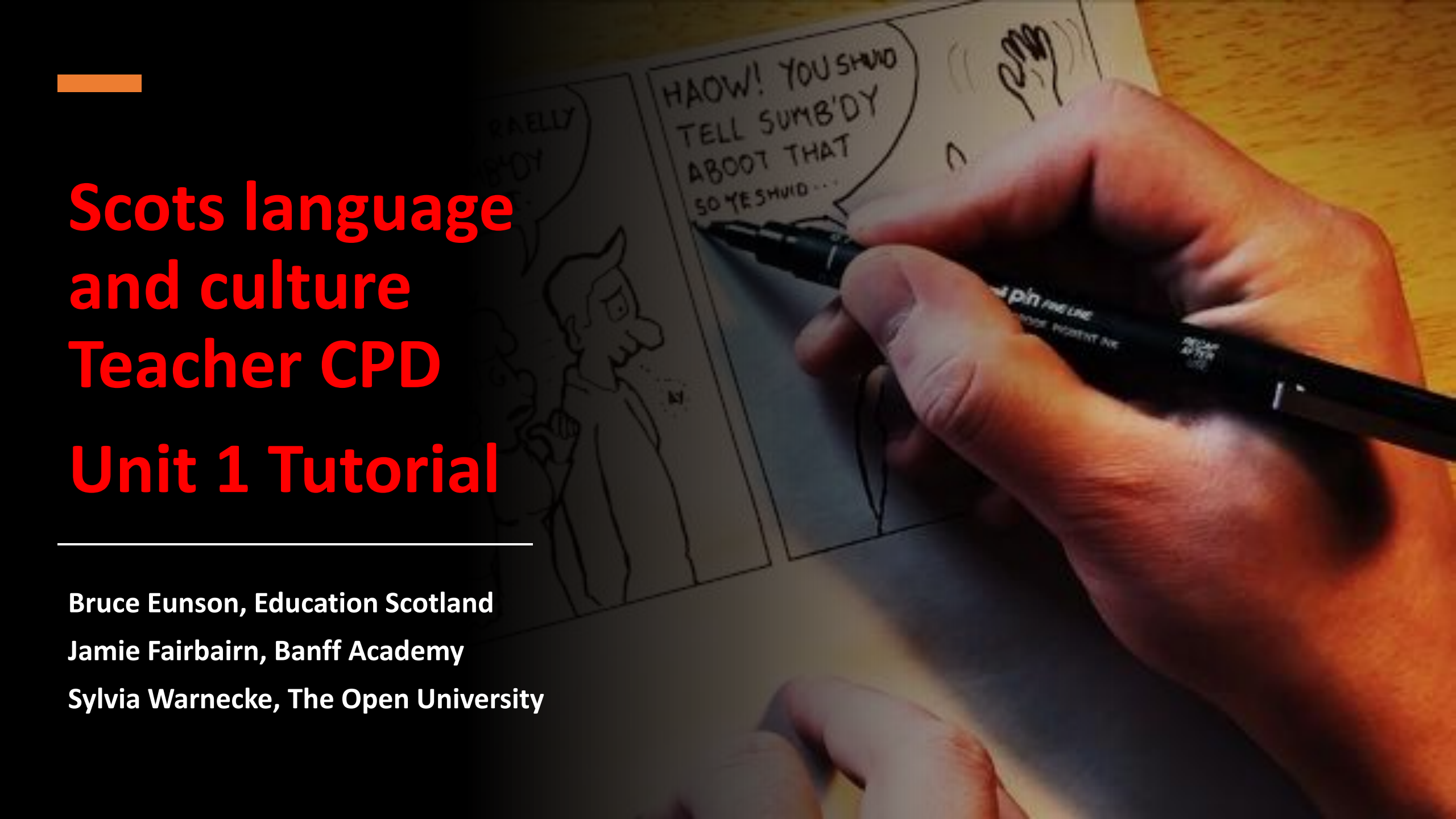
Scots language and culture Teacher CPD

Unit 1 Tutorial

Bruce Eunson, Education Scotland

