

Priority 1: Supporting the learning experience			
SIG priority: professional development and collaboration; communication and engagement		NIF priorities: Improvement in employability skills and sustained, positive school-leaver destinations for all young people Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children and young people	
CLPL: learning and experiences 3-18			
SCILT Projects	Summary of activities*	Target audience	Outcomes
SCILT/CISS Professional Learning Programme	Provision of pedagogical advice and guidance for all language teachers through a menu of professional learning opportunities. Creation and implementation of a new planning cycle to inform and evaluate the programme.	Early years practitioners, primary and secondary language teachers	These offer teachers the opportunity to develop their skills in language pedagogy, including offering advice on curriculum planning for 1+2. Evaluation indicates a positive impact on learners and on teacher confidence. Programme meets the needs of the majority of our stakeholders.
1+2 Language Leadership Programme	Summer school offered in July 2019 in partnership with ES to promote teacher advocacy and leadership skills. There follows a reflective programme leading to professional recognition for leadership accredited by GTCS.	Language leaders in schools and local authorities	Teachers who attend the summer school feel enabled to promote language learning and influence decisions on language learning at a local level. Participants are supported and encouraged to achieve professional recognition for leadership.
Integration of learning for sustainability	SCILT will develop a “toolkit” of advice and guidance on learning for sustainability in the context of language learning.	Teachers in all sectors	Teachers report positively on practical support provided by the toolkit in planning to incorporate learning for sustainability into language learning programmes.

Support for senior phase	Programme of support for liaison between schools and universities.	Secondary/ university teachers/ Advanced higher candidates	Schools and universities develop understanding of the standards and expectations of each other's curriculum Advanced higher candidates feel supported with the overall purpose question, portfolio, and discursive essay and speaking elements of the course.
DYW	SCILT has produced a toolkit to support schools in developing their own business language links. Toolkit will be updated and expanded to include support materials developed by Historic and Environmental Scotland and exemplification from schools. SCILT will continue to promote SLLW as an integral part of language learning and teaching through SCILT inputs on pedagogy and the curriculum 3-18.	All sectors	Schools are encouraged and supported to address SLLW through language learning and programmes of work
CISS Projects	Summary of activities	Target audience	Outcomes
HANBAN teachers: CLPL programme	Continuation of two year programme of professional learning and development for Chinese exchange teachers.	Hanban teachers	Hanban teachers reflect effectively on their practice as evidenced by increasingly reflective reports Reports from schools indicate a positive impact on teachers' practice and on learners' experiences.
Support for mentor teachers.	Programme of support activities for mentor teachers.	Mentor teachers	Mentor teachers feel more confident in offering effective support to Hanban teachers. Mentor teachers are encouraged and supported to apply for GTCS professional recognition for coaching and mentoring.

Support for Strathclyde Students	Planning for the provision of credit bearing elective classes in Mandarin for Strathclyde students of any discipline	Strathclyde students	Profile of CISS will be raised across the university and provision for student experience of language learning will be enhanced Intro to Mandarin 1A will be approved by C-CAP process in 2019 and class descriptor and promotional materials will be available to students Course will be ready for students in September 2020
OU/SCILT blended learning course			
SCILT Projects	Summary of activities	Target audience	Outcomes
Roll out of Year 2	Year two of the 30 week course rolled out nationally. Collaboration to continuously evaluate the course at A1 and A2.	Primary teachers	Teachers are encouraged and supported to achieve professional recognition from GTCS. Participants feel confident in delivering effective language teaching and in providing a positive experience for learners.
Development: Year 3	Plan and develop support for a community of practice for participants who have completed year 3 of OU/SCILT course.	Participants on OU/SCILT course	Effective year 3 planning for year three pedagogy strand in place informed by evaluation of year 1 and 2. Planning for how we support practitioner enquiry in place.
CISS Projects	Summary of activities	Target audience	Outcomes
Roll out of year 2	First year roll out of course evaluated and monitored. Second year rolled out nationally Summer school programmes delivered at Strathclyde University for year one participants	Primary teachers	Participants feel confident in delivering effective Mandarin teaching and in providing a positive experience for learners

