

SCILT Strategic Plan 2023-2024

Priority 1: Supporting the learning experience for practitioners and learners

SIG priority: professional development and collaboration; communication and engagement

NIF priorities:

Improvement in employability skills and sustained, positive school-leaver destinations for all young people

Improvement in attainment, particularly in literacy and numeracy

Closing the attainment gap between the most and least disadvantaged children and young people

CLPL: learning and experiences 3-18 with a focus on 1+2

SCILT Projects	Summary of activities	Target audience	Outcomes	1+2 recommendations
1A SCILT/CISS Professional Learning offer	<p>1A (i) Ongoing provision of pedagogical advice and guidance for all language practitioners through a range of professional learning opportunities. These activities will focus clearly on effecting quality learning and teaching, and all professional learning activity is underpinned by this as its primary focus.</p> <p>1A (ii) Annual menu of workshops for group bookings by cluster, LA or RIC officers. Additional series of online workshops for primary and secondary practitioners that are open for individual registration by in- and</p>	Early years practitioners, primary and secondary language teachers	<p>Evaluation demonstrates a positive impact on practitioners in the following areas:</p> <ul style="list-style-type: none"> increased confidence and demonstrable improvement in reflective practice development of pedagogical skills enhanced understanding of current issues in language education benefits gained from accessing shared practice, networking opportunities, professional discussion and enquiry 	<p>20</p> <p>25</p> <p>28</p> <p>29</p>

	<p>pre-service educators. Content of all workshops informed by stakeholders.</p> <p>1A (iii) As appropriate, develop up to two professional learning partnerships with a group of schools and/or clusters, RICs based on themes identified through their self-evaluation. Learning from PLPs shared locally and nationally through, for example, case studies, events and articles. Explore possibilities for external funding as part of PLP.</p> <p>Continuing PLPs are:</p> <p>Santécosse with Tayside RIC and University of Dundee</p> <p>HWB health promotion project with Pan-Tayside teachers to develop a model for schools to implement in their own contexts.</p> <p>Multilingual Approaches through Art PLP</p> <p>In collaboration with University of Glasgow, Bilingualism Matters and Strathclyde's School of Education, this project focuses on multilingual approaches to language teaching/learning through the medium of art and arts-based methods. Teachers explore innovative methodologies to support all learners in the (multilingual) primary classroom.</p>		<p>Programmes are fully scoped and evaluated to meet the needs of our stakeholders, and feedback is favourable.</p> <p>Data shows usage by a widening range of teachers, establishments, and local authorities. Data demonstrates equitable access to our support.</p> <p>Teachers are better equipped to motivate learners through enriched contexts for learning.</p> <p>Resources and materials have been produced and made available to schools to support learning. Development and moderation activities carried out by staff involved.</p> <p>Evaluations completed indicating increased engagement and motivation amongst learners and schools involved.</p> <p>Evaluations show teachers reporting an increased knowledge and understanding of multilingualism in the classroom and supporting multilingual learners. Teachers feeling empowered, confident and motivated towards implementing innovative pedagogical approaches towards language</p>	
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	1A (iv) Ongoing professional learning support for a) publicity, registration and evaluation for all workshops, b) annual analysis of PD activity and scoping of professional learning needs as part of PL planning cycle.		<p>learning and teaching using art and arts-based pedagogies.</p> <p>Pupils motivated to learn (about) languages and other cultures through creative practices.</p> <p>Increased engagement with arts-based teaching methods to support the multilingual classroom with participating schools and wider staff team.</p>	
1B Support for early career teachers (ECTs)	<p>1B (i) Develop subject specific professional learning for early career teachers (primary and secondary, students and newly qualified teachers)</p> <p>1B (ii) With support from partners, develop an ECT Languages network.</p>	<p>ITE UG/PG Primary students</p> <p>ITE PG ML Secondary students</p> <p>NQT secondary ML teachers, NQT primary teachers</p> <p>LA officers who support NQT and PL programmes</p>	<p>Subject specific support, professional learning and networking opportunities developed for new entrants to the profession, achieved with the support of Scottish Council of Deans of Education (SCDE) Languages Group, Education Scotland PLL Team Lead Specialist (Stepping Stones), GTCS and local authority partners.</p> <p>Termly catch-ups between small group of SCILT and SCDE Languages Group representatives to be replaced with reciprocal sharing of regular updates i.e. from whole SCILT/CISS PD team to whole SCDE Languages Group, and vice versa</p> <p>Participants report increased confidence in teaching approaches and language pedagogy.</p> <p>Early career teachers benefit from the opportunity to collaborate, share and discuss strategies with their peers.</p>	21
1C Scotland's Language Leadership Programme	1C (i) Continue to offer programme (SCQF 11), incorporating core and choice elements; participants supported by critical friends. This programme carries GTCS Professional Recognition (valid until 2027) and is	(Aspiring) Language leaders in schools, local authorities and Confucius Classroom Hubs	Ongoing collaboration between SCILT/ES/LANGS to offer the high-quality professional learning programme in light of evaluation of the pilot national programme.	9 14 22 28