Jamie Fairbairn, Banff Academy

Sylvia Warnecke, The Open University



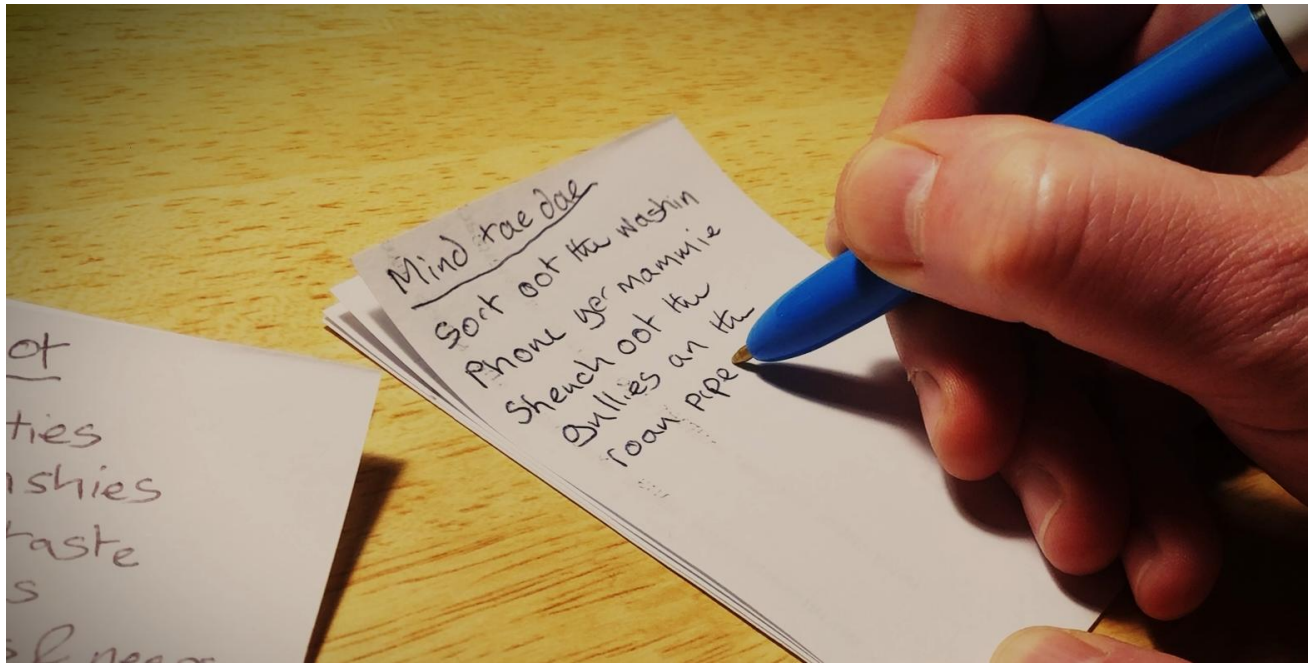


Whit's new?

