [REDACTED] who is not sitting here! He said about having a blueprint for the next stages up to 2020, 2023 and up to 2030 so that is clear to see the next stages and it is helpful to see that plan of what needs to be done and the commitment but how do we get there? Is it achievable and sustainable? What actions do you need to do to make that happen?

[REDACTED]: The answer is not about what any one of us can do

and that is the purpose of having this collective again for the third time to gather and pin down and to sit in the room together and say will we do this together or what. If we do, then we are all keeping an eye on each other for the next 12-15 years to deliver the whole programme. [REDACTED] said no one here has all the answers by themselves so we have pulled knowledge and perspectives and contributions formulating the blue print and the plan I sent out and each institution has said if you do your bit we will do ours and that is where we stand. The panel members may wish to add to that.

[REDACTED]: Any further comments? No. Everyone has agreed. Any other comments or questions for anyone in the room?

New Speaker: [REDACTED]: My question is for Robert or anyone from the public body with an education background. The BSL (Scotland) Act was enshrined into legislation last year and within that Act there is communication methods so where does that fit into the 1+2 picture? We have talked of it fitting into certain areas of the curriculum where hands on signing may be but how do we ensure what is put as an aspiration in the BSL (Scotland) Act is implemented in the 1+2 landscape?

[REDACTED]: Is that for you [REDACTED]?

[REDACTED]: Ok. Now I get fascinated by signing and watching people interpreting that I have gone away from the question! This is about the aspirations of the Act in the draft form and where it is the Deafblind communication fits in with 1+2? It is an interesting one that we haven't got a ready answer for and have not thought it out. It is new to me to see a different style of signing and that addresses a different need. Is that right? Robert talked of units of the awards and one could be bespoke for Deafblind signing and

communicating and we would have to take that on board. Once we have done an audit of the green shoots of growth in primary sectors then we can bring it back once we have good evidence of practice. That is all I can say. I don't know if there is anything policy wise?

[REDACTED]: Perhaps we have to tease that out. My understanding, but I am happy to be corrected by you, BSL is BSL and tactile BSL is a different way of accessing the language but is not a different language. We have to be careful how we describe tactile BSL but as [REDACTED] says the Act refers to tactile BSL and Deafblind users are in consultation so it is really important as we are moving forward to implement the Act that we don't lose that. I don't think we have all the answers around tactile BSL as we have way further to go looking at access to tactile BSL as part of the language and we don't have all the answers to that but some may have thought of it more than others. It does not change the fact that BSL is BSL and is the same language. Anyone got anything to add from the room?

New Speaker: [REDACTED]: You are right; it is not a different language it is how you access it which is the difference.

[REDACTED]: [REDACTED]?

[REDACTED]: I have two questions - can I get away with that? I think it is worth reminding ourselves Louise talked of the targets of the 1+2 programme as a whole and one being about arresting the decline in language learning or historic decline and what you found with young people saying BSL is cool but yes it can be a contributory to turning round the decline as part of the bigger picture so a positive in there. What is the responsibility Susan of the languages team post 2020 after the 1+2 initiative project closes?

[REDACTED]: We have a new administration and waiting for confirmation that 1+2 is high on the agenda as that was in the SNP party manifesto. In 2021 is the end of the new administration and it enjoys cross party support so for implementation that means that all children entering P1 will receive their second language but does not mean every child will get that at P1. We expect in 2021 to see will be that when children go into P1 they will start their second language. A lot of authorities are already ahead of that. For the policy side it may change or diminish and change to maintenance and keeping things up to date with Education Scotland.

[REDACTED]: When talking of policy [REDACTED] is right we have a long lead in from 2012 to 2020 but the legislation does not kick in till 2020 but with the long lead in allows local authorities to start or maintain upskilling of primary staff required to deliver this as part of discrete moving on from P1 to P7. As far as the ending of the implementation policy, it falls to Education Scotland to maintain the buzz around language and support around language in the way it already does. A vast majority of support is on the web site and we support 1+2 but looking beyond broad education and looking at languages in the round but just now it is on the P1 start and P5 start but you still see support for senior phase etc. and all the language support around language.

[REDACTED]: It is clear there is a buzz around BSL and that will be ongoing and get louder as people get a feel for it. Another comment is I had a list somewhere in my slides about the different partners that need to be part of the process. I wanted to say to the room, some of those partners won't be here but you need to help enlist those into the conversations, reaching out to parents and schools, with a role to play in building that excitement. I wondered if we could ask folks here from the schools if you can tell us what we need to do to reach out to

schools, head teachers and clusters, broadly as well as specifically to your schools. What would work and how do we get into those conversations?

New speaker: Hi, I'm [REDACTED] and I work in a school, Clydevie in Inverclyde. I teach BSL to deaf and hearing children and work with the deaf children in the school. I've been working on the head teacher, asking her not to just leave BSL at S4. These children might become interpreters and they can acquire it now. They might pick it if they were offered it at S5 and S6 level. The head teacher has that final decision on what courses are offered. Hamilton school for the deaf and so on could be approached to offer that to children. If there is demand for it and they want to learn it should be offered to them. Interpreting could be a career for them. We don't want to wait for that to happen.

