

**Scots language
and culture
Teacher CPD
Unit 1 Tutorial**

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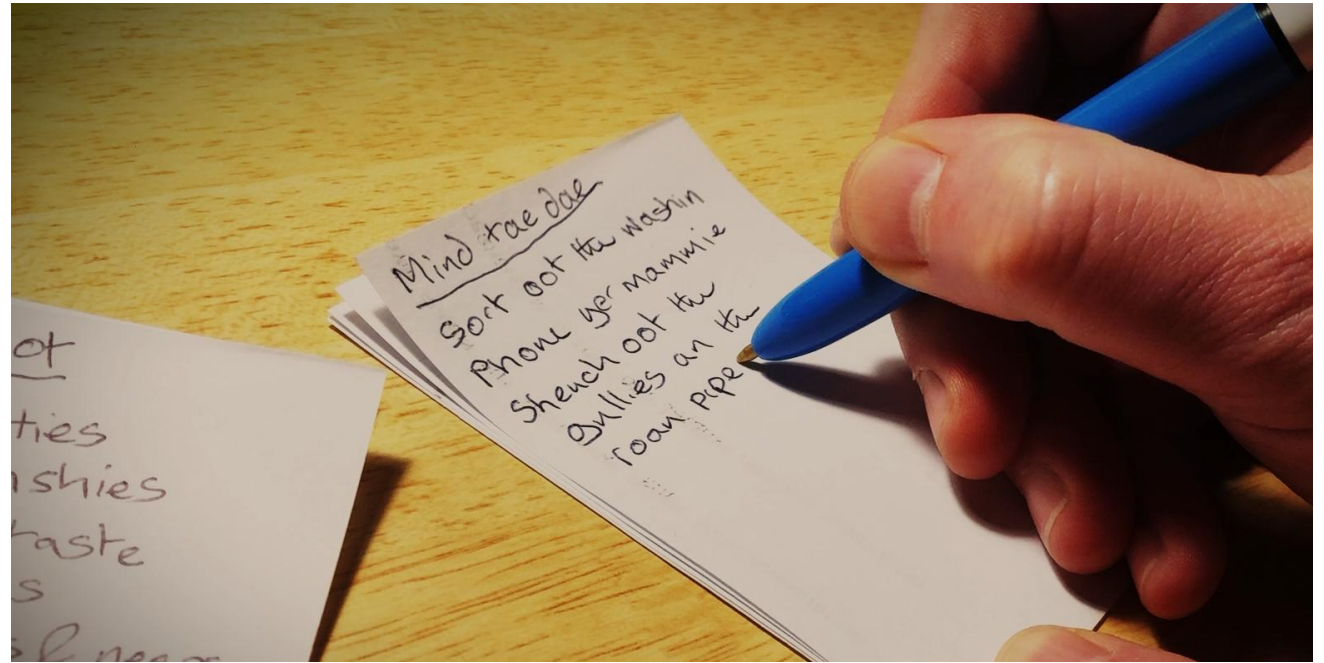
Big news!

Scots is in the
CIC!

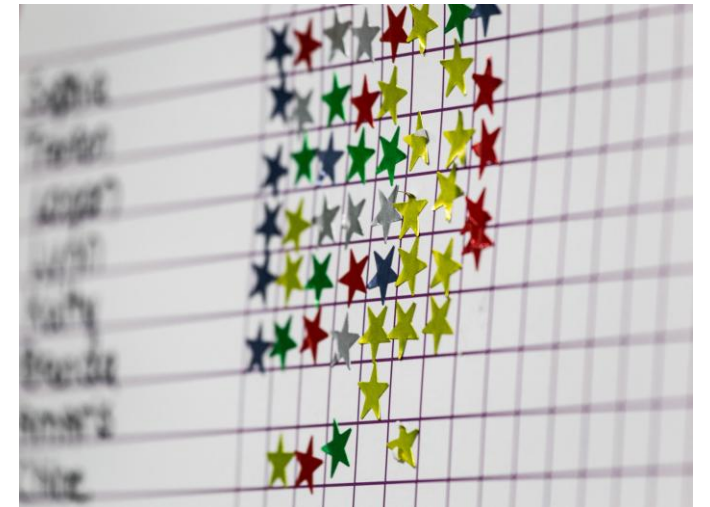
Scots is becoming
a languages
subject for all
pupils from age 3
to 18!