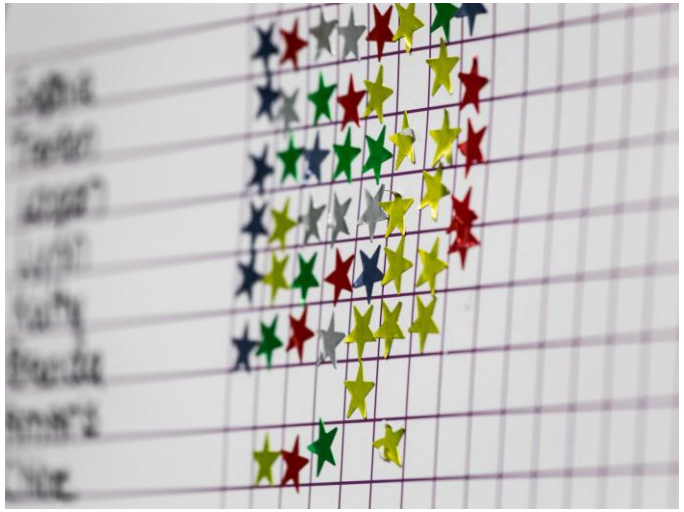
Scots in the Open University



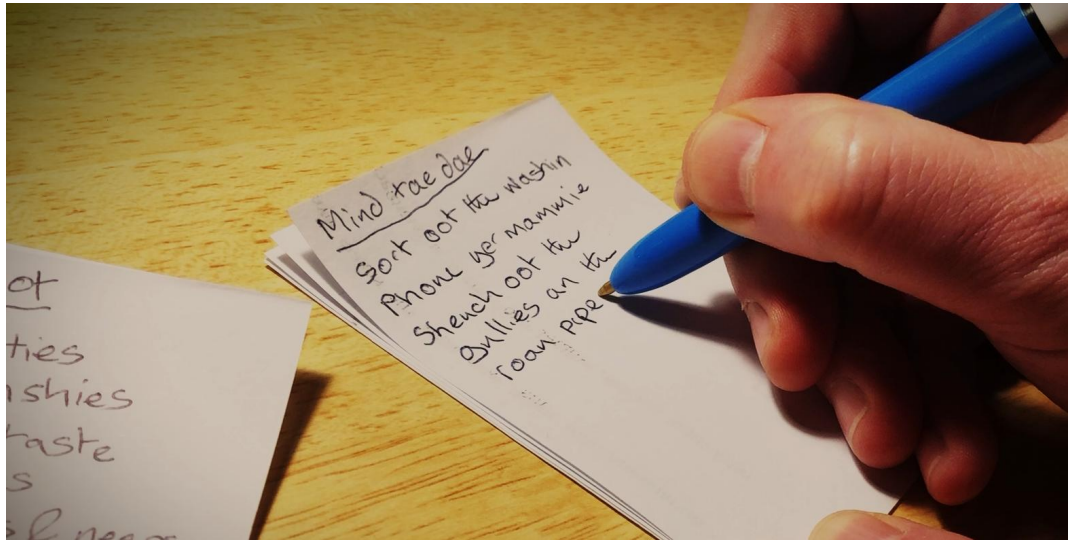
Whit feedback fae yersels sae far?



- How is everyone getting on?
- Anyone experiencing any issues with the course?
- Or with using OpenLearn Create?
- How are you so far finding:
  - the navigation of the website
  - the content of the course
  - the pace

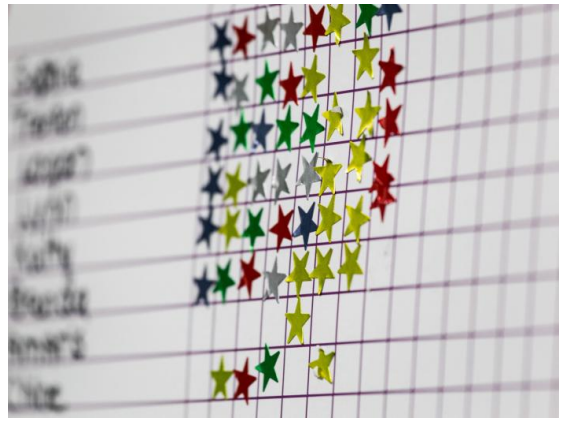


Do you hae ony questions fir wis?



- Remember you can contact your individual tutor at any time – you should all have had an email from us
- Deadlines for Assessments
  - Extensions are available upon request but please let us know
- We encourage you to post replies to each others' posts in the Forum, but please post your Assessments in the specific thread for your tutor to ensure nothing gets missed

Unit 1: Application Task – a summary o the guid, no sae guid an aa the fankles in atween!



In my school Scots language is taught as part of the Scottish Studies course, this course is offered as an option at Higher level for S5/6 pupils. Currently I don't know too much about the course as it is taught in the Humanities department, however I am liaising with colleagues to learn more about this subject out of personal interest. As an English teacher it is part of the curriculum for me to deliver lessons on texts written by Scottish authors, poets and playwrights in the senior phase (N5/Higher) to prepare pupils for their exams. In my experience this is a part of the course the pupils enjoy as they are reading texts in which they can relate to in terms of the language used, alongside the setting/experiences of certain characters.

