



Teacher Subject Specialism Training

# Modern Foreign Languages



**FRENCH**



**SPANISH**

Course Handbook



## Course Leader: Sarah Wood

### Design of the MFL TSST Course

The course is comprised of two full-day sessions (Tuesday 1<sup>st</sup> October and Thursday 21<sup>st</sup> November 2019) and a final, twilight session on Tuesday 14<sup>th</sup> January 2020 (4-6pm).

Participants will be asked to complete a **subject knowledge audit** at the start of the course. The audit will take the form of a questionnaire with a range of methods for self-assessment, including opportunities to rate confidence levels. The audit will help identify areas of strength and areas in need of development and inform the areas that participants will focus on in their lesson observations and teaching practice.

Throughout the course, participants will work on their areas of strength and development and record their progress using a **Personal Learning Log** (*example provided at the end of this handbook*). Course participants may formulate their own versions of the Personal Learning Log if they wish - it is simply asked that:

- lesson 'Reflections' are used
- formal and informal lesson observation feedback forms are included (*example provided at the end of this handbook*)
- there is evidence of having observed another MFL teacher at work and reflected on the lesson observed
- data is gathered on a chosen class or classes which aims to evidence impact on students' achievement (perhaps by showing progress towards targets, progress from a baseline, or progress across a series of tests)

Participants will also have access to the online language learning platform **Rosetta Stone** and are expected to use this programme to develop knowledge of the language focused on. Details of the Rosetta Stone logins will be provided after the first day of training.

### Assessment Summary

The course will be assessed in January 2020. The assessment process will include:

- observation by an in-house, or visiting specialist
- work scrutiny to evidence student progress
- data analysis
- review of participant's lesson evaluations
- progress in the language as evidenced through Rosetta Stone

For the final accreditation there will be a twilight session of presentations where participants share their evidence with a panel made up of their peers and external assessors.

## Reading and Research

There is no core text, or any compulsory reading material. It is not proposed that participants will all complete the training with the same teaching styles, rather that participants gain the confidence, tools and enhanced subject knowledge to teach French or Spanish in their own way. However, it must be acknowledged that the pedagogical content of the course design does draw upon the work of **Steve Smith** (Twitter: @spsmith45) and **Gianfranco Conti** (Twitter: @gianfrancocont9).

Reference will also be made to materials offered by [The National Centre for Excellence for Language Pedagogy](#).

## Recommended Texts and Resources

The following texts either underpin the ideas behind the MFL TSST training, or are simply recommended as useful and enjoyable by the tutors:

### Languages

- Steven Smith and Gianfranco Conti - ***The Language Teacher Toolkit***  
Also see their respective blogs: [frenchteacher.net](http://frenchteacher.net) and [The Language Gym](#)
- Norbert Pachler - ***Learning to Teach Modern Foreign Languages in the Secondary School***

### Teaching and Learning

- Tom Sherrington - ***Rosenshine's Principles in Action***
- Education Endowment Foundation - ***Metacognition and Self-regulated Learning***  
For full recommendations see:  
<https://educationendowmentfoundation.org.uk/tools/guidance-reports/metacognition-and-self-regulated-learning/>
- Paul Ginnis - ***The Teacher's Toolkit: Raise Classroom Achievement with Strategies for Every Learner***
- Jim Smith - ***The Lazy Teacher's Handbook: How your students learn more when you teach less***

## Session Dates and Content

*All meetings take place at Heathfield Community School*

### **Tuesday 1<sup>st</sup> October 2019, 9:15am - 4:00pm**

*Refreshments and lunch will be provided*

- Baseline assessment
- Overview of the MFL curriculum and new GCSE
- Introduction to MFL pedagogy and effective planning
- Target language use and developing spontaneous speech
- Developing skills in listening, use of authentic materials