[REDACTED]: Anyone else have experiences? Do you want to come up?

New speaker: I will take the chicken's way out and because I've knackered my finger, I'll speak. I'm [REDACTED] from Dingwall. I accept what you are saying but Dingwall would not be as successful if not for the Head. You have to get them on board. You target the Association of head teachers and them maybe make pilots. From that you have the feeder primaries. Dingwall has 11 or 12.

New speaker: 13.

New speaker: Then you have a pilot running in the primaries who have deaf children then you compare it with another local authority who has a likeminded head teacher. Then you try the pilots and feed that back to other heads that aren't as engaged and look at the issues that have come up. That is one view. The other is that people creating resources are reinventing the wheel again and again. We need some means, whether or not through Glow, to share the

resources. That is something we could be doing now, rather than just waiting. And that is something I would be keen on. When we have had people in to Dingwall, anyone can visit, but you come and we share and you bring your resources and I share mine. We both benefit. We could be doing more of that.

[REDACTED]: You are saying it is about building the evidence base from pilots and looking at sharing resources.

New speaker: Tutors are doing marvellous work. I can see that with my teacher or interpreter hat on. I can see excellent good practice. But others that aren't having that opportunity don't see it. They have to pull and share resources. You don't have to reinvent the wheel. The panel were saying teaching children is different to teaching adults. Some materials can be modified, some are only suitable for either children or adults.

Robert Quinn: Just a quick comment on promoting and moving forward. A lot of influencers and decision makers are always scanning for good practice and looking for ways to take that back. The SQ star awards this year, a finalist for candidate of the year from schools was a young person doing a unit in BSL. Their father was deafblind. They passed the unit in Primary 7! Showcasing that is a powerful way to get into the minds of the decision makers. Other opportunities and award ceremonies can be used to celebrate good practice.

[REDACTED]: Any final comments? [REDACTED]

[REDACTED]: It is not really a comment. It is a question, I suppose. Following on from [REDACTED] regarding the plan and blueprint and steps to get there, I'm curious as to the information you have taken on board today, the ideas and discussions we have had. What are we thinking of doing tomorrow? We had the meeting, we

know the short, medium and long term plans but what is next? What will you be doing individually tomorrow?

[REDACTED]: I have the day off!

[LAUGHTER]

[REDACTED]: Next week then!

[REDACTED]: When I go back to work on Tuesday, because I have a long weekend, just thinking about celebrating BSL. I turned to [REDACTED] there and was talking about BSL coming on board and being treated equally we need to look at the Scottish education awards. It was Robert that mentioned awards. Stealing Robert's idea then there is something I can do to make sure there is an award for something like a BSL award as part of the Scottish education awards.

Robert Quinn: My most immediate action will be to speak to the team responsible for BSL around starting to look at taking first steps towards the business case for new awards. A briefing to the executive team around the output of the seminars would be useful too. It is getting the sleeves up and getting to work now.

[REDACTED]: Two things for me. We have a long weekend. The office is closed until Tuesday. On Tuesday I will be at NAG 2. I provide the secretariat role and we will discuss the long term aims and ambitions for the National Plan and one is around making BSL part of 1 + 2. Another thing I will be doing is bringing together senior officials with an interest in BSL to raise awareness and generate discussion so they are ready for the actions they might need to deliver with the National Plan. That will include education because whenever you have a

conversation with deaf BSL users, education is nearly always the number one priority. That is something for me to work on after National Advisory Group 2.

[REDACTED]: [REDACTED], any final comments? We have time for a few more questions. Do you want to come from the very back then the question from the middle then [REDACTED]

New speaker: [REDACTED] from Highland region. Data collection is really important to show there are changes. It is only as good as the person putting it in and their knowledge. I've been there for 15 years but the Highland region are apparently doing nothing on BSL. Rubbish. It may be that you need to address questions to different people to get the information that is out there.

[REDACTED]: It goes to the Director of Education.

New speaker: No comment!

[LAUGHTER]

[REDACTED]: That is an important point because one action is around surveying and collecting information. Someone in the middle had a question. Then [REDACTED] then we might have to finish.

New speaker: My name is [REDACTED], PhD student from Heriot Watt University. I wanted to go back to something and I realise the person I should ask isn't here, [REDACTED]. The debate that was had around what needs to be done for deaf BSL users to become teachers needs to continue. I was thinking I'm a privileged hearing person with an education and managed to learn English to a high level and have been lucky enough to learn BSL to a high level and I

wonder if my deaf colleagues have had those opportunities. The system still privileges hearing people and we have to make changes for deaf people to get the qualifications they need to teach. We have to be creative on that. Deaf people have language to a high level. It isn't English but does that matter? No. As we found today they can tell us what they want to tell us. We used interpreters and they can be used in other situations.

