Languages: Embedding the Specialism

Friday 13 November 2009

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The beauty of languages is not skin-deep

- Lifelong learning skills
- Student Leadership
- Cross-curriculum learning
- The International Dimension
Teaching skills: memory matters

- Only subject to address memory explicitly
- Opportunity to engage all learners at key stress times
- Opportunity to engage parents actively and empower them
- Whole school impact raises profile of languages
Teaching skills: memory matters

• Assemblies
• Revision sessions
• Parents Evenings
• One-off ‘Sounds of Spanish’ session
• ‘Support your child’ booklets
• Memory lessons built into year 7 SOW
Year 7 language learning 2008-9

- Pronunciation
- Memory
- Sentence-building
- Creativity
- Autonomy
- Performance

“If you think you can, you can. And if you think you can’t, you’re right.”

*Henry Ford*
Spanglovision

'tSpanglovision' is at the heart of our European Day of Languages celebrations and reaches every student and every teacher in the school.'

Song success

There were also plans for Comberton's Spanglovision project, which was highly praised by judges at the European Award for Languages ceremony. MFL teacher Leigh McColl was in Bristol late last term to collect the award, along with 11 other winners, and he said judges say 'Not only was this an imaginative and educationally brilliant way to introduce learners to the Spanish language, it was also a great way to bring the whole school together.'

Rachel Hawkes, the Director of Languages at Comberton Village College, said 'Spanglovision is at the heart of our European Day of Languages celebrations and reaches every student and every teacher in the school.'

The award was presented by languages advocates Baroness Comyns and broadcaster Henry Thomas.

See the magic of ABBAVision live

The third year of this Spanish song competition had a twist. All the songs were Spanish versions of ABBA songs and the 2009 version of Spanglovision therefore became ABBAVision.

A day of Disney

TEACHERS at Comberton organised an ambitious transition project in which all Year 6 learners from nine feeder primary schools took part in a Spanish song competition.

All Year 6 pupils learnt a joint song before the event in their schools and came together to learn a Spanish song in their new tutor groups. The new song plus the joint song — all based on Disney productions — were performed to an audience of parents and the local community the same afternoon.

The project combined linguistic learning objectives with the promotion of the wider learning attributes of confidence and performance skills. The development of learners as confident individuals is one of the key aims of the new secondary curriculum. This project builds on performance skills that learners often have from their primary education, where they are used to singing and performing in assemblies, and extends the skills to a foreign language and the bigger secondary school stage.

Leigh McColl was in Spanish at CVC, selected the joint song that all primary pupils would learn. She provided an electronic copy of the song, 'Cielos Sin Fronteras From the Lion King', the full song and a

Ole! School extends its Spanish

COMBERTON Village College has won an award to take its Spanish singing project into primary schools.

'Spanglovision', which involves each Year 7 tutor group learning and performing a song in Spanish, has been awarded more than £2,500 to extend the scheme to Year 6 pupils.

The money is one of four grants handed out by the Specialist Schools and Academies Trust (Eastern) from the 44 applications they received.

The award means that Year 6 pupils in each of the nine feeder primary schools will learn a Spanish song with help from a member of Comberton's language staff, followed by a 'Spanglovision' grand finale at the senior school in summer.

Follow my lead

By singing the present tense of ¿Veo a tus padres? in the class and asking them if they will be the same again, says Puddy Pawners.

COMBERTON Village College is in the running to become Spanish School of the Year. This competition is run by the Spanish Embassy and the winners will be announced later this term.

SOUND OF SUCCESS!

Spanglovision is at the heart of our European Day of Languages celebrations and reaches every student and every teacher in the school.
Spanglovision: a year 7 learning project
Student Leadership: a ‘no brainer’

- Lecture: 5%
- Reading: 10%
- Audio-Visual: 20%
- Demonstration: 30%
- Discussion Group: 50%
- Practice by Doing: 75%
- Immediate Use of Learning – Teach Others: 90%

Average Retention Rate

Source: Accelerated Learning Systems Ltd
Student Leadership: a 'no brainer'

Year 7
Discovery

Year 8
Apprenticeship

Year 9
Training

Year 10
Leading
Celebrate and publicise success as much as you can!

Learning to lead and leading to learn

How language students develop leadership skills

Rachel Hawkes, SSAT lead practitioner at Comberton Village College in Cambridgeshire, reports on a joined up approach to developing leadership and language skills.

Student leadership is one of the whole-school themes that reaches across the Every Child Matters agenda, student voice and citizenship. The strategies used at Comberton Village College involve initiating year 7 into leadership in a small way, extending skills in years 8 and 9 and culminating in the full Language Leaders Award in year 10.

