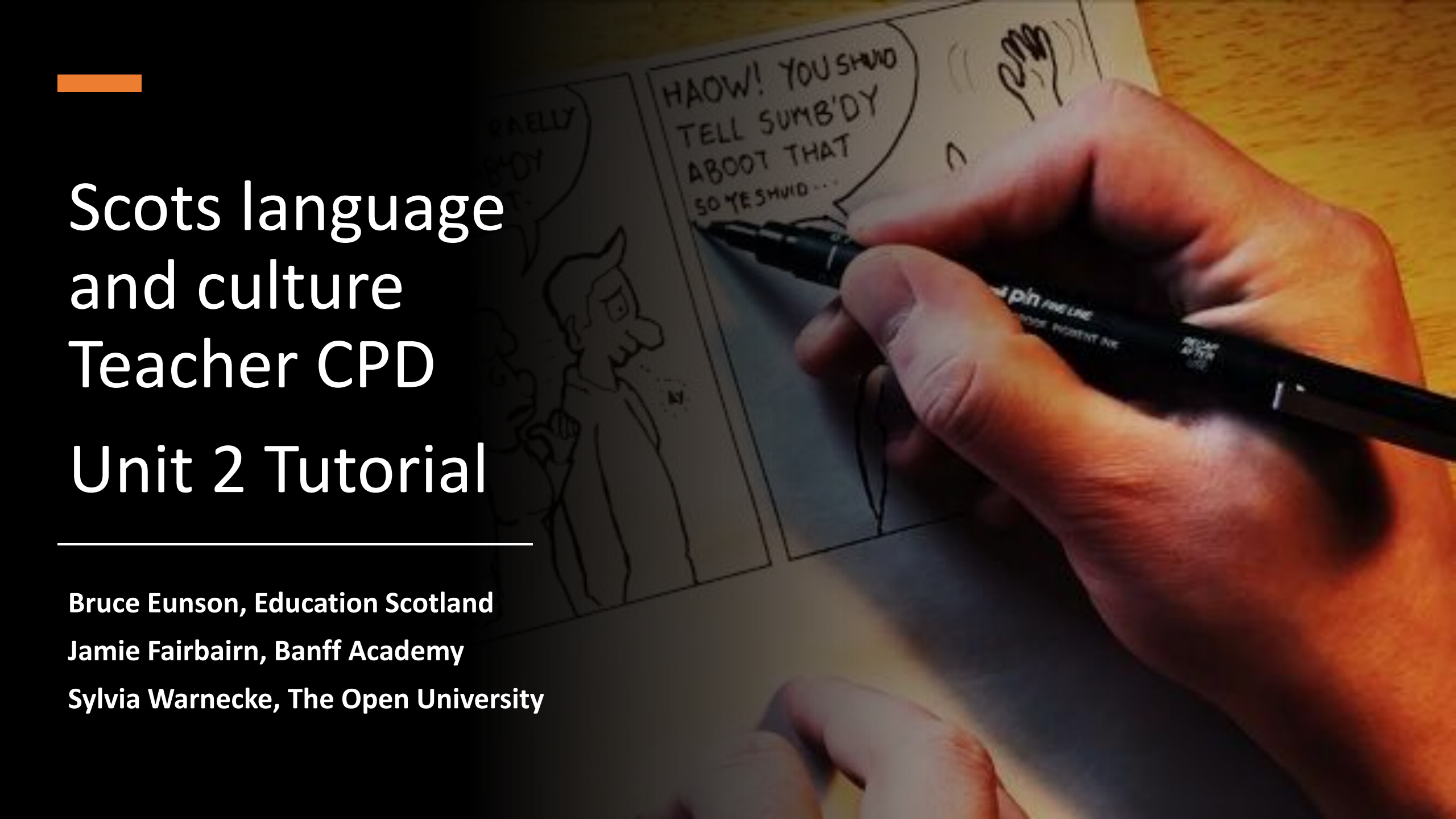
Scots language and culture Teacher CPD

Unit 2 Tutorial

Bruce Eunson, Education Scotland

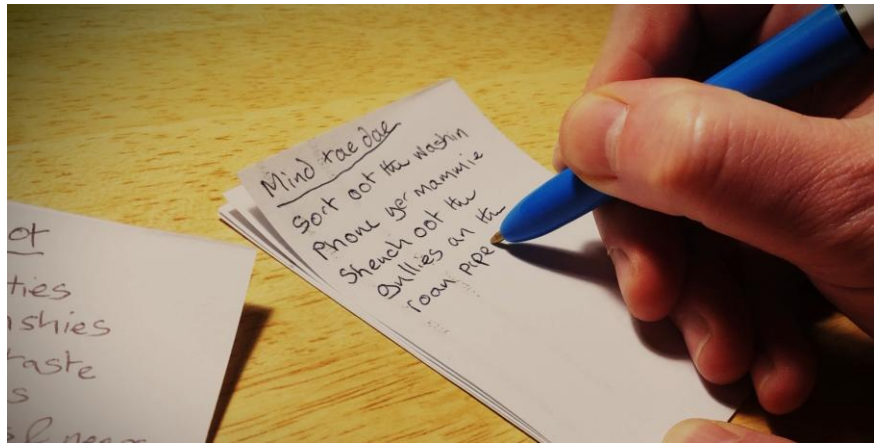
Jamie Fairbairn, Banff Academy

Sylvia Warnecke, The Open University



Whit feedback fae yersels sae far?

