

# Scotland's National Centre for Languages Newsletter



European Day  
of Languages

# Welcome to the SCILT newsletter

## Editorial

Dear colleagues

Welcome to the Winter 2015-16 edition of the SCILT newsletter – and what a bumper edition it is! With more articles than ever before, the newsletter is testament to the momentum that the 1+2 approach is gaining across the country.

It's particularly interesting to see so many establishments working with business partners so that languages are at the heart of Developing the Young Workforce. With the announcement from the CBI that over three quarters of British businesses need language skills among their employees\*, it is more important than ever that languages are considered as key employability skills that will equip Scotland's young people to take their place in a global society.

It is really wonderful to be part of the languages community at such an exciting time. What we have to remember is that behind all these success stories, there is an army of hardworking teachers who are making things happen and a generation of children and young people who are benefitting from that. My warmest congratulations to you all!

**Best wishes**

**Fhiona Fisher, Director**

\* Inspiring Growth: CBI/Pearson Education and skills survey 2015

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SCILT Staff

At the University of Strathclyde, SCILT has a number of partnerships with key organisations in Scotland, UK and further afield.



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Disclaimer - SCILT's newsletter is published twice a year and contains contributions from schools, local authorities and cultural organisations. It provides a forum for contributors to share some of the interesting work being carried out by the languages community across Scotland. SCILT, however, does not necessarily endorse or promote the practice described in these pages.

# SCILT News

## Build that capacity! Train those trainers!

You have probably already heard of Education Scotland/SCILT's Train the Trainer (TTT) programme. If not, then you should know that the programme has big aims and lofty ambitions. Fhiona Fisher, Director of SCILT, explains:

'The aim of Train the Trainer is to engage lead learners in designing, promoting and supporting the provision of high quality professional learning for teachers and effective language learning experiences for young people. This programme will put each participant in an informed position with important roles in facilitating effective professional learning and in championing the creation of a climate in Scotland where language skills make a significant contribution to a fairer, smarter and more successful nation.'

The latest TTT programme embarked on its third run with a week-long Summer School in early July. Meanwhile, participants from the previous two TTT cohorts have recently attended a formative assessment event and are now working on Reflective Reports in their endeavour to achieve Professional Recognition in leading learning in languages awarded by GTC Scotland.

For the Summer School, thirty nine teachers from twenty one local authorities across Scotland came to the University of Strathclyde city centre campus. Between them, the participants had knowledge and experience of learning and teaching French, Gaelic, German, Italian, Latin, Russian, Spanish and Welsh. The jam-packed week included many practical ideas for Primary Language

Learning as well as academic reading, opportunities for networking and problem-solving.

Andrew O'Halloran, Dumfries & Galloway, said, 'I can now see a way forward to increase professionalism and thus better serve pupils in the long term, while consolidating the 1+2 approach.'

Sandra Coles, Aberdeenshire, said, 'Train the Trainer has been very helpful. I am really looking forward to becoming involved in this.'

While Summer School is over until June 2016, the learning never really stops, so watch this space for news of Professional Recognition successes that will be coming soon.

**Lynne Jones, SCILT**



## Cross-sector collaboration

Following on from the Engage with Strathclyde event in May 2015, SCILT has worked with colleagues from the University Council for Modern Languages Scotland (UCMLS) to help set up regional cross-sector networks. The aims of the networks are two-fold: (1) to offer teachers and 1+2 Development Officers the opportunity to meet with languages and education staff from HE to plan joint promotional initiatives in support of language learning and (2) to collaborate on research or enquiry projects. The overarching goal is to support the implementation of the Scottish Government's policy, 'Language learning in Scotland: A 1+2 approach'.

Four regional hubs have been established: North, Central, East and West. Inaugural meetings took place during September in Aberdeen, Dundee, Edinburgh and Glasgow respectively. Staff from primary and secondary schools, FE and HE, PhD students, as well as representatives from the cultural organisations, Education

Scotland and the Scottish Government, gathered to hold initial discussions on future joint initiatives, some of which are led by SCILT, such as Business Breakfasts, Language Linking Global Thinking, Mother Tongue Other Tongue poetry competition, and the Word Wizard spelling competition. Each university also has a number of promotional initiatives particular to them, including the popular Language Ambassador scheme. We also considered how research and professional enquiry might develop within the region and the direction that future meetings will take. For example, we want to investigate possibilities of a) funding for individuals to work together on collaborative cross-sector research/enquiry to strengthen the teaching and learning of languages, and b) professional recognition and accreditation for any enquiry undertaken.

We intend to hold three meetings annually for each region, and SCILT will confirm details and venues for the next meetings to be held in spring via the weekly ebulletin

and social media. If you would like to be included in the regional network mailing list, please contact us via [scilt@strath.ac.uk](mailto:scilt@strath.ac.uk).

Find out more:

Engage with Strathclyde

- [www.engage.strath.ac.uk/event/192](http://www.engage.strath.ac.uk/event/192)

Business Breakfasts - [www.scilt.org.uk/Business/BusinessBreakfasts/tabid/5242/Default.aspx](http://www.scilt.org.uk/Business/BusinessBreakfasts/tabid/5242/Default.aspx)

Language Linking Global Thinking - [www.scilt.org.uk/BeyondSchool/LanguageLinkingGlobalThinking/tabid/5388/Default.aspx](http://www.scilt.org.uk/BeyondSchool/LanguageLinkingGlobalThinking/tabid/5388/Default.aspx)

Mother Tongue Other Tongue - [www.scilt.org.uk/MTOT201516/tabid/5255/Default.aspx](http://www.scilt.org.uk/MTOT201516/tabid/5255/Default.aspx)

Word Wizard - [www.scilt.org.uk/s1s3/celebratinglanguages/wordwizard/tabid/4782/default.aspx](http://www.scilt.org.uk/s1s3/celebratinglanguages/wordwizard/tabid/4782/default.aspx)

**Hannah Doughty and Angela de Britos, SCILT**

## Language study beyond school

Do you have students looking to further or develop their language learning on leaving school? Make sure they know about the Beyond School section of the SCILT website. With useful information on different language courses and options available here in Scotland, there are also links to UCAS and language courses UK-wide to help their selection process and the transition from school.

The section includes advice and information on:

- The benefits of language learning for you and your career
- Undergraduate language courses at Scottish and UK universities
- Options for combining languages with other degree subjects

- Beginner and refresher language courses and modules at Scotland's colleges
- The gap year – opportunities to study, work or volunteer abroad
- The student voice – blogs, advice, hints and tips from those who've been there

The site also outlines the support Scottish universities can provide to teachers and schools in their language teaching and staff professional development.

So please make your language teaching professionals, pupils and guidance staff aware of the Beyond School website. It's got their language needs covered! [www.scilt.org.uk/BeyondSchool/tabid/3159/Default.aspx](http://www.scilt.org.uk/BeyondSchool/tabid/3159/Default.aspx)



The postcard is available for schools to order for careers/language promotional events -

[www.scilt.org.uk/LearnersParents/Parentleaflet/tabid/1875/Default.aspx](http://www.scilt.org.uk/LearnersParents/Parentleaflet/tabid/1875/Default.aspx)

**Sheila Gallacher, SCILT**

## More and more NQTs in the mix!

Here at SCILT Towers, it's only December and the PDO team has already been invited by twice as many local authorities as last year to work with their latest cohort of newly qualified teachers.

This year, professional learning programmes in East Ayrshire, East Dunbartonshire, Inverclyde, Scottish Borders, West Dunbartonshire and West Lothian will include a SCILT element.

A bespoke programme is developed by SCILT in close consultation with the Development Officer and/or NQT support officer from the local authority in question. SCILT Professional Development Officers will also endeavour to be as responsive as possible to queries and issues that arise during the sessions. The programme for NQTs might be twilights or two full days and include some, or all of the following:

- Lots of practical support for the development of talking and listening, reading and writing as well as language learning skills
- Plenty of ideas about making the most of technologies
- An overview of the policy, 'Language learning in Scotland: A 1+2 approach', related guidance and online support
- An exploration of progression and assessment in Primary Language Learning

During any course, exemplification will be in the languages taught across the authority schools.

The main aim is to demonstrate how a little language can go a long way, to build confidence in PLL pedagogy and encourage the development of a positive language learning ethos in classrooms and beyond. Previous NQT participants have said that:



'Linking theory of language acquisition to practice – providing examples of activities to do, how to differentiate these and resources to use.'

'Lots of great ideas and practical examples to implement straight away. Taught us as we should teach, led by example.'

For more information about NQT opportunities, please contact [scilt@strath.ac.uk](mailto:scilt@strath.ac.uk).

**Lynne Jones, SCILT**



This year sees Mother Tongue Other Tongue (MTOT) being rolled out across Scotland after a very successful pilot in Glasgow City last year. The multilingual poetry competition comprises two categories – 'Mother Tongue', which asks non-native English speakers to write poetry in their mother tongue language, and 'Other Tongue', which requires young people to write poetry in the additional language they are studying in school. As well as entries in 'foreign' languages, we are looking forward to receiving entries in BSL,

## Mother Tongue Other Tongue

Gaelic, Scots and even Braille from schools who have signed up already.

The broad aims of MTOT are to celebrate and promote plurilingualism, to promote the use of mother tongue languages and to give all children and young people an opportunity to really enjoy using their language learning in a creative and expressive way. Pupils from P1 to S6 can enter poetry, raps, rhymes or songs and have fun working collaboratively or individually.

In taking MTOT to a national level this year we offered four poetry workshops to primary and secondary teachers who worked with Juliette Lee, a poet and creative writer, for a half-day workshop developing their own creativity, exploring poetry and the impact of the language we use. The events in Glasgow, Dundee,

Edinburgh and Inverness saw over fifty teachers leaving inspired and ready to take back some ideas and examples to look at with their own pupils who will then submit their work to the competition.

The MTOT blog has started again giving regular updates including resources, advice and practical ideas for poetry for teachers (<http://mtotscotland.blogspot.co.uk/>). Furthermore, we are thrilled to be working in collaboration with the Scottish Poetry Library who is sharing its expertise and a wealth of resources with us.

We look forward to hearing and seeing the pupils' work – be creative and have fun!

