

NEWCASTLE CITY OF LANGUAGES

29th November 2019, Frederick Douglass Centre, Newcastle



REPORT

Declan Baharini, International Newcastle

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EXECUTIVE SUMMARY

International Newcastle and British Council co-hosted this first stakeholder event to explore the potential of Newcastle as a City of Languages and provided the context for this work, which has evolved from partnership work on *Our Newcastle Our World*, a city-wide plan and approach to support internationalism.

The local authority, educators from schools, colleges and our universities, other language learning providers, adult education, business and skills partners and language communities from the city were all invited to explore this opportunity and a diverse range of interests were represented.

In this first event, stakeholders discussed how to:

- support and promote language learning across education and in communities
- celebrate the languages and cultures of diverse communities in the city
- complement and support agendas around adult learning, skills and business
- identify existing resources and activities that support language learning and internationalism
- explore challenges and gaps and think about how we can address these
- identify some practical actions to support our ambitions that we can take forward

Aspirations and ambitions

Participants discussed ambitions and aspirations around language learning and international experiences and opportunities and what success would look like. These are grouped into three broad themes and summarised in section 1:

- **Positive messaging and motivation around language learning**
- **Joining up information, facilitating access to people, tools and resources**
- **Enabling international experiences and people's sense of being global citizens, celebrating our international communities**

Challenges and barriers and potential solutions

In a series of two workshops participants identified issues, barriers and challenges to achieving the ambitions and aspirations, then explored what potential solutions, opportunities and support may be available to address these. These were grouped around the following themes and are summarised in sections 2 and 3:

- **Cohesive strategy (nationally, regionally, locally)**
- **Prioritisation of languages and international experiences**
- **Information, funding and resources**
- **Curriculum, exam focus and accountability**
- **Transition and links between primary and secondary schools**
- **Networks and collaboration**
- **Attitudes and apathy towards language learning**
- **Training and skills of teachers, use of wider skills**
- **Literacy levels**
- **Community interaction and recognition**
- **Boundaries (city and region)**
- **Brexit and isolationism**

Practical actions and commitments

Stakeholders made individual and organisational commitments to practical actions that they could take to achieve the ambitions and aspirations of the City around language learning and promoting internationalism and international experiences.

These are listed in section 4 and included:

- Advocacy/lobbying for a cohesive strategy
- Joining up approaches at strategic level to support city wide developments, broker links and connections, build networks and share resources
- Improving information, advice and support around opportunities, funding, resources, skills
- Offers to schools from British Council and Cultural Institutions for CPD, access to programmes and online and other learning resources and support
- Offers of support for language learning and international experiences from regional and city based language provider partners, those with access to international students and international communities
- Schools commitments to being proactive and motivational, sharing learning and good practice, engaging in activities and accessing support

Next steps, actions and timeline

The outcomes of the session will be shared and any immediate links and resources in December. A working group will meet to agree an action plan for next steps for the strategic work, individual organisations can pursue immediate opportunities

IN will work with British Council and partners to open up opportunities and support, as well as revise its website to host information relating to this initiative and approach. Updates will be shared by email, on twitter and on International Newcastle's website.

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NEWCASTLE AS AN INTERNATIONAL CITY

Cllr Joyce McCarty
Deputy Leader, Newcastle City Council
Board member, International Newcastle

Cllr McCarty welcomed everyone to the event and thanked Newcastle University for hosting at the Frederick Douglass Centre.

Newcastle is already a city which is international in outlook and actions.

It is a city with many historic international links based on wartime alliances and post war friendships, including longstanding twinning arrangements with Nancy and Gelsenkirchen and friendship links with Bergen and Little Rock in the USA.

There are also longstanding trading links and city to city and city to region international links with Scandinavia and the Baltic (including Malmo, Gothenberg, West Sweden).

There are also a range of burgeoning practical partnerships and projects with these cities and others, supporting trade and business, education and research (e.g. Boston), as well as learning and sharing with other localities across the world on topics of importance to the City, such as employment and skills. There are links with a range of Chinese regions that are deepening for example, as well as Durban in South Africa.

Rather than diminishing in an era of Brexit and potential isolationism, the City is expanding international civic links and is approaching and approached by cities and regions internationally around areas of excellence and expertise (e.g. life sciences and health, ageing, digital and smart city).

As a Board member of International Newcastle and with the City Council as key partner and funder of the Community Interest Company, Cllr McCarty confirmed the City Council's commitment to promoting Newcastle as an international city. They are keen to work with partners to share links, resources and promote the city, as well as bringing opportunities to the residents, communities and organisations in the city.

Newcastle has a world class arts, culture and heritage ecosystem and these reach out across the world and also draw international artists and organisations to the city.

Newcastle has a wide range of international communities, old and new, who have come to the city to settle. The diversity is not always visible, but there are many different communities from Asia, Africa and the Middle East, as well as from across Europe living in the city. There are newer economic migrant populations, as well as refugees and asylum seekers, who the Council seeks to support and welcome to the city.

Newcastle is a place which attracts international companies and investment, as well as having business which trade in Europe and globally. In addition, education and research is carried out internationally through our universities and research and innovation partners in the city. These all bring with them staff and employees from across the world and enable people from here to travel and engage in international activities.

Newcastle has two universities, two FE colleges and also organisations such as International House, which all attract international students to study in the city (as well as the universities having campuses overseas and alumni worldwide). Active student unions engage international students in all kinds of activities in the city, including volunteering and placements, adding value to the city and its residents and communities.

In terms of the City Council's ambitions for Newcastle as an international city, these include:

- Promoting and valuing tolerance
- Celebrating diverse communities, languages and cultures
- Building skills and supporting employability
- Promoting investment in communities and jobs
- Newcastle is recognised as a great place to visit, live, work, study, do business and invest in

The City Council will continue to be a key partner in the work around internationalism, supporting and feeding into International Newcastle to help evolve the international city plan and partnership and make the most of being a British Council Focus City.

The Council will help engage partners and encouraging everyone in Newcastle to focus activities around a number of targeted priorities supported by strong partnership working, as well as sharing and using all our assets and resources to best effect.

