

Scotland's National Centre for Languages Newsletter



European Day of Languages



Welcome to the SCILT newsletter

Editorial

Dear colleagues

It is utterly humbling to be able to offer you such a motivating and inspiring newsletter for autumn/winter 2020. Despite the most challenging circumstances in our schools, the focus on keeping our youngsters safe and the increased anxiety that our teachers are experiencing, this newsletter is testament to the hard work and dedication of Scotland's languages community. It is so encouraging to see languages flourishing in so many of our schools and local authorities. Rather than being diminished by Covid-19, it appears that there is a wealth of language learning taking place, both online and face-to-face in the classroom.

In this edition you'll read about youngsters enjoying and benefitting from the opportunity to learn a wide range of languages; Arabic, Gaelic, Spanish and Mandarin to name but a few. Perhaps unsurprisingly, the need to connect internationally to find solutions for common challenges has come to the fore throughout the pandemic. Learning for sustainability, global citizenship and employability skills, therefore, figure highly in this issue of the newsletter. It is evident that language learning has a unique contribution to make to that broad and varied curriculum experience we value so highly, that aims to prepare youngsters;

"for jobs that don't yet exist, using technology that hasn't been invented to solve problems we can't yet imagine."

[Curriculum for Excellence fact file](#)

Little did we realise when CfE was introduced how quickly that new world would be thrust upon us and how uncertain that future would be. However, in this ever-evolving situation, that core stability of good learning and teaching gives teachers the confidence and permission to innovate. Good quality language learning links us to the rest of the world, keeps us outward looking and makes us resilient. Now, more than ever before, these qualities have a significance that resonate with us all.

Equally striking is teachers' desires to share what they are doing, collaborate and exchange ideas. At a time when the profession is under such strain, teachers continue to find time to undertake meaningful professional learning and share their learning with others. I am speaking for the entire SCILT team when I say we applaud your determination, resilience and courage. To care for Scotland's youngsters and guide them safely through these turbulent times is nothing short of heroic and each and every one of you deserves our respect and gratitude.

With warmest best wishes,



Fhiona Mackay, Director

03

SCILT News

08

European Day of Languages

09

News from local authorities

13

News from our partners

21

Languages beyond school

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

Discovering China during lockdown



In May we launched Discovering China, a programme devised before the outbreak of Covid-19 to deliver online Mandarin lessons to Scottish schools, taught remotely by an experienced GTCS Mandarin teacher. During the lockdown period however, this programme played an important part in our Covid-19 response and was adapted to support and deliver home learning.

In partnership with e-Sgoil, colleagues from both CISS and SCILT delivered weekly Mandarin lessons over a period of six weeks to support pupils from P5 to S3. Each 50 minute lesson consisted of an enthralling mix of Chinese language and culture, which provided pupils with a positive cultural learning experience. In addition to the live weekly lessons, pupils had the opportunity to consolidate their learning by engaging in support materials posted into their online class Team. Pupils and parents could also engage with the Mandarin teachers through the Team and share any questions, concerns and examples of completed follow-up tasks with the teacher and online class members. All classes were well attended and the feedback from pupils and parents was positive and encouraging. Indeed one parent, Inge Birnie was kind enough to share both her and her son's experience of the Discovering China course:

"I signed my son up for the Discovering China classes as I thought it would be good for him to have an opportunity to learn about another language and culture. I thought that my son would be particularly interested in Mandarin because it is so different from English, and I was not mistaken. He really enjoyed the sessions, especially the facts about China and having the opportunity to join live lessons and interact with teachers. I was amazed how quickly he worked out how to use the platform and he was very keen to give answers in the chat room, even though he didn't know the other children.

"As a parent it was great to have this provision; it provided an opportunity for my son to learn about a new language and culture, and the live teaching sessions kept him engaged - in fact he was disappointed when the sessions finished!"

Karen Faulds, SCILT

Discovering the World of Arabic

After months of preparation, in September 2020 SCILT launched the pilot phase of Discovering the World of Arabic, an innovative new learning experience developed in partnership with Qatar Foundation International. Participating in the course this year are:

- ten primary schools, from Lockerbie to Lochgoilhead
- six secondary schools, from Inverurie to Dunoon

Twice a week, schools log in to their live online lessons, delivered by a teacher who is a native speaker of Arabic. The classes are delivered in real time, and learners have live interaction and feedback on their progress. Supplementary materials are shared via Microsoft Teams on Glow, and learners can ask their teachers questions or even re-watch their lesson to consolidate what they have learned.

In the primary course, learners are taken on a tour of the Arab world, visiting a new country every week. Not only do they learn useful vocabulary and phrases which enable them to communicate in Arabic, but they also learn facts about the culture and traditions of each country.

The secondary course, aimed at S6 pupils, focuses on employability and using the language in a meaningful way. For these students, this course offers an additional skill which will enrich their CV, and could be beneficial in any career where they will have contact with people and businesses from the Arab world.

This unique experience is new in Scotland's schools, and this group of schools is the first to have access to learning Arabic in this way. We look forward to seeing their progress with this fascinating and beautiful language.



Follow [#DiscoverArabic](#) on Twitter to see how our schools are getting on.

Lisa Hanna, SCILT

Impressive commitment from the TELT professional learning community during lockdown

In August 2020, at the slightly delayed close of the 2019-20 presentation of the Teachers Learning to Teach Languages (TELT) programme, the OU/SCILT team were delighted and impressed to find that over three quarters of teachers on the course completed their Masters level studies, despite the incredibly challenging circumstances of lockdown.

Supported by a team of tutors who have either completed or designed part of the programme themselves, more than 60 Scottish teachers successfully completed the beginners and the post-beginners courses that make up the programme. Both courses offer students language upskilling in either French, German, Mandarin or Spanish, alongside applied primary languages pedagogy and the option for GTCS Professional Recognition.



Last session was the first time the post-beginners course ran alongside the beginners course, paving the way for more of the teachers to progress further in both areas of their practice.

"I was very moved by reading the teachers' final reflections in the summer," explained one course tutor. "Given the tricky circumstances in schools, it was really uplifting to see the commitment to and enthusiasm for interdisciplinary and inclusive practice from teachers who had started the programme lacking confidence. Best of all, the children are the ones who will benefit from the

motivating and meaningful language learning experiences that these teachers are now inspired to plan and teach."

Do you think TELT might be for you? The 2020-21 TELT course began in early October and teachers will be sharing their experiences using the [#OU_SCILT](#) hashtag on social media.

Registration for the next presentation opens in spring 2021 and will be advertised in SCILT and Open University communications.

Lynne Jones, SCILT

Language learning with a twist!

There is nothing more motivating than a bit of healthy competition, and SCILT continues to support language learning by offering schools and learners the chance to show off their language skills competitively. In 2020-21, we are offering the talented linguists of Scotland two ways to showcase their skills.

The **Mother Tongue Other Tongue** multilingual poetry competition celebrates linguistic and cultural diversity through creative writing, and showcases the many languages spoken and learned by young people in school and at home. The competition is open to budding poets of all ages, from P1 to S6. This year, the focus is on

the spoken word: entrants must write an original poem either in a language they speak at home, or a language they are learning at school. They will record these entries, and they will be judged by a panel of experts, with the winners being announced at the final event on 19 February 2021. With a number of schools already signed up to participate, we expect this to be a fierce competition, and we look forward to sharing the work of Scotland's outstanding young multilingual poets in March 2021!