**Angela de Britos, SCILT**

## Regional learning events

In May and June, SCILT and Education Scotland ran a successful series of regional learning events. Taking place in venues across the country, these Saturday morning events welcomed delegates representing 24 local authorities and three independent schools. Each event aimed to support teachers with the implementation of 'Language learning in Scotland: A 1+2 approach'.

The presenters were all teachers and Development Officers who were willing and able to share their establishments' story of how they are implementing different aspects of the 1+2 approach.

The presentations demonstrated how some schools were improving uptake of languages in the senior phase while others focused on creative ways of successfully introducing a second additional language (L3) into the broad general education.

The professional discussions that followed were extremely solution-focused as delegates looked for a common understanding of the recommendations of the policy and shared possible ways forward. Some of the 'big issues' were around the availability of language training for primary teachers, cluster planning and ways of ensuring

opportunities for secondary pupils to learn more than one language without time being taken away from the L2.

It never fails to amaze us how many language teachers are willing to give up their own time to inform and empower themselves. The delegates we met are all enthusiastic and powerful advocates for our subject and for the profession. Feedback is telling us that more of these events will be required as we continue to progress towards 2020, so please keep your eyes on the SCILT ebulletin – we could be in a place near you soon!

**Fhiona Fisher, SCILT**

## Student teachers at UHI

In September, some of SCILT's Primary Professional Development Officers travelled to Inverness to work with PGDE students from the University of the Highlands and Islands to equip them to play their part in delivering the policy, 'Language learning in Scotland: A 1+2 approach'. The sessions introduced the policy and the rationale behind it. They also provided an opportunity for the students to consider how and why we learn languages. Over the two days participants looked at the importance of setting language learning within a cultural context to make learning meaningful and explored the use of ICT and online resources to enhance teaching and learning. SCILT introduced the students to the wealth of resources available on the SCILT and Education Scotland websites to support them whilst in training and into the early stages of their career.

The course was delivered at Inverness College and was shared via video conferencing with UHI students in other UHI campuses: Argyle and Bute, Moray, Shetland, Lews Castle and



Orkney. It was fantastic to work with such a wide variety of students over a large geographical area.

The relationship between UHI and SCILT is continuing to flourish and the two organisations will be holding

further joint events over the coming session. These include Mother Tongue Other Tongue poetry workshops and a Business Brunch to promote the relevance of languages in the workplace to S3-S6 pupils. More information will follow through the SCILT weekly ebulletin and social media.

**Angela de Britos, SCILT**



# Supporting British Council Modern Language Assistants in Scotland

## Mentor teacher support sessions

In late August and early September British Council Scotland and SCILT held a number of support sessions for mentor teachers of Modern Language Assistants (MLAs). We provided examples of good practice and past projects conducted by assistants, and discussed how to make best use of the unique knowledge and skills that language assistants bring with them. The feedback has been very positive and we hope to provide similar sessions again next year.

## MLA induction and training day

On 11 September 2015 British Council Scotland and SCILT held a full-day induction and training day for

the current cohort of MLAs. This is considerably earlier than in previous years but in response to repeated feedback from assistants. With 133 assistants this year (a 20% increase from the 2014 academic session) we started off with the administrative details. We then launched into the now famously uproarious session where assistants experience (1) what it feels like to learn a new language (in this case Welsh) and (2) how to get meaning across using visual, kinaesthetic and contextualised clues, with an element of fun. In the afternoon, there were language-specific sessions led by staff from the cultural organisations (Institut Français, Goethe-Institut, and Consejería) where the assistants considered how they would put their learning into practice. How will they get

on? We will have a mid-year review in December/January and will feed back our results.

## MLAs and aspiring language teachers

We are trying to keep up the momentum started in September and are now in the process of arranging meetings between MLAs and students on initial teacher training courses. The aim is to enable both groups to exchange views on their different language learning experiences and to explore ways of motivating reluctant language learners. At the same time it will provide MLAs with the opportunity to meet young Scottish people who are interested in language learning!

**Hannah Doughty, SCILT**

# Transition from the Senior Phase into Higher Education

SCILT has delivered a number of workshops to language lecturers at Higher Education Institutions (HEI) across Scotland. With immense efforts and work going into the transition from primary to secondary, it seemed increasingly important to focus on learners leaving school and entering university to study languages as part of their degree.

As a languages teacher, I felt that I did not know a lot about the courses and content studied at university in the first year of a degree. Delivering this workshop in five HEIs across the country allowed me to gather information and feedback from lecturers on the performance of Scottish learners who entered university with a Higher or an

Advanced Higher in a language. Lecturers were able to quiz me on the new qualifications, the focus on skills development, the varied approaches to assessment and content studied during language courses in Scottish secondary schools.

The overwhelming feedback from lecturers was very positive and they were keen to further develop the dialogue between schools and universities. However, lecturers reported that Scottish learners beginning university are still lacking in confidence and often in language competence. They claimed that skills levels varied greatly even amongst learners whose Higher or Advanced Higher grades are the same.

Increasing the knowledge and understanding of what lecturers are seeking to deliver to their first year languages students is as important for secondary teachers as it is vital for lecturers to gain an insight into the opportunities and constraints of teaching languages in the Senior Phase. With the work that SCILT and the University Council for Modern Languages in Scotland are driving to promote languages and to facilitate collaboration, I am optimistic that language learners will find transition into Higher Education more seamless. Especially with such dedicated teachers and HEI lecturers passionate about language learning in Scotland – in school and beyond!

**Petra McLay, SCILT**

## Word Wizard Final 2014-15

On 29 May 2015 pupils, parents and teachers gathered at the Scottish Parliament for the national final of the multilingual spelling competition Word Wizard.

The competition launched across the country in November 2014 and this year featured a semi-final for the first time. 174 pupils from 15 local authorities and independent schools attended the University of Strathclyde in March and battled it out for a place at the prestigious National Final.

The final brought together 42 pupils representing nine local authorities and independent schools. Finalists competed in the Members' Room and demonstrated great skill in French, Gaelic, German, Mandarin and Spanish.

Now in its third year, Scotland's National Centre for Languages and Confucius Institute for Scotland's Schools, in partnership with University of St Andrews, are proud to announce the return of Word Wizard for session 2015-16! This challenging competition tests pupils' vocabulary, spelling and pronunciation skills and provides motivation to further their own language learning.

Feedback from Word Wizard 2014-15 included:

'The competition has given me the opportunity to learn new words, meet new friends and have fun.' (Pupil)

'I most enjoyed the experience of learning useful new vocabulary.' (Pupil)

'I think Word Wizard has been a wonderful opportunity and fantastic experience which has allowed me to further develop my language.' (Pupil)



'Widened knowledge of vocabulary in a fun way. Pupils' ability to spell in the target language greatly improved. Raised the profile of languages in the school.' (Teacher)

'Encouraged pupils to involve more speaking in the target language.' (Teacher)

'Great for motivating pupils to study languages. Raises the profile of languages within the school and authority. Makes vocabulary learning fun.' (Teacher)

See the full list of winners and photos from the 2014-15 final on our website - <http://bit.ly/WWFinal2015>

**Alice Lister, SCILT**



# LANGUAGE SHOW LIVE SCOTLAND

11-12 MAR 2016 • SECC, GLASGOW



## Language Show Live Scotland

Keep in touch with industry developments at Scotland's most exciting event for languages

Following the continued success of Europe's most longstanding language event, which has been held in London for the past 27 years, Language Show Live will be opening its doors to Glasgow on 11-12 March 2016 for two inspirational days packed with language classes, free educational seminars, talks and cultural performances in an incredible celebration of languages.

With Scotland working towards the challenging 1+2 approach to language learning, there has never been a better time for teachers to focus on their professional development. Languages are more than just a useful skill for communicating: they are an essential tool for cultural understanding, promoting trade and showcasing the nation on an international stage.

At Language Show Live Scotland you'll find all the advice, ideas and resources you need to feel confident in teaching languages while making the learning process more fun and engaging for your students.

### Free educational seminars

We've developed an extensive CLPL certified seminar programme dedicated to school leaders and teachers of all levels. Sessions are free to attend and will provide you with great ideas to take back to the classroom.

### Career advice

At the show you'll be able to meet industry experts and gain new insight and advice to help grow your teaching career. Plus, if you're looking for a career change, you'll have the opportunity to meet recruiters, get CV advice and attend free talks in the Careers Forum.

### Language products, latest technologies, show offers and more...

Find all teaching resources under one roof and take advantage of show-only special offers from 100 leading companies exhibiting at the show. Furthermore, you'll be able to try out the latest language technology and get up-to-date with all the recent changes in the language industry whilst building up your network as you interact with thousands of other language teachers just like you.



All this and much more, Scotland's biggest event for people passionate about languages is free to attend.

Language Show Live Scotland will take place at the SECC in Glasgow on 11-12 March 2016.

To find out more and keep up to date with the latest news, join our mailing list - [www.languageshowlive.co.uk/scotlandmailinglist](http://www.languageshowlive.co.uk/scotlandmailinglist)

**Stefania Fedele, Language Show Live**

# British Academy Schools Language Awards

## **BASLA 2015: Innovation, creativity, sustainability and addressing disadvantage in language learning in the Senior Phase and beyond**



The number of applications for the British Academy Schools Languages Award from mainstream and supplementary schools in Scotland has risen for the third year in a row. Professor Nigel Vincent, Fellow of the British Academy, introduces the awards:

'The [British] Academy believes that learning foreign languages has important benefits not only for the students themselves, but also for the UK economy and wider society. The Awards are designed to encourage schools and colleges to implement imaginative and effective ways of improving take up and enthusiasm for language learning beyond the age of 16, and to address the social imbalance in the profile of language learners at higher levels.'

Proposals from mainstream schools seeking to increase uptake for languages in S5 and S6 included innovative business links, international exchanges, tourism and social media from Bellahouston Academy, Cumnock Academy, Kirkwall Grammar School, Montrose Academy, John Ogilvie's High

School, St John's RC High School and Wellington School.

Supplementary schools perform a vital role in developing the language skills of children from multilingual backgrounds. This year, Polish (Polish School Glasgow CIC) and Russian (RCS Haven, Glasgow and North Lanarkshire; SLOVO Education and Support Centre, Aberdeen) were represented.