	support uptake across languages, including expansion to cover Primary and ASN		Continued strong attendance from schools across the country leading to attitudinal change towards languages at key stages and at options points.	
1E Support for school – university liaison	<p>Establishment of an integrated programme linking current and planned initiatives around school/university liaison and uptake, ensuring greater continuity and progression.</p> <p>1E (i) One-hour online themed workshops hosted between SCILT and University partners to support H/AH learners with skills for current NQ courses and transition to university.</p> <p>1E (ii) Year 2 of Scotland’s Languages Explorers Programme to encourage language uptake through a university mentoring programme for target groups of learners in S2/S3. SCILT provide support for schools to identify participants by means of a whole year group survey so that there is an evidence-based, equitable rationale for the selection of learners.</p> <p>1E (iii) Collaboration with HaSS, University of Stirling and potentially other university partners on training, support and facilitating of SCILT-hosted bookable online Language Ambassador sessions.</p>	Secondary/ university teachers/Higher, Advanced Higher and candidates	<p>School and university staff develop an understanding of the standards and expectations of each other’s curriculum.</p> <p>Learners benefit from expert advice and support on languages, and the opportunity to learn about university life.</p> <p>Improvement and expansion of the mentoring programme in 2023-24 based on evaluation of the pilot phase completed in 2022-23. Young people report increased motivation to continue language study into Senior Phase. Online provision of programme ensures equity of access.</p> <p>Language Ambassadors have been trained and are engaging with organised sessions. Both schools and Ambassadors report benefits of engaging with the programme: schools report that young people are more motivated and inspired to learn a language.</p>	16 19 23

<p>1F Support for bilingual learners and heritage languages</p>	<p>Partnership with Bilingualism Matters.</p> <p>1F (i) Continued collaboration with complementary schools to support and showcase their work and align with mainstream provision.</p> <p>1F (ii) Scope the professional learning needs of teachers in complementary schools</p> <p>1F (iii) Create fora with Bilingualism Matters for mainstream and complementary school educators to meet and share ideas, practice, and celebrate learning.</p> <p>1F (iv) Reach beyond Scotland’s borders to mutually promote PL for heritage languages with organisations such as ALL.</p> <p>1F (v) Incorporate exemplification and guidance for supporting teachers of bilingual learners into SCILT professional learning offer i.e. LLP, early career teachers.</p> <p>1F (vi) Continue to work with the Polish Educational and Social Society to promote Polish as an L3, supporting teacher learning of Polish language and culture.</p>	<p>Teachers, parents, learners and community groups.</p> <p>Mainstream teachers working in all sectors</p> <p>Primary teachers</p>	<p>Enhanced and mutual opportunities for knowledge exchange activities created.</p> <p>A cohesive plan is in place for appropriate tailored support for teachers working in complementary school settings. Community based teachers report positively on their inclusion in this process. Teachers working in mainstream settings are included in collaborative activities.</p> <p>SCILT develops a range of opportunities to share the benefits of bilingualism.</p> <p>Teachers feeling confident in teaching Polish as an L3. Increase in Polish (L3) being taught in primary schools.</p>	<p>31</p> <p>32</p> <p>33</p>
<p>1G Ukrainian Response</p>	<p>SCILT will continue to pursue funding streams to permit these projects to run.</p> <p>1G (i) Work in partnership with AUGB and other agencies to facilitate Ukrainian language lessons for teachers working in Scotland’s schools. SCILT will pursue a</p>	<p>Educators and teachers working in all sectors.</p>	<p>Teachers report that they can communicate with Ukrainian learners with increased confidence. Increased feeling of support and inclusion for Ukrainian learners and their families.</p>	