Espacios Increíbles is running for the second time! This inspiring project is aimed at learners of Spanish in S3, and aims to show how language learning goes beyond the classroom into the world of architecture, design and creativity. Participants work in a group to research a Spanish speaking country, then design a building to be built in that country. They work across school subjects, with input from Art and Design and Technology, in order to produce their show-stopping creations.



They will then present their design in Spanish, with one group being chosen to represent each school in the final stages. Five schools will be chosen to take part in the final Espacios Increíbles event in April 2021, where they will go head-to-head presenting their designs live to a panel of judges. Who will win – we can't wait to find out!

Lisa Hanna, SCILT



Languages in lockdown

We all faced immense challenges during lockdown, and at SCILT we wanted to show our support for the amazing community of language learners and teachers in Scotland's schools. Along with our partners at eSgoil, SCILT designed, co-ordinated and delivered a range of live online classes to support and encourage language learning throughout the lockdown period. We welcomed learners from P1 to S6 to a range of classes where they could engage in motivating lessons broadcast live by a team of experienced teachers.

For younger learners in primary school, there was storytelling in French as well as live interactive classes led by teachers from all over Scotland.

Both parents and learners enjoyed this experience, and appreciated the chance to engage with a live class. With the cancellation of SQA exams, we wanted to support secondary learners through this unprecedented time.

Along with a talented team of associate teachers, SCILT designed and delivered short courses for senior phase learners. Targeted at learners progressing to National 5, Higher and Advanced Higher, these courses were delivered in French, Gaelic, German, Italian, Mandarin and Spanish. Our aim was to support the fantastic work schools were already doing, and to give learners the opportunity to increase their confidence ahead of the next phase in their learning.

Many seized the opportunity to learn a brand new language through our live beginner classes in Arabic, Italian and Mandarin. Maintaining enthusiasm for learning was a key aim during this difficult period, and so the chance to try something exciting and new was really motivating.

SCILT is proud of the languages community in Scotland, and it was a privilege to support its learners, parents and teachers during lockdown.

Lisa Hanna, SCILT

Languages Week Scotland 2021

Alongside the European Day of Languages in September and International Mother Language Day in May, Languages Week Scotland has quickly become a key date in the

calendar of language lovers in Scotland since launching two years ago. Be sure to mark in your diary that next year, Languages Week Scotland takes place 1 to 5 February 2021.

This year's theme is 'Celebrating Scotland's languages landscape' and the aim is to amplify the diverse voices of our multilingual, multicultural communities far and wide! Languages Week Scotland is the perfect opportunity to spread the word about all the innovative examples of language use and language learning in your community.

In the coming weeks, look out for:

- all new @LangsWeekScot account on social media
- Twitterstorm of [#scotlandloveslanguages](#) from all educational establishments, community groups, businesses, venues and arts projects with a story or an event to share
- dedicated Languages Week Scotland webpages showcasing resources and events from across the country

Lynne Jones, SCILT



On a theme, on demand and live online: new additions to SCILT's professional learning offer

From September 2020 to March 2021 SCILT will run a series of themed on demand and live professional learning which will be open to all in-service and student teachers in Scotland.

Themes will be applicable to primary teachers, secondary teachers or both. Themes so far have included lessons learned from lockdown and gathering robust evidence in secondary.

Look out for:

- the new theme announced in the first SCILT e-bulletin of each month
- mid-month a short film or a piece of reading designed to provoke reflection posted on the SCILT website

- at the end of the month, the live virtual drop-in hosted by the SCILT PDO team covering that month's theme

We look forward to connecting with lots of you through this new (to us) approach to professional learning. Follow and use the hashtags [#SCILT_CLPL](#) [#SCILT_bitesize](#) [#SCILT_dropin](#) on social media to keep the professional learning conversation going.

As always, SCILT professional learning is free, and registration is open to all teachers and student teachers in Scotland. If there is a particular theme you think we should cover, please tag [@scottishcilt](#) on Twitter or email scilt@strath.ac.uk.

Lynne Jones, SCILT

Professional learning:

Lessons from lockdown (Sept 2020). For primary and secondary practitioners.

Lessons learned from lockdown bitesize:

In this film, five teachers working in primary schools across Scotland share some of the lessons they learned about teaching languages during lockdown. Liz and Joe made use of Twitter to set regular challenges for pupils and families. James established his own YouTube channel. Mel and Gillian both taught live lessons as part of the SCILT/eSgoil national school as well as providing interactive materials for children from their own schools to practice consolidate target language vocabulary at home.

For a secondary perspective, we hear from Linda who taught through lockdown both with her own school and with the SCILT/eSgoil online national classes. Linda explains her experiences of online teaching and shares her insights about how this has changed her as a teacher.



While approaches may have differed for our teachers, several common themes come through in the clips:

Scottish Languages Employability Award

“Employers and schools need to develop strong two-way partnerships – partnerships that deliver improvements to teaching and learning and bring real-life context into the classroom.”

[Developing the Young Workforce](#) (Scottish Government, 2014)

This is the philosophy behind the Scottish Languages Employability Award (SLEA), first awarded by SCILT in November 2019. It is designed to encourage and recognise strong partnerships through languages between schools and businesses.

Last November, three pilot school groups became the first to achieve the award; Bishopbriggs Academy, the Stirling Learning Community, and St Mary's Primary School in Bannockburn. Representatives of these schools were welcomed to a reception at The Ramshorn to receive their awards. Following this, the SLEA became open to all schools.

Last session, two further schools submitted entries and achieved the award during lockdown, Broughton High

School and Bathgate Academy. This was a particularly notable achievement in such challenging times; they received their awards in June. Unfortunately, due to the restrictions at the time, we were unable to present them in person, but our congratulations on their achievement were just as warm as if we had been able to do so!

In order to achieve the award, schools complete the following steps:

- establish a partnership with a business/organisation
- develop a project
- gather evidence of the project
- submit this to SCILT using the pro-forma on our website, the next date for submissions is 22 January 2021

Submissions can be a single project with one organisation, or a combination of career-focused projects and activities. The scope of the submission determines the level of award; gold, silver or bronze. Ideas for possible projects are on the SCILT website; these can be anything from careers fairs to business projects or talks from businesses about languages.



**SCOTTISH
LANGUAGES
EMPLOYABILITY
AWARD**

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In the face of current restrictions, many schools plan to establish careers and employability events or projects online, and these would certainly qualify for submission for the award.

For further information, please see the [SLEA](#) section of the SCILT website, or get in touch [via email](#).