Interestingly, my current school is in an affluent area, mostly attended by pupils of an upper middle class background. I have found that when teaching Scottish Set Texts this year the pupils will often read the texts in "proper English" rather in the way they are written. From my observations and collaboration with colleagues I believe this is due to the fact they do not speak in "Scottish Slang" in their daily lives, for example when the text says "faither" the pupils will read "father". This is interesting as the pupils who come from a working class background and speak in Scots daily find the Scottish Set Text part of the course easier and more accessible as they feel they can "understand it better" and "relate to it more" as they are "allowed to read in the way they speak".

Unit 1: Application Task – a summary o the guid, no sae guid an aa the fankles in atween!



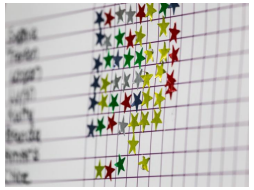
CONTINUED:

In previous years I have integrated the teaching of Scottish texts into the BGE phase as I believe it is important to teach pupils about the history and culture of texts created in their country however this is not possible this year as all staff teach the same texts, I have noticed in the senior phase that pupils are somewhat confused when they come across texts written in the Scots language. Colleagues across the school believe that Scots language should be integrated into the curriculum and taught to pupils to enrich their understanding of their culture, taking part in this course will hopefully give me the confidence and knowledge to create a working group that will focus on this curriculum area and to introduce this into the wider English department.

NEW POST:

Scots language is taught in my school as part of the Scottish Studies which is taught as a sideway step for senior pupils who have ‘peaked’ at English. It is also taught as a topic/s in BGE. Our pupils find the Scots language much more accessible than English. It is a language they are at least familiar with. Pupils can complete much more work, volume and detail, and more confidently in Scots Language than in English. Scottish Studies, in the Senior phase, is taught over 5 periods per week. The teaching staff are positive about the course being taught as they see the benefits to and attainment of the pupils. We don't have a Scots Language policy as yet. Perhaps completing this course will help me feel confident to raise the idea of a working group or otherwise to create this.

Unit 1: Application Task – a summary o the guid, no sae guid an aa the fankles in atween!



In my school, English and MfL are a faculty; therefore, the Scots Language Award is embedded in the English department curriculum BGE S1–S3, while Scots Language (SCQF Levels 4–6) is taught as part of the Senior Phase within Scottish Studies. It is usually taught as a mixed-ability class (encompassing Levels 4–6 in the last academic session). As part of the course, pupils host a Scottish Studies Showcase, inviting parents, staff, and guests to view and discuss their chosen topics for the mandatory unit. Pupils also help organise the school Burns Supper and support the event with their showcase materials.

Question 1: How is Scots Language planned and delivered in your school?

☐ (b) As a stand-alone block

Question 2: How often is Scots Language taught in your school?

☐ (c) Between 3 and 6 weeks of the year

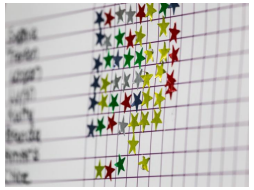
Question 3: What Scots Language activities are planned and delivered in your school?

☐ (a) Learning and reciting poetry
☐ (b) Creating own Scots Language texts
☐ (c) Dictionary skills
☐ (d) Grammar
☐ (e) Reading for pleasure in Scots
☐ (f) Reading for information in Scots
☐ (g) Listening skills
☐ (h) Speaking skills

Question 4: Does your school have a Scots policy?

☐ (d) No Scots Language policy

Unit 1: Application Task – a summary o the guid, no sae guid an aa the fankles in atween!



REPLY:
It sounds like your school is very much where we are striving to reach this year. Out of curiosity, which subjects/units do pupils study for their Scottish studies qualification? We currently have choice of English with Scottish context, Media, History and a Travel & Tourism one. We'd like to be able to offer more choice although we generally find the pupils love studying media with a Scottish context and there are so many brilliant options. We also host a showcase to let pupils demonstrate their chosen mandatory units. We do this at St Andrew's Day (or close to it) and use it as a celebration. We invite mainstream teaching staff from feeder secondary schools.