1H Multilingual Approaches	<p>1H (i) Support multilingual approaches to language learning.</p> <p>Integrate multilingualism and multilingual pedagogies across SCILT 's professional learning offers.</p> <p>Continue to work with external partners (University of Glasgow & Bilingualism Matters) to source funding to support the development of multilingual pedagogies using art and arts-based methods.</p>	Teachers and pupils across all sectors	<p>Increased teacher knowledge and awareness of multilingual pedagogies.</p> <p>Teachers feel motivated and equipped to try out multilingual practices in the classroom setting.</p> <p>Learners are motivated to use knowledge of other languages and language learning experiences to learn another language.</p> <p>Successful funding application to allow development of Whole School Approach (WSA) of multilingual practices in collaboration with partner school(s).</p>	2 9 22 23
Quality improvement				
SCILT Projects	Summary of activities	Target audience	Outcomes	1+2 recommendations
1J Improving quality	<p>Programme of activities and links to share practice and assure quality and equality across inputs to schools/LAs</p> <p>Ongoing focus on systems for monitoring progress across the organisation.</p>	All staff	<p>All SCILT work monitored and evaluated including opportunities for peer-to-peer collaboration.</p> <p>Effective gathering of evidence from a range of sources informs SCILT/CISS planning.</p> <p>Systems consistently used for effective and regular monitoring and discussion of action plans.</p> <p>Effective communication through protected time for collegiate activities.</p>	

1K Recognising quality in SCILT/CISS	1K (i) Proactively seek opportunities for recognition and endorsement of the work of PS and PD teams in SCILT/CISS within and outwith University of Strathclyde 1K (ii) Submit nominations/applications to appropriate award schemes	SCILT/CISS staff	Recognition of expertise of/within the PS and PD team, potentially through: <ul style="list-style-type: none"> • Faculty/university comms and recognition initiatives • LGBTQ+ Charter • Education Scotland endorsement for SLLP and CET professional learning programmes 	
1L Digital strategy to support SCILT/CISS practice	Install bespoke AV and digital equipment solution in the Ramshorn. Staff training (equipment and safety). Technology integrated into practice.	SCILT/CISS staff	SCILT and CISS staff use technologies effectively in their work. Significant economies made in terms of staff time and travel. Widened access and enhanced engagement with SCILT via online offerings ensures equity of provision across Scotland and encourages international participation.	
Priority 2: Promotion and partnerships				
SIG priority: Communication, collaboration		NIF priority: Improvement in employability skills and sustained, positive school-leaver destinations for all young people Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children and young people		
Professional partnerships				

2A Professional partnerships	SCILT will continue to work with a range of partners to ensure the sharing of ideas and the promotion of best practice. Partners include the LANGS group, INNLAC, Education Scotland, the SIG wider engagement network, SCDE Language Group, Bòrd na Gàidhlig, QFI, e-Sgoil, AUGB, Bilingualism Matters, the Goethe Institut, and the national and regional German focus groups.	The wider languages community	All organisations benefit from increased cooperation and joint working to promote and support language learning across Scotland. Partners report positively on the impact of these links.	33
2B LANGS partnership	SCILT works closely with the Languages Network to facilitate three online meetings per year. SCILT/CISS is represented on the LANGS Focus Group for the planning of meetings.	Local authority representatives (QIOs, DOs, teachers) cultural organisations, HE/FE, language partners, businesses	Three LANGS meetings held a year. Practice is shared and key information on language policy and practice is disseminated. A forum created to bring language stakeholders together and encourage networking.	33
International partnerships				
SCILT Projects	Summary of activities	Target audience	Outcomes	1+2 recommendations
2C Partnership with Qatar Foundation International	Fulfilment of grant conditions. For further information see separate QFI detailed plan 2C (i) Discovering the Arabic World programmes continue with primary and secondary schools. 2C (ii) Integration of partner organisations and offers into courses.	QFI/SCILT staff	Year four of Discovering the World of Arabic course amended, delivered and evaluated successfully. Additional teaching colleagues integrated into the team and professional learning developed Children and young people report progress and demonstrate positive achievement.	2 4 13 29 31 33

2D GETS - partnership with University of Mainz	SCILT facilitates this programme and acts as a conduit for the GETS programme in Scotland's local authorities in partnership with University of Mainz.	Local authority	German students of education develop their pedagogical skills by spending a year as language assistants in Scotland's schools. Teachers in both sectors report positively on the support for language learning and teaching offered by young native speakers of German.	29 30 31
BSL				
SCILT Projects	Summary of activities	Target audience	Outcomes	1+2 recommendations
2E Support for BSL	2E(i) Promotion of BSL as an L3 language choice Collaborate with Education Scotland and BDA to develop BSL case study, promoting the benefits of language learning (BSL) and the benefits of having parents involved/engaged in their children's learning. 2E (ii) Continue to collaborate with Inverclyde Council/Garvel Deaf Centre to plan and evaluate a block of online BSL lessons as an L3 language in primary schools.	Primary and secondary teachers Schools/practitioners working across all sectors. Parents Primary teachers	Information and work gathered by the group is disseminated to practitioners in all sectors. Awareness is raised of BSL and its potential as an L3. Increased understanding of deaf culture by schools/pupils and greater awareness of the benefits of language learning (BSL). Parents feeling empowered to support their children's language learning (BSL) Increased uptake of BSL as an L3. Learners report positively on the learning experience and can demonstrate the progression of their skills in BSL.	2 4 6 11 13
Promotional events/campaigns				