Sheena Bell, SCILT

Unity Wall

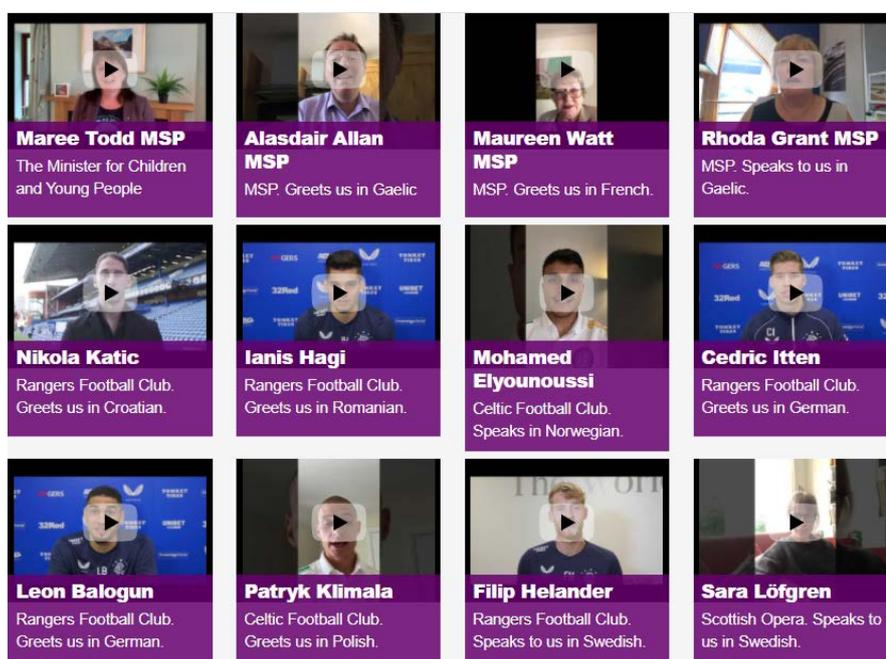
SCILT invited public figures to submit a message to welcome children and young people back to school in August 2020. These messages are in a language other than English, and we are delighted to feature such a wide range of languages.

Public figures include MSPs, players from Rangers and Celtic football clubs and members of Scottish Opera. We hope these short films will inspire learners.

We invite learners and classes to create their own messages, in a language other than English, and share a positive message on unity and inclusion. If you would like to submit a video to be included on our wall, please [contact SCILT](#).

[View the videos](#)

Sarah Macfarlane, SCILT



European Day of Languages

Comely Park Primary School

At Comely Park Primary School in Falkirk we celebrated European Day of Languages in a variety of creative ways. From nursery through to P7 the children explored different aspects of their selected country and investigated the culture, the history and the spoken language.

Due to some of the children having Turkish as their first language the nursery focused on Turkey. They made replicas of the flag and learned some Turkish words.

The P1 pupils focused on Spain and found out information on Pablo Picasso. They practised some flamenco dancing and created their own Picasso themed artwork.

The P2 countries of choice were France and the Netherlands. They were busy all week building Eiffel Tower structures during STEM activities as well as creating French menus and learning French songs.

P3 really enjoyed learning about Sweden. They learned lots of new words and practised conversing with one another. During STEM they built the Oresund Bridge.

P4 focused on the countries France and Italy. They researched facts about the countries as well as researching the famous Venetian rowing boat, the gondola. They created their own gondolas using paper. Mrs Kennedy made the traditional Italian food, pizza, in the pizza oven. They also created Eiffel Tower artwork as well as replicating the Mona Lisa.

P5 focused on Spain. They investigated the traditional Spanish food, tapas, and created their own tapas foods using paper plates. They also researched the history of the flag. They learned about Spanish classroom instructions then designed a comic strip to help remember them.

P6 learned about Germany. They used atlases in order to identify major German cities and rivers. Pupils created fortune tellers which focused on German colours. It was a bit fiddly but everyone managed to achieve their goal!

P7 looked at the country Iceland. They worked in groups to create fact file posters on Iceland. They learned Icelandic words and practised these with each other.

Sharon McDavid, Comely Park Primary School



St Columba's High School

Despite Covid-19 restrictions, St Columba's High School in Gourrock still managed to celebrate and enjoy EDL this year. We had fun and made it work!

Our activities included lunch time taster sessions in British Sign Language and Arabic, led by younger pupils and supported by our S6 Language Leaders. During class time we took part in the official EDL quiz as well as enjoying a European disco.

Inverclyde Council also got in touch and asked us to create and record a [promotional video](#) demonstrating how we marked the occasion. This was then launched on the Inverclyde Council website and Twitter on the 26 September.

St Columba's High School are happy to promote and support language learning!

Emma Donnelly, St Columba's High School

News from local authorities

Discovering the World of Arabic at Whinhill Primary

Mrs Homer and the P7 class at Whinhill Primary School are learning about Arabic language and culture through SCILT's Discovering the World of Arabic programme. We asked Mrs Homer about their experience so far.

Can you tell us a bit about Whinhill Primary School?

Whinhill Primary School and Nursery Class offers both English and Gaelic Medium Education in Inverclyde.

Language lies at the centre of our thinking and learning. Gaelic has gradually become embedded in the whole school ethos, and is not restricted to the Gaelic medium classrooms alone. The whole school has embraced Gaelic and is championing the language for the authority.

Whinhill is a literacy rich school and we are proud of the diversity of languages our children are exposed to. In addition to English we deliver French from P1 to P7 and Gaelic from P4 to P7. Our Gaelic medium children receive French from P1 to P7 and English from P4 to P7. This year some classes will also be learning Spanish.

The bilingual nature of our school, with both English and Gaelic medium, gives us a unique perspective and fosters a deep value of learning languages.

At Whinhill we value partnerships with local schools and businesses. We have worked with Heriot-Watt University in developing a project on translanguaging which will now be cascaded across schools in Scotland.

How have you found the experience of live online lessons?

The live lessons have allowed us to build on our existing digital platform. It has been a fantastic experience especially in the current climate, making language learning real for pupils.



The live lessons have boosted pupil motivation and allowed them to build a relationship with their Arabic teachers. The pronunciation can be explained clearly with instant feedback for pupils. The Arabic teachers continually support and encourage our pupils.

Have you been practising outside of the live lessons?

Outwith the live lessons, P7 continue to develop their knowledge and understanding about the Arabic world through a comparative investigation. Pupils have been looking at the similarities and differences between Scotland and the Arab world.

Pupils are building on knowledge gained from live lessons by using Arabic greetings within the classroom and around the school. They are developing their Arabic writing skills by using the Arabic alphabet taught during the live lessons to write their names. Pupils are also learning about Islam and Islamic art.



What are the children enjoying?

Overall, the pupils are enjoying learning about a different language and culture – some of them never expected to be learning Arabic!

For our two Arabic speaking pupils they have enjoyed their peers speaking their language and are looking forward to their friends talking to them in Arabic more.

Some words pupils have used to describe this experience so far:

- “Stupendous”
- “Cool”
- “Fun”
- “A creative and beautiful language”
- “Unique”
- “Interesting”
- “Tricky but I love it!”

Caroline Homer, Whinhill Primary School

Going Gaelic in South Ayrshire

Gaelic language learning is flourishing in South Ayrshire schools. We've established a successful programme of language learning and pupil engagement with Gaelic through active learning, IDL, music and singing games. The development team, led by QIO Lynn Crossan, music specialist Richard Hill and teacher Nickie Davidson, has opened Gaelic language up to over 1,000 young people since August and more will be having experiences before the summer.

Richard, in partnership with South Ayrshire Council Music Service, has developed and implemented materials focusing on language acquisition through song and musical activities. He has developed quality resources, including recordings. Since August his focus has been on three main projects: an early years Kodaly music project using singing games, repetition and nursery rhymes, CLPL for music and class teachers and linking literacy, music and drama using Storyworlds books and Acair publications.

