

# SCILT Strategic Plan: 2022-2023

## 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 response to Education Recovery Plan	A flexible, adaptable and responsive range of measures will be maintained to support learners and educators. This will include high-quality, freely available online language materials appropriate to age and stage. Professional learning opportunities offered to teachers via online platforms and face-to-face where desirable.	Children and young people Teachers Parents	COVID informed hybrid model in place which will have flexibility to adapt to circumstances as they evolve.  Language education community benefits from uninterrupted support which is responsive to need.	
1B SCILT/CISS Professional Learning offer	1b (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	Early years practitioners, primary and secondary language teachers	Evaluation demonstrates a positive impact on learners and practitioners in the following areas: <ul style="list-style-type: none"> <li>increased practitioner confidence and demonstrable improvement in reflective practice</li> </ul>	20 25 28 29

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	<p>teaching, and all professional learning activity is underpinned by this as its primary focus.</p> <p>1b (ii) Maintaining the delivery of the OU/SCILT TELT programme (SCQF 11) and supporting Associates.</p> <p>1b (iii) Professional learning partnerships with a group of schools and/or clusters, RICs based on themes identified through their self-evaluation. Learning from the PLPs will be shared locally and nationally through, for example, case studies, events and articles.</p>		<ul style="list-style-type: none"> <li>• development of pedagogical skills</li> <li>• enhanced understanding of current issues in language education</li> <li>• benefits gained from accessing shared practice, networking opportunities, professional discussion and enquiry</li> </ul> <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>1C Support for early career teachers</p>	<p>1c(i) Termly meetings between representatives of SCILT PD team and SCDE Languages Group to discuss support for ITE students.</p> <p>1c(ii) Develop network with local authority NQT support officers towards improved provision of targeted professional learning.</p> <p>1c(iii) Scope current probationer/NQTs about development needs.</p> <p>1c (iv) Support the development of provision for student teachers as informed by outcomes of the 1+2 SIG's SLWG Professional Learning and ITE.</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>Current support for primary and secondary ITE students enhanced by ongoing collaboration with SCDE Languages Group and other HE and LA partners.</p> <p>Collaborative plans devised to support primary and secondary ITE students, including language upskilling as required.</p>	<p>21</p>

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<p>1d Language Leadership Programme</p>	<p>1d(i) Continue to offer redesigned programme (SCQF 11), to incorporate core and choice elements; participants supported by critical friends. This programme carries GTCS Professional Recognition.</p> <p>1d(ii) Cross-sector professional learning through online community of practice on MS Teams. Learning, support, and networking opportunities. Peer support. Masters level professional learning.</p>	<p>(Aspiring) Language leaders in schools, local authorities and Confucius Classroom Hubs</p>	<p>Ongoing collaboration between SCILT/ES/LANGS to offer the high quality professional learning programme in light of evaluation of the pilot national programme.</p>	<p>9 14 22 28</p>
<p>1e Integration of learning for sustainability</p>	<p>1e(i) SCILT will continue to develop and promote a “toolkit” of advice and guidance on learning for sustainability in the context of language learning.</p> <p>1e(ii) Extension of the Words for the World competition and development of a Learning for Sustainability and Languages award to promote engagement in schools with relevant partners and with global citizenship issues.</p>	<p>Teachers in all sectors</p> <p>All sectors</p>	<p>Teachers report positively on practical support provided by the toolkit in planning to incorporate learning for sustainability into language learning programmes.</p> <p>Submissions from all sectors demonstrating engagement with global citizenship in a languages context.</p>	<p>10 11 12</p>
<p>1f Employability</p>	<p>1f(i) Ongoing promotion, development, maintenance and evaluation of the employability section of the SCILT website, including outputs from the Generation Global ERASMUS+ project.</p> <p>1f(ii) Detailed evaluation, redevelopment and refresh of the SLEA to ensure it remains current, attractive and realisable for schools.</p>	<p>All sectors</p>	<p>Schools are encouraged and supported to address SLLW through language learning and programmes of work.</p> <p>Strong SLEA submissions across all sectors.</p>	<p>10 17</p>

