

# SCILT Professional Learning Menu 2023-24

## Cross-sector workshops

### Primary-secondary transition

Scotland's Languages Policy is alive and well! So working across clusters and cross-sector working continues to be an important part of the languages landscape.

01

Book this workshop on behalf of a cluster and we will tailor it to meet the needs of your particular group. The aim is to bring primary and secondary colleagues from the same cluster together:

- to reflect on current cluster working and transition processes
- to look at examples of practice from around the country
- to find out about the support available to clusters
- to develop an informed strategy for future cluster working based on shared understandings of pedagogy and progression

The length and timing of this workshop is flexible and can be negotiated to suit the preferences of your cluster.

## Primary and early years workshops

### Families on board? Developing a family friendly approach to languages in your setting

Parents and carers have the greatest influence on their children's learning with parental support playing a vital role in a child's education at all stages.

01

In this workshop, we will consider the benefits to engaging parents and families with language learning. We will explore ways in which we can encourage parents to become actively involved, both with languages learned at school and languages used at home. We will share examples of practice from primary schools and EYC settings that include simple games and activities to get parents on board.

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### Getting outdoors with languages and learning

The outdoors is a dynamic and creative learning environment where children and young people can thrive and connect their broader learning with the world around them. Research has shown that outdoor learning improves child development and supports health and wellbeing, with the outdoors providing a space that promotes inclusion and engages learners.

02

In this workshop, we will consider how languages feature within an Outdoor Learning agenda. We will explore connections to Learning for Sustainability, discussing how this area can be implemented through an interdisciplinary approach within an outdoor context.

Ideal preparation for Outdoor Classroom Day in November/May and 30 Days Wild in June.

## Celebrating cultural diversity through languages in EY and primary

03

Our classrooms and playrooms are a microcosm of the communities we serve. For our children to become informed and active citizens, it is our role as educators to provide varied learning experiences for them to develop their intercultural understanding and help them to recognise that there are different ways of understanding and being in the world.

How can we plan meaningful interdisciplinary learning contexts for our children to explore the cultures and languages of different communities, both local and global?

In this workshop we look at examples of current practice that incorporate interdisciplinary contexts and:

- opportunities to learn about children's home languages and/or taught modern languages
  - develop children's intercultural understanding and their appreciation of cultural diversity in and beyond their own community
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## An introduction to multilingual approaches to primary pedagogy

04

Scotland is a multilingual country that welcomes many diverse languages, cultures and people. A multilingual approach to teaching recognises that each learner has their own individual repertoire and opens the door to languages and experiences learners bring into the classroom. This interactive workshop provides you with an introduction to the concept of multilingual approaches to primary pedagogy.

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## Languages in primary: assessing pupils' learning, evaluating teaching

05

Through learning languages, children develop literacy and employability skills, as well as metacognitive and intercultural awareness. Embedded in Scotland's Languages Policy, the 1+2 approach's entitlement to learn two additional languages during their primary education continues to be an expectation for all children in Scotland.

This ambitious entitlement raises two important questions that we explore in this workshop:

- how can we ensure every pupil makes progress in those two taught languages from P1-7?
- how good is our school's languages provision?

In this workshop we look at current resources, including:

- tried and tested strategies and digital tools for assessing children's learning
- frameworks for self-evaluation used by schools and local authorities

## Secondary workshops

### Policy, planning and practice in the BGE

01

This workshop is delivered in partnership with Education Scotland. It is a practical look at how to put policies into practice in BGE. This is an extended session which will include opportunities for professional discussion around this, looking at areas such as progression, moderation and pedagogy which contribute to a positive BGE experience for teachers and learners alike.

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### Emerging contexts for language learning

02

Emerging contexts can be ways of reframing our language teaching to align with new priorities both in schools and also on a wider level in society, making our language classrooms relevant to young people's experience. In this workshop we will consider some of these, including Learning for Sustainability and DYW, as well as opportunities to incorporate new language and cultural experiences to our curriculum.

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### Talking and listening

03

In secondary languages classrooms, listening and talking are often the areas which learners find most daunting. In this workshop, we will explore some of the social, emotional and educational reasons for this, and look at strategies and resource ideas which can help to develop learner confidence and competence in these areas. We explore how we might help learners to build the emotional resilience and confidence needed to succeed in these skill areas.

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### Reading and writing

04

Since learners often find listening and talking the most daunting skills, they can assume that reading and writing will somehow be easier. This is often not the case - human brains are naturally wired to speak and hear; they are not naturally wired to read and write. Developing these skills, especially in a different language, can be challenging. In this workshop we will explore and share strategies and resources that may help prepare learners at all stages to read and write more confidently and competently.

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### Using language skills across the curriculum

05

In this workshop we will look at ways of making explicit links for our learners and school teams between languages learning and key curricular priorities such as literacy, numeracy, health and wellbeing and interdisciplinary learning. We will look at examples of interesting practice as well as suggestions of activities and approaches.

## Social-Emotional Learning for languages

Awareness of Social-Emotional Learning (SEL) is increasing as we navigate the post- pandemic educational landscape. This workshop explores how an understanding of SEL principles, along with some practical techniques, can have a positive effect on language learning.

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### NOTES

Whatever the professional learning needs of your planned audience, we will endeavour to meet them. If you have specific requirements, we are happy to collaborate with you to develop bespoke input and support. In addition to practical suggestions, SCILT workshops aim to explore the pedagogy that underpins practice through discussion and reflection with colleagues. SCILT workshops are designed to support local authority practitioners. Colleagues in the independent sector are welcome to get in touch to discuss their needs.

As you prepare to submit a request for one or more workshops via the request form, it is useful to know that:

- As our capacity varies across the year, we ask that you suggest a number of possible dates for your workshop(s) that would work for you. We will do our utmost to accommodate requests where we can.
- SCILT workshops take place on Microsoft Teams. Other platforms may be available on request. Face-to-face workshops may be possible in certain circumstances. Please advise of your preference at time of booking.
- These SCILT workshops last 60 - 90 minutes. There is no cost to schools in the state sector, though there is a charge for bookings from independent schools and private nurseries.
- Once all arrangements are in place, participants are required to register to attend a workshop via the SCILT website. This ensures participants receive all workshop materials directly to their inbox. We understand that this may be in addition to registering for the workshop through the local authority's own professional learning booking system.
- Online workshop participants receive the link to join the session one day in advance. This link should not be shared with anyone who is not registered for the online workshop.

To make a booking please complete a request form: [https://bit.ly/SCILT\\_CLPLrequest2324](https://bit.ly/SCILT_CLPLrequest2324)

If you have any questions about the content of workshops, please email [scilt@strath.ac.uk](mailto:scilt@strath.ac.uk).

Additional professional learning opportunities will be offered during the year. To keep up-to-date with these occasional opportunities as they arise, please [sign up to the SCILT weekly news bulletin](#).