Nickie has been working with a number of primary schools across the authority, offering 8-week programmes in Gaelic. Topics include introductions, feelings, colours, numbers, pets, families and conversations. The children are highly engaged in their learning and are thoroughly enjoying the variety of activity stations being offered. High quality games and resources are used to ensure that the children are getting lots of fun in their learning journey. Firm favourites are talking dictionaries, sock puppets, iPads, and Sphero balls.

Initial feedback is positive, with children engaged in learning and using the language with each other. Other staff are also motivated and involved in the school-based projects, scaffolding and embedding Gaelic language learned. Through quality lessons and modelling of good practice, the project is gaining strength and is extremely popular with children and staff.

Lynn Crossan, South Ayrshire



Inspirational learning in lockdown

Over the past few years Springfield Primary School and Bonnytoun Nursery in Linlithgow, West Lothian, have been developing their nursery to P1 transition programme to include French. In 'normal times' I visited the nursery to teach some French during the last term as a transition activity. I used Camembear from Headstart Languages as a resource to engage the children, and as a key transition tool. When the children then came into P1 they were familiar with me as a teacher and with Camembear, who we used as a resource to support French through P1.

When the nursery to P1 transition programme was moved online in May this year, due to Covid-19, we had to work out how we could deliver this key part of the programme. Camembear was spending lockdown with me so I bought a tripod and made videos of the lessons I would have delivered in person. All I

had to do was adapt the lessons to be done virtually. Once I got over my fear of being on camera, the process was remarkably easy. I recorded six transition sessions for nursery and the feedback and engagement was incredible. I was stopped in the street by parents and children who recognised me from my French videos. In fact, the impact was greater than visiting the nursery in person, due to parental engagement. They joined in the lessons with their children and many commented on how they were learning alongside them.

When the children came into P1 in August their excitement to continue French with Camembear was clear. I contacted Leanne from Headstart Languages to let her know about my venture and she was keen to look at how, in the current environment, she may adapt her product to suit home learning. Leanne said "Wow! This is so impressive! Inspirational teaching! I am absolutely thrilled to hear how Zoe Gordon has



continued to inspire her pupils teaching French with Camembear whilst they have been at home during lockdown. It is wonderful to see children and their parents so engaged with the learning during these extraordinary times."

Zoe Gordon, West Lothian

My Nature, My Future

As part of our ongoing work at Strathyre Primary School developing learning for sustainability and internationalism, pupils are connecting with children in schools globally as part of an eTwinning project entitled My Nature, My Future. This builds on the success of our project last year where

we collaborated with a number of other countries to create a cookbook with recipes from around the world.

The aim of My Nature, My Future is that the children will develop their understanding of themselves within the wider world as active global citizens, deepen their connection to nature and reflect upon the significance of their choices, now and in the future. Working in collaboration with 22 schools across nine countries, the children will be exploring themes such as the 'six Rs' of sustainability, taking action within their own area through direct contact with nature and reflecting on the similarities and differences with the partner schools. We plan to use this project to support the children to develop their intercultural and linguistic awareness.

Jacqui Burns, Stirling



Organising a 1+2 conference in times of Covid-19

Every year one of the highlights in the West Lothian 1+2 languages calendar is our annual conference, normally held in May. This year due to Covid-19 we had to delay our conference until September, and then move to an online version.

We realised that we had to adapt our programme, in the same way that we had to adapt our learning and teaching. We had already planned most of the content for the conference pre-lockdown, so as a 1+2 development team we looked at the planned programme and set about making some key adaptations.

The first steps were deciding when, what, where and how? The original conference would last a full day with lots of opportunities to network and share practical ideas, but this was no longer viable. We knew that for engagement purposes we had to shorten the event. We decided on a Friday afternoon



(when all teachers would be free to attend) and we decided to hold two 'live' sessions, with the rest of the conference being pre-recorded to allow practitioners to access at their leisure. The live sessions were a national update from Education Scotland and a Linguascope demo. For our pre-recorded workshops we had a variety of sessions around 20-30 minutes each, delivered by some of our partners and West Lothian practitioners.

As with any conference, online or in person, planning and organisation is key. We made checklists, contacted workshop presenters with deadlines for recordings, tested the IT platform and created a promotional video and flyer.

We had around 150 primary and secondary practitioners engage with the sessions. The online conference allowed for higher participation than normal. From feedback gathered post-event, 100% of participants enjoyed the selection of workshops and the ability to watch them at a time that suited them. Could this be the new norm?

Zoe Gordon, West Lothian

West Lothian 1+2 Online Conference



Scottish Languages Employability Award at Broughton High School



In May 2020, at the height of the lockdown, we discovered we had gained the Scottish Languages Employability Award, gold level. We achieved this award as recognition for three successful projects involving students in S1, S3 and S4.

Our first project was a brand new venture for 2020. My S4 Languages for Life and Work class had already completed the level 3 award in 2019; I decided to take a different approach to the 'Building your own employability skills' unit in S4 and work with students to help them create their own business. Our company, Helping Hand, sold language themed t-shirts to staff and parents. My school already had contact with the social enterprise Social Bite, therefore we decided to use our business to engage with their work. Students completed research into social enterprises and visited the company's restaurant in Rose Street where they interviewed the manager, Rory, about the services they provide to homeless people. Students designed the logos for their t-shirts, researched the languages needed for them, marketed the product, wrote to the supplier, dealt with the money and created an aftercare survey for our customers. It was a hugely motivating project for students who commented in their project log book how much they had learned and how much they enjoyed participating in it.

Our second project has been running for several years and involves Visit Scotland. All Broughton High School students complete three interdisciplinary short courses in S1. One of the courses, Enterprising Edinburgh, allows the study of L3 Spanish alongside Business and ICT skills. Students learn some Spanish linked to their city, business skills related to interview techniques and a variety of ICT skills. Ultimately, they are required to work co-operatively to produce a presentation and poster in Spanish to market Edinburgh as the number one tourist destination! During the course, we take them to visit the Tourist Information Office on the Royal Mile. Visit Scotland employees describe the services provided to tourists and Broughton students ask the Spanish employees questions (en español, claro) about themselves and the organisation. Visit Scotland, and in particular Rebecca López Valdés, has been extremely accommodating and every pupil in S1 was able to participate in these trips.

Our third project is also well-established and involves a link with The Balmoral hotel. Our S3 Mandarin class visit The Balmoral for a series of employability themed activities with a Mandarin focus. Firstly, they hear a cultural awareness presentation delivered by HR manager, Alison McCallum. Secondly, they learn how the hotel must be mindful of cultural



preferences when doing business, for example Chinese guests would never be given a room with an unlucky number. This is followed by a tour of the hotel to find out about the different aspects of the business. Finally, students hear about the best way to apply for a job, be this via a CV or an application form, and they also learn how to conduct themselves in an interview. The Balmoral has been very generous to our students in terms of time and effort, and we very much appreciate it.

Pamela Tosh, Broughton High School



News from our partners

British Council updates

eTwinning: Free climate change challenge interactive poster

Take urgent action to combat climate change with your class. Encourage pupils to build upon their learning by taking positive action in fun and practical ways. Twenty challenges are hyperlinked to support materials and increase in difficulty as pupils progress. The resource comes with colour coded instructions for teachers and can be used within international school partnerships and/or home schooling. Share your pupil actions with other schools from across the world via [#eTw4Climate](#). Find out more on [our website](#).

