

The Integral Skills and International languages



Creativity and innovation

Experiment with and use languages creatively in order to take risks, to express opinions and to generate ideas across languages that can lead to innovative outcomes.

Create and perform literature

Develop creative expression to enhance understanding of the key concepts as well as the method of expression itself

Personal effectiveness

Learners **should develop their personal effectiveness and self-awareness** when learning and using their languages, which will in turn support learning across the whole curriculum.

Providing a language-rich environment should support all learners to **reflect on their own strengths in language use, and identify their own areas of development** in order to continuously enhance their language and communication skills.

Critical thinking and problem-solving

Listening, reading, speaking and writing should underpin the development of critical thinking and problem-solving.

These skills can be honed by communicating with others in order to understand situations and articulate ideas and to **develop responses to problems.**

Planning and organising

Develop the skills to select and use appropriate sources and information. This should allow them to **organise ideas, to create effective plans and to develop creative works.**

Given the opportunity to use literacy skills to present plans and implement solutions with clarity, learners can **reflect on their work and plan and implement further improvements.**



The Integral Skills and International languages



Creativity and innovation

Experiment with and use languages creatively

in order to take risks, to express opinions and to generate ideas across languages that can lead to innovative outcomes.

Create and perform literature

Develop creative expression to enhance understanding of the key concepts as well as the method of expression itself

What could this look like in IL?

Give regular opportunities to apply the language more spontaneously and more freely

Allow for mistakes- create a safe and stimulating environment.
Promote true manipulation of language at every stage and from day one, from easy to more sophisticated.

Starter activities: create responses from a picture/headline/
word prompts/ framework prompts

Creating and performing poetry, songs, films, stories

Imagine or rewrite the end of a book/story/lines of songs...

Collaborative and progressive brainstorm/ stories

The Integral Skills and International languages



Critical thinking and problem-solving

Listening, reading, speaking and writing should underpin the development of critical thinking and problem-solving.

These skills can be honed by communicating with others in order to understand situations and articulate ideas and to **develop responses to problems.**

What could this look like?

Giving opinions on articles from press, current affairs and compare view points with others

Analysing “literature” to understand bias, intent ...(what does the author want us to see..., why., how....)

Enquiry-based projects: dealing with global issues-

Developing strategies and ideas to get to a potential solution to a problem: (How to reduce poverty)

Canvas other people’s opinions and draw own conclusions.(who is responsible for....?)

The Integral Skills and International languages



Personal effectiveness

Learners **should develop their personal effectiveness and self-awareness** when

learning and using their languages, which will in turn support learning across the whole curriculum.

Providing a language-rich environment should support all learners to **reflect on their own strengths in language use, and identify their own areas of development** in order to continuously enhance their language and communication skills.

CfW, 2020

What could this look like?

Building resilience mats/ self-awareness mats (in different skills/ during some tasks...)

Reflecting on learning process: what am I doing here to develop the learning and my understanding, what else can I do etc..

Planning work/ self-study and developing using and/or developing personal knowledge organisers ...

Analysis of results and devising action plan to bridge the gap
Give time to self-correction and to responding to teacher's personalised feedback

.....

The Integral Skills and International languages



Planning and organising

Develop the skills to select and use appropriate sources and information. This should allow them to **organise ideas, to create effective plans and to develop creative works.**

Given the opportunity to use literacy skills to present plans and implement solutions with clarity, learners can **reflect on their work and plan and implement further improvements**

What could this look like?

Develop and use own knowledge organisers or reference documents

Planning paragraph/responses/essays: structure, content and language

Developing understanding of quality response and how to develop a response.

Self-assessment and peer-assessment against agreed success-criteria and next steps to improve



The Integral skills and International Languages

INTEGRAL SKILLS ON A PAGE

The four purposes are also underpinned by integral skills which should be developed within a wide range of learning and teaching. At the heart of these skills is the importance of learners recognising, using and creating different types of value. In this context, value means worth and importance in a range contexts, including financial, cultural, social and learning value.