In the final adjudication, seven mainstream and seven supplementary category winners from seven parts of the UK were each awarded prize money of £4000.

In Scotland, the Polish School Glasgow CIC's project won the supplementary category. Their 'Children's Radio' project trains secondary pupils to become radio presenters preparing and broadcasting a weekly radio show in Polish. Meanwhile, St John's RC High School in Dundee won the mainstream category. In partnership with the University of Dundee, the 'Business and Languages in the Digital World' project

aims to develop the employability skills of 100 students aged 14-17, and encourage them to recognise the relevance of studying both business and languages.

Bellahouston Academy's project 'Promoting Glasgow as a tourist destination' was also highly commended by the BASLA judging panel.

All 14 prize-winning projects from around the country are considered for the national British Schools Languages Award. At the awards ceremony in London in November, one mainstream and one supplementary project will be announced as overall BASLA winners. These projects will be awarded an additional £2000 in prize money.

Do you think your school could be in the running next time round? BASLA 2016 will open in the new year. In the meantime for more information go to the BASLA website - [www.britac.ac.uk/policy/BASLAs.cfm](http://www.britac.ac.uk/policy/BASLAs.cfm).

**Lynne Jones, SCILT**

# European Day of Languages

## Aberdeen City Schools

Aberdeen City Schools celebrated European Day of Languages 2015 with a quiz! P6 pupils from across the city took part in the event held at Aberdeen Beach Ballroom on Friday 25 September 2015. Questions tested pupils' knowledge of European food, celebrities, animals and flags. The event was supported by language students from Aberdeen University and the 2015 German Educational Trainee students based in Aberdeen schools. Ruth Gould from Europe Direct and Hazlehead Academy pupil, Shuya Zuo, collated the questions.

Pupils moved between games set out across four stations: Italian 'Bingo', German 'Hangman', Spanish 'Pin the Country' and French 'Colours corners'. The language students monitored the games and pupils rotated to a new station at the blow of a whistle. After a break, pupils competed in teams of four for the 'Big Quiz'.

Pupils from Bramble Brae Primary, Dyce Primary, Hazelhead Primary, Seaton Primary, St Peter's Primary and Westpark Primary took part in the event.

Teachers and pupils enjoyed the opportunity to have fun while practising languages.

**Marie-Claire Lyon, Aberdeen City**



## Bishopbriggs Academy



S1 pupils at Bishopbriggs Academy marked European Day of Languages with a celebratory event in the assembly hall. Pupils participated in a range of activities which aimed to celebrate the diverse languages spoken across Europe.

In a sorting game, pupils worked in teams to sort 27 languages into 24 official European languages and identify three non-European languages. A tongue twister activity tested pupils' pronunciation skills as they tried to get their tongues around twisters in English, French and Spanish. The music quiz was an opportunity for pupils to hear tracks from different European countries and try to identify which language was being sung.

Finally, and most popular of all, a selfie booth encouraged pupils to dress themselves in traditional dress from various European countries.

**Paul Hope, Bishopbriggs Academy**



## Crown Primary



European Day of Languages 2015 was an opportunity for each class at Crown Primary in Inverness to investigate a different country.

P1 really embraced the culture of Italy! In the home corner an Italian restaurant appeared, pupils made an Italian flag and feasted on pizzas!

Parents visited classes in the school to share their home language and read to pupils. Older pupils shared stories in their home language with some of the younger classes.

In P5/6 the children looked at the designs of Greek pottery and spent the morning researching different aspects of Greece, including gods, numbers, the alphabet, ancient and modern aspects. They then created their own pots from clay.

All classes across the school learnt a few key phrases in their country's language.

**Suzanne Dunbar, Crown Primary**



## Sgoil Phaibil

Sgoil Phaibil had a wonderful celebration of European Day of Languages 2015. Pupils took part in a range of engaging activities throughout the day and celebrated with great enthusiasm.

Children came to school dressed in an authentic European national costume. All 28 European Union countries were well represented.

Our activities included:

- European Union mapping skills
- European landmarks
- Gaelic singing
- Famous European artists
- European greetings
- European national dress game

At lunch time all our pupils were encouraged to sample some delicious European dishes which had been prepared and donated by local

restaurants Stepping Stone, Temple View, Langass Lodge, Hamersay House and Lochmaddy Hotel. Hamersay House Hotel was kind enough to send their Head Chef, Joe Sinclair, who served lunch to all of our pupils.

The dining hall was decorated with European flags and photographs of famous landmarks were displayed around the hall. Some of the famous landmarks had been created earlier by our pupils using newspapers.

The highlight of the day was when all pupils sang the well-known fairy tale, 'The Three Little Pigs' in French to the tune of Lady Gaga's song, Poker Face.

All pupils received a European 'goodie bag' containing European items. A fun and productive learning experience was had by all... including the staff.

**Sarah Jane MacSween, Sgoil Phaibil**



# Local Authorities

## Aberdeen City Council schools' twinning

### Clermont-Ferrand in France

Manor Park Primary hosted 20 pupils from the école élémentaire Nestor Perret, Clermont-Ferrand, in June 2015. This visit was the return part of a successful exchange.

The pupils, accompanied by three of their teachers, had a busy programme of outdoor and school-based activities, and on the Friday morning they all gathered in the school hall to take part in an inspiring assembly in which Scottish and French pupils danced and sang together. The exchange was a great opportunity for the Scottish and French pupils to spend time with each other and learn about one another's lives and culture. The French group left having formed new, lasting friendships.

The 'Green Sing' was celebrated by four Aberdeen City primary schools on Friday 19 June. Pupils from Seaton, Abbotswell, St Joseph's and Mile End primaries sang in chorus with their French counterparts. Singing took place at 2pm in Aberdeen and simultaneously in Clermont-Ferrand, where it was 3pm. St Joseph's Primary managed to establish a live link with their partners in France.

The event was organised by Modern Languages Curriculum Officers in Clermont-Ferrand and coincided with the annual French celebration, 'Fête de la Musique'. This year's theme was nature and as well as joining in with the singing, schools created themed displays. A booklet and CD have been collated and issued to the participating schools. The event was enjoyed by all those taking part and we hope that more schools will be singing in tune next year!

### Regensburg in Germany

A delegation from Harlaw Academy visited Von Müller Gymnasium in Regensburg, Germany with the aim of establishing a partnership between the two schools. This visit took place in

February 2015 and was the result of an earlier visit to Harlaw Academy by Regensburg teachers.

The group had an animated, bilingual debate about possible cross-curricular projects involving languages, business studies, English, PSE, art and music. As a result, pupils will be designing a logo, writing articles, interviewing staff and much more in the course of the coming year. The two schools have a lot of common factors and teachers are confident this will be a good starting point for an educational partnership project.

Two senior pupils and two members of staff from Kincorth Academy visited Albertus Magnus Gymnasium in Germany with the aim of setting up a formal exchange programme. The visit took place in October 2014 at the invitation of the Gymnasium. This visit followed Johanna Bayer-Riepl's visit to Aberdeen. The focus of the exchange programme will be culture, history and English and involve cross-curricular projects as well as an annual students' exchange.



The two pupils from Kincorth are the Cultural and Deputy Cultural Ambassadors within the school. They spent time at the Gymnasium and stayed with exchange partners. They were involved in discussions with the school and Director of Education on establishing the exchange programme. Two teachers from Kincorth are now leading this programme and in October 2015 staff at Kincorth Academy were delighted to host the first visit from German students. The visitors enjoyed a programme in school.

**Marie-Claire Lyon, Aberdeen City Council**



## Bringing Italian alive in the classroom

Last year I taught a P7 class at St Helen's Primary in Condorrat. The cluster language is Italian and all upper school classes have a discrete Italian lesson each week, lasting around an hour. As well as maintaining this formal aspect of learning, I also incorporated chunks of Italian throughout the school day.

As a result, children were encouraged to greet me and all other visitors to our class in Italian. The register was taken in Italian and we have started prayers in Italian too. By the end of the year many basic prayers were being said in Italian. 'Please', 'thank you' and a variety of simple commands were all spoken in Italian and very soon it became routine and easy to change from English to Italian.

I taught the children a variety of fun songs to remember the days of the

week and months of the year and Italian just became another form for me to communicate with the children and for the children to communicate with their peers.

Planning was flexible and some of the themes came about due to the children's curiosity or interest in particular aspects of Italian language or culture. I also linked learning to areas the children were experiencing in other parts of the curriculum. For instance, during the lead up to Shrove Tuesday we discussed healthy eating in Italian and made pancakes using only Italian. This led to comparisons with the Mediterranean diet and how feast days are celebrated in Italy. We also linked with a school in Italy, 'Don Domenico Ferri'.

I aimed to provide lessons using an

interdisciplinary approach, using resources from Education Scotland, Linguascope, Coffee Break Italian and SCILT. This gave me various options for introducing and consolidating language and knowledge. I quickly realised that it was important to incorporate learning into relevant, everyday situations, using small manageable steps, as well as instil in the children the importance of culture and communication. Lessons were stimulating and simple in order to integrate language teaching into our busy school day. I structured it in a way that motivated and challenged the children but, most importantly, taught them the language they needed to know. I was determined to bring language learning alive in the classroom!

**Gabriella Seaver, St Helen's Primary School**

## Business language links at Woodmill High School

On 30 September Outplay Entertainment visited the Modern Languages Department at Woodmill High School in Dunfermline. Outplay Entertainment is a social games company based in Dundee. The visit was part of SCILT's Business Language Champions scheme.

Outplay Entertainment produces games for smartphones and tablets such as Angry Birds Pop, Mystery Match and Alien Creeps. They have recently added German and French versions of their English language games.

Thomas Hulvershorn, Analytical Manager with Outplay, spoke to S3 French and German students who are about to embark on their Media theme. He talked about the type of games his company produces, the specific jobs within the company and the role languages can have in the development

of a company. Of specific interest was Thomas' emphasis on the benefits of cultural knowledge when working with different nationalities in an organisation. Thomas was also keen to convey the message that young people should look at pursuing a career that is a passion for them and also that learning a language is something that opens doors in today's global market.