Connecting Classrooms through Global Learning: new resources

It has never been so important to understand the big challenges that shape our world. Connecting Classrooms through Global Learning provides funding and opportunities for schools to explore issues around the United National Global

Goals for Sustainable Development.

From partnering with a school overseas, collaborating on a Sustainable Development Goals project, accessing teacher professional development or free classroom resources, there is plenty to get schools started on their journey. All with help from expert local advisers.

New resources have just been launched on health and wellbeing with activities for pupils aged 7 to 14. They can be delivered in the classroom or online, and can be shared with an international partner school.

There is growing concern about the effect of modern life on mental health and wellbeing. In addition to this, the Covid-19 pandemic has had a major impact on children; from missing out on school, routines and friendship groups, to fear of the virus and losing loved ones. These activities are designed to help teachers with this, and are linked to the United Nations Global Goal 3: Good health and wellbeing. [Download them now](#).

The Great Languages Challenge

The Great Languages Challenge can be completed during a planned lesson or also set as a language-themed homework task. We even have a blank version available that pupils can use to design their own challenges for their classmates or peers in their partner school overseas. [Download a challenge now!](#)

International School Award

The new International School Award application platform is now live! Schools participating in just one international activity qualify to apply for the Foundation Level award. The ISA supports schools in fostering an international ethos throughout the school and embedding it within the curriculum. [Find out more and apply](#).

Liz Neil, British Council

The poster is titled "eTwinning climate change challenge" and features 20 numbered challenges. At the top, it is co-funded by the British Council, eTwinning, and the Erasmus+ Programme of the European Union. The challenges include:

- 1. Choose an animal who is endangered by climate change, as your eco-warrior.
- 2. Make a pledge and journal of your actions.
- 3. Plant one or more: Vegetable, Herb, Plant.
- 4. Find, tell and/or sing a story about the impact of climate change.
- 5. Make a climate change T-Shirt out of old clothes.
- 6. Recycle used materials to make something useful.
- 7. Make a seasonal, sustainable, meat-free meal using locally produced ingredients.
- 8. Draw an email's for the top five single-use plastic polluters in our oceans.
- 9. Reduce time spent in the shower by TWO minutes.
- 10. Find out how warming water contributes to rising sea levels.
- 11. Find an image which demonstrates the impact of climate change.
- 12. Find out your country's share of fuel emissions and cycle or walk to help.
- 13. Make a sign calling for whatever you want your leaders to do on climate change.
- 14. Discover how many devices are switched on unnecessarily in your home.
- 15. Calculate how big your carbon footprint is.
- 16. Ask your teacher about getting eTwinning recognition for the actions you have taken to support Sustainable Development Goal (SDG) number 13.
- 17. Join the ACT NOW movement.
- 18. Weigh how much edible food is in your bin.
- 19. Find out where your country sits on the CO2 greenhouse emissions table.
- 20. Find a Video which best explains to you how global warming happens.

The poster also includes a thermometer graphic on the left and a "13 CLIMATE ACTION" icon at the top right. The URL [britishcouncil.org/eTwinning](#) and the hashtag [#eTw4climate](#) are at the bottom.

Cafè Bheairteis

'S e Cafè Bheairteis tachartas òigridh aig Fèisean nan Gàidheal le taic o Bhòrd na Gàidhlig a bhios a' tachairt thairis air Zoom gach seachdain. Thòisich e tro ghlasadh a' Choròna-bhiorais mar chothrom airson òigridh aig a bheil Gàidhlig a bhith a' tighinn còmhla airson còmhraidh sa chànan. Bha seo mar phàirt den iomairt [#cleachdiaigantaigh](#)

Tha aoi ghean sònraichte againn gach seachdain a tha a' tighinn airson bruidhinn mu obair, Gàidhlig, cur-seachadan agus eile. Gu ruige seo tha measgachadh mòr de dh'aoi ghean aithnichte air a bhith againn bho Kerry Nic a' Phì, rothaire soirbheachail, gu Eilidh, Ellen agus Ceitlin bhon chòmhlàn seinn Sian. O chionn ghoirid thàinig Ceit Fhoirbeis, a tha na Ball-Pàrlamaid na h-Alba agus na Rùnaire Iomhais, agus bha i ag innse mu dheidhinn na h-obrach aice anns a' Phàrlamaid, Gàidhlig agus siubhal ionadail agus thall thairis. A bharrachd air aoi ghean Albannach, fhuair sinn an cothrom bruidhinn ri Brìghde NicFhraing Dhòmhnallach à Canada, airson beagan ionnsachadh mu chultar agus cànan Albannach taobh a-muigh na h-Alba.

Tron tachartas, tha sinn air deagh charaidean a dhèanamh bho air feadh Alba aig a bheil ùidhean coltach, agus ged nach eil sinn uile air coinneachadh ann am beatha ceart, bidh sinn tric a' bruidhinn ann an Gàidhlig thairis air an fhòn agus air na meadhanan sòisealta. Tha e air misneachd a thoirt dhuinn ar Gàidhlig a chleachdadh ann an suidheachaidhean sòisealta, taobh a-muigh na sgoil neo àite ionnsachaidh.

Tha na h-aoi ghean cuideachd a' toirt dhuinn beachdan air ciamar a chleachdas sinn Gàidhlig nar beatha as dèidh an sgoil no oilthigh fhàgail, anns an dreuchd againn neo nar beatha pearsanta.

Anns an àm ri teachd tha sinn an dòchas Cafè Bheairteis a chumail a' dol, gu h-àraidh fhad 's a bhios a' choròna-bhiorais fhathast a' dol. Tha sinn a-nis a' cur fàilte air luchd-ionnsachaidh na Gàidhlig cuideachd agus tha oide againn airson taic a thoirt do dhuine sam bith a tha fhathast ag ionnsachadh. Tha tòrr aoi ghean inntinneach againn ri thighinn agus tha sinn airson cumail oirnn na sgilean cànan againn a leasachadh, ionnsachadh bho na h-aoi ghean agus daoine a choinneachadh tro Chafè Bheairteis

Airson tuilleadh fiosrachaidh, dèan tadhal air [feisean.org](#)

Air a sgrìobhadh le buidhean-stiùiridh Rae NicIomhair, Mirren Wardds, Fionnlag MccGilleFhinnein agus Luke MacLeòid

Cafè Bheairteis

Cafè Bheairteis is an event for young people run by Fèisean nan Gàidheal with support from Bòrd na Gàidhlig. It began at the start of the Covid-19 lockdown as an opportunity for Gaelic speaking youths to come together and chat in the language. This is part of the [#cleachdiaigantaigh](#) (use it at home) initiative.

We have special guests each week who talk about their work, Gaelic, hobbies and other things. So far we've had a great mix of guests including the successful cyclist Kerry MacPhee as well as Eilidh, Ellen and Ceitlin from the singing group Sian. Recently we had Finance Secretary Kate Forbes MSP who told us about her work in the Scottish Parliament, Gaelic, and her travels in the Highlands and abroad. As well as Scottish guests we've had the opportunity to speak to Brittany Rankin-MacDonald from Canada and to learn about Scottish language and culture outside Scotland.