In year 7, students were asked to prepare mini lessons in Spanish to teach our South African exchange students from Edendale. Both English and South African students were given the brief to prepare short learning activities to teach some of their language (and cultural) knowledge to the other group.

In year 8 we gave students the opportunity to prepare, plan and deliver the learning for year 6 lessons on intake day. They were involved from the earliest stage, deciding on a carousel of four learning activities to build memory, pronunciation and confidence. Year 9 students will get further opportunities to use technology to produce video and audio for primary

Laughing and learning

STUDENTS from six schools participated last term in an inter-school comic strip competition as part of a national initiative to encourage language departments to work together regionally to promote language teaching at Key Stage 3. The competition, called Breaks, Learning Networks, involved language teachers from a identified group of schools deciding on their project plans and evaluation to meet shared objectives and priorities identified by the teachers.

The Comic Strip competition was one aspect of this work and involved students from the schools using a range of different media and applications to

Taking the lead . . .

THE successful Language Leaders Award has been moved to Year 9. Although last year 30 Year 10 students successfully completed their Language Leaders Award, the ever-changing pattern of GCSE examinations and the huge time pressures on Year 10 students as they progress through KS4, sparked a switch. MFL staff were further encouraged to do this by the excellent example of a language leadership shown by the 32 Year 8 students who worked with teachers on the Primary Spanglisholution day last July.

They impressed teachers, parents and pupils alike with their maturity and were real ambassadors for languages on that occasion. We felt that with such a depth of skill and commitment by the end of Year 8 we should provide a clear opportunity for them to progress in language leadership during Year 9. The application process for places was also a positive development, with 39 Year 9 students able to articulate clearly and convincingly why they would be capable of success in the Language Leaders Award.

One thing that was mentioned by several students in their application was remembering a visit from language leaders when they were at primary school and the lasting impression that this had made on them.

It is good to know that the programme is so effective on all levels.

It requires an enormous commitment from teachers in the languages department, who give up one lunchtime per week to run the different language leader groups. Thank you this year to Miss McCullond, Miss Driver and Madame Jury for their time and dedication to the programme.

Pupils also need to show commitment by regularly attending a weekly lunchtime preparation session, creativity and teamwork in preparing lessons for primary pupils and leading the class in the classroom. They will then have an opportunity to present to their peers in Year 9 as part of the assessment.

Record numbers on flagship programme

YEAR 10 Language Leaders are currently working on the lessons that they will deliver in primary schools during the summer term. There are more than 40 language leaders this year, the biggest ever number, and the range of languages on offer is impressive: Spanish, German, French, Mandarin and Japanese.

This year’s language leaders will be teaching a range of topics including the alphabet, everyday phrases, animals, numbers, countries and continents, dates and family.

We look forward to their successful completion of the award in the summer.

This programme has become a flagship venture for Comberton Village College and is drawing interest from schools all over the country.

At The Languages Show in November, Director of Language College Rachel Hawkes was asked to speak about this project as well as the CoPE International conference.

At the end of the month, she will be sharing the information at the Flying High Conference in Leicester.
Developing a global outlook

WELCOME to our new publication, Lingu@Com. We are delighted to be able to launch this to join our current journals of Novel@Com and Sports@Com, which has been continued with this publication. Many thanks to all those who have contributed to this first issue. Now we are a Language College, we are here to be able to share the various exciting developments that are happening due to that designation.

Lingu@Com is a way for us to do this. It shows the many ways in which we hope to continue to develop the language and international outlook of Comberton Village College to allow all students the opportunity to develop into true global citizens. I hope you enjoy the content.

Stephen Monday, Principal

LANGUAGE LEADERS: some of the Year 10 pupils who have signed up for the new award.

LINGUISTICS TO LEAD THE WAY

COMBERTON has launched a new award for linguists.

Building on the success of the Sports Leaders’ Award, the Language Leaders’ Award seeks to develop generic leadership skills in the context of teaching a foreign language. Like the Sports Leaders’ programme, it is being run by the Youth Sport Trust and participants will have to complete a logbook as well as their practical programme in order to receive a certificate.

Pupils will learn how to plan, prepare and lead language learning activities for younger pupils at taught sessions on Monday lunchtimes.

They will build up a repertoire of teaching strategies and activities in their chosen language as well as their cultural knowledge.

Award for languages programme

THE Cambridge University Languages Programme, to which Comberton subscribes, has won two prestigious awards.

One was for the teaching of Spanish, which is part of the programme for Year 9 pupils at Comberton, and the other was the 2006 European Award for Languages.

They were presented with the award last month at a special ceremony at the Scottish Parliament on the International Day of Languages.