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	<p>1f(iii) Additional promotion of employability contexts for language learning in primary and GME schools.</p> <p>1f(iv) Extension of the DYW Live workshop into a programme of inputs to support uptake across languages</p>		<p>Increased successful SLEA submissions from schools from primary and GME settings.</p> <p>K/E opportunities in place to share practitioners' learning.</p> <p>Continued strong attendance from schools across the country leading to attitudinal change towards languages at options points.</p>	
<p>1g Support for school – university liaison</p>	<p>Programme of mutual support and understanding for liaison between schools and universities.</p> <p>1g(i) Establishment of an integrated programme linking current and planned initiatives around school/university liaison and uptake, ensuring greater continuity and progression.</p> <p>1g(ii) Collaborative planning meetings between SCILT and University partners to plan for a programme of online themed workshops for H/AH learners supporting transition to university.</p> <p>1g(iii) Planning with partners (UCMLS, LANGS, Northern Alliance) for the development of a mentoring programme to support transition from school to HE.</p> <p>1g(iv) Collaboration with HaSS on training, support and facilitating for online Language Ambassador programme.</p>	<p>Secondary/ university teachers/Higher, Advanced higher and Baccalaureate candidates</p>	<p>School and university staff develop an understanding of the standards and expectations of each other's curriculum.</p> <p>Learners and students develop positive and mutually beneficial links, leading to greater enthusiasm and uptake for languages in schools and universities.</p> <p>Plan is in place for pilot mentor scheme to be delivered 2022-23, with appropriate materials and training in place for student mentors.</p> <p>Language Ambassadors have been trained and are engaging with schools. Both schools and Ambassadors report benefits of engaging with the programme.</p> <p>Teachers report increased confidence in delivering Baccalaureate.</p>	<p>16</p> <p>19</p> <p>23</p>

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	1g(v) Support for teachers delivering the Baccalaureate.			
1h Support for bi-lingual learners and heritage languages	<p>Partnership with Bilingualism Matters.</p> <p>1h(i) Continued collaboration with complementary schools to support and showcase their work and align with mainstream provision.</p> <p>1h(ii) Scope the professional learning needs of teachers in complementary schools and plan to add to PL menu.</p> <p>1h(iii) Create fora for mainstream and complementary school educators to meet and share ideas, practice and celebrate learning.</p> <p>1h(iv) Liaison with BHASHA languages festival committee.</p> <p>1h(v) Incorporate exemplification and guidance for supporting teachers of bilingual learners into SCILT professional learning offer i.e. TELT, LLP, early career teachers.</p>	Teachers, parents, learners and community groups.	<p>Enhanced and mutual opportunities for knowledge exchange activities created.</p> <p>Development of a cohesive plan for appropriate tailored support for teachers working in complementary school settings. Community based teachers report positively on their inclusion in this process.</p> <p>SCILT develops a range of opportunities to share the benefits of bilingualism.</p>	31 32 33
<b>Learning partnerships</b>				
<b>SCILT Projects</b>	<b>Summary of activities</b>	<b>Target audience</b>	<b>Outcomes</b>	<b>1+2 recommendations</b>
1i Learning partnerships	Living Languages series in collaboration with School of Humanities at the University of Strathclyde. Conversations with high profile figures from various sectors who have used languages in their lives.	Students, senior phase pupils and wider society	Participants report enhanced understanding of the relevance of language skills and are aware of future pathways that are not exclusively language-based.	15 19