Through these events we have made great friends from across Scotland, and although we haven't met in real life we often speak in Gaelic on the phone or on social media. It has given us more confidence to use Gaelic in social situations, outside of school or the learning environment. The guests also give us ideas on how to use Gaelic in our lives when we have left school or university, in our careers or in our personal lives.

In the future, we hope that Cafè Bheairteis keeps going, in particular as long as Covid-19 is with us. We now welcome Gaelic learners as well and we have a tutor who supports anyone who is still learning. We have lots of interesting guests lined up and we will be carrying on developing our language skills, learning from the guests and meeting people through Cafè Bheairteis.

For more information visit the [Fèisean nan Gàidheal website](#).

Written by a group of participants Rae NicIomhair, Mirren Award, Fionnlag MacGilleFhinnein and Luke MacLeòid



Global citizenship in languages

Global citizenship in modern languages is about looking at societies, patterns of daily life, education and work, economy and social issues. As a languages teacher, you are inevitably delivering citizenship without even realising it – incorporating cultural information into lessons is a classic example.

With a focus on global citizenship at the heart of our work at Scotdec, we have designed both a tailored professional learning opportunity and a free classroom-ready resource to allow language teachers to connect their subject to real-world issues that young people are passionate about.

[Issue to action: Teaching toolkit for a fairer world](#) is a fully-funded professional learning journey for Scottish secondary school teachers of languages, maths, English, social subjects and sciences. Teachers explore how to link their subject to global issues and encourage strong



pupil voice in their classroom. The learning is subject-specific with a focus on supporting teachers to introduce global citizenship and learning for sustainability themes like climate change, migration and gender equality. The aim is that young people are aware of the ability languages have to shape and change the world for the better. The course is supported by the EU, counts towards over 12 hours of professional learning and connects teachers across Scotland with others in their subject area. The learning takes place online with original contributions from some amazing researchers in the field of gender

balance, climate change and migration. Recruitment for the fourth cohort of 'Issue to action', starting in January, is now open to languages teachers across Scotland.

If you're looking for a free classroom-ready resource to explore global issues, [Issue to action: Modern languages](#) has been written by languages teachers and tested in Scottish classrooms. Designed for use at BGE levels 2, 3 and 4, all the activities are mapped to experiences and outcomes as well the relevant UN Sustainable Development Goals. Learn common vocabulary in new contexts and consider global issues such as migration, fair trade and gender equality from different perspectives.

Take a global citizenship approach to languages in your classroom and let young people play a fuller part as active global citizens.

[Register for the Issue to action online professional learning](#)

Scotdec

Keeping connected with UK-German Connection

Inspiring school partnerships

While international school travel is currently out of bounds, maintaining connections with our friends in Germany is as important as ever. Keep your links with Germany alive with exciting digital projects such as joint podcasts, photo competitions or video projects. Find out more about [virtual activities for school partnerships](#).

What support is available?

New, flexible grants are available for when travel is possible again, including support for virtual activities. Until then, UK-German Connection offers free online help sessions with guidance on all matters relating to school links. Find out more about the [support available](#).

UK-German youth relations go digital

With the summer courses in Germany cancelled, the selected pupils connected

with their German peers through the virtual 'Tandemweltweit' initiative. The UK-German Youth Council has also been meeting virtually to explore digital activity ideas to continue bringing young people together.

UK-German Connection will continue to offer digital opportunities connecting your pupils with Germany, including:

- thematic webinars on current topics in education and society
- a youth newsletter written by young people, for young people
- UK-German Tandem Challenge activity to connect with pupils from your partner school and share findings on social media

Pupils can register their interest [on our website](#).

In the meantime, our Cultural Exchange Ambassadors have come up with some tips on [how to make the most of your](#)



[international friendships](#), even if you can't meet facemask-to-facemask.

Keep up-to-date via [our newsletter](#) or social media on [Twitter](#), [Facebook](#) and [Instagram](#).

Alison Dolamore, UK-German Connection



Let's look at China through stamps

让我们透过邮票看中国

A different and unique approach to learning about China and the Chinese language is through postage stamps. Using some of the beautiful stamps issued over the years by China Post, this education pack encourages children to investigate the stamps to find out why they were issued and what information we can learn from them.

The pack comes complete with individual workbooks, a teacher PowerPoint presentation, answer books, game board and cards, online book, further information and sound files. This approach makes it adaptable to blended learning. It is aimed at upper primary but can also be used for lower secondary level with links to Curriculum for Excellence in literacy, expressive arts, languages and social studies.

You don't need any prior knowledge of stamps or philately to use this pack, just appreciate the beautiful and artistic images which can be used to learn more about a country and its culture. South Ayrshire Confucius Classroom commissioned Sandie Robb, the Association of Scottish Philatelic Societies Development Officer and creator of StampIT, to develop the pack. Sandie is also The Royal Zoological Society of Scotland (RZSS) Language Project Coordinator and manages the RZSS Beyond the Panda and Science in the Language Class.

Fiona Normansell, 1+2 Development Officer for South Ayrshire said, "Let's look at China through stamps is an engaging and innovative IDL project which covers a variety of topics such



as the giant panda, the Chinese zodiac, the Great Wall and the Terracotta Army whilst learning many Mandarin basics. The stamps are beautiful and my EAL pupils have been really engaged in the project because they are learning about their own culture and language as well as learning English. For pupils learning Mandarin they have their own beautiful booklet to write in as well as a range of activities such as Chinese brush painting, clay modelling and using catalogues to find out information about stamps."

StampIT, an education programme which promotes using stamps to learn about our world, has many other games and activities linked to language learning. All available free to download from the [Scottish Philately website](https://www.scottishphilately.com/).

For more information [contact Sandie Robb](mailto:sandie.rob@scottishphilately.com).

Sandie Robb, StampIT



LFEE Europe and PowerLanguage updates



We hope that all colleagues and learners are well and safe and find joy in teaching and learning languages in these difficult times! Please do not hesitate to get in touch with us if you feel we can support you in any way.

LFEE Europe news

New online language teaching and learning projects

LFEE Europe is working with partners on some new online projects which we hope will also be funded by Erasmus+, including a 'Festival of languages' project to bring the language classroom very much to life in a cross-cultural, cross-disciplinary and cooperative way across the European continent! [Contact us](#) for more information.

'Nurturing the citizens of tomorrow's world' podcast

We were very excited about the release of the first in our series of 'Nurturing the citizens of tomorrow's world' podcasts, celebrating the Scottish education system. We will be releasing a new video each week so watch this

space! Should you wish to contribute to this series, please get in touch with Richard. [Visit our website](#) to find out more.

PowerLanguage news

We ran our PowerLanguage Conference online on 22 September with an overarching theme of online and home learning. Our keynote speaker was Ron Kemsies, Lecturer at the University College of Teacher Education in Vienna. As always, we also heard from practitioners from around the country who shared best practice on how they used our resources for parental engagement, home and blended learning. If you missed the conference you can watch a recording on our [YouTube channel](#).

Resource of the month

Look out on our [blog](#), [Twitter](#) and [Facebook](#) accounts for our 'Resource of the month' which started on 7 September. We will highlight a different resource each month aimed at early, first or second level and provide ideas for simple activities related to each resource.

