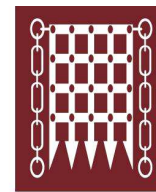


**Westminster Education Forum Keynote Seminar: Modern Foreign Languages at secondary level in England  
- classroom teaching, recruitment and standards**

Timing: Morning, Monday, 16<sup>th</sup> January 2017

Venue: Royal Over-Seas League, Over-Seas House, Park Place, St James's Street, London, SW1A 1LR

Agenda subject to change



**WESTMINSTER  
EDUCATION  
FORUM**

- 8.30 - 9.00 Registration and coffee
- 9.00 - 9.05 **Chair's opening remarks**  
**Rt Hon the Baroness Garden of Frognal**, House of Lords Liberal Democrat Spokesperson for Higher Education and Skills
- 9.05 - 9.15 **Increasing MFL uptake at secondary level - the challenge**  
**Vicky Gough**, Schools Advisor, British Council
- 9.15 - 9.40 **'Teaching Schools Council review on Modern Foreign Languages' - an overview**  
**Ian Bauckham**, Chair, Review of Modern Foreign Language pedagogy in KS3 & 4, Teaching Schools Council; Past President, ASCL and Executive Headteacher, Bennett Memorial Diocesan School, Kent  
Questions and comments from the floor with **Vicky Gough**, Schools Advisor, British Council
- 9.40 - 10.30 **Responding to the review and its recommendations - teaching, assessment and progression**  
*How effectively has the Teaching Schools Council Review of Modern Foreign Language pedagogy in KS3 & 4 identified and addressed the most important issues and outlined a way forward for the profession? What are the implications for the way vocabulary and grammar are taught - including the linkages between approaches in primary and secondary school language acquisition - and for the use of target language in the classroom? What are the practical and other considerations for: lesson frequency; the grouping of pupils; the use of textbooks, technology and other teaching resources and for which languages are studied? What steps can be taken to improve the consistency of MFL teaching and access to Continual Professional Development, particularly across KS3 & KS4? What is the latest thinking on the way that MFL is assessed in light of reforms to GCSE and A-Level? What are examples of best practice in the way that students are motivated to engage with their foreign language studies?*  
**Dr Patricia Driscoll**, Faculty Director of Research Development, Canterbury Christ Church University  
**Dr Anna Lise Gordon**, President, Association for Language Learning and Academic Director - Secondary Provision, Teaching and Learning, St Mary's University  
**José Picardo**, Assistant Principal, Digital Strategy, Surbiton High School, Kingston upon Thames, London  
**David Shanks**, MFL Consultant and Leading Practitioner, Harris Federation  
**Kate Heery**, Head of Modern Languages, Cheam High School, Surrey  
Questions and comments from the floor
- 10.30 - 10.35 **Chair's closing remarks**  
**Rt Hon the Baroness Garden of Frognal**, House of Lords Liberal Democrat Spokesperson for Higher Education and Skills
- 10.35 - 11.00 Coffee
- 11.00 - 11.05 **Chair's opening remarks**  
**Richard Garner**, Freelance Education Writer
- 11.05 - 11.50 **GCSE & A-Level Modern Foreign Languages content and delivery**  
**Rhian Dent**, Senior Manager, Standards, Ofqual  
**Judith Rowland-Jones**, Head of Curriculum, Languages, AQA  
Questions and comments from the floor
- 11.50 - 12.00 **Case study: A new national Specialist School Centred ITT for MFL**  
**Mike Buchanan**, Chair, Headmasters' and Headmistresses' Conference and Headteacher, Ashford School, Kent
- 12.00 - 12.55 **Priorities for Modern Foreign Languages teaching - recruitment, workload and support**  
*What can be done to increase recruitment and improve the training of Modern Foreign Language teachers - particularly in light of issues of high future demand with the introduction of the EBacc? How can concerns relating to Brexit be addressed, for example, the future of MFL teacher recruitment, access for students to language exchange schemes and possible changes in demand for European languages being learned by children in the UK? With 94% of secondary students in EU countries in 2016 studying English, what can be learnt from approaches abroad to promote the study of languages and improve teaching? How can access to research about what teaching methods work best be increased? What steps are most needed to address the pressure on teachers, including the frequency and length of lessons, and in what ways can school leaders provide further support?*  
**Darren Northcott**, National Official, Education, NASUWT  
**Professor Suzanne Graham**, Professor of Language and Education, University of Reading  
**Rebecca Clark**, Director of TESLA Teaching School Alliance, Bohunt School, Hampshire  
Questions and comments from the floor with **Mike Buchanan**, Chair, Headmasters' and Headmistresses' Conference and Headteacher, Ashford School, Kent
- 12.55 - 13.00 **Chair's and Westminster Education Forum closing remarks**  
**Richard Garner**, Freelance Education Writer  
**Michael Ryan**, Deputy Editor, Westminster Education Forum