SCILT Projects	Summary of activities	Target audience	Outcomes	1+2 recommendations
2F Support for national competitions	<p>2F (i) “Mother Tongue, Other Tongue” reviewed and adapted with a view to increasing participation.</p> <p>2F (ii) Promotion of The Jacqueline Munro-Lafon Essay Prize in collaboration with the Franco-Scottish Society, who run this event which is aimed at AH learners of French.</p> <p>2F (iii) Advice, guidance and support offered to SEET for Euroquiz and My World.</p>	<p>Learners in all sectors/ parents/ EAL practitioners/ teachers in all sectors</p> <p>Advanced Higher learners</p>	<p>Outcomes for all projects:</p> <p>Language diversity and learner achievements are encouraged and celebrated.</p> <p>Links between creativity, literacy, employability and language skills made explicit to teachers and learners.</p> <p>Collaborative working is consolidated with a range of partners including National Poetry Archive, Dictionary of Scots Language, Franco -Scottish Society of Scotland, Consejería de Educación, and a range of universities.</p>	<p>10</p> <p>12</p>
2G Support for language promotion	<p>2G (i) Continue to support schools in developing activities for European Day of Languages.</p>	<p>Teachers and learners in all sectors</p>	<p>Blogs demonstrate that schools positively engage with EDL and celebrate language learning.</p>	<p>15</p> <p>17</p>
2H Languages Week Scotland (1 st week February)	<p>Implement Year 3 of 3 Year Strategic Plan based on evaluation of Year 2.</p> <p>Plan, facilitate and amplify national languages week celebrations.</p> <p>Continue to build relationships with community and arts-based organisations.</p>	<p>Teachers, teacher educators, academics, language practitioners, students, community and arts-based groups, complementary schools and media</p>	<p>The profile of language learning and multilingualism is raised via comms and social media. Wider language community shares ideas, strategies and learning.</p>	<p>17</p> <p>33</p>

Priority 3: Research and knowledge exchange

SIG priority: Communications and Engagement; Professional Development

NIF priority: Improvement in attainment, particularly in literacy and numeracy

Closing the attainment gap between the most and least disadvantaged children and young people

National and international knowledge exchange events

SCILT Projects	Summary of task activities	Target audience	Outcomes	1+2 recommendations
3A Knowledge exchange activities	<p>3A (i) SCILT/CISS to lead, facilitate a diverse range of knowledge exchange activities related to a number of our initiatives or projects</p> <p>3A (ii) SCILT/CISS PD and PS staff to participate in knowledge exchange activities within and outwith University of Strathclyde</p>	Practitioners, local authority officers, policy makers, academics, partner organisations, members of the international languages community.	<p>Data from evaluation and participation show positive feedback for KE activities.</p> <p>Online analytics (website traffic and subscribers to mailing lists) show maintenance or increase of engagements with newsletters and web materials.</p> <p>Practitioners report on benefits gained from SCILT/CISS-led knowledge exchange activities.</p> <p>Further development of existing EY languages network. Development of ECT languages network and SLLP alumni network. KE opportunities created for members of all networks.</p> <p>Ongoing record of KE activity attended/facilitated by SCILT/CISS staff</p>	<p>22</p> <p>33</p>
3B Participation in, and attendance at, national and international conferences	SCILT/CISS team members present at or attend national and international conferences as appropriate.	Academics, educators and practitioners	<p>Members of staff effectively represent the work of SCILT/CISS and the languages landscape in Scotland.</p> <p>Networking and knowledge exchange opportunities are facilitated.</p>	

	Seek opportunities to raise international profile through partnerships and networks.		SCILT/CISS team members update their own knowledge of international research. SCILT will continue to contribute to UK and international conferences so the work being undertaken in Scotland is recognised widely.	
3C Diversification of funding streams	Collaborations actively sought for SCILT to work jointly with university/faculty colleagues on funded projects Access University and external support for sourcing and applying for funding	Academics, SCILT colleagues, educators and practitioners	“Research Tea” hosted by SCILT to instigate and encourage SCILT’s inclusion in collegiate funding bids. Colleagues have increased knowledge of funding sources and opportunities. Colleagues are upskilled and report increased confidence for making funding applications Submission of a minimum of three funding bids to support projects	
Engagement with research publications and collaboration with research projects				
SCILT/CISS projects	Summary of activities	Target audience	Outcomes	1+2 recommendations
3D Scottish Languages Review	3D (i) Journal reviewed and edited by SCILT. 3D (ii) Develop editorial committee structure with occasional input from SCILT colleagues and Associates	National and international languages community	Evidence from online analytical tools demonstrates the journal has an international readership. Journal includes the latest articles of relevance to language learners and practitioners around the world. Positive feedback from readers generated. Wider and more diverse range of contributors and types of article (e.g. research students, practitioners)	29