	Funding and plans in place for year 2 participants to undertake summer school in China Year 2 rolled out nationally		Participants deepen their understanding of Chinese culture and pass HSK 1 test Year 2 participants fully informed about opportunity to study in China during summer 2020
Development year 3	Planning in place to support year 3 roll out of language strand Plan and develop support for a community of practice for participants who have completed year 3 of OU/SCILT course		Effective year 3 planning for year three language strand in place informed by evaluation of year 1 and 2. Plans for year 3 language strand agreed between CISS, Hanban and OU Planning for how we support practitioner enquiry in place
Learning Partnerships			
SCILT Projects	Summary of activities	Target audience	Outcomes
Professional learning partnerships	A maximum of 5 professional learning projects with a group of schools and/or clusters based on themes identified through their self-evaluation. Learning will be shared locally and nationally.	Development officers from a range of disciplines, primary teachers, secondary teachers	Professional learning partnerships successfully completed, evaluated positively and shared locally and nationally.
University/School learning partnerships	Continuation of Amazing Spaces into year 2 rollout. There will be a case-study published in August. Development of two further projects that build links between university language departments and schools	Language teachers and learners in	Better liaison built between schools and university departments Teachers report positively on the opportunity to moderate materials across schools/LAs

		schools and universities	Learners understand the relevance of language skills beyond the languages classroom and are made aware of future education pathways that are not exclusively language-based.
CISS projects	Summary of activities	Target audience	Outcomes
Development of specialist hubs	Programme of support for Specialist Confucius Classrooms in developing community and family learning.	Specialist staff hubs	Staff in specialist hubs feel supported to serve the wider community and CISS network by developing a creative programme of events, workshops and activities Opportunities developed for staff in specialist hubs to share ideas and good practice with each other
Associates			
SCILT/CISS Associates strategy	Development of a strategy for the recruitment, development and deployment of associate members. Associates will support specific projects including the delivery of high-quality professional learning with SCILT/CISS colleagues.	SCILT/CISS associates	SCILT/CISS has increased capacity through access to further expertise, including that of current classroom practitioners who can share up to date exemplification of practice
Quality improvement			
SCILT Projects	Summary of activities	Target audience	Outcomes
Assuring quality	Programme of activities and links to share practice and assure quality and equality across inputs to schools/LAs	PDOs	All SCILT work monitored and evaluated including increased opportunities for peer-to-peer evaluation of workshops

	Increased focus on systems for monitoring progress across the organisation		<p>Effective gathering of evidence from external stakeholders informs SCILT /CISS planning</p> <p>Systems in place for effective and regular monitoring and discussion of action plans.</p> <p>SCILT/CISS staff benefit from additional time for planned collegiate activities.</p> <p>Additional time for discussion and sharing of practice protected in the SCILT/CISS diary</p>
CISS Projects	Summary of activities	Target audience	Outcomes
Hub support and challenge	Programme of engagement with Confucius hub schools including support for submission of operational plans and evaluative report	Hub school staff	<p>A programme of activities provides tailored support and challenge to hub schools</p> <p>Staff report satisfaction with the level of support</p> <p>Learners benefit from improved learning experiences and numbers opting for NQs in Mandarin rise</p>
Priority 2: Promotion and partnerships			
SIG priority: Communication, collaboration		<p>NIF priority: Improvement in employability skills and sustained, positive school-leaver destinations for all young people</p> <p>Improvement in attainment, particularly in literacy and numeracy</p> <p>Closing the attainment gap between the most and least disadvantaged children and young people</p>	
Family learning/Parental engagement			

SCILT Projects	Summary of activities	Target audience	Outcomes
Parental engagement	Three case studies on parental involvement in language learning. Publication of guidance on informing and involving parents in their child's language learning education.	Parents/carers, teachers, development officers	Case studies provide positive and replicable examples of parental involvement with language learning. Teachers report positively on use of the guidance
RIC engagement and professional partnerships			
Engagement with the Regional Improvement Collaboratives (RIC)	Collaboration between SCILT/CISS senior leadership and representatives of the RICs. Planning effective joint professional learning in conjunction with link SCILT/CISS officers.	Key RICs representatives, and SCILT/CISS development officers Primary and secondary teachers of languages	Example of collaborative working undertaken with Northern Alliance shared as a possible model for other RICs to consider
Professional partnerships	SCILT will continue to work with a range of partners to ensure the sharing of ideas and the promotion of best practice. Partners include the LANGS group, the SIG wider engagement network, Education Scotland, UCMLS, CDN, Project Trust, Bòrd na Gàidhlig, Stòrlann Nàiseanta na Gàidhlig.	The wider languages community	All organisations benefit from increased cooperation and joint working to promote and support language learning across Scotland. Partners report positively on the impact of these links
SCILT advisory group	SCILT will continue to receive support and challenge from representatives of its major stakeholders	SCILT senior leadership	Advice from advisory group informs SCILT's direction of travel SCILT activities are accountable and transparent
Links with Scottish Government	SCILT/CISS will continue to build and maintain a positive relationship with government through	SCILT/CISS senior leadership and civil servants	Terms of the grant conditions are agreed by both parties and successfully met.