Newcastle City of Languages is the first major initiative to be developed as part of the international city plan and the Council is looking forward to seeing how this initiative develops and how it can add value and help achieve the city's ambitions.

NEWCASTLE CITY OF LANGUAGES

Declan Baharini, Director, International Newcastle

Background and context

Newcastle is one of ten UK Focus Cities, working with British Council to promote internationalism and international relations, as part of their Global Cities Strategy.

[International Newcastle](#) has worked with partners across the city to develop an international city plan, called [Our Newcastle Our World](#), to set out an international vision for the city, the principles of how we will work as a partnership and who will be involved.

In order to test our approach and progress some practical activities, we agreed an initial theme: ***Newcastle as an international city for our children and young people as confident, global citizens.***

Workshops were held in July 2019 with Youth Connectors (young people who engage with and represent others, organisations who work with young people, key partners and influencers).

These explored: ambitions around what internationalism could look like for young people and what it could mean; what we know already exists in terms of international activities and communities; gaps in our knowledge to be addressed; what challenges there are and ideas to overcome these. The full report and resource pack from the event is available [online here](#).

Some key ambitions and aspirations emerged from these workshops:

Internationalism and a global perspective

- Young people are inspired by internationalism and that they feel opportunities are open to them (including learning languages, travel, studying abroad and employment)
- Young people take on the big issues affecting society (from climate change to mental health, hate and stigma)
- Diversity is the norm and is visible, valued and promoted, where those from different ethnicities are included and there is diversity across all aspects of society, built into the fabric of the city
- Newcastle is an international hub and has a network of people and resources in the city supporting internationalism

Language learning and celebrating languages

- Children and young people are exposed to languages as early as possible (Early Years, Primary) and are interested in learning
- Young people have the opportunity to learn and speak other languages and progress with these through education, but also engage with international communities in the city to learn and celebrate their languages and cultures
- There is a higher uptake of language and culture related courses in NE schools, the NE no longer having the lowest Modern Foreign Languages subject uptake in the UK
- Young people are more fluent in more languages, they watch foreign films with subtitles, can use digital learning, cultural and language apps
- Languages will be taught in a way that enables their fluidity and dynamism to be understood, through more immersion in that culture (food, music, traditions)
- Children/young people will be studying African and Asian languages too

Connecting with the world and international communities in Newcastle

- Young people engage with international communities in the city and in their areas, to learn about their languages and cultures and also connect with the international festivals and cultural celebrations that occur in the city
- There is no stigma around hearing and speaking different languages in the city, we embrace it
- All young people have an international experience of some kind, regardless of ethnicity or class
- Young people use digital technology extensively to connect regularly to others across the world, build relationships and understanding, learning together, tackling local-global problems together
- All schools have international connections and partnerships
- Teachers from the international community are welcomed to Newcastle to visit, live and work
- Young people have virtual pen pals world-wide
- Young people feel like all cultures are recognised and celebrated in Newcastle and this makes Newcastle the best place to be (in schools, communities, events)

Connecting with skills, business and employment

- Careers Advisors can advise about studying abroad, as well as careers
- International experiences are built in for progression - further education and vocational

training programmes, apprenticeships, work placements and work experience for young people, supported by businesses, skills providers and also by national and local funders

- Business and skills providers actively support internationalism

Working with British Council and partners

Following the workshops, International Newcastle, city partners and British Council worked together to explore how we can progress these ambitions and how to open up opportunities for children and young people around international experiences, within the city and beyond.

In response to the ambitions around languages and cultures, opportunities for international exchange and travel and promoting respect, awareness, diversity and multiculturalism, British Council offered to support Newcastle in developing as a City of Languages.

International Newcastle and British Council co-hosted the first stakeholder event to explore ideas around promoting language learning and celebrating languages and cultures through education and in communities and exploring links to skills and employment.

International Newcastle and British Council inviting local, regional and national partners and stakeholders to share ideas, activities and resources to help shape a city-wide approach. The intention is to agree some key ideas and actions to take forward, as part of a longer-term strategy of Newcastle becoming a City of Languages.

Languages in Schools in Newcastle

Newcastle City Council provided some statistical analysis of demographics, languages and language learning in schools in Newcastle.

Changing demographics

Our school population demographics are changing. Newcastle schools have an average of 33% pupils from ethnic minority backgrounds (range 4% to 96%):

- 13 schools 60%-96%
- 13 schools 40%-59%
- 40 schools 20%-39%
- 14 schools 10%-19%
- 17 schools under 10%

Pupils have a huge variety of other home languages within schools. English as an Additional Language needs mirror the school population.

Language teaching across the City

In general, we know that the North East has the lowest language learning take up in the UK. We don't yet have information about where Newcastle sits within this, but data was provided about which languages are being taught across schools in the City and language entries at KS4.

Primary/First

- 46 French only
- 25 Spanish only
- 2 Mandarin only
- 10 none

Middle

- 2 French and Spanish
- 1 French only

Secondary/High

- 5 French and Spanish
- 2 French, German and Spanish
- 2 Spanish only
- 2 none

KS4 Language entries

The level of language entries at KS4 in Newcastle is generally in inverse proportion to the level of disadvantage of the school population.

- 40,686 pupils on school roll in Newcastle
- 1,207 KS4 Language entries in total

KS4 Entered for a language - of 11 schools

- 4 schools 71%-86%
- 3 schools 30%-41%
- 2 schools 17%-22%
- 2 schools 0%-2%

KS4 Language entries by language (as % of all entries)

- 40% French
- 35% Spanish
- 12% German
- 5% Italian
- 3% Arabic
- Under 2% Russian, Portuguese
- Under 1% Chinese, Turkish, Polish, Bengali, Dutch

The value of learning languages/multilingualism

There is a need to promote positive messages about multilingualism and language learning in the UK. *Languages in the UK – A Call to Action (Feb 2019)*, a recent publication by The British Academy, Academy of Medical Sciences, Royal Academy of Engineering, The Royal Society called for a national strategy around language learning.