Ony questions?



- 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

- Remember you can contact your individual tutor at any time – you should all have had an email from us
- GTCS recognition for probationers
- 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

Good discussion point posted in the Forum:



Speakin an teachin Scots masel, I found Linda Bruce's presentation on the debate surrounding Scots really insightful. I've aye believed that language is the most important tool we have for identity an connection.

Yet as Bruce demonstrated, there's a significant clash in perspectives; while European frameworks and new Scottish legislation treat Scots as an official language, everyday public debate still labels it as "just a dialect" or a political invention.

Given how polarised this debate can get, both in policy and on social media, how dae ye think we can best encourage folk tae feel proud o Scots in everyday life? I wonder if the debate in Scotland is starting tae favor Scots as a language in its own right, or if there is there still a long way tae go?

Good reply to discussion posted in the Forum!



I think there is definitely still a long way to go. Many people know Scots is a language, but just as many don't, or don't see it as one in its own right. I think your point about "political invention" is an interesting one. Scots obviously isn't an invention, but whether something gets called a language or a dialect very often comes down to politics and power rather than linguistics. Linguists themselves have never agreed on a clear dividing line (hence the old joke - "a language is a dialect with an army and a navy").

Because language is such a strong marker of identity, Scots inevitably gets drawn into the wider debate about Scottish distinctiveness and independence. That can be positive for some people. But it's also a bit sad, because it gives critics a reason to dismiss Scots as just a political project, when it's a language with centuries of history and over a million speakers. Scots isn't alone in this. We see the same pattern with many minoritised languages across Europe and beyond.

On encouraging pride, I think Linda Bruce's point about creating safe, non-judgemental spaces is key. In schools, that means treating pupils' home Scots as a real language rather than correcting it as "slang". There is a great course called Plurilingual Classrooms in Action by Glasgow University on FutureLearn. It's all about how we can and should create space for pupils to draw from their entire linguistic repertoire. I teach languages and where I can will make links to Scots words that are shared with or come from other languages.

More quotes from your posts in the Forum in response to the baseline audit:



I am a Primary practitioner currently teaching a Primary 2 class alongside being a Principal Teacher. I have worked at this school since my probation year which is now 11 years. Prior to the baseline audit and conversations with colleagues I could probably have told you what the outcome would have been. Most of my colleagues tend to focus on Scots Language for St Andrew's Day and then for Burn's Night so a couple of weeks a year. In our school, we use play based pedagogy across P1 to P3 so play opportunities are created for pupils to explore. In the rest of the school it tends to sit as a stand alone block. The skills covered are varied - learning and reciting poetry, creating own Scots Language texts, reading for pleasure in Scots, listening skills, speaking skills and singing.

We have a Literacy Policy in the school but Scots Language does not feature in this. We do not have an up to date 1+2 Languages Policy but i know that this does not discuss Scots Language. The demographic of our school makes for interesting reading. We are located in what is viewed as an affluent area but the area has a high level of social housing which comes with hidden poverty. From my experience, children using Scots in the classroom are often told by their peers to 'speak properly' which causes them confusion. When the children who hear Scots more at home begin to take part in lessons where this is encouraged, I have seen a real positive interaction in the lesson.

In all areas of the curriculum there are progression pathways but not anything I have ever come across for Scots language - has anyone seen anything like this that they could share with me?

Unit 2: Scots and the Educational Benefits



Introduction - exploring the educational benefits of using Scots language in the classroom, particularly for the development of learners' literacy skills – which are a **Responsibility for All** teachers.

Key learning points for this Unit

- to learn about using Scots language in a primary classroom as a building block of Scots provision across all levels
- to write your own lesson plan for using Scots to support literacy development in your classroom
- to transfer insights from this unit into your own professional context, even if that is the secondary classroom
- to consider the expectations of teachers' proficiency in Scots incorporating it in the classroom
- to build upon your existing knowledge and experience and further develop your classroom skills with a focus on Scots language
- to begin considering embedding Scots language in your classroom as a driver for inclusive education

Breakout Rooms and sharing thoughts so far



DEVELOP A STRUCTURE FOR YOUR PROFESSIONAL RECOGNITION TASKS

I FOUND I SETTLED INTO A STRUCTURE:

1/ Personal thoughts and responses about the unit

2/ Brief analysis of reading material (issues, policy, practice, research)

3/ Application of the unit to my practice (evaluation of classes, pedagogy, confidence of delivery, the school)

Scots language and culture teacher CPD: next 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