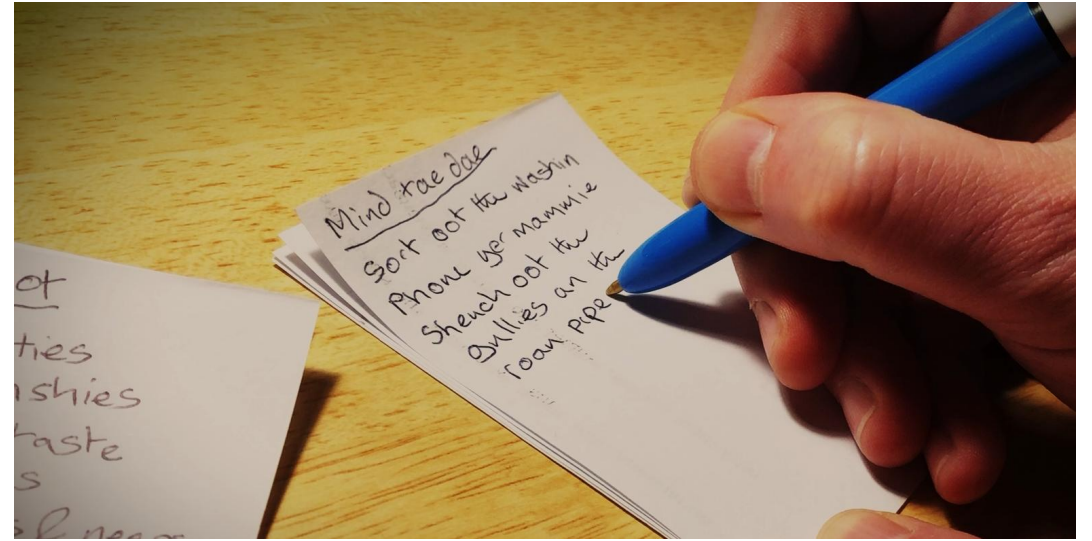
Whit feedback fae yersels sae far?



- 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!



Have sent out an audit sheet to staff at school but replies are few so far. I fear I'm not going to get many, I don't think Scots is at the top of anyone's list at the moment - everyone is getting geared up for our return inspection!

From my own observations, I think most of us in the English department teach some Scots texts - but the level to which we focus on the language varies. There are a fair few teachers who definitely speak Scots in and around the school but don't actually teach it. I would say the majority of our pupils are happy to speak Scots but would not be confident writing it. There are a few of us who are really keen to have a real focus on Scots novels, short stories etc. We are trying to include Scots texts in units we are creating as we refresh our curriculum.

As far as I'm aware we don't have a Scots language policy in school and I haven't heard any rumours about one being put in place. This is something I will look further into.

We do teach Scottish Studies - but it is currently being taught in Social subjects, so their focus is not on the language particularly - I taught it a couple of years ago and did focus on the language, used Scots texts etc.

Hopefully there will be some teachers in my school who are keen on Scots being taught who will help with the audit.

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



The results of my baseline audit for my school showed that while Scots is taught only as a part of a stand-alone block, it is taught every week and involves creative writing, reading for pleasure and listening skills. My school group has a robust and ambitious Scots Language Policy but is a very small school (roll of 30) and, having a focus on improving attainment for learners in a small rural school, teaches Scots under the umbrella of the SLA, Scotland in Focus, and English – Scottishness in Context courses (all SCQF Level 3-5).

To extract a meaningful conclusion from this is tricky- perhaps best paraphrased as “yes, we teach it, but instrumentally and not as a substantive linguistic subject”. This oblique and inadequate pedagogy perpetuates the client-language status of Scots in my view and is a good example of the way Scots is “damned with faint praise” through well- meaning but diffuse and under- supported course offerings.

There are issues of **Canon and voice**- if we are trying to get Scots taught as a relevant language with a canon of literature as valid as that of other languages then one issue I noted is the need to dispel the curse of DC Thomson : that overly performative Lauderism -which is a kind of defanged variant of the very useful stage “oirishness” in Irish Lit The newly updated SQA Scottish text options represent real progress but there’s so much more to do(as an example I recently read Tom Newland’s “Only Here, only Now” and thought “get this in the classroom immediately! Our young learners need to be able to see viable representations of themselves that are not filtered by others.

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



I have had a change of roles recently. As a secondary teacher, my experience of Scots was minimal. As a foreign speaker of English, I use the odd word in the classroom and often get corrected by learners.

However I have recently started teaching in primary schools, covering NCCT and developing resources for teachers to support the 1+2 policy implementation. As part of this, I am developing Scots resources and I have been really struggling. When this course came along I thought it would be a great opportunity for me to pick up more Scots and maybe also some ideas.

I sent the audit to the whole staff in my new school and got 2 replies despite it being one of the biggest school in the local authority. However, I don't believe that is reflects on a lack of interest in the language. I am new to the school, people are busy and prioritise their workload.

As in other primary schools I have worked on, Scots is taught as part of a block of lessons centered around Burns night. Through the reading for unit 1, I have been struck by the contradiction between the ambition for the language in schools and young people's education and the fact it is associated with the 1+2 policy. L2 in our schools is French as it reflects the languages taught in the secondary schools. Therefore, looking at the 1+2 policy, Scots place can be taught from P5 and can be a one off block of lessons, rather than being weaved in the schools curriculum.