PowerLanguage Challenge

Remember we are asking learners to create short podcasts in order to teach their language as well as share their culture and passion with other young people. The videos have to be produced in two languages: their mother tongue and a language of their choice. These videos are published on the PowerLanguage website where you can also see examples of videos already created. Watch this [short animation](#) to find out more, or go to the [PowerLanguage Challenge webpage](#) to submit your video!

PowerLanguage were pleased to offer complimentary resources to schools and families during lockdown and school closures:

- French and Spanish courses for families
- IDL language resources in French, Spanish and German

We hope you found these resources useful and we stand ready to support schools again should a new national lockdown be imposed or a blended approach put in place.

Richard Tallaron, LFEE and PowerLanguage

The new normal for languages at home, school and in the community

Changes to social interaction and working practices during the Covid-19 pandemic have inevitably led to the exploration of new avenues for language teaching in different school settings and in the community. Bilingualism Matters Edinburgh joined forces with SCILT to bring teachers and researchers together to explore some of these innovative practices developed before and during lockdown.

At a webinar with over 300 attendees on Friday 4 September 2020, challenges, successes and lessons learned were presented and discussed in a number of inspiring sessions. Fhiona Mackay, Director of SCILT, opened the webinar, followed by a short talk on the general picture of the 'new normal' for language learning (amidst Covid-19 as well as Brexit) from Antonella Sorace, Director of Bilingualism Matters at the University of Edinburgh.

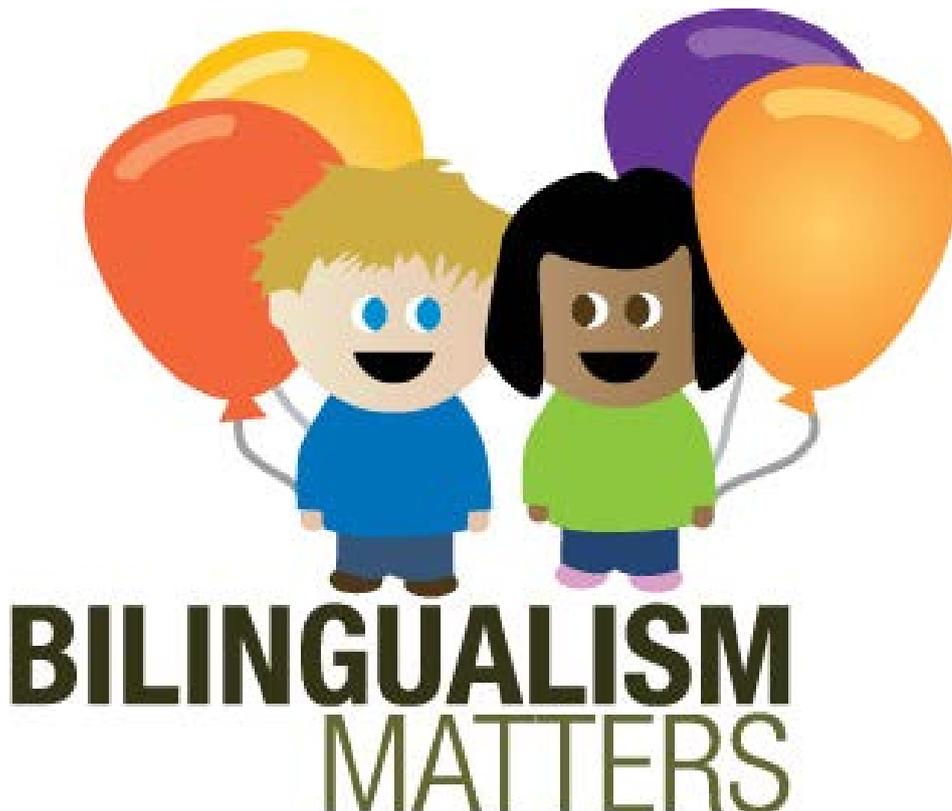
Attendees then split off into parallel sessions, choosing from:

- 'Principles of effective EAL teaching' with Naomi Flynn and Yvonne Foley
- 'Community language education before and after the Covid-19 pandemic: challenges and innovations' with Petros Karatsareas, Andy Hancock and Vally Lytra
- 'Building on lockdown experiences in primary language learning' with Lynne Jones, Gillian Ali and Joseph Dunn
- 'Building on lockdown experiences in secondary language learning' with Lisa Hanna, Linda McLean and Chahrazed Ahriz
- 'Gaelic Medium Education during lockdown – challenges and innovations' in Gaelic with John Joe MacNeil, Maeve MacKinnon, Angus MacIannan and Lena Walker

The webinar closed with feedback from all the sessions and a panel discussion with the opportunity for questions, facilitated by Louise Glen from Education Scotland. Creativity and risk taking were recurrent themes, as teachers, parents and pupils overcame initial anxiety to successfully embrace new technology and explore new tools for teaching. Equitable access to different platforms and devices remains a technological concern as we move forward into continued uncertainty.

Enthusiasm for languages and the willingness of everyone to work together for the benefit of their language learners was evident throughout the event, and we hope that attendees were inspired with new ideas from this time of sharing lessons learned and innovation.

Christy Brewster, Bilingualism Matters



Real-world learning with Connecting Classrooms through Global Learning



Understanding and taking action on the big issues that shape our world have never been more important. The past few months have brought into sharp relief just how vital this is. Global health and wellbeing, climate change, rising inequalities, political upheaval, biodiversity collapse and how to live sustainably affect – and connect – us all: wherever we are in the world. Yet amidst all of this unprecedented upheaval, we've seen tantalising glimpses of what our world could be. So, the question now is – how can we ensure that these glimmers of hope become part of a 'new normal'?

Acting locally, thinking globally

The good news is that we do have a blueprint for a better world: one that puts planet and people on a par with profits. The [17 United Nations Sustainable Development Goals](#); an international accord that Scotland signed up to in 2015, provide a framework for this. They outline a global vision where everything – ecology, society and economy – is in balance. But it's perhaps Goal 17: Partnerships which provides the magic ingredient that can make all of this happen. Collaboration between individuals, schools, communities and governments;

locally, nationally and internationally – are what will make the Goals a reality; not just here in Scotland, but across the globe. And our educators and learners have a vital role to play in this.

Adding value to learning

Supporting educators and learners to enhance and develop the confidence, skills, knowledge, resilience, values and attitudes they need to thrive in this challenging and increasingly interconnected world – and enable positive change as part of a whole-setting and wider community approach – is key. This vision is at the heart of [learning for sustainability](#), an entitlement for all learners within Curriculum for Excellence; which is embedded in the General Teaching Council of Scotland's Professional Standards for practitioners and permeates 'How good is our school?' [Fourth edition]. It provides an ethos that underpins, contextualises and adds value across learning; whether the focus is on health and wellbeing, literacy and language, numeracy, STEM, Developing the Young Workforce, gender equality, digital skills or any other area of Curriculum for Excellence.

Connecting classrooms

Connecting Classrooms through Global Learning is a cost-free initiative that supports schools across the globe to bring all of this to life. Funded by the British Council and the Foreign, Commonwealth & Development Office (FCDO), it offers professional learning opportunities for practitioners; as well as generous funding and free support from local experts: bringing together educators, learners and the communities around them in a meaningful, relevant, learner-centred way to effect real change and bring learning to life.