A summary of the key benefits of language learning were outlined in the report:

- **Raise attainment:** Languages are key facilitating subjects for other curriculum areas, plus literacy, cognitive flexibility, creativity, multi-tasking
- **Enhance employability, skills and productivity:** Creating a mindset of cultural agility, ability to navigate multicultural environments, stronger intercultural communication, being adaptable, more open, confident and mobile
- **Create a global Britain:** for business, language skills create openings and ease transactions with the rest of the non-English speaking world
- **Enhance research and innovation:** strengthen our capacity for collaboration, widen conceptual frameworks and be mobile

BRITISH COUNCIL: INTERNATIONALISM

Vicky Gough, Adviser, Schools, Education and Society, British Council

Languages and the intercultural dimension

As well as having a role in the teaching and learning of English all over the world we bring an intercultural dimension to language learning in the UK through bringing in language assistants and encouraging schools to make partnerships with schools overseas.

We believe that speaking another language is crucial to understanding another culture and for long term growth and prosperity. So, no matter how many people around the world speak English, we still need to go to the effort of mastering foreign languages ourselves in the UK.

Our ambition

We believe that every young person should have international experience woven into the fabric of their

formal and non-formal education to add value to their learning and boost their aspirations

International experience refers to intercultural encounters with people of other countries and cultures, at home and through periods of time spent overseas.

British Council support for languages and internationalism

- Help you find a partner school overseas
- Support you in developing a successful international partnership
- Give you access to online resources
- Give you a grant to support activity
- Give you professional development opportunities
- Provide you with a Language Assistant
- Gain recognition – International School Award

Programmes

- eTwinning
- Erasmus+
- Language Assistants
- Connecting Classrooms
- International school exchanges
- International School Award (ISA)
- Arabic Language and Culture

Resources to bring the world into your classroom

<https://www.britishcouncil.org/school-resources/find>

We are concerned that international opportunities are decreasing in the current social and political context, particularly for more disadvantaged young people.

Languages and intercultural experiences in the Newcastle context

British Council and their partners (such as the cultural institutions) want to explore:

- how can we support you to ensure that every young person in Newcastle can be inspired to love languages
- How can we ensure pupils get an international and intercultural experience as part of their learning
- How can we give pupils an international experience without travelling

1.Exploring aspirations around languages, internationalism and international experiences

In groups, participants discussed the ambitions and aspirations around language learning and international experiences and opportunities and what success would look like. Although there is crossover, these are grouped into three broad themes:

- **Positive messaging and motivation around language learning**
- **Joining up information and facilitating access to people, tools and resources to promote language learning**
- **Enabling international experiences and people’s sense of being global citizens, celebrating our international communities**

POSITIVE MESSAGING AND MOTIVATION AROUND LANGUAGE LEARNING	WHAT SUCCESS WOULD LOOK LIKE
<p>Develop better messages about why it is important to learn languages</p> <p>Showcase the links between language learning and confidence</p> <p>Young people understand the practical uses of language</p> <p>Advocate for language learning (we need to make language a priority in schools again, but languages are also recognised as important in society in general)</p> <p>Hold events bringing pupils from different schools together around language learning, ensuring positive experiences and positive messages</p>	<p>There are clear messages about the benefits and importance of language learning that all partners can share widely across the city and Newcastle is seen as a place which promotes and values language learning</p> <p>There is political advocacy to prioritise language learning across the city (plus regionally and nationally)</p> <p>Children and young people are interested and motivated to learn other languages (rather than the motivation being teacher generated)</p> <p>Parents want their children to learn other languages and understand why it is important and useful for them and promote and request this</p> <p>Language take up in schools and communities increases</p>
<p>Engage businesses as partners to promote language learning and showcase the real-life benefits of language learning and provide opportunities for children and young people</p> <p>e.g. holding events involving local business/industry (like the <i>Beat the Rat Race</i> event for regional schools involving businesses), as well as providing work-related opportunities and insights for children and young people through local businesses</p>	<p>Businesses that utilize language learning and linguists are enabled to showcase the use of languages to young people, in this way enthusing and motivating young people about what opportunities are out there</p> <p>Children and young people understand the range of employability skills and advantages language learning brings (not necessarily using the language for work)</p> <p>Young people with a different mother tongue than English can build greater confidence in their own language</p> <p>Young people have greater opportunities for work experience, work shadowing, internships, placements, training and jobs</p>
<p>Value all languages, so that students don't feel embarrassed to speak their mother tongue</p>	<p>Different languages and cultures in the City are celebrated and appreciated, having a different mother tongue is seen as a positive and interesting thing to be valued and promoted</p>
<p>Integrate language learning with culture – make it fun and functional, confidence building</p> <p>Remove ‘learn’ – the way needs to change so that language is interesting and a discovery</p>	<p>People are aware of the context of languages and have a richer understanding and awareness of the cultures they are related to and are more interested in learning languages and more likely to take them up</p>