Pupils agreed that Outplay's visit was a great success. Thomas Cameron, S3 pupil said, 'I thought it was good to learn about how languages could help you get a job and it gave me a new perspective on looking at languages.'

The visit will be followed up over the coming months with a project for pupils where they will work in teams to produce a flyer in either French or German for one of Outplay's current games. All submissions will be judged by Outplay

and a prize will be given for the best.

This project was part of SCILT's Business Language Champions. If you want to know more about the scheme, please visit the SCILT website ([www.scilt.org.uk/Business/Linkinglanguagesandbusiness.aspx](http://www.scilt.org.uk/Business/Linkinglanguagesandbusiness.aspx)). If you are interested in developing a similar programme in your school, please contact the SCILT team ([scilt@strath.ac.uk](mailto:scilt@strath.ac.uk)).

**Janet Monaghan, Woodmill High School**



## Developing the young workforce in Carnoustie High School

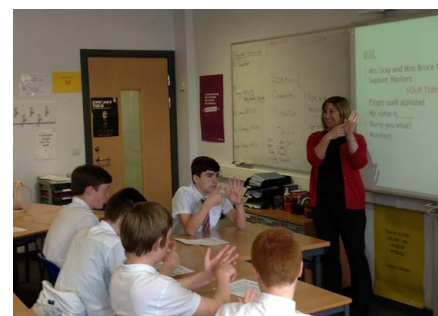
SCILT's enthusiastic support brought speakers from a wide range of business sectors to Carnoustie High School on 18 June to talk about the importance of language skills in their field of work. This event aimed to set 'Languages for life and work' in a relevant context for the new S3 pupils who are all working to achieve the SQA award.

SCILT Professional Development Officers, Meryl James and Janette Kelso, opened the event by demonstrating the value of language skills in all aspects of life. Learners were then excited to meet local top game designer Russell Kay, one of the original creators of 'Grand Theft Auto'. Russell explained the linguistic and cultural challenges of developing computer games for the international market.

Glamis Castle guides, Chimene Samson and Pauline Cawdery, stressed the

economic importance of tourism in Scotland and the employment opportunities within it, as well as the value of language skills in this sector. Lucy Wakefield from Dundee Science Centre illustrated how STEM and language skills can be an empowering combination. Stewart Miller vividly described Raptors International's global conservation projects, while his stunning eagle owl, the star of the day, demonstrated amusing bird communication. Ben Haldane, a recent returnee from a Project Trust year abroad, closed the event on a high note, fascinating everyone with his command of a Namibian language.

The S3 learners also chose workshops led by pupils and teachers from across the school community and by Ray Chenrui of J&D Wilkie, Kirriemuir. The workshops included British Sign Language, team communication, Polish, Greek, Mandarin,



Japanese and German. Pupils and staff concluded that it was an informative, stimulating and enjoyable morning.

Exciting longer-term business links were established through this event. All S3 pupils are about to undertake an international marketing competition with Glamis Castle. Later in the year, learners in science and languages will track eastern imperial eagles with Raptors International.

If you would like support from SCILT to organise a similar event in your school, please contact SCILT ([scilt@strath.ac.uk](mailto:scilt@strath.ac.uk)).

**Isabelle Gall, Carnoustie High School**

## Future Pathways – languages event at Balfron High School

On 9 October 2015, pupils in S3-S6 at Balfron High School abandoned their usual morning timetable. They were immersed in activities to help them understand the value of languages and hopefully inspire them to choose languages for further study.

With the growing awareness of the importance of language learning for Scottish young people and as part of developing a young workforce, Ruth Wood, Head of Modern Languages at Balfron High, planned the promotional event for students, which would be a day to remember. Ruth was supported by SCILT.

Learners attended a variety of informative sessions from different



businesses about how important language and cultural understanding were to the success of their business. Businesses included Pernod Ricard, Glengoyne Distillery and the Scottish Tourist Guides Association. The young people also had the opportunity to hear from language ambassadors from Strathclyde and Stirling Universities,

whose interesting sessions covered the variety of language study options available as well as their experiences on their gap years studying abroad.

Positive comments like, 'I now realise how important languages could be for my career,' and 'I got to hear about the ways languages are used in business which was really interesting,' demonstrated the overall enthusiasm for the morning.

This event was part of a wider initiative at Balfron High School to encourage pupils to consider their Future Pathways, preparing them to become part of a highly competent Scottish workforce.

If you would like support from SCILT to organise a similar event in your school, please contact SCILT ([scilt@strath.ac.uk](mailto:scilt@strath.ac.uk)).

**Amanda Lyons, SCILT**

## Il était une fois...

Il était une fois... in Perth and Kinross Council, some primary children visited their local community library to hear a story told in French. The traditional tale was brought to life through song, dance and a game or two in French. Much fun was had by all!

'Language learning in Scotland: A 1+2 approach' highlights the need to 'normalise language learning'. It is with this in mind that Perth and Kinross Education and Children's Services have been working in partnership with our Culture and Community colleagues towards creating a culture of languages for children in and beyond their school environment. In order to enhance learning beyond the

classroom and take the wider school community with us on our 1+2 journey, we are developing French storytelling sessions for children and families in their local community libraries across Perth and Kinross.

This French family storytelling initiative was piloted in Strathearn Community Library in Crieff. Regular Saturday morning sessions delivered by local volunteers are now a regular feature. A launch at Lochleven Library is imminent and then the initiative will be rolled out in other community libraries across Perth and Kinross.

Feedback from children and families tells us that storytelling sessions are

providing an enriching opportunity for families and children to learn French together in an informal and relaxed way. Our French storytelling model is enabling language learning to be accessible and inclusive.

Our aspiration is becoming a reality due to partnership working with the Institut Français d'Ecosse, who has been involved in training community volunteers. It is thanks to the commitment from these volunteers, families and local libraries that this initiative is emerging and is breaking down barriers to language learning.

**Caroline Gordon, Perth and Kinross Council**

## Languages and careers in South Ayrshire

3 pupils in South Ayrshire celebrated European Day of Languages at Queen Margaret Academy on 22 September 2015. The event was organised by Fiona Normansell, Principal Teacher of Modern Languages at Carrick Academy, Janette Kelso of SCILT, Tony McCafferty of Ayrshire Chamber of Commerce and Ruth Collins from Developing Scotland's Workforce. The aim was to raise the profile of languages and encourage pupils to consider taking a language in the Senior Phase. Four schools attended in the morning and four in the afternoon.

The event consisted of talks, workshops and a business marketplace. The event opened and closed with two inspirational talks, one from Mark Pentleton of Radio Lingua and the other from James Brodie of the British China Council, who talked about their passion for languages and the importance of language skills to their business success. Janette Kelso from SCILT also spoke about the value of language learning.

Throughout the day pupils were able to browse the marketplace. They talked to various businesses which require language skills in their employees. These companies outlined the benefits of language skills and how they use languages in their workplace. Companies included Ski Supreme, Clansman Dynamics, Barclays and Articulate.

Pupils also had the opportunity to visit two workshops led by Clansman Dynamics, Barclays, Ski Supreme, Prestwick Airport, Scottish Power, Egger Forestry, Dalamo and Radio Lingua. Feedback from pupils included:

'I'm interested in engineering and it was really useful to talk to an engineering company about why having another language is really important... I am definitely going to choose to do a language in S5/S6 now!'

'I didn't realise all these companies were out there and how important having another language has been to their business.'

The event was a great success and hopefully the experience has opened the eyes of our learners to the importance of learning a language and the impact it can have on their future.

If you would like support from SCILT to organise a similar event in your school or local authority, please contact SCILT ([scilt@strath.ac.uk](mailto:scilt@strath.ac.uk)).

**Lynsey Livingstone, South Ayrshire Council**





## Languages for business at Galashiels Academy

As part of European Day of Languages on 23 September, pupils in S3 at Galashiels Academy abandoned their usual timetable and immersed themselves in a range of language-related activities.

The day was arranged by Modern Languages Principal Teacher, Cedric Raffier who said, 'With the growing awareness of the importance of language learning for Scottish young people and as part of developing our young workforce, European Day of Languages was an ideal opportunity for us to encourage young people to consider the relevance of languages, not only for their personal development, but also in terms of further education and future career opportunities'.

Professional Development Officers from SCILT held sessions on encouraging pupils

to embrace language learning. Business Studies lessons were used to help them learn about employment opportunities in language based professions and show just how highly businesses value employees with language skills.

Professor Nik Gisborne from the University of Edinburgh introduced them to the world of linguistics, exploring different sound patterns and giving them the opportunity to create new sounds to help them improve their language skills. Beth Tope from local business ProStrakan gave informative and interactive workshops on how important language and cultural understanding are to the success of a business with an international client base. Rugby star Gregor Townsend was a popular speaker when he came to talk about his experiences, sharing how useful

being able to communicate in another language can be for sportsmen and women playing at an international level.

Pupils also took time to reflect on the current humanitarian crisis in Syria, thinking about how helpful language could be in terms of welcoming any refugees chosen to relocate to the Scottish Borders.

Cedric continues, 'Overall, it was a very worthwhile experience for all the pupils who took part and I hope they went away from it with a broader understanding of the importance that language plays in communication, both at a personal and professional level, and with some idea of taking their language learning further as they progress with their education.'

**Emma Sowerby, Scottish Borders Council**

## Languages for Life and Work at Broughton High School: Promoting languages beyond BGE

Broughton High School features in a collection of case studies published by Education Scotland, which highlight key features common to languages departments where languages flourish beyond BGE. This year, the school offered the new Languages for Life and Work Award to S3 pupils in Chinese with the aim of allowing pupils more time to assimilate the language. The school linked to a local business which helped to support the unit 'Building your own employability skills'.

Pam Tosh from Broughton High School describes their experiences: 'Fourteen students chose our S3 Chinese elective following short taster classes in S2. The students learn about Chinese language and culture and also receive the Languages for Life and Work Award at SCQF level 3. They may, should they choose to, progress to National 4 in S4. 'This session, with the help of SCILT, we established a business link with the Hilton Hotel at Edinburgh Airport. In October, at the launch of the partnership, our

students took part in a range of different workshops at the hotel – a tour of the hotel, CV writing, presentation skills and Chinese business etiquette. In return, our students taught basic Chinese to staff.