Director of Languages Rachel Hawker was invited to the ceremony but was unable to attend.

“This is an idea that everybody can benefit from.”

All Year 9 pupils at Comberton’s feeder primary schools are learning Spanish, but the Language Leaders will not be limited to a single language. They will be able to work in any language they are comfortable with, provided it is taught at primary school, whether as part of the curriculum or in a club setting.

British Council International School Award 2006 Winner
Student Leadership: a ‘no brainer’

• Year 7 homework – teach someone at home
• Year 7 – teach an exchange group
• Year 8 – teach year 6 on intake day
• Year 9 – develop materials for year 7 or year 6
• Year 9 or 10 – Language Leaders Award
### Cross-curriculum learning

#### Themes & content
- Globe
- British flag
- Music notes
- Pencil

#### Skills
- Light bulb
- Computer
- Music notes
- Snail
- Baseball

#### Ways of working
- **Leading in Learning**
- **Hotseating**
- **Physical theatre**
- **Role Play**
by amber cornwell

1) Hay una espiral muy grande y de color violeta.
2) Hay una estrella bastante grande y amarilla.
3) Hay un punto bastante pequeño y de color rosa.
4) Hay un triángulo bastante fino y azul.
5) Hay un ojo bastante grande y rojo.
6) Hay un óvalo muy pequeño.
7) Hay un círculo realmente grande.
Un cuadro de Picasso

La chica en el cuadro es muy rara. Es rara porque, en mi opinión, tiene dos caras. Tiene el pelo rojo y rizado a la derecha, pero verde, naranja y liso a la derecha. Tiene una nariz pequeña y en el centro de dos caras. Tiene un ojo azul y un ojo marrón. La cara a la izquierda es azul y la cara a la derecha es roja.

Pienso que esto está dos caras pero una persona. Tiene el pelo largo y una sonrisa pequeña. Me gusta mucho la chica porque parece simpático como yo.
Mi zapatos de baile son de Inglaterra.

Mi maple syrup es de Canadá.

Mi libro es de Francia.

Mi pulóver es de Paquistán.

Mi escritorio es de los Estados Unidos.

Mi camisa es de Moroccio.

Mi IPod es de China.

Mi pantalón es de Mongolia.

Mi vestido es de Salvador.

MI MUNDO
Curriculum Provision

**KS3**
- Skills
- Culture
- Creativity
- Performance
- Autonomy
- Meanings that matter
- Cross-curriculum links

**KS4**
- GCSE (make it fit!)
- NVQ
- CoPE through International Communications & Business Enterprise
- ASSET
- Diploma?
Links for learning

- [http://www.all-nsc.org.uk/nsc/](http://www.all-nsc.org.uk/nsc/)
- [http://curriculum.qca.org.uk/](http://curriculum.qca.org.uk/)
- [http://www.cilt.org.uk/14to19/alt_accred/index.htm](http://www.cilt.org.uk/14to19/alt_accred/index.htm)
- [http://rachelhawkes.typepad.com/files/a-language-is-for-life_blogversionfinal.ppt](http://rachelhawkes.typepad.com/files/a-language-is-for-life_blogversionfinal.ppt)
- [http://www.cilt.org.uk/14to19/](http://www.cilt.org.uk/14to19/)
The International Dimension

Use technology for linking

Major in culture in your teaching

Publicise everything

Expand your trips and exchanges
¿Dónde viven estos animales?
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Vorsprung durch Musik!

DECEMBER sah members of the English cast of Academy of Death travel to Germany to begin rehearsals for the joint Anglo-German production of the musical set to take place later this year in the Performance Hall and in Germany.

The dates coincided with the German Exchange with the same partner schools, the Gymnasium and Musikschule Obersberg. In all 44 students travelled to Germany, with Rachel Hawkins, Director of Language College, Helen Pigott, Head of Modern Languages, Geoff Page, Academy of Death's composer and Combermint music teacher, Ben Parker, Head of Music and co-ordinator of this most ambitious venture.

The German cast had already begun learning the songs in anticipation of our visit. Two of the key chorus numbers have been translated into German and Combermint students enjoyed learning the new versions with their co-act members. Although time for rehearsals was limited during the stay.

Partnerschaft im Gepäck

Zusammenarbeit zwischen Obersberg-Schulen und der englischen Combermint College

VON MARTIN GELLEK


Musik als Grundstein

Mit der Einladung der englischen Schule, die vor allem durch ihr hervorragendes Chor- und Orchesterleben bekannt ist, wurde die beiden Partner schulen wieder aneinander erinnert. Die Besuch der englischen Schule in Obersberg war daher für viele Schüler eine besondere Erfahrung.