JOINING UP INFORMATION AND SUPPORTING ACCESS TO PEOPLE, TOOLS AND RESOURCES TO PROMOTE LANGUAGE LEARNING	WHAT SUCCESS WOULD LOOK LIKE
<p>Have a central point within the city around language resources and international information</p>	<p>There is a simple and clear central resource which partners all contribute to, that anyone can access to find out about language learning (signposting and links)</p> <p>There is one main point of contact locally/regionally for languages and links to wider language services (which are streamlined and understood)</p> <p>More schools have international links and opportunities</p>
<p>Hold events to bring people together around languages</p>	<p>People are better connected and know who to contact and how to support language learning and international experiences, regular events build relationships and confidence, developing links and mutual support, as well as access to resources</p>
<p>Connect educational leaders (as they have more influence on students)</p>	<p>Increasing connections between centres and local schools, so that teachers expand their experiences</p>
<p>Raise Key Stage 4 language uptake level – children want to continue learning languages</p> <p>Level out the inverse relationship between disadvantage and language take up, so wherever you are in Newcastle you can to learn a language and it is not dependent on your circumstances</p>	<p>The uptake of language in KS4 increases in all parts of the city and the disparity between uptake in schools in disadvantaged areas and those who are not is reduced significantly</p>
<p>Engage the bilingual community and bring them into schools perhaps in roles as Teacher Assistants</p>	<p>Bilingual people from a variety of backgrounds engage with schools and pupils to share the diversity of languages and cultures (universities/colleges, businesses, individuals, voluntary and community sector or specific communities)</p>
<p>All primary schools provide language education</p> <p>Primary passion for languages, through teaching and experience</p>	<p>When we get to a position in the City where parents are asking for this</p> <p>Increase in language competency (measured and tracked; including a baseline assessment of where students are with particular languages and how they progress)</p>
<p>Have language resources in schools for those who do not have English as a mother tongue, which teachers can utilise and which also include assessment tools</p> <p>Provide bilingual support or input from ‘specialist’ teachers or assistant teachers (who have had support and training), including support for parents</p>	<p>Teachers have greater access to tools and resources to support English language learning in schools, families have access to more guidance around EAL and children feel more comfortable and confident at school</p> <p>Parents are able to engage with the school and support schoolwork and homework</p>
<p>Teach Community languages in schools</p> <p>There is wider teaching and appreciation of community languages and a broader base for language experience (could be linked to the demographics of the area)</p> <p>Individuals and volunteers from within different ethnic communities to teach or help promote different languages and culture</p> <p>The benefit of language to community cohesion</p>	<p>At least one community language is taught in every school</p> <p>Schools can benefit from engaging the local community as a language resource, but this will also help with overcoming culture barriers, promote awareness and understanding of other cultures and communities, as well as potentially opening up local international experiences for children and young people (e.g. linking to events, festivals, community activities)</p> <p>Languages are taught and experienced not just as formal</p>

should be promoted	education, but as a community benefit Community cohesion will be improved
Consider developing resources in languages spoken outside of Europe e.g. Hindi, Urdu, Lebanese, Farsi	More people take up a broader spread of language learning
Increase the number of films that children see that are not in English (improve how opportunities to engage in visits and events around film are communicated to schools and communities)	A greater number of children and young people regularly watch films in other languages and build an understanding of cultures, issues in other countries and languages
Every international person coming to Newcastle gets free English lessons	That this is achieved. People know where to go and how to access free English as an Additional Language courses
The City of Languages fits within a broader, national plan for languages and internationalism	There is a Government Strategy that outlines exactly what the plan is at a strategic level
ENABLING INTERNATIONAL EXPERIENCES AND PEOPLE'S SENSE OF BEING GLOBAL CITIZENS AND CELEBRATING OUR INTERNATIONAL COMMUNITIES	WHAT SUCCESS WOULD LOOK LIKE
Newcastle has an atmosphere of generosity and openness - it is a City connected through international and cultural experiences with more visibility of different communities' cultural celebrations within the City There is a Citywide festival of languages, integrating language, culture and food involving families and communities across the city	Newcastle fosters an atmosphere of openness and generosity enabling citizens of the City to feel they are global citizens through participation in international events, opportunities to learn languages and access international experiences The City embraces its international communities by facilitating and enabling those communities to celebrate their cultural events more publicly and visibly Newcastle welcomes others to the City
By the end of KS3 every Newcastle student should have had an opportunity to have had the opportunity to go abroad Children and young people should have several international experiences per year (through school or by being involved in City and community events)	Schools receive and act on information about a range of opportunities and availability of international exchange including funding sources and support, early on Holistic child development Every year group can report on its international experiences and exchanges. This is measured, reported, shared and celebrated across the City
Increase the exposure of children, students and teachers to international communities, using digital links and other sustainable ways International relationships between schools are developed and sustained	Schools, colleges and universities are connected through online digital platforms across the world and establish relationships with people and partners from other countries – from early stages (e.g. eTwinning, Connecting Classrooms, Erasmus+ platforms and other digital platforms) Communicating internationally through digital means becomes the norm for children and young people, as well as teachers and other professionals and leads to deeper relationships and practical opportunities for children and young people, as well as teachers and schools and their wider partners
Public services demonstrate language skills	There are people with different language skills in public services, who can respond to enquiries in a positive way in people's own languages (e.g. Council and health services)

2. ISSUES, BARRIERS AND CHALLENGES

Participants discussed issues, barriers and challenges to achieving the ambitions and aspirations discussed in the first workshop. These were grouped around the following themes:

- Cohesive strategy and prioritisation of languages and international experiences
- Information, funding and resources
- Curriculum, exam focus and accountability
- Transition and links between primary and secondary schools
- Networks and collaboration
- Attitude and apathy towards language learning
- Training and skills of teachers and use of wider skills
- Literacy levels
- Community interaction and recognition
- Boundaries (city as opposed to region)
- Brexit

ISSUES, BARRIERS, CHALLENGES	
Strategy	<ul style="list-style-type: none"> • Government policies and priorities – they set the agenda • Lack of a cohesive strategy (nationally, regionally, locally) to provide a framework for language learning and international experiences – we need to know what the plan is and how it is going to be delivered • Lack of prioritisation of languages and international experiences as an important part of learning and development for children and young people
Information, funding and resources	<ul style="list-style-type: none"> • Lack of knowledge of what resources and funding are available and poor communication • Lack of expertise around resources and funding • Local authority advisers are gone • Lack of funding to support local bodies (schools, community centres, other language learning bodies and resources) • Lack of information about the availability of funding that is readily available and accessible and lack of expertise and support to access this • Bureaucracy and timescales for funding applications – people can find it difficult to complete complicated forms they are not used to dealing with and may lack time and knowledge to do so (e.g. Erasmus+) • There is a need for some organisation to provide timely access to information • Recognise that every school is working in a different context (leadership, special measures, money situations are complex) • Perception that languages are for gifted/well-off pupils (parents and schools) which determines allocation of resources • Funding that is available cannot support small cohorts (KS3 curriculum) • No-one is supporting schools to drive collaborative bids
Curriculum Exam focus Accountability	<ul style="list-style-type: none"> • Language teachers spend all their time on the curriculum, there is very little time for anything else - adding more on to stretched resources is always a big challenge • Languages are not prioritised in the curriculum • The current curriculum is not international enough • The focus on qualifications acts as a barrier to people wanting to pursue learning a language • Language offer is parochial: French Spanish and German – people are not taking up wider languages • Languages are often seen as an optional extra • Lack of clear goals for language learning apart from the exam – severe grading and focus on GCSE • School inspections – the focus is on the curriculum (languages and international experience should be seen in the context of the global curriculum)