'Between October and February, these students took part in a competition to produce an information leaflet for Chinese guests. The winning leaflet will be available from the hotel reception.

'In March, hotel staff visited Broughton to deliver a workshop on interview skills. Students practised and took part in an interview with a hotel employee and this performance became evidence for the final unit of their Award.

'Student feedback on the experience was overwhelmingly positive. It taught them important skills for the future as well as clarifying and demystifying the recruitment process. Several commented on the usefulness of the CV writing workshop and the fact that the process was more straightforward than they

imagined. All have developed their communication and interpersonal skills and many were forced to move out of their comfort zone. As a result, five of the 14 students have chosen to study Chinese in S4. We aim to build on this success in the years to come through continued links with the Hilton.'

Find out more about some of the strategies Broughton High School uses to promote languages in the Senior Phase on the Education Scotland website - <http://bit.ly/ESLangsinSP>.

**Pam Tosh, Broughton High School**



## Linking languages and work at Glenwood High School

The Scottish Government's ambitious policy, 'Language learning in Scotland: A 1+2 approach' arrives at a time when globally the demand for language skills is expanding. SCILT's Business Language Champions (BLC) scheme helps schools and businesses to build partnerships through languages to equip young people with the international communication and employability skills that they will need for their future careers.



SCILT has been working with a number of schools across the country to facilitate links with businesses and promote to pupils the value of languages in the workplace. SCILT recently visited Glenwood High School to deliver an event to raise awareness amongst S3 pupils about the relevance of languages and the opportunities they can bring. At this event, SCILT was joined by Ian Rankin, president of the Scottish Rugby Union, who gave an insight into how even a little language can go a long way.

Following on from this, pupils from Glenwood attended a hospitality careers event at Gleneagles Hotel and Resort which demonstrated how language skills are vital within this sector. The event really raised pupils' awareness of the wide variety of jobs in hospitality, and staff and pupils were all impressed by the enthusiasm of the hotel staff who led the event.

Staff and pupils from Glenwood are now looking forward to visiting the Old Course Hotel, St Andrews, where they



will have the opportunity to discuss the importance of languages with staff from the hotel, look at CVs and employability skills and be given a project to complete. We are certain this will really inspire the pupils and will establish a real-life context for their language learning.

This project was part of SCILT's Business Language Champions. If you want to know more about the scheme, please visit the SCILT website ([www.scilt.org.uk/Business/Linkinglanguagesandbusiness.aspx](http://www.scilt.org.uk/Business/Linkinglanguagesandbusiness.aspx)).

If you are interested in developing a similar programme in your school, please contact the SCILT team ([scilt@strath.ac.uk](mailto:scilt@strath.ac.uk)).

**Dawn Myles, Glenwood High School**



## Mathématiques sans Frontières 2015

The 2015 Mathématiques sans Frontières competition saw 45 teams from 29 schools take part. The competition was jointly organised by North Lanarkshire Council and Heriot-Watt University. 23 schools entered a team of S5 pupils and this was the highest number of S5 teams in the competition for many years.

The winning S4 and S5 teams were from The High School of Glasgow! The overall winning team was the S4 entry from The High School of Glasgow.

**Robert Dalzell, North Lanarkshire Council**

## Midlothian French Modern Language Assistants

Following the success of our French Modern Language Assistant (MLA), Pauline Bourbigot, in our pilot schools last year, Midlothian has made the bold decision to employ six French MLAs this year. The MLAs are working in the additional schools that have joined the implementation of 'Language learning in Scotland: A 1+2 approach'.

We are looking forward to building on the positive impact Pauline had on our pupils' learning. The children loved meeting a real French person and finding out more about her culture. Creative and innovative activities on pronunciation and culture resulted in fun learning and teaching experiences. We are looking to drive the 1+2 approach forward by using this year's MLAs to increase teachers' confidence and capacity as well as pupil engagement with languages.

This year's MLAs completed a diary of their first impressions and experiences, and some excerpts are listed below:

'At the beginning, I did not understand the pronunciation of the name, Edinburgh. I did not know that we pronounce "a" at the end of this name! I was very surprised!' - Amélie Kiefer

'What a pleasant start! I was most surprised with people are so genuinely kind and helpful here! Of course, the Scots are known for being like that, but it is quite a change for me. Coming from the region of Paris, where the clichés of Parisians being rude and always in hurry are somewhat true, what a delight to meet people like you!' – Stéphanie Perera

'On the first week, I was just here to watch how they work and understand how a Scottish school works. I met a lot of nice teachers, and almost all the children I was going to work with. They were (and still are) very curious, asking me what I call this or that, or most of the time how I pronounce their name in French. It is very interesting for me to work with them because they are very inquisitive, and have a pure Scottish accent, which I find lovely.' – Mégann Thomas

'They are surprised to see a REAL French person. Some of them don't believe that's real. A child about P1 has asked me, what planet do you come from?' – Albane Prigent Decherf

'We learn and hear new words every day and the Scottish accent is certainly one of the best accents you could ever hear! For

a foreigner it can be hard to understand at first, but sounds just so nice and lovely it always makes me smile! I love it!' – Lisa Verbeke

'I hope that by the end of my time here in Scotland, I will get that lovely accent! I am already working with the children on an agreement, I teach them French, but they have to teach me some Scottish words' – Anne Arcusa

As a result of her experience in Midlothian schools, Pauline found her vocation and is now training at Glasgow University to become a secondary language teacher. We are looking forward to another successful year with Stéphanie, Mégann, Albane, Lisa and Anne.

**Margaret Ballantyne, Midlothian Council**



## My trip to Kinloch Anderson kilt making shop

On 14 September 2015, my teacher Mrs Whitelaw and I visited Kinloch Anderson kilt making shop to see how the Scottish tradition of making kilts is influencing the rest of the world, particularly East Asia.

It was a wet day and the rain was very strong but I was really looking forward to the experience of visiting Kinloch Anderson. Once I arrived, I met a few students from another school. I had already met them on my immersion summer course in China. The management team at Kinloch Anderson explained the history

of kilt-making and how it is reaching the rest of the world especially China, Korea and Japan. I was stunned to find out how this family shop could become so popular in the Far East. I never knew that so much material is needed to make a kilt. As part of our visit we had a video chat with a member of Kinloch Anderson's kilt makers who is based in Shanghai. The group found out about studying abroad and asked questions about what it is like to work there. It showed how important the link between business and languages is in today's world. It was an astounding experience for me to visit the shop and I

strongly recommend getting involved in this project. This is a great opportunity to find out about other cultures and widen your horizons.

This project was part of SCILT's Business Language Champions. If you want to know more about the scheme, please visit the SCILT website ([www.scilt.org.uk/Business/Linkinglanguagesandbusiness.aspx](http://www.scilt.org.uk/Business/Linkinglanguagesandbusiness.aspx)). If you are interested in developing a similar programme in your school, please contact the SCILT team ([scilt@strath.ac.uk](mailto:scilt@strath.ac.uk)).

**Tina Askari, Leith Academy**

## South Ayrshire Council success at Scottish Learning Festival

Our stand promoting Primary Language Learning and our steps to implement the policy, 'Language learning in Scotland: A 1+2 approach' was very well received last month at the Scottish Learning Festival. Many practitioners were asking questions about embedding L2 languages in our Scottish classrooms and it was exciting to feel the general buzz for language learning!

South Ayrshire Council has adopted a hands-on approach, employing 10 Development Officers for a day each this session. The Development Officers have been paired with cluster schools

where they make initial visits, present to staff, share resources and provide model teaching lessons within all stages of the schools. This is aimed at improving non-specialist staff confidence as well as ensuring continuity across our authority.

We ran the local authority stand along with two P4 pupils from Alloway Primary School and two P7 pupils from Kincaidston Primary School. The children were certainly living proof of how successful our learners are. They were delighted on Wednesday when Angela Constance MSP took the time to visit the stall and talk to them in French.



After sharing a lot of information about their learning and singing French songs to the Minister, they were thrilled to see pictures on her Twitter feed! Dr Alasdair Allan MSP came to speak to the children on the Thursday and was very pleased to see the enthusiasm shown for language learning.

**Fiona Gilligan, South Ayrshire Council**

## Spotlight on Success: Aimee Beth Love and Greenfaulds High School



Aimee Beth Love is a sixth year pupil at Greenfaulds High School in Cumbernauld. Last year she sat Highers in maths, chemistry, biology, English and Spanish and managed the tremendous achievement of full marks in Higher Spanish. This year, she continues her studies with the Science Baccalaureate and the units in Advanced Higher Spanish.

She is a great example of someone who realises the importance of a language, alongside the in-depth study of the sciences.

Aimee began her language learning with Spanish back in P2, learning colours and

simple phrases. She continued with French from P5-S1 but admits that, as unfortunately some young people do, she lost interest in the subject around this time. However, she was reinvigorated and inspired by her experience in S2 French to progress her language learning and take beginner Spanish. She enjoyed the dynamic approach to lessons taken by teachers and the opportunity to take part in fun language activities and games. This was a real turning point for her and the inclusion of games, team work and active participation in lessons meant she began to really enjoy her language learning. The competitive element of lessons is obviously a hit with her and her fellow pupils and she has been described as 'La Reina de la Gramática' after their time trial grammar tests.

The school has supported Aimee's language learning with an incredible trip to Mexico. She took part in a volunteer project in the Mexican jungle, participating in a survey of birds and wildlife there. She was able to use classroom knowledge in a real life context and was relied on by her fellow pupils and the local guides. In particular,

she handled an emergency for one of her fellow pupils when a passport was lost.

Her experience of languages has been further enriched by family trips to Mexico and the Dominican Republic during which time she practised speaking Spanish at every opportunity.

The highlight of Aimee's Spanish learning was working with the Chilean language assistant, who was an invaluable cultural resource.

Aimee has a good piece of advice for all pupils studying a language, to pay attention! She says, 'lessons go so much better when pupils listen to what the teacher is saying and work hard'. She also advises that pupils should get involved in everything they can to make the most of their language studies at school.