<p>3E Collaborative Doctoral Award studentship (PhD)</p>	<p>PhD project in collaboration with The University of Stirling and the University of Glasgow: An Evaluation of the Scottish Government’s 1+2 Language Policy and its Relation to Uptake of Languages in National Exams.</p> <p>This is a full-time studentship for a period of 3 years and 6 months, from 1st October 2023 until 31st March 2027.</p> <p>The student, who will spend 6-18 months based at SCILT, will carry out research into, among other areas,</p> <ol style="list-style-type: none"> 1. The extent to which the implementation of 1+2 has been sustainably and equitably achieved. 2. The effectiveness of key transition points (primary to secondary; BGE to Senior Phase; school to university). 3. The factors influencing the 	<p>Academics, SCILT colleagues, educators and practitioners</p>	<p>Comprehensive research is generated which informs future policy and practice.</p> <p>Insights are provided into some of the key areas of concern currently in language education.</p> <p>Strategies are developed and disseminated to influence future planning.</p>	
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	decision to choose Languages at Senior Phase.			
Outward facing communication				
SCILT/CISS Projects	Summary of activities	Target audience	Outcomes	1+2 recommendations
3F Website review	Information Officer and PDOs work with external stakeholders to review, maintain and update content.	All stakeholders	Stakeholders report that website content is up-to-date, relevant, and easily navigable.	
3G Communication strategy	SCILT/CISS provides a range of helpful communications including the website, e-bulletins, newsletters, press releases, leaflets, and social media.	All stakeholders	Feedback from practitioners and evidence provided by online analytical tools indicate the language community finds our communications informative and useful. Feedback enables us to identify levels of engagement and any areas for improvement.	
3H Digital interns	Internship provides S6 pupils with the opportunity to gain work experience by interning with SCILT/CISS. Interns create and schedule content, as well as develop a strategy,	15-18 year olds	More 15-18 year olds are engaged with language learning and understand the benefits. The profile of languages and language learning is raised amongst this demographic.	17

	for their own social media channels.		<p>Young people receive training and guidance from digital professionals.</p> <p>Young people gain experience of working in a professional environment and an understanding of professional standards for online engagement.</p>	
3J Ramshorn communication strategy	<p>Establish online presence for The Ramshorn through social media and dedicated website.</p> <p>Create engaging content.</p> <p>Build audience.</p>	University and external stakeholders	<p>Raise awareness of The Ramshorn as a first-class corporate events venue in the Merchant City.</p> <p>Enhanced technological capacity in place in Ramshorn.</p> <p>Generate income through hiring out The Ramshorn to university and external groups.</p>	

- Projects have a comprehensive action plan which indicates how they will be resourced and evaluated, and the learning shared. These are available to view separately.

CISS Strategic Plan 2023-2024

Priority 1: Supporting the learning experience for practitioners and learners

SIG priority: professional development and collaboration; communication and engagement

NIF priorities:

Improvement in employability skills and sustained, positive school-leaver destinations for all young people

Improvement in attainment, particularly in literacy and numeracy

Closing the attainment gap between the most and least disadvantaged children and young people

CLPL: learning and experiences 3-18

CISS Projects	Summary of activities	Target audience	Outcomes	1+2 recommendations
Support for GTCS registered teachers of Mandarin	<p>i) Two professional learning events for GTCS teachers of Mandarin either face-to-face or online -with third run by teachers</p> <p>(ii) Develop a focus group of lead GTCS registered teachers to steer the direction of professional learning and support.</p> <p>(iii) Building and maintaining a professional learning network to share resources and provide peer support.</p> <p>(iv) Build sustainability of the GTCS Mandarin teachers' workforce.</p>	GTCS teachers of Mandarin	<p>Teachers understand the key messages around up-to-date language education.</p> <p>Teachers report positively on the support offered and provide evidence of impact in their classrooms.</p> <p>Teachers benefit from participation and engagement in mutual collaboration and development.</p> <p>Online community maintained on Teams to share resources, experiences and practice.</p>	24 28
Support for Chinese	(i) Continued implementation and evaluation of two-year programme of professional	CETs	CETs report feeling supported by their learning.	21