ISSUES, BARRIERS, CHALLENGES continued

Transition and links between primary and secondary schools	<ul style="list-style-type: none"> • Transition between primary and secondary often leads to a disconnect between the two around language learning • Links between primary and secondary schools about which languages are being taught and what is needed around progression
Networks and collaboration	<ul style="list-style-type: none"> • Schools language network has been lost • There are some language networks, not everyone is aware of these and there may not be local meetings • Lack of collaboration and partnership working around languages and promoting international experiences • It is not just about schools – but extends beyond to business and community and society in general – needs to be a collective effort
Attitude and apathy	<ul style="list-style-type: none"> • Is language learning a priority in schools - what is the attitude of Headteachers, who have great influence • Mental mindset – "Everyone else speaks English there is no need for me to learn a language" • "What is the point of learning a language?" – how do you overcome this attitude? • The perception that languages are 'difficult' is pervasive in the UK – rather than languages being exciting and fun • Apathy towards languages from significant proportions of the community
Training and skills	<ul style="list-style-type: none"> • Expectations are high in terms of the quality of language subject knowledge, but there is a lack of well trained teachers – they are not specialists, not confident and therefore often reluctant • Need to develop well trained teachers – how do we build their skills? • Expertise in primary – Someone coming in once a week, even if they are very good, doesn't have the impact that teachers can have when they are within the school and connecting language learning to all the other activity going on around them • Routes into teaching – make access to teaching easier and think about short teacher training, providing alternatives to existing qualifications (not a token gesture) • Lack of expertise from staff to teach French and German – no links to heads of departments • Do we use the skills of the wider community and society enough
Literacy	<ul style="list-style-type: none"> • Low levels of literacy for some – if young people have literacy issues are they less likely to take up another language
Community interaction and recognition	<ul style="list-style-type: none"> • There may not be good quality interaction with different communities • Qualifications are not recognised with foreign residents from beyond Europe • Isolation of some cultural groups and lack of visibility and valuing cultural differences
Boundaries	<ul style="list-style-type: none"> • Why are we just focusing on the City, perhaps we should collaborate across the region to tackle this issue?
Brexit	<ul style="list-style-type: none"> • Opportunities lost, entire political narrative is toxic, must not underestimate the damage • Isolationist attitude of the UK in general

3. POTENTIAL SOLUTIONS, OPPORTUNITIES AND SUPPORT

Strategy	<ul style="list-style-type: none"> • Change government policy by voting, campaigning, using local and regional strategic bodies (such as the NE Local Enterprise Partnership, North of Tyne Combined Authority and Mayor) to raise awareness of issues and lobby
Information, funding and resources	<ul style="list-style-type: none"> • Map what is available now, including the various language networks, support and provision, share information – develop a database of resources and support • Develop a central resource as in information access point for the City to generate better more timely information about language and learning • Improve internal communication (within the schools themselves, e.g. teachers and language co-ordinators) and external communication with other stakeholders and wider networks, as well as signposting and info for parents • Provide support to access opportunities, such as British Council applications and other networks, platforms and support • Use Virtual Reality to understand culture by linking the digital and creative sector to help create an immersive experience for example of booking a hotel in Spain (NELEP are going to have an initial conversation with businesses in the sector to explore this) • Get students out of country using funds such as the Goethe-Institute • Use existing structures around European Learning Institutes as resources • Sharing things like the Languages primary supplement which has been produced • Distributing information, newsletters, as long as everyone is happy to share information • Share information at a local level about what is available and how to be involved • Engage with cultural institutes to access free resources for curriculum planning and language learning (French Institute, Goethe Institute, Qatar Foundation International, British Council links) as well as Association for Language Learning • Have an international office for Newcastle (to get funding) • Mobilise volunteers to support schools (volunteers managed by the school)
Curriculum Exam focus Accountability	<ul style="list-style-type: none"> • Start language learning in early years and more extensively at primary level • Although it is compulsory to teach languages – the provision is patchy, without real objectives (specific skills set through Framework of Languages), lack of progression and no co-ordination at city level or CPD • Pull together better messages about why languages are important that can be used across the City • Encourage Head Teachers to work together to encourage and incentivize CPD to support primary schools • Overcome timetabling issues where language learning always gets moved to make way for something else • Utilise existing structures e.g. Head Teacher's briefings to talk about languages • Promote and support eTwinning and Connecting Classrooms as opportunities not just for language learning, but for international experiences • Engage with cultural institutes to access free resources for curriculum planning and language learning (French Institute, Goethe Institute, Qatar Foundation International, British Council links) as well as Association for Language Learning • Have time out of school to engage in other things relating to languages and international experiences • A central education member of staff could work with British Council and wider organisations to co-ordinate work to support primary expertise and experience • Move away from traditional methods of teaching and exams • Promote whole-school solutions, e.g. French Friday
Literacy	<ul style="list-style-type: none"> • Explore literacy acquisition through languages

