

QUOTES FROM PRIMARY TEACHERS TAKING PART IN THE GTCS PROFESSIONAL RECOGNITION AWARD 2017-2018

TEACHER 1

“Prior to the course, given my lack of confidence in talking, I used a lot of spoken pdf files. I didn’t have confidence to use the target language “ad hoc”. [...]

My daily use of French has increased as a result of my new-found confidence and belief in the importance of embedding the target language. [...]

I aim to show leadership by providing my colleagues with resources, skills, knowledge, and opportunities, supporting them with any difficulties, being open to their ideas, and then enacting a change in practices, beliefs and ethos.”

TEACHER 2

“Before attending the course I engaged with professional reading in relation to the teaching of languages, which I found very useful. [...]

Since my return I have used technology to enhance my pupils learning experience while still planning lots of talking and listening in large and small groups. It can also be used as a scaffold to learning and as an assessment tool. [...]

I hope to be involved with a new school working party developing language teaching which is a focus on our school improvement plan. I am keen to work with colleagues in our attached Secondary School and to involving secondary pupils to support primary classes.”

TEACHER 3

“I feel it is maybe one of the more important aspects of my language development journey, as it has provided a new area for children in which to grow, thus helping with their wellbeing while also helping toward the government goals. [...]

Given that everyone starts at a ‘neutral’ point with languages, I argued that it could help with equity: allowing everyone a new area to be passionate about, a new area of the curriculum in which children could succeed. This means that languages could be considered a ‘social leveller,’ thus helping to close the attainment gap, not just in modern languages but in general across the curriculum. [...]

My language journey via the immersions thus meant many things both for myself, professionally, as well as for my school and my children: the impact on all of us was significant. I developed greater confidence, new pedagogy, language knowledge, skills, and ideas, not just from the courses themselves but also thanks to reflection as well as dialogue with like-minded professionals who were equally as passionate about delivering languages.”

LFEE Europe

The Green House, 41 St Bernard's Crescent, Edinburgh EH4 1NR
Scotland, UK
tel : + 44 (0) 131 343 2222
info@lfee.net
www.lfee.net / www.lfee.eu

TEACHER 4

“I have been anxious when speaking French outside my language classes, but the regular social conversation as well as daily language classes have combined to take both my competence and confidence to a new level. [...]

In addition to my classroom skill-set, I have also seen a significant development in my leadership skills. With a newfound bank of resources and ideas, I was confident in coaching and mentoring other staff members. [...]

Following the immersion course, I was inspired to engage in a range of research to support my professional enquiry into Modern Languages. I have focused on 3 main readings: one theory-based, one policy-based and one pedagogy-based. [...]

From confidence to competence, learners are truly engaged across their language learning. I look forward to working alongside our pupils and staff alike to create an even better future for languages within our primary school and beyond.”

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