<p>Exchange Teachers (CETs):</p> <p>Professional learning programme</p>	<p>learning and development for Chinese exchange teachers.</p> <p>(ii) Evaluate the professional learning programme for year two Chinese exchange teachers.</p> <p>(iii) Hybrid approach in place to support the learning and teaching of Mandarin, including a series of webinars and one face-to-face workshop</p>		<p>Reports from schools indicate a positive impact on teachers' practice and on learners' experiences.</p> <p>Improvement in the quality of learning and teaching of Mandarin by the CETs as evidenced by observed lessons.</p>	<p>24</p> <p>28</p> <p>30</p>
<p>Support for Chinese Exchange Teachers (CETs):</p> <p>Framework of progression</p>	<p>(i) Develop next stages of progression framework to ensure BGE coverage.</p> <p>(ii) Ongoing training and promotion to ensure understanding and effective implementation of framework.</p> <p>(iii) Framework links to peer-reviewed teaching materials, produced by CISS and appropriate to age and stage.</p>	<p>CETs</p>	<p>CETs have guidance from which they plan consistent and cohesive series of lessons appropriate to age and stage.</p> <p>Schools report positively on how the framework supports a progressive learning experience for learners.</p> <p>Teaching materials are in use with learners and teachers report success using it.</p> <p>Long term evaluation of impact of the Framework initiated.</p>	<p>6</p> <p>8</p>
<p>Support for Chinese Exchange Teachers (CETs):</p> <p>Support visits</p>	<p>(i) A programme of support from trained SCILT/CISS colleagues and associations including virtual meetings and in-person, as part of hub visits.</p> <p>ii) Audit CISS quality improvement processes and gather evidence through CET mentors.</p>	<p>CETs</p>	<p>A timetable is in place to ensure all CETs receive at least one support visit.</p> <p>Trained PDOs and CISS associates give helpful feedback to help CETs improve their practice.</p> <p>CETs report on use of feedback and improved outcomes.</p> <p>CISS quality improvement and planning processes informed by evidence from observations</p>	

Learning partnerships				
CISS projects	Summary of activities	Target audience	Outcomes	1+2 recommendations
Development of specialist hubs	<p>(i) Develop a more coordinated approach to sharing resources and promote integration of the specialist hubs into the wider network.</p> <p>(ii) Ongoing support for specialist hubs including one planned joint activity involving specialist hubs, showcasing specialist hub work. This would be shared with schools to increase awareness of what specialist hubs offer and to promote IDL work.</p>	Specialist hub staff	<p>Staff in specialist hubs feel supported to serve the wider community and CISS network by developing a creative programme of events, workshops and activities.</p> <p>Data shows a wider geographical spread of schools enriching their curriculum without the need for face-to-face visitors.</p> <p>Opportunities developed for staff in specialist hubs to share ideas and good practice with each other, via virtual meetings and an online resource hub/ community of practice.</p> <p>Increased mutual understanding of the work of specialist hubs, and school hubs, evidenced in feedback.</p> <p>Planning in place for establishment of redeployed hub.</p>	33
Virtual Exchange Teacher Programme: Professional Learning	<p>(i) Continuing implementation and evaluation of a coherent programme of professional learning and development for Chinese student teachers taking part in the VET programme.</p> <p>(ii) Maintain and facilitate effective communication links with class teachers in</p>	<p>SWJTU students and staff</p> <p>Teachers and learners in Scottish schools</p>	<p>Series of informative webinars in place to support teaching and learning of Mandarin through the VET programme.</p> <p>Student teachers use materials produced by CISS (based on the Mandarin Framework) to ensure that practice can meet standards and expectations</p>	<p>21</p> <p>24</p> <p>28</p> <p>30</p>

	schools taking part in the VET programme by means of an MS Team.		<p>of CfE. This is evidenced through observation visits to online VET classes.</p> <p>Scottish teachers have access to all lessons and resources provided by CISS and have a forum for discussion and asking questions.</p> <p>Scottish teachers are familiar with the programme and report that they feel confident in taking part in the project. This is recorded through liaison meetings.</p> <p>Closer relationships are developed between CISS and Chinese partner universities</p>	
Virtual Exchange Teacher Programme: Learning and Teaching Programme	(i) Ongoing monitoring and review of VETs courses and materials, including sharing of supplementary resources for follow up work in class.	Scottish school pupils and their teachers	<p>Delivery of a programme of live-streamed Mandarin classes to Scottish BGE classes P5-7 and S1-3.</p> <p>3 progressive blocks of learning are available to ensure appropriate challenge and enjoyment.</p> <p>Teachers and learners report positively on the lessons and support offered.</p> <p>Mandarin offer is expanded to schools which might not otherwise have access to Mandarin learning.</p>	6 11 13 15
Hub links with Chinese schools	Facilitate and encouraging links between Scotland and China.			
Eco Learning Partners	(i) Review Eco Learning Partners programme and make necessary amendments following feedback from stakeholders.	Participating primary schools from Confucius Hubs	Improved collaboration between Confucius Classroom Hub and partner schools in China.	6 11 13