POTENTIAL OPPORTUNITIES, SOLUTIONS AND SUPPORT continued

<p>Transition and links between primary and secondary schools</p>	<ul style="list-style-type: none"> • Transition smoothly from primary to secondary and then upwards with language learning – promote continuity (use specialists; have a central cluster of schools, teachers and community) • Transition information about language learning city wide could be put together (North Tyneside has a scheme of leaving) use secondary MFL specialists • Spikey learning between KS2 and KS3 as there is no longer a language programme/guide – City Council can offer to second a person to help with developing a language programme, starting some of this work
<p>Networks and collaboration</p>	<ul style="list-style-type: none"> • Create more opportunities for people to come together and work collaboratively around promoting language learning, sharing resources and promoting international exchange and experiences • Develop knowledge exchange and distribution strategy for language training • Cluster schools together to network better around language learning • Network for Modern Foreign Languages – starting up networks with different schools’ model – primary and secondary working together. At networking meetings, it is handy to have other stakeholders involved • Utilise student bodies in the City and the Colleges • Bring in the NHS, social care and fostering, industry – where there are many international people working with lots of different languages
<p>Attitude and apathy</p>	<ul style="list-style-type: none"> • Use better messaging and positive messages about why language learning and international experiences are important and valuable (one suggestion, have a Saatchi and Saatchi type organisation involved to inspire and market languages and international experiences as a must-have, positive) • Have passionate teachers to motivate pupils • Show parents that languages are fun – engage and teach parents too • Make language learning more fun and enjoyable – and that it is easy (not hard) • Contextualisation of learning in secondary schools – showcase opportunities • Visits into schools from the international community and international students (this could count towards their degree) • Engage more with businesses to demonstrate why language skills and international experiences are important as part of employability and wider skills • Involve university students to share experience • Parents are often needed for trips away, often a shortfall, could have a network of adults that could be drawn upon to help with these trips
<p>Training and skills</p>	<ul style="list-style-type: none"> • Encourage people with specific language/international skills to be involved • Develop an International Scholarship programme • Primary expertise – A member of the team in the network 'centralised' person who can facilitate a lot of this work, working with the British Council and Universities who are desperate for some work experience • Develop stronger language skills for teachers through CPD and training, especially at Primary level • Consider a level 5 assistant to support CPD
<p>Community interaction and recognition</p>	<ul style="list-style-type: none"> • Celebrate multi-lingual speakers and enable people to do exams (if they want to) in their home languages • Create resources that can be accessible within the community • Encourage and facilitate interactions with other children in the classroom and community who have language skills (that may not be formally recognised) • Use the skills of the community in languages to promote those languages and understanding of different cultures • Have a community scholarship to recognise and support community involvement (which would also support employability skills and experience)
<p>Boundaries</p>	<ul style="list-style-type: none"> • Open boundaries of the City to look at this from a regional perspective • Have a centralised network of support across the region (including arts, music, culture to promote the wider context of internationalism and languages)

4. PRACTICAL ACTIONS AND COMMITMENTS FROM STAKEHOLDERS

Participants discussed and suggested a range of practical actions that they would commit to, in order to support Newcastle City of Languages ambitions and to provide solutions to some of the challenges that had been identified. This initial list will be drawn upon to develop an action plan and will evolve as the initiative progresses.

PRACTICAL ACTIONS	
General points	<ul style="list-style-type: none"> • Share information and collective intelligence • Promote Newcastle City of Languages information and opportunities across the city as they develop • Large scale events in Newcastle need a strategy to engage schools (e.g. Mela) • Consider having Community Champions and engaging more with communities
International Newcastle	<ul style="list-style-type: none"> • Act as a broker and catalyst for actions around Newcastle City of Languages • Draw together a working group to formulate and action plan and share this with all participants and those who expressed an interest in the initiative • Be a central point of information and signposting (join things up) • Broker links and contacts for partners in Newcastle, British Council and the cultural institutes to take forward ideas and actions • Share information and opportunities with partners relating to languages and international exchange and experiences (social media, website, events, newsletters) • Facilitate network and events around languages and international experiences • Identify resources and share links to support to access these • Publicise and promote positive messages around languages and international experiences and exchange
British Council	<ul style="list-style-type: none"> • Will make a concerted effort to curate the most useful offers for Newcastle partners relating to languages and international experiences and exchange • Provide information about British Council and related international programmes, resources and support and encourage engagement in these, including: eTwinning, Erasmus+, Language Assistants in schools, Connecting Classrooms, International School Exchanges, International School Awards, • Provision of school resources: classroom resources to enhance international learning experience; teaching English resources (up to 12, teens, adults) • Will share British Council briefing for governors around languages • Some specific resources available: Arabic Language and Culture (Education Pack available); Polish Language and Culture (Education Pack); Chinese New Year (Primary Education Pack 2019); Remembering the Battle of the Somme 1916-2016 Teacher Resource Pack; The Great Languages Challenge and The Great Mandarin Chinese Language Challenge (series of tasks on a page); • Provide information about and access to extensive online resources • Can help schools find partner schools overseas and provide support to develop a successful international partnership • Provide professional development opportunities for teachers (e.g. Offer of CPD sessions for primary teachers led by BC, Goethe Institut, Institute Français etc) • Offer to arrange 'inspiring languages' events for year 9 pupils in Newcastle before they choose their options (in partnership with Newcastle partners) • Explore potential for schools to link with community and supplementary schools
Institut Français	<ul style="list-style-type: none"> • Extensive resources available through the Institute – Benoit provided a pdf with active links on the support and initiatives that schools can benefit from (circulated immediately after the event): Institut Français resources: Support for schools and teachers of French in the UK • Provide local and regional representation through Alliance française Newcastle (Alison Lambert and Nathalie Paris) • Will work with Alliance française to offer CPD to schools in Newcastle, in connection with British Council, International Newcastle and local stakeholders
Goethe Institut	<ul style="list-style-type: none"> • Promotion of German language and culture – will work with British Council to offer CPD in schools in Newcastle; also provide funding for exchanges