Congratulations to Aimee and the other pupils who received full marks in their Higher Spanish exam!

**Julie-Anne Mackenzie, SCILT**

## Teacher immersion course in Beijing

Along with 25 other teachers from Scottish nursery, primary and secondary schools, I spent a fortnight during the 2015 summer holidays in Beijing. The visit was organised by CISS (Confucius Institute for Scotland's Schools) and Hanban, which promotes the learning of Chinese language and culture in Scotland.

Our base was the Beijing Language and Cultural University conference centre, and we quickly settled into a pattern including Chinese lessons in the morning, cultural activities or trips in the afternoon and evenings to ourselves.

The language teaching was conducted almost completely in the target language and focused on pronunciation. It was teacher-led and involved a lot of repetition, but our two teachers were very sympathetic and encouraging.

Afternoon sessions included calligraphy and Chinese painting and a Chinese tea-ceremony. Day-trips included visits to the Great Wall, the Palace Museum

(The Forbidden City), a hutong district (including a rickshaw ride and the privilege of visiting a Chinese home), Tiananmen Square and the Summer Palace. We also visited Tianjin, one of China's largest cities and a fascinating mix of old and new.

Being free to come and go in the late afternoon and evenings offered us opportunities to discover Beijing using the subway. Collectively, we managed to tick off most of the city's sights including the Beijing Opera, the Olympic Village, the silk markets (be prepared to haggle!), temples and, of course, the central shopping

districts with their outdoor food-stalls.

The two-week stay made a lasting impression on many members of the group.

Several of us have since signed up for Chinese courses to build on the linguistic foundation we laid during our trip. This will prove valuable in passing on our knowledge of Chinese language and culture to our pupils as the 1+2 approach is implemented across Scotland.

**James Poots, Lasswade High School**



## The Apprentice Challenge



'Venez à Glasgow – c'est fantastique!'

For the second year running, S3 French pupils at Gryffe High School have completed an exciting six week skills-based task. The objective of The Apprentice Challenge is to successfully brand Glasgow as an exciting tourist destination for French-speaking tourists.

The beginning of the task sees pupils researching Glasgow and imagining what information they would want to know as a

tourist, such as transport, where to stay, where to eat and where to visit. Pupils work collaboratively in small groups, assuming different roles to ensure the effective working of their team and giving pupils autonomy for their own learning and success.

This information is collated and presented in the most interesting and appealing way possible. Each group must produce a poster, a leaflet and a PowerPoint presentation in French. They then deliver a presentation of their final products to the class with all members of the group participating. The winning team from each class then competes in the final, presenting to a judging panel and their year group.

Over the last two years, the judging panel has included our very own Gryffe 'Alan Sugar', DHT Mr Peter Holsgrove, and guests from the local authority, SCILT

and the Institut Français. The judging panel choose the overall winners and present them with a prize. They are always impressed with the confidence pupils have in delivering their presentations in a daunting situation.

It has been excellent to see pupils flourish through this project, embracing their competitive drive and relishing the opportunity to work with others. The knowledge and skills they acquire through the challenge not only help to develop their skills for learning, life and work but the project also makes pupils more aware of the important role they have as citizens and ambassadors for Scotland and Europe. We are hoping the project will continue to flourish and next year we plan to extend the project to more than one language and involve the local tourist board.

Allons-y!

**Louise Tait, Gryffe High School**

## Using the Storyline approach to support language teaching and learning

Curriculum Support Teacher Yvonne McBlain is responsible for training Falkirk practitioners in the Storyline approach. She was aware that internationally Storyline is often used as a method for teaching new languages. Yvonne linked with Laura McEwan, 1+2 Languages Development Teacher, and Fiona Moffat, 1+2 Development Officer, in Stirling and Clackmannanshire councils, to explore how Storyline could help all three councils make language learning engaging and relevant to pupils, particularly as they work towards the implementation of the 1+2 approach.

On 8 September, Laura, Fiona and Yvonne delivered the first part of a new three-part training programme designed to support practitioners as they develop the delivery of second and third languages. The team are enjoying creating this innovative new course



together and initial feedback is positive. The course is designed to enable participants to:

- Use storyline methodology within their language teaching
- Adapt their methodology to meet the needs of learners
- Link their language teaching effectively across the curriculum

As expected, practitioners attending

this course wanted support with teaching the French and Spanish language content, but they also needed guidance on how to communicate aspects of the culture of these countries too. Consequently, Yvonne, Fiona and Laura are designing professional learning which creatively and naturally integrates language teaching with other areas of the curriculum. Everyone is focused on exploring how storyline can make the learning broader, deeper and more engaging for learners.

Applying Storyline methodology to the 1+2 approach complements the work practitioners in Falkirk have been doing for the past 12 years. View storyline projects created by Steve Bell, Sallie Harkness and other members of the Storyline Scotland team - [www.storyline-scotland.com/](http://www.storyline-scotland.com/).

**Anne Hutchison, Falkirk Council**

## Young Europeans on the edge of Europe

Brae High School is one of five schools from communities on the edge of Europe, who have joined together in a transnational project funded through the Erasmus+ programme with the aim of examining various issues which affect their pupils. The other schools are in Hammerfest (Norway), Adana (Turkey), Iglesias (Italy/Sardinia) and Gulbene (Latvia).

In March, pupils from our partner schools visited Brae for a packed week of activities to showcase the diverse nature of our industries as well as our culture and heritage. Pupils explored

the importance of fishing to the Shetland Islands and how this has been transformed over the years into a thriving pelagic fishing industry. Pupils visited the largest fishing boat in Scotland, 'The Research', a fish processing factory and were given the opportunity to have a hands-on experience of what is in the seas around us, finishing with the chance to taste the end product.

This was followed by an exploration of the textile industry in Shetland as well as looking at the impact of the oil and gas sector on the local economy and community.

The culmination of the week was a unique opportunity for pupils and their hosts to take part in a specially organised Up Helly Aa. Pupils and staff worked tirelessly to build a specially designed galley and torches. Visiting pupils designed shields to represent their communities and rehearsed an act to represent their country's culture. It was a tremendous event generously supported by the local community. Lasting friendships were made during the week and we are looking forward to our next mobility to Sardinia in December.

**Julie D'eathe, Brae High School**

## We're going on an adventure...a German adventure!

Bellsquarry Primary P7 recently participated in the German language adventure, held at James Young High School and run by the Goethe-Institut.

The challenge was to complete 16 stations in one hour. Each station had a task and at each station one team member had a lanyard around their neck with a clue. Once we had completed the challenge, we stamped our task sheet and moved onto another. Once we completed four challenges, we went to 'control centre' where our scores were recorded and logged on a computer so we could see our progress and check out our performance against the other teams!

In order to successfully complete the tasks, we had to work together as a team, think through our ideas, discuss what we thought and then agree on the correct solution. Sometimes, we had to persuade others to go along with our suggestions! At one station, we had to pose as crazed German football fans and get our picture taken. At another, we had to look at German, Austrian and Swiss manufacturers and decide which two were the odd ones out. We had to listen to pop groups singing in German.

Although we learn French in class, the aim of the session was to have fun. We did have a lot of fun, plus we know a few more things about Germany. Here are some of our 'Words of the week':

- 'Busy!' – Ella
- 'Fun!' – Freya
- 'Interesting' – Beth
- 'Different!' – Finn
- 'Challenging' – Callum
- Sehr gut' – Cara

**Colin Hunter, Bellsquarry Primary School**



P7 at Williamston Primary were lucky enough to be involved in an exciting project with the Goethe-Institut. The Modern Languages Department at James Young High School invited P7 along to take part in a transition event with pupils from other schools in the cluster. This was a wonderful opportunity for pupils to learn German phrases and vocabulary as well as more about German culture through fun and engaging activities. The children had to complete as many activities as they could in an hour and each activity station was named after a German city. Teams had to use

a map of Germany to navigate their way round the stations and the further they travelled the more bonus points they could earn! Pupils really enjoyed taking part in a wide range of activities and especially enjoyed dressing up in German colours. It also allowed pupils to apply team work and problem solving skills. The P7 pupils were supported by S6 and S1 students and the P7s particularly enjoyed seeing older friends who used to attend Williamston.

**Stephanie Brown, Williamston Primary School**

# Cultural Organisations

## Baba Yaga and other things you can... Find out about Russia

The Scotland-Russia Forum launched its new website for children, Find out about Russia ([www.findoutaboutrussia.co.uk](http://www.findoutaboutrussia.co.uk)), with a competition this summer. Children were invited to choose from a variety of activities and we were delighted to receive pictures, stories and computer games from children all over the UK, some sent by their schools and some individual entries.



libraries will inspire future interest in Russia and provide material for a number of comparative school projects in the years to come.

We hope too that children, and their teachers, will continue to explore the new website. It covers a range of topics, folk tales of course but also an introduction to the language, Russian space (currently the subject of a major exhibition at the Science Museum in London), history, ballet, sport and much else besides.

Combined with a short language course for UK primary schools, to be published soon, tasters in schools and other work, we hope to persuade some schools to consider introducing short Russian courses as an L3 either at P5 or during BGE in secondary.

For more information about the website, the forthcoming Russian course, or our programme of free Russian tasters please contact me on [info@scotlandrussiaforum.org](mailto:info@scotlandrussiaforum.org).

**Jenny Carr, Scotland-Russian Forum**

**Sasha Kuznetsova**  
age 9



The most popular choice was a picture of the witch Baba Yaga, who lives in a hut on chicken legs (it can chase you!) and flies through the air in a mortar. Thanks to generous grants from the Scottish Government, Glasgow University / CRCEES and the Russian Teachers Group we were able to send a small gift to each entrant, books and other items to lots of prize-winners, and a large parcel of books to the main schools taking part, in Edinburgh, Orkney and Barra. We hope that the Russian collection in their school

## Dynamic Franco-Scottish links to support international education and languages

On 23 September 2015, 16 académies (French regional authorities for education) attended the Scottish Learning Festival to meet with their partner local authority and continue developing active Franco-Scottish links to support international education and languages.

This school year, various local authorities have started to twin French and Scottish primary schools through e-twinning allowing French and Scottish students to have an authentic experience in the target language and teachers to share resources and best practice.