	<p>(ii) Representatives from participating schools in Scotland and China undertake professional learning</p> <p>(iii) Learners in Scotland and China develop their language skills through the context of learning for sustainability.</p> <p>(iv) Opportunities are provided for teachers and learners in both countries to share their learning.</p>		<p>Opportunities developed for Scottish and Chinese schools to share ideas and practice with each other.</p> <p>Teachers and learners report positively on the shared learning experience, the progression of language skills and enhanced understanding of issues around climate change.</p>	15
Supporting uptake in National Qualifications and other accreditation	<p>(i) Discovering China programme will offer live-streamed teaching for learners studying MLLW, National 4, 5, Higher and Advanced Higher to schools across Scotland.</p> <p>(ii) Support for local authorities offering online teaching/ virtual school approaches.</p> <p>(iii) Promotion of Mandarin as part of the suite of SQA language qualifications.</p> <p>(iv) Support and advice on HSK examinations for those who wish to access them.</p> <p>(v) Support for CLEC/BC Mandarin Speaking Competition.</p>	Schools and young people	<p>Opportunity extended more widely to those who would like to learn Mandarin.</p> <p>Encourage uptake at MLLW, National 4, 5, Higher and Advance Higher in participating schools.</p> <p>Learners benefit from high quality online teaching experiences and gain the appropriate qualifications.</p> <p>Learners' achievement is showcased and celebrated on a UK stage.</p>	16 17
CET arrival and pastoral support	Offer induction and ongoing programme of support for the CETs. This will familiarise them and support them with life in Scottish society.	CETs	<p>CETs adapt easily to their new environment and are supported through any reported challenges.</p> <p>Teachers feel that their health and well-being are prioritised and fully supported.</p>	

Quality improvement				
CISS Projects	Summary of activities	Target audience	Outcomes	1+2 recommendations
Hub support and challenge: planning for improvement	<p>(i) Implement an ongoing programme of activities to provide tailored support and challenge to Confucius hubs, including support for submission of operational plans and evaluative reports.</p> <p>(ii) Evaluate a system for gathering evidence which celebrates and shares success.</p>	Hub school staff CETs	<p>Feedback from hubs - staff report satisfaction with the level of support.</p> <p>Evidence from operational plans and ongoing hub contact meeting informs CISS officers to enable provision of tailored support.</p> <p>CISS and network of CCs collaborate to effect improvement in operational performance of hub and its network.</p> <p>CETs report satisfaction with feedback from visits.</p> <p>CISS staff better informed on the work undertaken in hubs and its impact across the network.</p>	2
Priority 2: Promotion and partnerships				
SIG priority: Communication, collaboration		NIF priority: Improvement in employability skills and sustained, positive school-leaver destinations for all young people		
		Improvement in attainment, particularly in literacy and numeracy		
		Closing the attainment gap between the most and least disadvantaged children and young people		
Professional partnerships				
CISS projects	Summary of Activities	Target audience	Outcomes	1+2 recommendations

CISS Board and Advisory Group	<p>CISS will benefit from the support and challenge of the Board's expertise going forward.</p> <p>Three online and one in-person advisory group meetings in 2023/24.</p> <p>One board meeting (online or in-person) in 2023/24.</p>	CISS senior leadership	<p>CISS receives advice and guidance in light of the changes in structure of Chinese funding partners.</p> <p>The consolidation of relationships with international board members and partners.</p> <p>CISS activities are accountable and transparent.</p>	
International partnerships				
CISS Projects	Summary of activities	Target audience	Outcomes	1+2 recommendations
Liaison with CLEC (Centre for Language Education and Co-operation) and TMEC (Tianjin Municipal Education Commission)	<p>(i) Maintain mutual and beneficial relationships with CLEC, the Foundation and TMEC.</p> <p>(ii) Look for new opportunities to develop and nurture the partnerships.</p>	CISS senior leadership and Chinese officials	Continued funding and positive partnership for CISS network, including collaboration between universities, school-to-school liaison and opportunities for teachers and young people to visit and engage with China.	
Collaborative masters degree development	Support the design of a collaborative masters degree (working title <i>M.Sc. International Educational Practice</i>) between a Chinese partner university and University of Strathclyde. Students of this degree course will work in Scottish schools as Chinese Exchange Teachers.	Chinese university colleagues, University of Strathclyde School of Education.	<p>Collaborative masters degree programme designed and peer-reviewed.</p> <p>Programme ready and aim to commence first intake in September 2024.</p> <p>Work with partners in China on recruitment and funding.</p>	<p>21</p> <p>27</p>

