CGS - Plan of Action

|  | **Areas of Action** | **Objectives** | **How?** | **When?** | **Who?** | **Review** |
| --- | --- | --- | --- | --- | --- | --- |
| **1** | **Improve the quality of teaching and learning** | Develop and improve the quality of lesson planning and evaluation |  |  |  |  |
| Make lessons more interesting and interactive |  |  |  |  |
| Have more interesting activities like role plays, use of IT |  |  |  |  |
| Introduce drama/debates/literature in Gujarati |  |  |  |  |
| Introduce the idea of peer mentoring |  |  |  |  |
| **2.** | **Improve the quality of Leadership and Management** | Improve the quality of teaching, learning and assessment |  |  |  |  |
|  | Improve resources for Teaching and Learning Gujarati including IT; reinvest in resources produced by GSA, Dr Dave, et al |  |  |  |  |
|  | Develop self-evaluation and appraisal **using** the NRCSE quality framework scheme that ensures good management practices |  |  |  |  |
|  |  | Support, train and develop more teachers of Gujarati |  |  |  |  |
|  | Link with mainstream schools MFL departments to improve |  |  |  |  |
|  | Look at possibility of Asset Languages |  |  |  |  |
|  | Create a regular forum for schools/teachers/parents for Gujarati |  |  |  |  |
|  |  | Organise workshops for parents - awareness, importance, learning Gujarati |  |  |  |  |
|  |  | Target adults to learn Gujarati; Classes for adults/parents in Gujarati ; Introduce adult classes in Gujarati |  |  |  |  |
|  |  | Develop projects for Home Work with parental involvement |  |  |  |  |
| **3** | **Parents** | Start speaking in Gujarati from Toddler at home ; Encourage children to visit community events; Have meal together and talk in Gujarati; Speak/ talk in Gujarati for specified 1-2 hours at week end |  |  |  |  |
|  |  | Involvement of parents in Gujarati schools; Parents' involvement in classes and activities at week ends |  |  |  |  |
|  |  | Make parents more aware of value of Languages, Advantage over other Modern foreign Languages, university entrance points; Gujarat/India a global economic power in future; Fluency in Gujarati helps development in other areas |  |  |  |  |
|  |  | Mentoring young parents to help maintain balance bet Gujarati with other school pressures; Are exams more important than learning your own language? |  |  |  |  |
|  |  | Pressure at 11+ needs to be better managed to ensure Gujarati is not lost; Parents should encourage children to take up Gujarati at KS4 subject choices |  |  |  |  |
|  |  | Measure performance by progress made, not grades obtained |  |  |  |  |
| **3** | **Parents**  **contd** | Access internet, U Tube at home to learn, improve Gujarati speaking and listening |  |  |  |  |
|  |  | Visit shops and names of vegetables in Gujarati |  |  |  |  |
|  |  | Provide student exchange visits with Gujarat schools |  |  |  |  |
|  |  | Deal with negative perceptions, Gujarati can be cost-effective |  |  |  |  |
|  |  | Promote Gujarati at social gatherings |  |  |  |  |
| **4** | **Community** | More and better use of Gujarati at social and religious events |  |  |  |  |
|  |  | Student Exchange with Gujarat |  |  |  |  |
|  |  | Community Support in Gujarati - communication and funding, |  |  |  |  |
|  | Publish articles written in Gujarati in community magazines/newsletters |  |  |  |  |
|  |  | Understand importance of culture and religion for children’s future |  |  |  |  |
|  |  | Create Youth Groups, Gujarati champions for next generation |  |  |  |  |
|  |  | Introduce on line Gujarati tuition, encourage production of plays by children in Gujarati |  |  |  |  |
| **5.** | **Statutory bodies** | DfE and schools reinstate compulsory MFL at KS2; Re-establish Asset Languages at primary level; Introduce community languages as MFL in mainstream schools |  |  |  |  |
|  |  | DfE and Schools reduce/absorb examination fees for community language GCSE exams of week-end community language school pupils |  |  |  |  |
|  |  | DfE and Schools provide accommodation for weekend language classes as numbers may be too small to make community language classes viable in mainstream curricula |  |  |  |  |
|  |  | DfE and Schools provide and support community language teachers and leaders through training in funding, planning, teaching, assessing, leadership & and management of community language classes and schools |  |  |  |  |
|  |  | DfE and schools assess and monitor teaching, learning and leadership of community language schools in order to provide support; DfE and schools recognise community language schools with good practice and fund them to become language teaching schools |  |  |  |  |