In France, as of September 2016, L2 will be introduced in CP (P2) instead of CE1 (P3). Provision of languages in primary schools is progressively moving from a discretionary lesson model to a

more embedded approach and primary teachers in France are eager to share with their colleagues in Scotland. L3 which presently starts in 4ème (S2) will be taught in 5ème (S1).

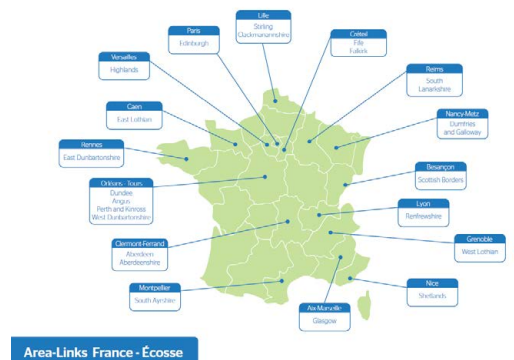
Linking schools, students and teachers is an easy first step to establish active education partnerships. There are many other avenues to explore, such as mobility for students and apprentices for teachers through Erasmus+ funding. At this moment, 22 local authorities are linked with 17 académies but various other local authorities have since shown their interest in such partnerships.

Please contact your languages Development Officer if you are interested in having your school linked with a school in France. If your Authority has

not yet established a partnership with an académie, please contact the Education Attaché at the Institut Français d'Ecosse ([education@ifecosse.org.uk](mailto:education@ifecosse.org.uk)).

Vive la coopération éducative Franco Écossaise et vivent les langues!

**Thomas Chaurin, Institut Français d'Ecosse**





## French immersion programme for primary school pupils and their teachers

In cooperation with North Lanarkshire Council, the Alliance Française de Glasgow has developed a programme of five introductory sessions for primary classes.

Combining language input as well as classroom activities, these sessions focus on greetings, numbers, colours, crafts and rhymes. They enable pupils and their teachers to start practising their oral French with a native speaker who is also professionally trained to teach French as a foreign language.

The pilot phase started in Cleland, Calderbridge and Cambusnethan primary schools. P2 and P3 classes have a full French immersion experience over a three week period.

School staff remain in the classes and they are able to consolidate the work of the Alliance Française's teachers in between the sessions.

Feedback from the schools indicates that the pupils have responded very well and are 'chattering away' in French in a much less inhibited way than P6 and P7 classes would do.

Staff from the different schools and the Alliance Française have really felt the enthusiasm and commitment coming from the pupils and their teachers who took part in these sessions, making this French immersion programme a rewarding one for everyone involved.

The programme will cover P2 and P3

classes in four secondary clusters prior to Christmas and the intention is to deliver a similar number of sessions to P4 and P5 classes in the same clusters after Christmas.

**Robert Dalzell, North Lanarkshire Council, and Nathalie Korkmaz, Alliance Française de Glasgow**



## Innovative ideas at the German Language Day



'Motivated and inspired by the varied programme and activities', was just one among the many positive comments about the German Fachtag which took place on Saturday 12 September. This was organised by SALT in collaboration with the Goethe-Institut. The event was fully booked within a week and there was a waiting list for participants. The delegates enjoyed a really varied programme to support the

effective delivery of German in their schools.

After the success of last year's event, Robbie Kirk and Kirsten Herbst-Gray from SALT, with the support of Lilo and her talented team at Goethe-Institut, planned and delivered an exciting programme which showed off the wealth of resources and support on offer.

Robbie Kirk from Carrick Academy delivered a very informative workshop on techniques and strategies which teachers can use to support young people when tackling translation. The delegates also had the opportunity to enjoy an interesting presentation by Katrin Frahm about the Goethe-Institut's programme and certificate, 'Fit in Deutsch' followed by a guided tour around the Goethe-Institut's library.

The focus of the afternoon's presentation delivered by Kirsten Herbst-Gray from Langholm Academy was skills development in Higher based on trialled and tested approaches as well as using music for this purpose. Lilo also captivated her audience with inspiring film clips to motivate and educate our German students.

The day was such a success that Fachtag 2016 has already been booked. The date for next year's exciting event is Saturday 10 September 2016.

For any further information about the services which Goethe-Institut offers please go to the Goethe-Institut's website ([www.goethe.de/glasgow](http://www.goethe.de/glasgow)) where you can also sign up to receive the newsletter.

**Amanda Lyons, SCILT**

## Our Europe film-making project 2015-16 has launched!

After the success of last year's Our Europe, the film-making project for S3-S6 pupils has launched for another year. This innovative, educational project, run by the Scottish European Educational Trust, asks pupils to work in teams of four to come up with an idea for a short film based on how being a European citizen affects them as young people living in Scotland. The concept must creatively address European issues as well as include at least one language other than English. All pupils have to do to enter is send their ideas in storyboard form to the SEET office by 10 December 2015. Up until this deadline, SEET staff will be making visits out to schools to run workshops

on storyboarding and planning as well as helping schools to establish links with partner schools abroad so pupils can discuss their ideas with peers in other countries before submitting them.

Once all the entries have been submitted, 18 teams will be invited to attend one of our three workshop days (held across Scotland) where pupils can work with film-making professionals to turn their ideas into real films. Pupils spend the day receiving training then subsequently filming and editing the idea outlined in their initial entries. The final stage of the project will be a premiere and awards ceremony where all 18 teams come together to

watch their films for the first time and receive awards in recognition of their achievements.

Our Europe is a great way to get pupils engaged in language learning, boost their confidence and develop their core skills. If you would like to know more about the project, or arrange a school visit, please contact Madeleine McGirk ([madeleine@seet.org.uk](mailto:madeleine@seet.org.uk)).

To sign up or register teams please visit the Our Europe website - [www.oureuropecompetition.com/project](http://www.oureuropecompetition.com/project).

**Madeleine McGirk, Scottish European Educational Trust**



# News from universities

## The Open University in Scotland's Young Applicants in Schools Scheme (YASS)

YASS is an opportunity for S6 students in Scotland to study university level modules in school alongside the school curriculum. It is delivered by The Open University in Scotland (OUiS) and is funded by the Scottish Funding Council (SFC).

Students can access over 30 modules in a wide range of subject areas including 11 language modules, including French, German, Italian, Spanish, Welsh and Chinese. These modules are offered at beginner and intermediate level, last between 30 and 40 weeks and require up to 16 hours of study per week. They are clearly structured with timetables and deadlines.

More than 4,000 pupils from 230 schools have participated in YASS since it was piloted in 2007. Currently, 40% of Scottish secondary schools have one or more students taking a YASS module. This statistic excludes independent schools. 102 students are studying a language module.

As well as being able to study a subject that interests them, pupils participating in YASS develop important skills such as independent learning, critical thinking and time management.

One of the core strengths of YASS is its accessibility. Participation is not dependent on where a student lives, cohort numbers or the ability to pay. This means that an S6 student from any school in Scotland can choose to take a language module through YASS, and SFC funding means the majority of YASS students can access full funding for their modules. Please note that students from independent schools are not eligible for SFC funding.

To further support widening access, the OUIS is in discussion with Scottish Higher Education Institutions to explore

the potential of YASS modules being formally recognised as part of their admissions policies. From 2015 students can add their YASS to their UCAS applications as other qualifications. YASS will also be included in Insight, the Scottish Government's senior phase benchmarking tool. Each YASS language module gives credit at SCQF Level 7. YASS students work with a tutor or study advisor and have access to the entire OU online library. This method of delivery means YASS can be embedded and sustained within senior phase choices for schools year on year.

YASS offers schools the opportunity of adding breadth and depth to their curriculum with limited impact on teaching resource. YASS is particularly attractive to schools who struggle to offer their students language options.

### Case studies

'Studying my YASS course has really given me a big boost in confidence. I already know that when I get to university I will be able to cope with the standard and pace of learning just because I am

already used to it at this stage. It's also given me different skills, such as critical thinking, taking notes and critical reading – all skills you'll need when you get to university which you don't usually learn until you get there. The fact that I have already been introduced to that is really going to help me.'

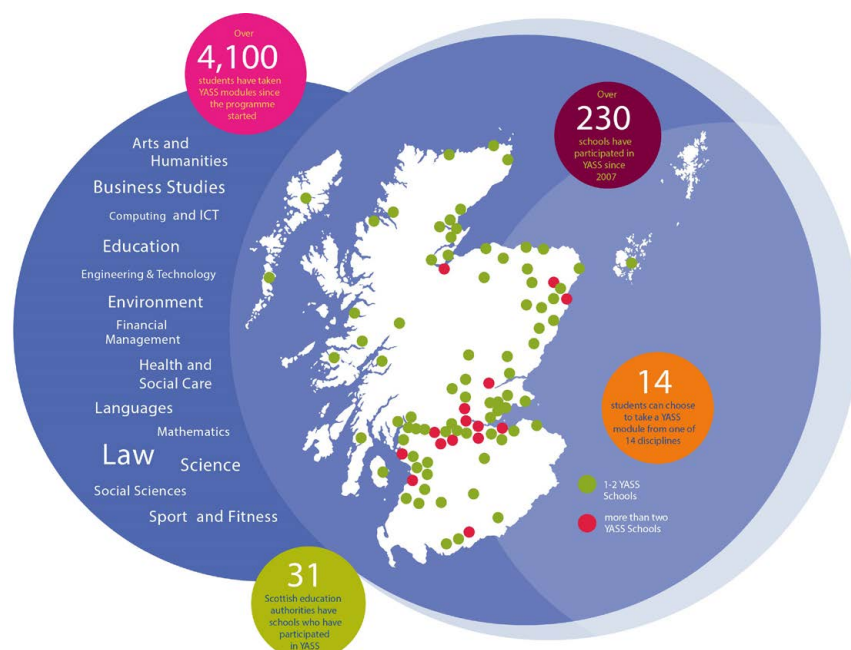
Heather, Caldervale High School

'YASS provides a solution for us here. Not only does it give pupils opportunities to study subjects that wouldn't otherwise be available to them at a level that wouldn't normally be possible, it allows them to do so here, at Doon Academy.'

