**Action Plan**

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| **Priority 1 - To support high quality language learning and teaching in line with national priorities** | | | | | | |
| **Project:** Espacios Increíbles (Amazing Spaces) cross-sector project | | | **Target audience:** Learners (primary audience), Parents (secondary audience) | | | |
| **Description:**  This is a cross-curricular project, between Modern Languages and Design & Technology departments, which will take place primarily in schools. SCILT will work in partnership with the Undergraduate Course Director for the Faculty of Architecture at the University of Strathclyde, and two lead teachers from each participating school to represent their respective subject areas. This is a pilot project whose impact will be measured and shared. The intention is to build a sustainable project and create a model which can be replicated by other schools and departments within universities throughout Scotland.  The rationale for the project is linked closely to the priorities within the National Improvement Framework with a particular focus on improvement in employability skills and closing the attainment gap through wider achievement. Through their participation in this project we hope that learners will be able to make the potential links between the language they are learning and the world of work. By highlighting the opportunities that exist to build on language skills in further education pathways, which are not exclusively language based, we also hope to motivate our learners to continue with their language into the senior phase. The Faculty of Architecture have partnership links with a number of South American countries with whom they run exchange projects, namely Chile and Bolivia. The opportunity also exists for students to study an elective in Spanish whilst undertaking their degree in Architecture therefore the language of focus for this particular project will be Spanish.  There are five schools participating in this project across three of the challenge authorities: Glasgow City, West Dunbartonshire and North Ayrshire Council. This is to support the Scottish Government agenda of closing the attainment gap and to link into the university strategic plan, under the theme of outstanding student experience, which seeks to provide access to people from the widest possible range of backgrounds to the university. As part of this experience we plan to have a group of participants from each school attend a final event at the university to celebrate the work they have completed in class. For those learners participating it may be the first time they will experience a university environment and therefore an invaluable one which will support their learner journey in school as they aspire to the next stage. A further strand to this project will be to consider the idea of holding an event which will give parents a chance to see the final projects. This will link into the work of the SCILT parental engagement group; two of the three authorities involved in this project are represented on this group.  This project will be included in the Learning for Sustainability Toolkit which is under Priority 1 in the SCILT Strategic Plan. However due to the cross cutting themes of the project, the work completed will also feed into a number of other areas of the plan, which include parental engagement, language and employability and UCMLS cross-sector collaboration. | | | | | | |
| **Outcomes:**  **Through their participation in this project**  **Learners**   * will have further developed their skills for life and work * will have an enhanced understanding of the opportunities that exist in further education to build upon the language skills they have developed in school * will produce a project whose level will be measured using the national benchmarks for both languages and technologies   **Partner Schools**   * will build sustainable links with other schools participating in the project * will have the opportunity to take part in inter-authority moderation of learners’ work * will support the national priority of closing the attainment gap through wider achievement in their own school context   **Faculty of Architecture**   * will have a sustainable project with SCILT which seeks to promote languages and technologies * will build links with schools involved in project which may lead to potential partnerships in the future   **SCILT**   * will create a partnership model which will support future cross-sector collaborations and promote language learning in further education and pathways which are not exclusively language based | | | | | | |
| **Lead staff member: LW** | | | | **Admin support: EM** | | |
| **External partners: Course Director for Faculty of Architecture, University of Strathlyde (DH), Lead Teachers** | | | |  | | |
| **Evaluation of impact**  **Learners**  In order to measure impact we will conduct a survey before the learners begin the project to gauge their attitudes towards language learning and how they fit into career pathways. We will also seek their views on future learning pathways they might follow. The same survey will be repeated when the project has reached completion to determine its impact on learners.  The learner voice will also be measured through a focus group which will be conducted by an external partner.  **Partners**  An evaluation meeting will take place at the end of the project between all those participating. This will include a review of the impact data gathered on learners’ experiences. In advance of this meeting lead teachers will complete an impact report for their own school context.  **Parents**  Parent views on the project will be gathered at the parental engagement event. | | | | **Risk**   * That not enough schools are identified to participate in the project * That schools withdraw from the project before its completion * That learners do not complete their projects in the allotted time frame * That there are problems/costs to booking accommodation for final event | | |
| **External Review recommendation:** Recommendations 1, 3 & 5 | | | | | | |
| **Tasks** | **Team/ staff** | **Resources (finance/time/physical)** | | | **Timeline** | **Further comments (inc. impact/risk/addressing recommendations)** |
| **Pre-event** |  |  | | |  |  |
| Identify schools to participate in the project | **LW** | 3 hours | | | June to September | This took longer than originally anticipated |
| Organise a meeting for all partners to discuss the project plan | **LW** | Venue confirmed – meeting will take place in St. Thomas Aquinas Secondary | | | Email sent out 18th Sept – schools to confirm attendance one week before |  |
| Preparation of materials for meeting with school partners including project structure | **LW** | 2 hours | | | October | Anticipate challenges that schools might face in taking the project forward to help create strategies to overcome these. |
| Preliminary meeting to discuss project | **All Partners** | 1.5 hours | | | 11th October @2pm |  |
| Second meeting for moderation of materials and resources developed | **All Partners** | 1.5 hours/venue tbc | | | December |  |
| Create pre-survey and post-survey to be completed by all learners | **LW** | 2 hours | | | October | Same survey pre/post project to measure impact |
| Survey to be sent out to schools | **LW** |  | | | October | Will need to put into Qualtrics |
| Project launch materials | **LW**/**DH** | 2 hours | | | October – December |  |
| Developing the content including lessons and resources, criteria for the project | **Lead Teachers** | 2 hours | | | October – December | Peer review of materials created for quality assurance purposes |
| Attend UCMLS meeting to share project and ask for universities to support it by accepting a partner school where they will send a Spanish judge for their individual events | **LW** | Attend UCMLS meeting | | | 10th October |  |
| Preparation for final event at the university | **LW**/**DH**/**EM** | Venue to be confirmed | | | Jan – April | Risk that we don’t identify suitable accommodation and that there might be a cost. |
| Create final event programme | **EM** |  | | | Feb |  |
| Send invitations out to schools and individuals | **EM** |  | | | Feb |  |
| **During** |  |  | | |  |  |
| Social Media Campaign  (#getgeorgetothefinal) | **Learners** | Ongoing campaign during project activity | | | February 18th – March 15th | Raise the profile of this cross sector/interdisciplinary project and partnership of 5 schools in challenge authorities |
| Launch events | **LW**/**DH** | Travel costs | | | TBC |  |
| Support for schools participating | **LW** | Ongoing | | | October – May | WhatsApp Group to allow teachers to stay in touch with what is happening as the project takes place. |
| Preparation for Parental Engagement Event | SCILT Parental Engagement Group/**EM** | Event and venue to be confirmed | | | June |  |
| **Post-event** |  |  | | |  |  |
| Impact review meeting | **All Partners** | 1.5 hours | | | TBC |  |
| Learner focus group | **External Partner** | 1 hour | | | TBC |  |
| Gather findings of project and collate final pack | **LW** | 2 hours | | | TBC |  |
| Share project at knowledge exchange event | **All Partners** | 1.5 hours | | | TBC |  |