Robert Quinn: Just to say on the GTCS equivalent for entry to teacher education, we shouldn't be thinking about it in terms of lowering the standard but instead thinking about the equivalent. GTCS have alternatives to that English qualification. I'm not a linguist but there may be an issue on the amount of literary analysis in Higher English. 40 marks of the course are analysing literature. We could create something around functional literacy that is at the equivalent level but not the same in character. We have a literacy unit, there could be a possible adaptation of those. It is not about lowering the standard but about having an alternative pathway at the same level as SCQF.

[REDACTED]: Anyone else want to comment? [REDACTED]

[REDACTED]: Just to follow up on that point, when you think about in university, the course I run is a diploma and students can present assignments in BSL. There is no reason universities can't do that. Discussing with GTCS about English levels is one thing but English can be taught and assignments done in BSL. That is already done in University of Edinburgh. I would like that to be extended. It is not easy to do that. They still have to be referenced.

[REDACTED]: The issue is a complex one and needs more discussion and debate. We can move onto a new question in the time we have left. [REDACTED].

[REDACTED]: I had two quite boring, practical questions. In terms of data collection about how exactly people are teaching BSL, when will we know that and will the general public know that or will it be kept in the Education Scotland filing cabinet?

[REDACTED]: [REDACTED] will answer this part about data collection. It stems from the Scottish Government audit drawn up between Education Scotland and the Scottish Government. We each need to see a particular set of returns. As far as timelines are concerned we are waiting for a steer from the Scottish Government before we start the audit. We might change it because we are gathering repeat data now. We are seeing the P1 class going into P2 so we understand they will keep doing the same language. We need to think of collecting the data in a different way. We discussed a BSL collection but I'm not sure if we will share it or not.

[REDACTED]: The previous information will shortly be shared with our contacts in education authorities. I can't see any reason why the information isn't shared. Certain things will need to be anonymised but sharing and general openness is what we want to see. No timescales as yet though because we need various decisions to be made first.

[REDACTED]: Given the point [REDACTED] made about data not being accurate and we are trying to collect new information, it might be worth sharing that so we can cross check with this group and Deaf Sector Partnership if it reflects their experiences and to tell us something useful about the audit. That is an offer we can make through the Deaf Sector Partnership. Whatever happens to the rest of it, the BSL bit is the new bit and there is value in sharing that. I'm sure people in the room and the group involved would be keen to offer their expertise. There is more we can do together.

[REDACTED]: One more quick question, going back to [REDACTED] asking what we will do tomorrow, the tutors who are here and who have resources, thinking about the best way to share them, is it Glow. Can people access Glow if they aren't fully qualified teachers?

[REDACTED]: You can request an arrangement whereby we will sign off your access for a time, it goes on an annual basis if you aren't a school teacher, I think.

[REDACTED]: There was a question on this table earlier. Has it been answered?

New speaker: I'm [REDACTED]. We have been talking about SQA and you have a deaf member of staff working there, I think. Maybe that is the person involved and if we can have direct conversations with them in BSL we have direct access to your staff. If you don't have a deaf member of staff, that could be beneficial for direct language contact.

[REDACTED]: Thank you. Back to [REDACTED] and [REDACTED] for the next steps...

[REDACTED]: I think the next steps in terms of the project are pretty straightforward in so far as after today there is no project. Anyone who thinks we will keep having meetings, we're not because there is no more money for that kind of meeting. We have no other option but to start taking action. The time for talking is over. That is pretty straightforward in terms of where this Insight Institute project goes next - it doesn't.

We produce a report for the Insight Institute and if it satisfies their requirements

we have met the funding body's objectives. However, to follow up from my point of view in terms of Heriot Watt University, I mentioned there being an opportunity to apply to the Insight Institute for follow on funding and I asked the representative from the Insight Institute what they are looking for and she said they would like to see pilots. Okay, I think we know what to do here. We will be taking that up with them and with partners including the Equality Unit and trying to make sure we satisfy their requirements. They were here earlier so they know we have done what they asked - brought people together and created real change in moving forward. I think we will be pushing at an open door if we go to them to help us take this further.

We have mentioned [REDACTED] a lot. We have to make sure we thank him for bringing the GTC along with these developments and we want to make sure his successor carries on with the developments. I know [REDACTED] and BDA have done a lot of work with GTC and [REDACTED] and [REDACTED] at University of Edinburgh and we want to make sure we keep GTC moving along with the agenda agreed. That is another short term priority. Beyond that, the only thing I wanted to say in concluding remarks is obviously I won't single out anyone for thanks because absolutely everyone who has been part of the process has played a key role. That means everyone. You should definitely do that thing where you pat your neighbour on the back. You should also look at them and say I will be watching what you do next and push it forward together. I'm behind you in all the conversations you go out to have with other organisations. This is a roomful of people working together to carry the agenda forward.

I am going to single out [REDACTED] because the whole idea was hers and she deserves credit for that. The other thing I will do is buy her a big drink. Thanks to [REDACTED]

[APPLAUSE]

[REDACTED]: And thanks to you all for participating. We will all be keeping in touch. Thanks a lot.

[APPLAUSE]

[END OF NOTES]