Musik als Nahrung für den Geist

Die englische Schule bot eine Vielzahl von Musikveranstaltungen, die den Besuchern eine tiefere Einsicht in die englische Musikschule und -kultur ermöglichen sollten. Die Schüler der englischen Schule zeigten ihnen ihren Musikapparat und luden sie ein, sich mit ihnen zu unterhalten.

Singing together

GENUINE ENGLISH | VON MARTIN GELLEK

AUGUSTUS 2007 - SINGING TOGETHER AT OBERBERG SCHULE

Die englische Schule von Obersberg lud die Schüler der englischen Schule ein, sich mit ihnen zu unterhalten und mit ihnen an gemeinsamen Musikprojekten teilzunehmen.

The project was a huge success and the English students were delighted with their progress. The exchange program proved to be a great opportunity for both schools, as it allowed them to learn from each other and to strengthen their friendship.

THE ENGLISH EXCHANGE STUDENTS IN OBERBERG

THEMIS KUNKEL | OBERBERG SCHULE

Die englischen Schüler wurden von den deutschen Schülern sehr begrüßt und zeigten ihnen ihre Musikkenntnisse. Die gemeinsamen Musikprojekte förderten die Bindung der Schüler und halfen ihnen, die zusammenzuarbeiten.

THE ENGLISH EXCHANGE STUDENTS IN OBERBERG

THEMIS KUNKEL | OBERBERG SCHULE

Die englischen Schüler waren beeindruckt von der Freundlichkeit der deutschen Schüler und freuten sich über die Gelegenheit, sich mit ihnen zu unterhalten.

THE ENGLISH EXCHANGE STUDENTS IN OBERBERG

THEMIS KUNKEL | OBERBERG SCHULE

Die englischen Schüler waren sehr zufrieden mit ihrer Erlebnis und freuten sich über die Möglichkeit, zukünftig noch häufiger den Kontakt zu Obersberg zu halten.

THE ENGLISH EXCHANGE STUDENTS IN OBERBERG

THEMIS KUNKEL | OBERBERG SCHULE

Die englischen Schüler zeigten ihre Freude über die Erfahrungen der vergangenen Wochen und freuten sich über die Möglichkeit, zukünftig noch häufiger den Kontakt zu Obersberg zu halten.
Announcing the winners of the 2023 International Schools Award

- Modellschule & Gesamtschule, Obersberg, Bad Hersfeld, Germany
- Collège Pierre de Fermat, Toulouse, France
- Lycée Jean Jaurès, Reims, France
- IES Emilio Alarcos, Gijón, Spain
- Instituto Lord Byron, Arequipa, Peru
- Escola Secundaria do Noroeste 1, Maputo, Mozambique
- Edendale School, Gauteng, South Africa
- Instituto Ramon Muntaner, Figueras, Spain

Thank you to all the participants for their efforts and dedication.
What role for technology?

- Email
- Podcasting
- Blogging
- Mobile phones
- Digital cameras
- Moving images & story boards
- Music & words
- Video
Opportunities

Audience

Creativity
Commendation

This is to certify that

has shown excellence whilst using the Rafi.ki Global Learning Community.

THIS STUDENT HAS DEMONSTRATED GLOBAL AWARENESS THROUGH OUTSTANDING ICT AND COMMUNICATION SKILLS.

TEACHER

HENRY WARREN: RAFI.KI DIRECTOR

DATE

RAFI.KI, SUITE 201, NEW LOOM HOUSE, 29-31 BACK CHURCH LANE, LONDON E1 1LU

For further information visit: www.rafi.ki
Making your own film

• Regional project
• Stages – pre-production, production, post-production
• Language and media skills
• Profile-raising
• Awards ceremony – film screening event
ICT fit for progression

- Skills
- Structures
- Knowledge
- Output (text type)
- Creativity
Links to national award schemes for languages

the LAFTAs

Free Spirit
National Poetry and Song Competition 2009
Examples of raising the profile activities from Comberton Village College, Cambridgeshire (www.combertonvc.org)
Next steps for leading languages!

- Take existing SOW – keep what’s good!
- Place skills at the centre
- Look at culture in content
- Cross-curriculum opportunities
- Types of text and genre as way to focus linguistic progression
- Be bold with textbook
- Think BIG about the importance of languages – take small steps to sell the message to learners, parents and teachers
Two stars and a wish
Two stars and a wish!

Think about two things that raise the profile of languages already in your school - can you publicise these even more widely?

Think about one new thing that you would like to develop to blaze a trail for languages in your school - try to be explicit about the knowledge and/or skills you need to achieve this. Make a list of next steps to achieve this one new thing!
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