Another interesting point from my two responses is that neither viewed Scots as part of the literacy or 1+2 policy.

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



In my school, Scots is not currently taught and there are no planned activities or a formal policy relating to Scots language. From discussions with colleagues, there is generally interest in Scots, but it has not been prioritised within the curriculum. There have been conversations about introducing Scots in the senior phase, particularly through the Scots Language Award, but capacity is a significant issue. The success of the languages department meaning that staffing is tight because of the number of classes for German and Spanish, meaning that and there is no space on the timetable to introduce a new course, and there is limited capacity to develop resources or deliver it.

Attitudes towards Scots are broadly positive within the school, but it is often seen as something additional rather than integral to learning. More widely, there is still some scepticism about Scots as a language, which reflects wider societal attitudes. However, the Scottish Languages Act strengthens the case for Scots and gives it a clearer status in education and public life.

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



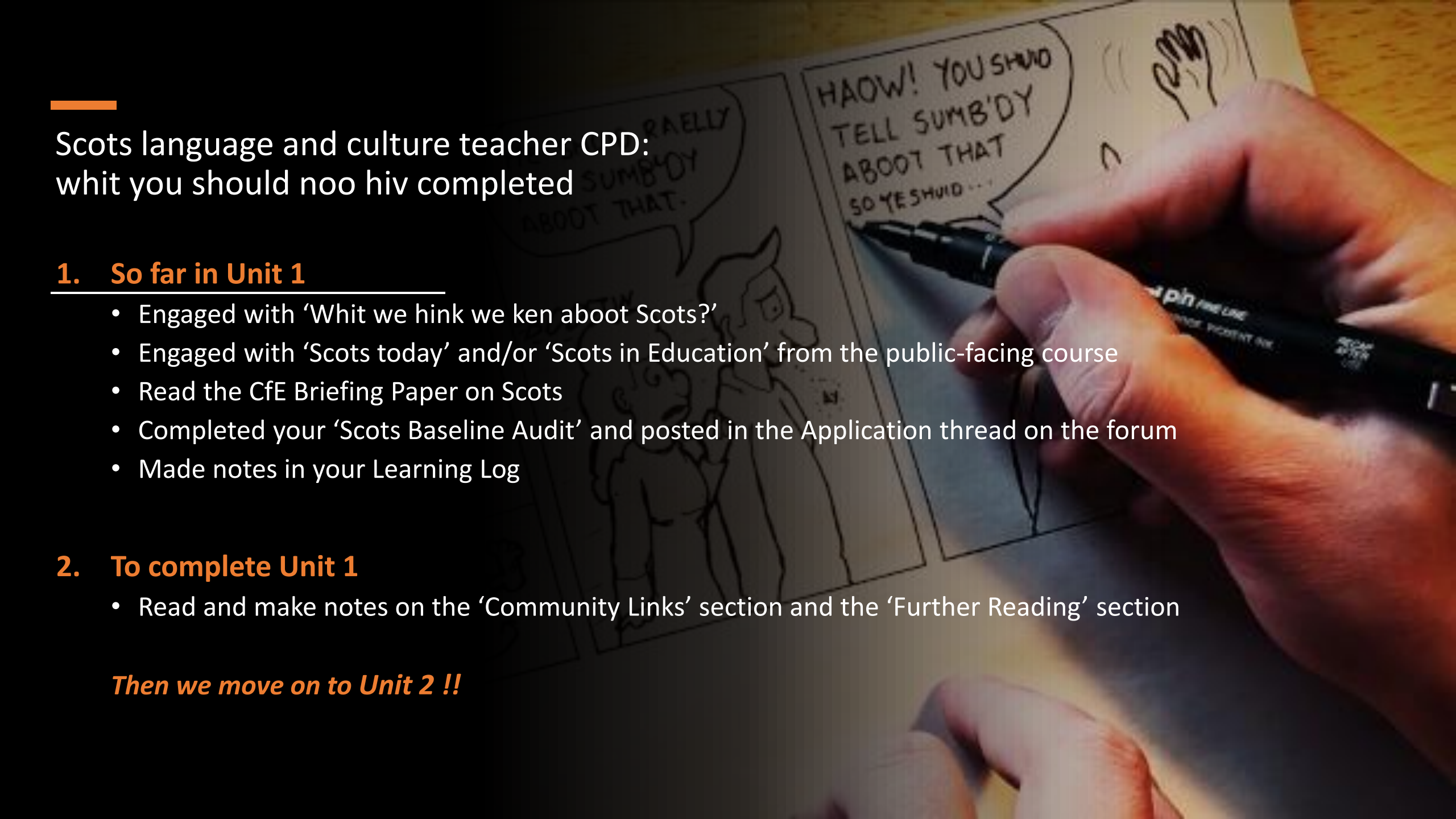
Unit 1: Application Task

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

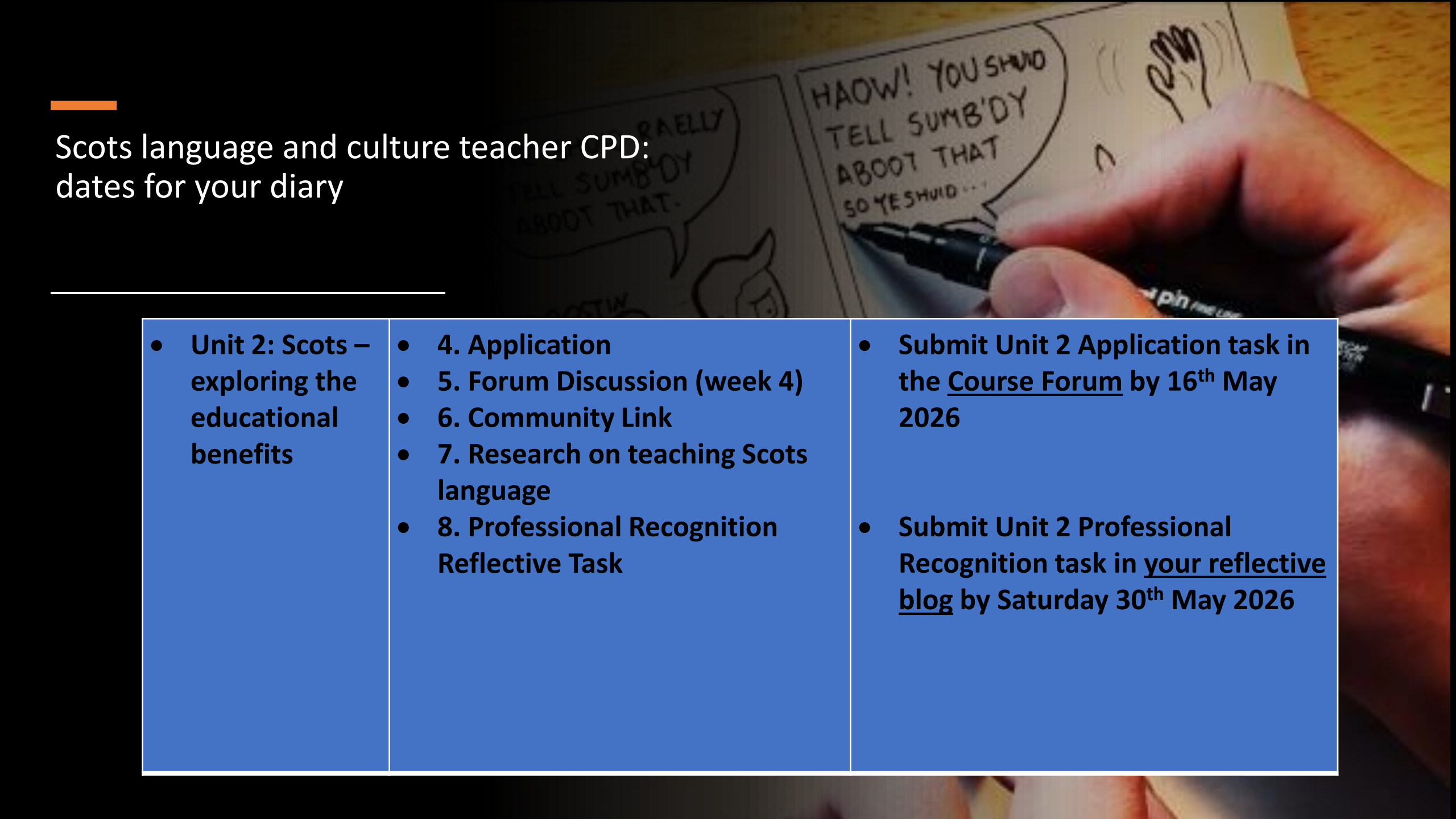
1. So far in Unit 1

- Engaged with 'Whit we hink we ken about 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

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| <ul style="list-style-type: none">• Unit 2: Scots – exploring the educational benefits | <ul style="list-style-type: none">• 4. Application• 5. Forum Discussion (week 4)• 6. Community Link• 7. Research on teaching Scots language• 8. Professional Recognition Reflective Task | <ul style="list-style-type: none">• Submit Unit 2 Application task in the <u>Course Forum</u> by 16th May 2026• Submit Unit 2 Professional Recognition task in <u>your reflective blog</u> by Saturday 30th May 2026 |
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