PRACTICAL ACTIONS continued

Qatar Foundation International	<ul style="list-style-type: none"> • Offers funding to schools who want to teach Arabic (contact Tony Calderbank – details in Appendix 1) • Arab Language and Culture schools resource packs
Europe Direct (Durham)	<ul style="list-style-type: none"> • Support business, employability and language sessions for schools (Beat the Rat Race events, but for Newcastle schools – currently this is regional) • Can run a session about the British Council’s International School Award process and the School Exchange Programme (if funding for this continues post May 2020) as part of the British Council Ambassador programme • Support language visits for schools (France and Germany KS2 and KS3), including support to access funding for these • Offer twilight CPD sessions (based on funding – decision awaited)
Association of Language Learning	<ul style="list-style-type: none"> • Will feed outcomes from the Newcastle City of Languages event to the ALL and explore opportunities to support ambitions (René) • Will work with IN, Cllr Joyce McCarty, Andrew Grenfell and NELEP to explore a city-wide Beat the Rat Race event involving businesses and schools (Rene) • Sharing ‘Languages Today’ supplement and resources with participants (Rene) • Alerting the Association of School and College Leaders (ASCL) and BC governors • Nathalie (ALL and Alliance Française) could provide a training event for primary language teachers in Newcastle with Institut français du Royaume-Uni
Youth Democracy Group	<ul style="list-style-type: none"> • Inform Youth Democracy Group of developments (Liyanah Riyaz) • Get intelligence from children and young people’s perspective
NE Local Enterprise Partnership (Industry Alignment)	<ul style="list-style-type: none"> • Will work with International Newcastle and partners to explore how they can support greater involvement and connections with business and industry to promote language learning, international experiences linked to employability and skills • Will share information about Virtual Reality developments around learning languages in context (e.g. virtual hotel in Spain) and contacts with VR companies • Act as a bridge to connect schools to businesses and building industry networks
Kami Kundi – business community	<ul style="list-style-type: none"> • Will get involved in activity to engage the business community, entrepreneurs and employees around the language and international agenda
David Chow/Chinese community	<ul style="list-style-type: none"> • North East Group for the Chinese community is centralised and could provide expertise and contribute information and research relating to the community
Alliance Française de Newcastle	<ul style="list-style-type: none"> • Happy to support schools, teachers and pupils around French language learning (Nathalie Paris) – has a wide range of resources available
Newcastle University Language Resource Centre	<ul style="list-style-type: none"> • Can arrange visits of schools to the Centre and arrange to talk to pupils and staff about why studying languages is important • Increase the number of international students who go into schools, in a relevant way (it does need to be managed by schools, but the Centre can facilitate this) • Continue activities around e-learning
Newcastle University	<ul style="list-style-type: none"> • Alison Shaw – will support the provision of volunteers
Newcastle City Learning	<ul style="list-style-type: none"> • Has large cohorts of learners from around the world who could come and visit classes in schools (contact Hardus du Plessis)
Cragside Primary	<ul style="list-style-type: none"> • Opening the door to international students • Providing settings for meetings • Sharing information and opportunities
Chillingham Road Primary	<ul style="list-style-type: none"> • A language network of seven primary schools is being established, will work with the secondary school, can contribute to a city-wide network • Formalise a community scholarship programme
WEST West End Schools Trust	<ul style="list-style-type: none"> • Will contact NELEP to get information about the application of languages into work and opportunities, including talking to people that Rachel Church (NELEP Industry Alignment Officer) has connections within industry

PRACTICAL ACTIONS continued

Kenton School	<ul style="list-style-type: none">• Will be proactive in trying to inspire and motivate people around this agenda
Jesmond Park Academy	<ul style="list-style-type: none">• Will signpost others about information and learning from the event and nudge cultural diversity angle more within the school
Gosforth Schools Trust	<ul style="list-style-type: none">• Kate Tomkins (Gosforth Central Middle and language co-ordinator for the Trust) and Carmen Marco (Gosforth Academy) will coordinate between the Gosforth schools and happy to invite others in (e.g. MFL speakers) as part of a co-ordinated programme to roll out opportunities and engagement. Already coordinates CPD for MFL across schools in Gosforth and is happy to feed this into a wider network across Newcastle
Heads of Service Network	<ul style="list-style-type: none">• Gary Wallis-Clarke (West Jesmond Primary) will feed in the Gosforth programme (above) into the Heads of Service Network for primary schools in order to bring schools together on MFL projects (asks if we need a city co-ordinator to pull this together)
SWIRE	<ul style="list-style-type: none">• Change KS3 curriculum
Millin Charity	<ul style="list-style-type: none">• Can offer funding

APPENDIX: Attendance list and apologies

Attenders

Nick	Adcock	Assistant Head	Gosforth East Middle School	Nick.Adcock@gosfortheast.newcastle.sch.uk
Naznin	Ahmed	Industry Alignment Support Officer	North East Local Enterprise Partnership	Naznin.Ahmed@nelep.co.uk
Erika	Allen	Deputy Head	Chillingham Road Primary School	Erika.Allen@chillingham.newcastle.sch.uk
Faiza	Ariech	Managing Director	The Language Centre	office@tlcnewcastle.co.uk
Declan	Baharini	Director	International Newcastle	declan@internationalnewcastle.org.uk
Neil	Barker	Chair; Board Member	Newcastle Gateshead NEE Chamber of Commerce; International Newcastle	neil@embarkarchitecture.com
Rosie	Birch	Teacher	Cragside Primary School	rosie.birch@cragsideprimary.co.uk
Susan	Brookes - Tyreman	Deputy Headteacher; representative	Broadwood Primary school; West End Schools Trust WEST	susan.brooks-tyreman@broadwoodprimary.co.uk
Tony	Calderbank	UK Consultant	Qatar Foundation International	tcalderbank@qfi.org
Jerry	Chen	Volunteer and member	Multilingual Library (Kittiwake Trust)	kittiwake@multilinguallibrary.org.uk
David	Chow	Businessman and community leader	Chinese community	cjkc98@aol.com
Clymene	Christoforou	Director	D6; and Chair of International Newcastle	clymene@d6culture.org
Rachael	Church	Industry Alignment Support Officer	North East Local Enterprise Partnership	rachael.church@nelep.co.uk
Finlay	Davidson	SWIRE Chinese Programme Leader	North Gosforth Academy	Finlay.Davidson@northgosforth.co.uk
Ian	Dawson	Head of School Effectiveness	Newcastle City Council	Ian.Dawson@newcastle.gov.uk
Benoît	Le Dévédec	Attaché de coopération pour le français - French Language Attaché	Institut Français	benoit.le-devedec@diplomatie.gouv.fr
Sarah	Edgar	Education Team (English as an Additional Language lead)	Newcastle City Council	Sarah.Edgar@newcastle.gov.uk
Deivid	Flores	Sales and Customer Services Coordinator	International House	deivid@ihnewcastle.com
Vicky	Gough	Adviser, Schools, Education and Society	British Council	Vicky.Gough@britishcouncil.org
Joan	Graham		Millin Charity Enterprise	hoviseater88@yahoo.co.uk
Andrew	Grenfell	Manager Open Learning Resources	Newcastle University (Language Resource Centre)	andrew.grenfell@newcastle.ac.uk
Graeme	Hall	Languages Faculty	Jesmond Park Academy	ghall@jesmondparkacademy.org.uk
Prof. Rene	Koglbauer	Dean of Lifelong Learning and Professional Practice; Director	University of Newcastle; Network for Languages North East; Association of Language Learning	rene.koglbauer@newcastle.ac.uk
Kami	Kundi	Entrepreneur and community organiser		kamikundi1@gmail.com
Matthew	Lewis	International Development Officer	Newcastle College	Matthew.Lewis@ncl-coll.ac.uk