	effective communication, collaboration and reporting.		
CISS projects	Summary of Activities	Target audience	Outcomes
CISS Board and Advisory Group	CISS enjoys the support and challenge from a re-invigorated board that includes new, active members who represent its key stakeholders.	CISS senior leadership	CISS receives advice and guidance from a wider range of stakeholders and can draw on a range of expertise that reflects its increased activities and enlarged network. Advice from advisory group informs CISS's direction of travel. CISS activities are accountable and transparent.
International partners			
SCILT Projects	Summary of activities	Target audience	Outcomes
Partnership with Qatar Foundation International	Development of relationship with QFI leading to support for a provision of Arabic learning in Scotland's schools. Participating classes linked with refugee/displaced person overseas as "Conversation Partner"	QFI/SCILT staff	Opportunities for meetings and discussion between QFI and SCILT staff created and terms of funding bid for SCILT agreed with QFI partners. Pilot of Na Takallam undertaken with Scottish LA/RIC and successfully evaluated. Learners' cultural understanding of what it is to be a refugee is developed. Links between QFI and partners in the school of education and Open University established.
GETS - Partnership with University of Mainz	Continue to support the GETS programme in partnership with University of Mainz.	Local authority	German students of education develop their pedagogical skills by spending a year as language assistants in Scotland's schools. Teachers in both sectors report positively on the support for language learning and teaching offered by young native speakers of German.

CISS Projects	Summary of activities	Target audience	Outcomes
Links with Hanban	Continue to build and maintain positive relationships with Confucius Institute Headquarters	CISS senior leadership and Hanban Officials	Continued funding for CISS network Confirm model institute as centre of excellence for teacher education beyond Scotland
Support for engagement between hubs and Chinese partners	Programme of visits to China and visits by Chinese partners to Scotland.	Scottish and Chinese school teachers and young people	Cultural and educational links are maintained and strengthened. Young people involved deepen their understanding of China and achieve SQA accreditation for their experience.
Scholarship programmes	Planning and development of scholarship programmes which offer opportunities to study Mandarin in China.	Young people 17-25	Young people are offered a range of short, medium and long term scholarships in China. These personal development opportunities develop SLLW and deepen their knowledge and understanding of Chinese language and culture.
BSL			
SCILT Projects	Summary of activities	Target audience	Outcomes
Support for BSL	Promotion of BSL as an L3 language choice through links with the BSL advisory Board.	Primary and secondary teachers	Information and work gathered by the group is disseminated to practitioners in all sectors. Awareness is raised of BSL and its potential as an L3.
Promotion events/campaigns			

SCILT Projects	Summary of activities	Target audience	Outcomes
Scottish Business Languages Award	Implementation of an award for schools who work in partnership with business and employers to develop language and employability skills.	Teachers and learners in primary and secondary schools	Working group established to develop and plan the implementation of an award scheme that supports employability skills through languages.
Erasmus + project	Programme of events and activities that promote the benefits of language learning. Year one will focus on encouraging businesses to value the benefits of languages as employability key skills via “toolkit” and launch event	15-25 year olds/parents/carers/ wider community/ businesses/ career advisors	People in three countries will be made aware of the benefits of multilingualism and dual-competencies. A dedicated webpage will showcase essential vocational skills for learners across the world. Businesses report that their awareness of the value of language skills is raised.
Support for national competitions	“Linguachef” rolled out in partnership with FE sector “Mother Tongue, Other Tongue” continued with support from student teachers Building with Lingo	Learners in all sectors/ parents/ EAL practitioners/ teachers in all sectors	Links between creativity, literacy, employability and language skills made explicit to teachers and learners Language diversity encouraged and celebrated. Competition integrated into the professional specialisation module in Strathclyde school of education. Student teachers report that the module has developed their understanding of bi-lingualism. SCILT website populated with current examples of parents engaged with their children’s language learning. Parents report that they find website materials useful and supportive.
Support for language promotion	Continue to support schools in developing activities for EDL	Teachers and learners in all sectors	Packs distributed to support schools to raise awareness of and encourage Scotland’s participation in this pan- European celebration.