Norman Paton, UCAS Adviser / Widening Access Coordinator Doon Academy

For further information, please contact Kitty Chilcott, YASS Project Officer, ([kitty.chilcott@open.ac.uk](mailto:kitty.chilcott@open.ac.uk)). More information is available from [www.open.ac.uk/scotland/study/young-applicants-schools](http://www.open.ac.uk/scotland/study/young-applicants-schools).

Margaret Nicolson, Open University in Scotland



# Partnerships beyond school

## Adding sparkle to your languages classroom!

Last year SCILT ran a pilot project with 15 schools, primary and secondary, linking a class to a student who was about to spend their year abroad. The students were either a English Language Assistant with the British Council or a volunteer with the Scottish charity Project Trust.

All these young people on their year abroad are wonderful adverts for learning a language and discovering the culture of another country. Moreover, the links provide a rich context for literacy,

numeracy and health and wellbeing, as well as looking at the language and increasing pupils' knowledge about culture.

There is an initial briefing meeting for teachers and students in June. The student subsequently visits the class before going out to the country and there is a post-country visit to the class too. Blogs are proving to be a very effective way of communicating between the class and student.

Blogs from this year's students are available from the SCILT website - [www.scilt.org.uk/BeyondSchool/LanguageLinkingGlobalThinking/tabid/5388/Default.aspx](http://www.scilt.org.uk/BeyondSchool/LanguageLinkingGlobalThinking/tabid/5388/Default.aspx).

If you are interested in setting up a link for 2016, please contact Alice Lister ([alice.lister@strath.ac.uk](mailto:alice.lister@strath.ac.uk)). The link runs from June 2016 to June/Sept of the following year, 2017.

**Meryl James, SCILT**

## Language Linking Global Thinking – a school's experience

In August last year we were introduced to Ellen, a student at Stirling University who was about to spend a year in France as a Language Assistant. Ellen spoke to us about the things we would like to learn about France, and then used this as the focus for her monthly blog that she wrote to us while in France. Her blog posts were very detailed and clearly described what it is like to live in France – school life, food and festivals to name but a few. It was really interesting to see what she had been doing and what daily life is like in another country.

We were also paired with pupils from one of Ellen's classes in France. Once matched, we wrote letters to introduce ourselves (we wrote in French and they wrote back in English). We then went on to discuss a range of topics including hobbies, school and what we like and dislike. My two pen pals were called Rémy and Marwanne. It was great to get to know them over the year and to find out what they're interested in. I realised that although we live in different countries we are very similar in certain things.

It was a very enjoyable experience for our class and we have learned a lot

about the culture and daily life in France, as well as improving our French. Here is what others in my class had to say:

'It was fun and a good opportunity to use and expand on my knowledge of French.'

'It was easier than I expected to communicate with them as their emails weren't perfect and neither were mine... after the first email I didn't panic so much that my French wasn't perfect.'

'I'm excited to learn more about French culture and more of the language, and meet and talk to more people from France.'

'The project has made me want to live in France for a bit and see what it's like for myself.'



'No matter what language you speak you can still communicate with people.'

**The article was written by a pupil who took part in the Language Linking Global Thinking initiative at Alva Academy**

## Language Linking Global Thinking – a student’s perspective

The Language Linking Global Thinking pilot project, which aims to inspire the younger generation as they take their first steps in learning a language, not only introduced pupils in various schools across Scotland to new languages and cultures, but also enhanced my own time abroad as I reflected on my experiences and reported back to my partner school through blog updates and emails.

The training day at Stirling University in June 2014 allowed students taking part in the project to discover a little more about our roles and gather ideas about topics to share with our classes. In addition, it was a pleasure to meet the teachers with whom we would work and allowed us to plan topics and dates to visit the school.

Linking with P5 and P6 at Borestone Primary in Stirling was a pleasure, especially working with such enthusiastic

pupils. They were eager to ask questions and find out more about a different culture as I shared my experience as an English Language Assistant in Lycée Jean Monnet in Nantes, France. Meeting the pupils three times over the course of the year, before, after and during my time abroad, allowed me to report back on my experiences and answer any questions the pupils had. It also meant I could bring back some Belgian chocolate for the class from my travels!

In addition to classroom visits, blogging meant that the pupils could keep up to date with life in France. It was also beneficial to me as it inspired me to get out and do things that I would not have done otherwise, and pushed me to become part of the community, whether it be volunteering at the local cinema or attending training sessions at the local running club.

A year on from the project, I hope that my experience in France has highlighted some of the many advantages of language learning, not just for job prospects and increased employability, but to inspire pupils to challenge themselves in different ways, experience new cultures and meet incredible people. There is no doubt that now, a year on from beginning my year abroad and involvement with the project, I have gained valuable skills, confidence and even more enthusiasm to perfect my language skills.

Furthermore I have gained experience in a possible future career and made some lifelong friends along the way, thanks to my link with the staff and pupils in the Language Linking Global Thinking Project.

**Lauren Gane, University of Glasgow**



## Dylan Kelly, Marketing Manager, Old Course Hotel, Golf Resort & Spa



### Why are languages important in your field of work?

Ours is an international industry requiring language skills. We attract guests from across the globe and it's extremely important that we service these guests to five star standards. We tailor our messages in various languages and work with our staff, translators and international agencies to do so. Golf is an international game but messages can be very different and it is important we communicate consistently across all territories.

### Would you say a little language can go a long way?

I believe most of our visitors appreciate being engaged in their mother tongue. I am fortunate to work with some great

people from across the globe and many pride themselves on making visiting guests feel welcomed.

### What would you say to anyone thinking of going into your field of work?

Hospitality is certainly a challenging career and you need to be aware of that. Amongst the most desirable qualities is communication and that is vital at all levels.

I'm Dylan Kelly and I feel very lucky to market one of the leading resorts on the planet. My role promotes award winning golf, spa, food and drink, all of which I'm passionate about and certainly makes the job a bit easier! Our resort mission statement is to deliver outrageous hospitality experiences and as a five star resort it is our responsibility to do so.

SCILT's job profiles highlight the value of language skills in the world of work. They cover various sectors including business, heritage, marketing, sport and science. Visit the SCILT website to read Dylan Kelly's full job profile - <http://www.scilt.org.uk/Business/Jobprofilesandcareers/tabid/2867/Default.aspx>

## SCILT Staff



## Anna Mazzucco, Modern Apprentice

### What did you do before you came to SCILT?

Before starting at SCILT in June 2015, I was a pupil at St Ninian's High School in Giffnock. This school gave me many opportunities to be able to achieve my goals. During my time in school, administration was my favourite subject, which led me to look at apprenticeships for administration.

### What is your main role at SCILT?

My main role is supporting and being part of the administration team and supporting Professional Development Officers.

### What do you like most about your work?

I like the variety of work at SCILT and every day I am able to do different tasks. As I only started in June I am still learning new things within SCILT.



## Amanda Lyons, Professional Development Officer

### What did you do before you came to SCILT?

I am currently on secondment from the James Young High School in Livingston where I led the Modern Languages Department. I was very lucky to be in charge of a large, dynamic department which offers a variety of languages including French, German, Spanish and more recently Mandarin. I was also network leader in West Lothian for Modern Languages. During the period before my secondment I was responsible for raising attainment in the senior phase by supporting colleagues across the authority with the implementation of the new Higher course.

### What is your main role at SCILT?

As a Professional Development Officer I am responsible for developing and

delivering a broad range of support measures for secondary teachers of languages. This involves creating and leading professional learning workshops, managing projects and facilitating business links between schools and businesses as well as organising other promotional events. I have a particular focus on supporting the growth of German in Scottish schools and will be working closely with external partners to support this aim.

### What do you like most about your work?

I love working with such talented and passionate colleagues both within SCILT and across Scotland. It is a joy knowing that the services we offer at SCILT are for the ultimate benefit of our young people and their language learning. Knowing I have played a role in supporting the languages agenda in Scotland is a

great feeling. The post of Professional Development Officer is also really varied and brings with it so much flexibility which is a definite bonus!

### Who has been the biggest inspiration (in the pursuit of languages) so far?

I have met so many people, both teachers and young people who have had a positive impact on my career. However my biggest inspiration was my first ever Head of Department, Susan Watkins, who was my boss when I began my career as a languages teacher many moons ago! Her passion for languages and the support she gave both to new languages teachers and young people learning languages was second to none. I learned a lot simply watching her interact with people every day and will always be grateful for the chance to have worked with her.



## Julie-Anne Mackenzie, Professional Development Officer

### What did you do before you came to SCILT?

I was a secondary teacher at Calderglen High School in East Kilbride. I taught Spanish, French and Gàidhlig to native speakers. Calderglen is a very dynamic and enterprising place to work, giving staff plenty of opportunities to develop their own areas of interest and motivate pupils to learn in different contexts. I was able to arrange and take part in the Learning Away programme through a huge variety of residential activities and co-ordinate the Duke of Edinburgh's Award.

### What is your main role at SCILT?

As a Professional Development Officer, I am involved in the development and

delivery of CLPL workshops relating to language learning and teaching, and in supporting schools in their implementation of 'Language learning in Scotland: A 1+2 approach'. I am also working with language departments to help them make links with the business community. As the only Gaelic speaker at SCILT, I have responsibility for any work relating specifically to Gaelic.

### What do you like most about your work?

So far, I like the flexibility and variety of work at SCILT. It means contact with both pupils and fellow professionals, so every day is different. I love that I get the chance to go out to different schools and workplaces to see examples of some excellent practice, which I will take back to school. I'm also very excited about the

potential for further study that working here can offer.

### Who has been the biggest inspiration (in the pursuit of languages) so far?

My language teachers in Fidigary School, Leurbost School and the Nicolson Institute in the Isle of Lewis were inspirational in many ways. They used innovative and memorable approaches in their teaching, many of which I have copied! They were so positive about language learning and they set such a good example, working hard to produce great lessons and keeping pupils motivated. Particularly in senior school, they gave up time to ensure pupils were able to continue language study which went above and beyond the call of duty. I'm sure I didn't say at the time, but I really appreciated it!

## Contact Us

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At the University of Strathclyde, SCILT has a number of partnerships with key organisations in Scotland, UK and further afield.