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<p>1j Continuing Professional Learning Partnerships (PLPs)</p>	<p><b>1j(i) Santécosse with Tayside RIC and University of Dundee</b>          HWB health promotion project with Pan-Tayside DOs and University of Dundee.</p> <p><b>1j(ii) Le foot et la francophonie</b>          Pilot of this PLP completed and evaluated. Amendments and improvements implemented for Year 2 rollout to target all challenge authorities.</p>	<p>Secondary teachers, young people and supporting staff from universities and external partner agencies</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>Planning in place to increase reach of Foot et la Francophonie, bringing in more challenge authorities for year 2.</p> <p>Plans considered for adaptation of Le foot et la Francophonie to a different language (German or Italian or Spanish)</p>	<p>7 8 9 12 13 22</p>
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<p>1k New Professional Learning Partnerships (PLPs)</p>	<p>Initial steps in development of new PLPs:</p> <p><b>1k(i) Creative puppetry and storytelling</b></p> <p>In partnership with Tania Czajka (ECE), supporting EY practitioners in the EYCP PLP with language teaching/learning (French) in the EY sector through play, puppets and storytelling, aligning with EY Es and Os. Teachers and ECEs from 20 establishments will be supported to deliver this approach.</p> <p><b>1k(ii) Scottish Prison Service Family Learning</b></p> <p>Aimed at engaging prisoners and their children in meaningful remote language learning experiences. This PLP also addresses HWB in terms of positive relationships, and supports attainment for vulnerable learners.</p> <p>Volunteer teachers will be supported by SCILT and Scottish Prison Service to offer a block of learning.</p> <p><b>1k(iii) Puzzles PLP</b></p> <p>With University of Edinburgh Maths Outreach Team. Linguistics puzzles, interface of maths and language. Context still to be decided – interest in Primary-S3, wider access, parental engagement. Initial exploratory meeting with interested educators scheduled 01/03/22</p> <p>1k(iv) Continue to be responsive to approaches from any potential partners with an interest in developing a PLP as they arise.</p>	<p>Young children, Early Years practitioners</p> <p>Prisoners at HMP Glenochil and their families</p>	<p>Evaluations show evidence of positive engagement of practitioners and children in play-based creative language pedagogy.</p> <p>Teachers/ECEs report an increased confidence in implementing this approach in their settings.</p> <p>Evaluation shows positive family learning experience, reinforcing literacy in prisoners and their families and encouraging family relationships.</p> <p>Teachers report that they have developed their digital and pedagogical skills, as well as gaining valuable experience of working with vulnerable families.</p> <p>Evidence of increased engagement with Maths/ Numeracy area of the curriculum</p> <p>Learners and practitioners report improved understanding of connections between numeracy and language (cognitive skills and problem solving)</p>	<p>7</p> <p>8</p> <p>9</p> <p>12</p> <p>22</p>
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Quality improvement				
SCILT Projects	Summary of activities	Target audience	Outcomes	1+2 recommendations
1l 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>	<b>All staff</b>	<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>	
1m Recognising quality in SCILT/CISS	<p>1m(i) Explore opportunities to engage with external partner organisations for recognition and endorsement of the work of PS and PD teams in SCILT/CISS For example</p> <ul style="list-style-type: none"> <li>• Excellence in Professional Learning Organisation (GTCS) status</li> <li>• Knowledge Exchange Awards</li> <li>• In house Strathclyde opportunities?</li> </ul> <p>1m(ii) Engagement with CLD Standards as a strand to work with complementary schools and PLPs (where relevant)</p>		<p>Professional Recognition accreditation on TeLT and Scotland's National Languages Leadership Programme; and EdScot endorsement retained</p> <p>Enhancement of reputation and profile of SCILT/CISS, partners and their collaborative project</p> <p>Develop partnership with CLD Standards Council.</p>	
1n Digital strategy to	Review equipment order with solutions team to establish any adjustments required.	SCILT/CISS staff	SCILT and CISS staff use technologies effectively in their work.	



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support SCILT/CISS practice	<p>Install bespoke state-of-the-art AV and digital equipment solution in the Ramshorn prior to return and resume of staff.</p> <p>Staff training (equipment and safety).</p> <p>Technology integrated into practice.</p>		<p>Economies made in terms of staff time and travel.</p> <p>Widened access and enhanced engagement with SCILT via online offerings ensures equity of provision across Scotland and encourages international participation.</p>	
<b>Priority 2: Promotion and partnerships</b>				
<b>SIG priority:</b> Communication, collaboration		<b>NIF priority:</b> 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		
<b>Family learning/parental engagement</b>				
<b>SCILT Projects</b>	<b>Summary of activities</b>	<b>Target audience</b>	<b>Outcomes</b>	<b>1+2 recommendations</b>
2a Parental engagement	Continuation of providing advice and guidance on informing and involving parents in their child’s language learning education in both primary and secondary sectors.	Parents/carers, teachers in all sectors, development officers	<p>Toolkit provides positive and replicable examples of parental involvement with language learning across both primary and secondary sectors.</p> <p>Evaluation of the toolkit – parents report feeling empowered to support their children’s language</p>	9

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			learning and teachers/schools report positively on use of the guidance.	
<b>Professional partnerships</b>				
2b 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, Education Scotland, the SIG wider engagement network, SCDE Language Group, Bòrd na Gàidhlig, QFI, e-Sgoil, and Bilingualism Matters.	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
2c LANGS partnership	SCILT works closely with the Languages Network to facilitate meetings.  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
<b>International partnerships</b>				
<b>SCILT Projects</b>	<b>Summary of activities</b>	<b>Target audience</b>	<b>Outcomes</b>	<b>1+2 recommendations</b>
2c Partnership with Qatar Foundation International	Fulfilment of grant conditions.  2c(i) Discovering the Arabic World programmes continue with primary and secondary schools.	QFI/SCILT staff	Year three of Discovering the World of Arabic course amended, delivered and evaluated successfully.	2 4 13