### **Thursday 21<sup>st</sup> November 2019, 9:15am - 4:00pm**

*Refreshments and lunch will be provided*

- Developing skills in reading, use of authentic materials, literary texts
- Teaching grammar and translation, developing writing
- Differentiation
- Assessment at KS3 and KS4
- Preparing students for GCSE

### **Tuesday 14<sup>th</sup> January 2020, 4:00pm - 6:00pm**

*Refreshments will be provided*

- Final review and presentation event

## Expectations of MFL TSST Participants

### A Teacher Subject Specialism Training participant should:

- Be familiar with all the requirements of the course as outlined in the Course Handbook;
- Attend all scheduled sessions and complete all subject knowledge audits as requested by the course leader;
- Complete all evaluation forms and 'impact' analyses;
- Be willing to be observed 3 times during the process and understand that this observation does not form any part of their own school's Performance Management Processes.

## Expectations of MFL TSST Participants' Schools

### A Teacher Subject Specialism Training participant's school should:

- Provide a mentor for the TSST participant who is already trained in MFL and who is willing to be observed and undertake observations;
- Provide non-contact time to TSST participants so that they can undertake observations, complete reading and research and prepare for monitoring visits;
- Provide the necessary release time for TSST participants to attend all training sessions, including an early departure for the final, twilight presentation session if the journey time to the venue requires it;
- Be willing and able to accommodate visiting tutors and representatives who may wish to quality assure the programme, or provide external verification of a TSST participant's progress.

## Personal Learning Log Example

| Date | Activity Undertaken   | Notes/Reflections/Actions |
|------|---|---------------------------|
|      | <input type="checkbox"/> Observe another teacher<br><input type="checkbox"/> Observation of my teaching<br><input type="checkbox"/> Lesson reflection<br><input type="checkbox"/> Reading and research<br><input type="checkbox"/> Online study<br><input type="checkbox"/> Data analysis<br><input type="checkbox"/> Other |                           |
|      | <input type="checkbox"/> Observe another teacher<br><input type="checkbox"/> Observation of my teaching<br><input type="checkbox"/> Lesson reflection<br><input type="checkbox"/> Reading and research<br><input type="checkbox"/> Online study<br><input type="checkbox"/> Data analysis<br><input type="checkbox"/> Other |                           |
|      | <input type="checkbox"/> Observe another teacher<br><input type="checkbox"/> Observation of my teaching<br><input type="checkbox"/> Lesson reflection<br><input type="checkbox"/> Reading and research<br><input type="checkbox"/> Online study<br><input type="checkbox"/> Data analysis<br><input type="checkbox"/> Other |                           |
|      | <input type="checkbox"/> Observe another teacher<br><input type="checkbox"/> Observation of my teaching<br><input type="checkbox"/> Lesson reflection<br><input type="checkbox"/> Reading and research<br><input type="checkbox"/> Online study<br><input type="checkbox"/> Data analysis<br><input type="checkbox"/> Other |                           |
|      | <input type="checkbox"/> Observe another teacher<br><input type="checkbox"/> Observation of my teaching<br><input type="checkbox"/> Lesson reflection<br><input type="checkbox"/> Reading and research<br><input type="checkbox"/> Online study<br><input type="checkbox"/> Data analysis<br><input type="checkbox"/> Other |                           |
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|      | <input type="checkbox"/> Observe another teacher<br><input type="checkbox"/> Observation of my teaching<br><input type="checkbox"/> Lesson reflection<br><input type="checkbox"/> Reading and research<br><input type="checkbox"/> Online study<br><input type="checkbox"/> Data analysis<br><input type="checkbox"/> Other |                           |

## Lesson Observation Sheet Example

| Date  | Topic | KS |
|---|-------|----|
| How well is the topic introduced and developed? |       |    |
| What does the teacher do?                       |       |    |
| What do the students do?                        |       |    |
| What are the key strengths of the approach?     |       |    |
| What are the weaknesses of the approach?        |       |    |



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