NEXT POST:
In my school (a Flexible Learning Base) we teach Scottish Studies and Scots is part of that. We are currently exploring teaching the Scots Language Qualification too, in response to pupils' positive feedback on introducing Scottish Studies last year.

As an English practitioner the pupils do study Scots poetry and short stories with me from S1 - down to my own feeling that they should engage with this before coming across the Scottish Set Texts, and also my belief that they find it enjoyable. In my own subject I actually feel we fell short of providing an excellent experience when we introduced the set texts: many don't necessarily speak to our Paisley/Johnstone kids and there are so many excellent new texts that could be of interest, not to mention Scottish film not featuring on the list.

Time in Breakout Rooms to discuss how you found the Unit 1 content and the baseline audit activity



Unit 1: Application Task

Sharing feedback from Breakout Rooms and thoughts on next steps

Dinna be blate – thir's nae wrang answers!

BLATE adj shy, modest, backwards in coming forwards
In the earliest quotation cited in the Dictionary of the Scots Language, Gilbert of the Hay's Buke of Knychthede (1456) gives wise advice: "He suld be temperit ... in his speche that he have nocht our (ower) mony wordis, na that he be nocht our bestely, na our blate". This is how we use the word today but, between then and now, blate has some additional nuances.

Scots language and culture teacher CPD: whit you should noo hiv completed

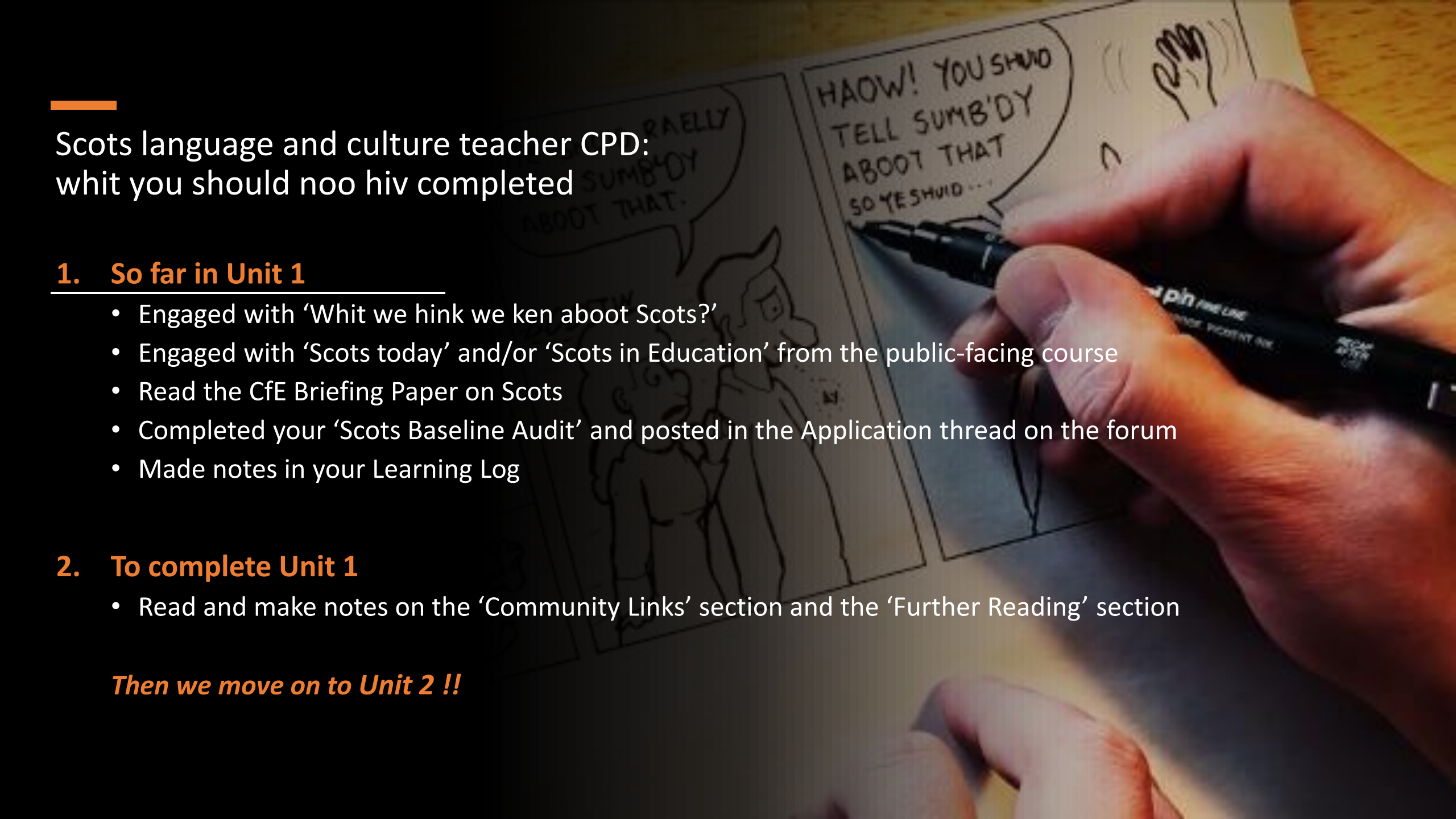
1. So far in Unit 1

- Engaged with ‘Whit we hink we ken aboot Scots?’
- Engaged with ‘Scots today’ and/or ‘Scots in Education’ from the public-facing course
- Read the CfE Briefing Paper on Scots
- Completed your ‘Scots Baseline Audit’ and posted in the Application thread on the forum
- Made notes in your Learning Log

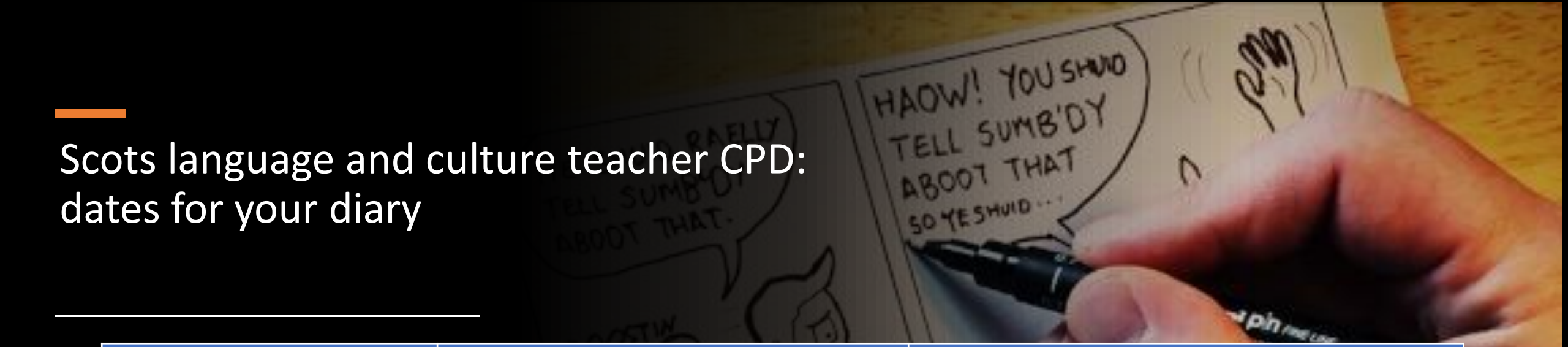
2. To complete Unit 1

- Read and make notes on the ‘Community Links’ section and the ‘Further Reading’ section

Then we move on to Unit 2 !!



Scots language and culture teacher CPD: dates for your diary



• **Unit 2: Scots – exploring the educational benefits**	• **4. Application** • **5. Forum Discussion (week 4)** • **6. Community Link** • **7. Research on teaching Scots language** • **8. Professional Recognition Reflective Task**	• **Submit Unit 2 Application task in the Course Forum by Saturday 21st November 2026** • **Submit Unit 2 Professional Recognition task in your reflective blog by Saturday 5th December 2026**