	Continue to support schools' development of overseas links via Language Linking Global Thinking (LLGT) blogs.		Blogs demonstrate that schools positively engage with EDL and celebrate language learning. Teachers report positively on the impact in their classroom of linking with an overseas student. Learners are motivated by exploring the culture and language through the experience of a young person's year abroad.
Digital trails	SCILT will fund the development of a multilingual "digital treasure map" to showcase the history and architecture of the Ramshorn building SCILT will work with partners to plan ways of funding further digital trails developed by learners across Scotland	Learners in Glasgow City Council Schools Visitors to SCILT and wider population	25 youngsters will develop their digital and language skills while deepening their understanding of Glasgow's architectural heritage Visitors will enjoy using the digital app to learn more about the Ramshorn building, its surrounding and the University of Strathclyde. Plan developed for the strategic roll-out of digital trails to schools across Scotland.
CISS Projects	Summary of activities	Target audience	Outcomes
Cultural exchange events	Working with partner organisations, CISS will plan, develop and support a range of intercultural events in Scotland and China	Wider society, teachers, learners, parents/carers	Scottish and Chinese people have opportunities to deepen their understanding of each other's culture. All events are well attended and evaluated positively.
Alumni Group	CISS Alumni group continues to be developed as a leadership opportunity for returning Tianjin scholars. The group will organise an event aimed at young people in the senior phase/FE and HE???	15-25 year olds Intergenerational	A plan is in place to support the group's activities. The group succeeds in promoting the learning of Mandarin amongst young people and businesses

Ramshorn			
SCILT/CISS projects	Summary of activities	Target audience	Outcomes
Opening of the Ramshorn facility	A series of launch events planned and realised that engage SCILT/CISS national and international partners and celebrate the new facility as a hub for language learning and internationalisation.	SCILT/CISS staff and stakeholders	<p>Event for Chinese and Scottish schools deepens the links and understanding between the partners</p> <p>Event for University of Strathclyde and TMEC facilitates engagement between HE and FE colleagues in both China and Scotland. It offers a forum to explore common interests and find opportunities that benefit all parties</p> <p>Event for Scotland's business people to launch the business "toolkit" and promote languages as a key employability skill.</p> <p>LANGS event for local authority stakeholders that showcases and raises awareness of the opportunities offered by the new facility</p> <p>All events successfully realised and evaluated.</p>
Priority 3: Research and knowledge exchange			
SIG priority:		NIF priority:	
National and international knowledge exchange events			
SCILT Projects	Summary of task activities	Target audience	Outcomes
SCILT knowledge exchange event	SCILT knowledge exchange event planned. A forum for the discussion of interesting research and practice from across the country.	Teachers, teacher educators, academics,	Knowledge exchange forum shares the learning of those working on enquiry, PLP projects and SCEL programmes. Evaluated positively by participants.

		language practitioners, students	
Participation in, and attendance at, national and international conferences	SCILT/CISS team members present at or attend national and international conferences as appropriate.	Academics, educators and practitioners	Members of staff effectively represent the work of SCILT/CISS and the languages landscape in Scotland. Networking and knowledge exchange opportunities are facilitated. SCILT/CISS team members update their own knowledge of international research.
Engagement with research publications and collaboration with research projects			
SCILT/CISS projects	Summary of activities	Target audience	Outcomes
Scottish Languages Review	Journal reviewed and edited by SCILT.	National and international languages community	Evidence from online analytical tools demonstrates the journal has an international readership. Journal includes the latest articles of relevance to language learners and practitioners around the world. Positive feedback from readers generated.
Outward facing communication			
SCILT/CISS Projects	Summary of activities	Target audience	Outcomes
Website review	Information Officer and PDOs work with external stakeholders to review content Webteam, supported by SCILT information officer, redesigns interface	All stakeholders	Stakeholders report that website content is up-to-date, relevant and easily navigable Website is fully compatible with mobile devices and meets the recommendations of SCILT's external review

Communication strategy	SCILT/CISS provides a range of helpful communications including the website, e-bulletins, newsletters, press releases, leaflets and social media.	All stakeholders	<p>Feedback from practitioners and evidence provided by online analytical tools indicate the language community finds our communications informative and useful.</p> <p>We increase our reach beyond languages community to raise awareness.</p> <p>Feedback enables us to identify levels of engagement and any areas for improvement</p>
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- Projects have a comprehensive action plan which indicates how they will be resourced and evaluated. These are available to view separately.
- **Links with individual partners have action plans where appropriate. Others conform to the SCILT rules of engagement???