			Long term aim is to achieve a consistent and reliable stream of Chinese Exchange Teachers which will be available to support Hub network, in turn leading to increased number of GTCS registered teachers.	
Support for engagement between hubs and Chinese partners	<p>(i) Planning for resumed programme of visits to China and visits by Chinese partners to Scotland.</p> <p>(ii) Source funding for Pupil Immersion Course through Turing process. This funding ensures equity of access to mobility for all learners.</p> <p>(iii) Planning for resumption of HT visit in 2024.</p>	Scottish and Chinese teachers and young people	<p>Cultural and educational links are maintained and strengthened.</p> <p>Young people involved deepen their understanding of China and achieve SQA accreditation for their experience.</p> <p>Revitalise HT network and enthusiasm increased within hubs.</p>	15
Scholarship programmes	<p>(i) Planning and development of scholarship programmes which offer opportunities to study Mandarin in China in 2024.</p> <p>(ii) Ongoing planning for pastoral support for Tianjin scholars.</p>	Young people 17-25	CISS is ready to offer scholarships in Tianjin.	15 19
Promotional events/campaigns				

Languages Week Scotland (1 st week February)	(i) Implement Year 3 of 3 Year Strategic Plan based on evaluation of Year 2. (ii) Plan, facilitate and amplify national languages week celebrations. (iii) Continue to build relationships with community and arts-based organisations	Teachers, teacher educators, academics, language practitioners, students, community and arts-based groups, complementary schools and media	The profile of language learning and multilingualism is raised via comms and social media. Wider language community shares ideas, strategies and learning.	17 33
CISS Projects	Summary of activities	Target audience	Outcomes	1+2 recommendations
Cultural exchange activities	Respond to requests from Chinese partners to host cultural exchange activities. Regular opportunities to promote intercultural understanding around Chinese New Year and UN Chinese Language Day, in collaboration with partner organisations.	Wider society, teachers, learners, parents/carers	Evaluation shows positive feedback and positive engagement and attendance data.	15 33
Alumni Group	CISS continue to maintain relationship with all CISS alumni and can offer support as and when requested. CISS alumni group will support CISS in the promotion of Mandarin learning in particular with regard to employability.	12–25-year-olds Intergenerational	The group promotes the learning of Mandarin amongst young people. Opportunities illustrated where young people can use their Mandarin in a working environment.	16

Priority 3: Research and knowledge exchange

SIG priority: Communications and Engagement; Professional Development		NIF priority: Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children and young people		
National and international knowledge exchange events				
SCILT/CISS Projects	Summary of task activities	Target audience	Outcomes	1+2 recommendations
Participation in, and attendance at, national and international conferences	SCILT/CISS team members present at or attend national and international conferences as appropriate. Seek opportunities to raise international profile through partnerships and networks.	Academics, educators and practitioners	Members of staff effectively represent the work of SCILT/CISS and the languages landscape in Scotland. Networking and knowledge exchange opportunities are facilitated. SCILT/CISS team members update their own knowledge of international research. SCILT will continue to contribute to UK and international conferences so the work being undertaken in Scotland is recognised widely.	
Outward facing communication				
SCILT/CISS Projects	Summary of activities	Target audience	Outcomes	1+2 recommendations
Maintenance of Confucius Hub management portal	Evaluate the Sharepoint system for hub management.	Confucius Hub leaders and colleagues	Training delivered for key Hub contacts in using the Hub features according to evaluation data All Hubs using Portal to submit reports, operational plans and other data.	

			CISS benefits from streamlined Hub management and additional analytical data.	
Website review	Projects and Communications Officer and PDOs work with external stakeholders to review content	All stakeholders	Stakeholders report that website content is up-to-date, relevant and easily navigable.	
Communication strategy	SCILT/CISS provides a range of helpful communications including the website, e-bulletins, newsletters, press releases, leaflets and social media.	All stakeholders	<p>Feedback from practitioners and evidence provided by online analytical tools indicate the language community finds our communications informative and useful.</p> <p>We increase our reach beyond languages community to raise awareness.</p> <p>Feedback enables us to identify levels of engagement and any areas for improvement.</p>	

- Projects have a comprehensive action plan which indicates how they will be resourced and evaluated, and the learning shared. These are available to view separately.