Be inspired – and start your Connecting Classrooms through Global Learning journey

More and more settings across Scotland are taking part in Connecting Classrooms through Global Learning. [Visit our website](#) to find out more, or [watch our webinar](#) to hear from our local experts across Scotland and teachers – and pupils – who are already taking part. Ready to take the first step? [Get in touch](#) and we'll help you do the rest!

Kirsten Leask, Learning for Sustainability Scotland

Russian Language and Culture

Russian Language and Culture is a collaborative project by the British Council and the Scotland-Russia Forum, published online in June 2020. There are two versions – the full version which has material suitable for both primary and early secondary students and includes slide presentations for each topic, and a version for primary schools adapted by the British Council with no slides but some good age-related activities.

The full version, Russian Language and Culture v1, will introduce pupils to a variety of aspects of Russia. They will start to learn its language and to decode its unfamiliar alphabet, find out about the huge country, elements of its dramatic history and its exciting contribution to man's exploration of space, sample its

rich literary heritage, and get to know a bit about daily life in Russia from some of its young people. It can be used as an introduction to all these aspects of Russian life, or in parts.

Russian Language and Culture v1 is designed for home study or for school – we have included a version of all the slides with a voiceover on YouTube as well as the more detailed notes in the education pack and the PowerPoint presentations which are designed for classroom use.

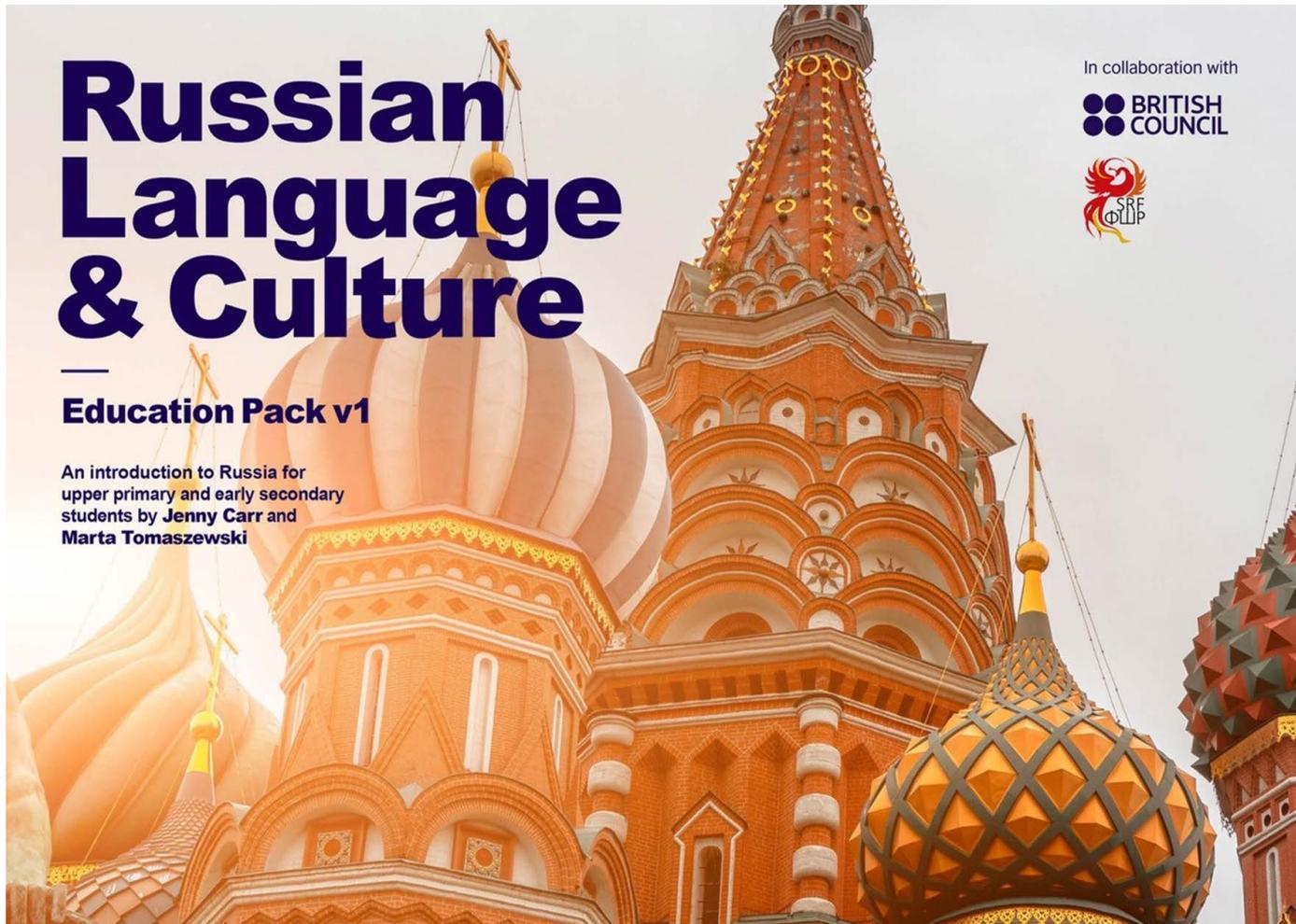
It was created on behalf of the Scotland-Russia Forum by Jenny Carr and Marta Tomaszewski. The voiceover on YouTube is by Lauren Figes-Jones. The Scotland-Russia Forum and the authors are grateful to both the British



Council and to the project sponsor Future of Russia Foundation for their support.

Access the course on the [Russian in Scotland website](#).

Jenny Carr, on behalf of the Scotland-Russia Forum



Languages beyond school

SCILT Digital Interns



Six S6 students from across the country are currently taking part in SCILT's 2020-21 Digital Internship programme. They are using social media to engage 15-18 year olds with language learning.

The interns underwent a competitive selection process and have been trained by SCILT. They will collaborate throughout the year.

Find out more about our interns and the digital internship programme on the [SCILT website](#).

Hi! We are [@langueyou](#) and we are very happy to share our story with you so far.

We found out about the SCILT Digital Intern opportunity from our language teachers at school and decided to go for it. We had to fill out an application, including writing a personal statement detailing why we were the right people for the internship and what we could bring to the role. We also had to provide evidence of our digital proficiency, which is a key element of this internship.

We each progressed to the online interview, where we further proved that we had the right skills and ability to spread languages through social media to a young audience. And now that is what we are doing!

We attended an online training day to learn exactly how to be successful at the role. The good part of the training day was that we were fully able to get to know each other and become friends. We set up a Snapchat group chat, where we discuss our plans, posts and general goals we want to achieve.

We started well, gaining rapid popularity and a lot of likes on our first posts. We immediately organised an effective schedule, where everyone will have equal opportunities to post, and we have given each other advice and feedback on the posts each of us create. So far we have thought and tried really hard to appeal to a young audience, whom we believe may not have delved into language learning before. We have posted basic points that you would learn when first introduced to a language, like simple grammar points and key vocabulary. Away from the studying aspect, we have posted facts about languages. To increase our young fan base more, we have posted about interests that they might have and related them to languages, giving them a wide range of content so as not to lose appeal.

Make sure to follow us on Instagram [@langueyou](#) and look out for all the great posts we have to come!

SCILT Digital Interns



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