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			Learners report positively on the learning experience and can demonstrate the progression of their skills in BSL.	
<b>Promotional events/campaigns</b>				
<b>SCILT Projects</b>	<b>Summary of activities</b>	<b>Target audience</b>	<b>Outcomes</b>	<b>1+2 recommendations</b>
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) Continuation and development of Amazing Spaces into year 3.</p> <p>2f(iii) The Jacqueline Munro-Lafon Essay Prize in collaboration with the Franco-Scottish Society aimed at AH learners of French.</p> <p>2f(iv) 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><b>Outcomes for all projects:</b></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>2g(ii) Continue to support schools’ development of overseas links via Language Linking Global Thinking (LLGT) blogs.</p> <p>2g(iii) We will look for opportunities to showcase and celebrate; schools, teachers and young people</p>	<p>Teachers and learners in all sectors</p>	<p>Packs distributed to support schools to raise awareness of and encourage Scotland’s participation in this pan-European celebration.</p> <p>Blogs demonstrate that schools positively engage with EDL and celebrate language learning.</p> <p>Teachers report positively on the impact in their classroom of linking with an overseas student. Learners are motivated by exploring the culture and language through the experience of a young person’s year abroad.</p>	<p>15</p> <p>17</p>

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2h Languages Week Scotland (1 <sup>st</sup> 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>	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
<b>Priority 3: Research and knowledge exchange</b>				
<b>SIG priority:</b> Communications and Engagement; Professional Development		<b>NIF priority:</b> Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children and young people		
<b>National and international knowledge exchange events</b>				
<b>SCILT Projects</b>	<b>Summary of task activities</b>	<b>Target audience</b>	<b>Outcomes</b>	<b>1+2 recommendations</b>

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<p>3a Knowledge exchange events activities</p>	<p>3a(i) SCILT to lead, facilitate and participate in knowledge exchange activities. For example:</p> <ul style="list-style-type: none"> <li>• Newsletter articles about practice development &amp; innovation</li> <li>• PLP - sharing the learning opportunities</li> <li>• 2 new case studies published</li> <li>• Erasmus+ toolkits and other legacy activity</li> </ul> <p>3a(ii) Two SCILT-led knowledge exchange events that encourage practitioners to lead professional discussion and share ideas and strategies. Facilitation and participation in further knowledge exchange events led by partner organisations</p>	<p>Practitioners, local authority officers, policy makers, academics, partner organisations, members of the international languages community.</p>	<p>Data from evaluation and participation show positive feedback for events and activities.</p> <p>Data analysis from events demonstrates widening engagement in terms of reach and numbers</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 knowledge exchange activities.</p>	<p>22 33</p>
<p>3b Participation in, and attendance at, national and</p>	<p>SCILT/CISS team members present at or attend national and international conferences as appropriate.</p>	<p>Academics, educators and practitioners</p>	<p>Members of staff effectively represent the work of SCILT/CISS and the languages landscape in Scotland.</p>	

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international conferences	Seek opportunities to raise international profile through partnerships and networks.		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.	
3c Knowledge exchange collaborations	SCILT to explore possibility of developing partnerships which were formed through Generation Global ERASMUS+ project (2018-2021).	Universities, schools and young people aged 13-25.	Planning of applications for future project(s) with international partners (i.e. national language centres of other northern European nations).	
<b>Engagement with research publications and collaboration with research projects</b>				
<b>SCILT/CISS projects</b>	<b>Summary of activities</b>	<b>Target audience</b>	<b>Outcomes</b>	<b>1+2 recommendations</b>
3d Scottish Languages Review	3d(i) Review of submission guidelines	National and international languages community	Evidence from online analytical tools demonstrates the journal has an international readership.	29

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	<p>3d(ii) Journal reviewed and edited by SCILT.</p> <p>3d (iii) Develop editorial committee structure with occasional input from SCILT colleagues and Associates</p>		<p>Journal includes the latest articles of relevance to language learners and practitioners around the world.</p> <p>Positive feedback from readers generated.</p> <p>Wider and more diverse range of contributors and types of article (e.g. research students, practitioners)</p>	
<b>Outward facing communication</b>				
<b>SCILT/CISS Projects</b>	<b>Summary of activities</b>	<b>Target audience</b>	<b>Outcomes</b>	<b>1+2 recommendations</b>
3e Website review	Information Officer and PDOs work with external stakeholders to review content	All stakeholders	<p>Stakeholders report that website content is up-to-date, relevant and easily navigable.</p> <p>Website is fully compatible with mobile devices and meets the recommendations of SCILT's external review.</p>	
3f 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>Feedback enables us to identify levels of engagement and any areas for improvement.</p>	
3g Digital interns	Internship provides S6 pupils with the opportunity to gain work experience by interning	15-18 year olds	More 15-18 year olds are engaged with language learning and understand the benefits.	17



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	with SCILT/CISS. Interns create and schedule content, as well as develop a strategy, for their own social media channels.		<p>The profile of languages and language learning is raised amongst this demographic.</p> <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>	
3h 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>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.