Attendees

Ruth	Magee	Primary MFL Trust Lead	Pele Trust	rforourke@gmail.com
Tania	Mahmood	Cities Programmes Lead	British Council	Tania.Mahmoud@britishcouncil.org
Carmen	Marco	Curriculum development coordinator MFL	Gosforth Academy	Carmen.Marco@ga.newcastle.sch.uk
Cllr Joyce	McCarty	Deputy Leader	Newcastle City Council	joyce.mccarty@newcastle.gov.uk
Nathalie	Paris	Secretary	Alliance Francaise de Newcastle and Nattalingo	nathalieparis@nattalingo.co.uk
Hardus	du Plessis	Employment and Skills Manager	Newcastle City Learning	hardus.duplessis@newcastle.gov.uk
Paula	Pocock	Director of Modern Foreign Languages	West Jesmond Primary School	PPocock@westjesmond.newcastle.sch.uk
Sanjee	Ratnatunga	Consultant	Ideas for Change	sanjee@ideasforchangeconsulting.co.uk
Liyanah	Riyaz	Youth Leader for Education	Newcastle Youth Democracy Group	youthdemocracygroup@newcastle.gov.uk
Katherine	Robertson		Sacred Heart High school	Katherine.Robertson@shhs.org.uk
Dr Sandra	Salin	Senior Lecturer French Studies, School of Modern Languages	Newcastle University	sandra.salin@ncl.ac.uk
Alison	Shaw	Professor of Practice for Success and Progression	Newcastle University	Alison.Shaw@newcastle.ac.uk
Marie	Siraj	Teacher	Chillingham Road Primary School	Amra.Siraj@chillingham.newcastle.sch.uk
Claire	Smith	Head of Modern Foreign Languages	Kenton School	Claire.Smith@kenton.newcastle.sch.uk
Domini	Stone	Manager for Educational Links	Goethe-Institut London	Domini.Stone@goethe.de
Jane	Sweeney	Head of Department (MFL)	Walbottle Campus	jsweeney@walbottlecampus.net ; khansen@walbottlecampus.net
Mosope	Taiwo	Manager	Multilingual Library (Kittiwake Trust)	t.sope@yahoo.com
Michele	Thorns	Asst. International Officer	Europe Direct and Durham County Council	michele.thorns@durham.gov.uk
Kristina	Tobutt	MFL Subject Lead	Thomas Walling Primary Academy (Laidlaw Schools Trust)	kristina.tobutt@thomaswallingacademy.com
Kate	Tomkins	Head of Modern Foreign Languages; Co-ordinator	Gosforth Central Middle School Gosforth Schools Trust	Kate.Tomkins@gosforthcent.newcastle.sch.uk
Rachel	Pronger	Learning and Participation	Tyneside Cinema	rachel.pronger@tynesidecinema.co.uk
Gary	Wallis-Clarke	Headteacher	West Jesmond Primary	GWallis-Clarke@westjesmond.newcastle.sch.uk

Apologies (included in circulation list before and after the eve)

Sarah	Carr	Lead for NEAT of PSHE/ SMSC	Benfield School	Sarah.Carr@benfield.newcastle.sch.uk
Rob	Carradice		Kenton School	Rob.Carradice@kenton.newcastle.sch.uk
Steven	Fawkes		Association for Language Learning NE	steven.fawkes@gmail.com
Stephen	Grinsell	Director of Studies and Student Experience	INTO Newcastle	s.j.grinsell@newcastle.ac.uk
Zelie	Guerin	Project Director	Newcastles of the World	zelie@zelieguerin.com
Jo	Harrison	Director of English	North East Futures UTC	joanne.harrison@nefuturesutc.co.uk
Becky	Jackson	Headteacher	Cragside Primary School	Rebecca.Jackson@cragsideprimary.co.uk
Jennie	King	Curriculum Lead MFL	St Cuthbert's Roman Catholic High School	Jennie.King@scchs.org.uk
Jane	Linfoot	MFL Teacher	Archibald First School Gosforth	janelinfoot75@gmail.com
Alex	Morgan	Senior International Relations and Partnerships Manager International Office	Newcastle University	Alex.Morgan@newcastle.ac.uk
Dr Mohamed	Nasreldin	Director	North of England Refugee Service	mn@refugee.org.uk
Megan	Nattrass	Teacher (Year 3)	Archbishop Runcie First School	Kate.Massey@archbishop.newcastle.sch.uk
Holly	Pennal		Newcastle University (Language Resource Centre)	Holly.Pennal@newcastle.ac.uk
Daniel	Rose-Troup	Head of International	Newcastle College	Daniel.Rose-Troup@ncl-coll.ac.uk
Brian	Stobie	International Officer and Manager	Europe Direct Durham	Brian.Stobie@durham.gov.uk
Rosie	Tapsfield	Active Inclusion Officer – City of Sanctuary	Newcastle City Council	Rosie.Tapsfield@newcastle.gov.uk
Alina	Trewhitt	Learning and Participation Manager	Tyneside Cinema	alina.trewhitt@tynesidecinema.co.uk
Trevor	Udberg	Managing Director	International House	trevor@ihnewcastle.com
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Neil	Willis	Regional Lead: Education Challenge	North East Local Enterprise Partnership	Neil.Willis@nelep.co.uk