SKILL	WHAT DOES CURRICULUM FOR WALES SAY?	WITHIN LANGUAGES, LITERACY & COMMUNICATION	WHAT COULD THIS LOOK LIKE IN IL?
CREATIVITY & INNOVATION 	Learners should be given space to be curious and inquisitive, and to generate many ideas. They should be supported to link and connect disparate experiences, knowledge and skills, and see, explore and justify alternative solutions. They should be able to identify opportunities and communicate their strategies. This should support learners to create different types of value.	<ul style="list-style-type: none"> Experiment with and use languages creatively in order to take risks, to express opinions and to generate ideas across languages that can lead to innovative outcomes. Create and perform literature Develop creative expression to enhance understanding of the key concepts as well as the method of expression itself 	<p>Give regular opportunities to apply the language more spontaneously and more freely</p> <p>Allow for mistakes - create a safe and stimulating environment.</p> <p>Promote true manipulation of language at every stage and from day one, from easy to more sophisticated.</p> <p>Starter activities: create responses from a picture headline/ word prompts/ framework prompts</p> <p>Creating and performing poetry, songs, films, stories</p> <p>Imagine or rewrite the end of a book/story/lines of songs...</p> <p>Collaborative and progressive brainstorm/ stories</p>
CRITICAL THINKING & PROBLEM-SOLVING 	Learners should be supported to ask meaningful questions, and to evaluate information, evidence and situations. They should be able to analyse and justify possible solutions, recognising potential issues and problems. Learners should become objective in their decision-making, identifying and developing arguments. They should be able to propose solutions which generate different types of value.	<ul style="list-style-type: none"> Listening, reading, speaking and writing should underpin the development of critical thinking and problem-solving. These skills can be honed by communicating with others in order to understand situations and articulate ideas and to develop responses to problems. 	<p>Giving opinions on articles from press, current affairs and compare view points with others</p> <p>Analysing "literature" to understand bias, intent ... (what does the author want us to see..., why..., how...)</p> <p>Enquiry-based projects: dealing with global issues - Developing strategies and ideas to get to a potential solution to a problem: (How to reduce poverty)</p> <p>Convey other people's opinions and draw own conclusions (who is responsible for...?)</p>
PERSONAL EFFECTIVENESS 	Learners should develop emotional intelligence and awareness, becoming confident and independent. They should have opportunities to lead debate and discussions, becoming aware of the social, cultural, ethical and legal implications of their arguments. They should be able to evaluate their learning and mistakes, identifying areas for development. They should become responsible and reliable, being able to identify and recognise different types of value and then use that value.	<ul style="list-style-type: none"> Learners should develop their personal effectiveness and self-awareness when learning and using their languages, which will in turn support learning across the whole curriculum. Providing a language-rich environment should support all learners to reflect on their own strengths in language use, and identify their own areas of development in order to continuously enhance their language and communication skills. 	<p>Building resilience mats/ self-awareness mats (in different skills/ during some tasks...)</p> <p>Reflecting on learning process: what am I doing here to develop the learning and my understanding, what else can I do etc...</p> <p>Planning work/ self-study and developing using and/or developing personal knowledge organisers...</p> <p>Analysis of results and devising action plan to bridge the gap</p> <p>Give time to self-correction and to responding to teacher's personalised feedback</p>
PLANNING & ORGANISING 	Where developmentally appropriate, learners should be able to set goals, make decisions and monitor interim results. They should be able to reflect and adapt, as well as manage time, people and resources. They should be able to check for accuracy and be able create different types of value.	<ul style="list-style-type: none"> Develop the skills to select and use appropriate sources and information. This should allow them to organise ideas, to create effective plans and to develop creative works. Given the opportunity to use literacy skills to present plans and implement solutions with clarity, learners can reflect on their work and plan and implement further improvements. 	<p>Develop and use own knowledge organisers or reference documents</p> <p>Planning paragraph/responses/essays: structure, content and language</p> <p>Developing understanding of quality response and how to develop a response.</p> <p>Self-assessment and peer-assessment against agreed success-criteria and next steps to improve</p>

