

# Scotland's National Centre for Languages and Confucius Institute for Scotland's Schools

## Summary Report for April 2018 – March 2019

Scotland is a multi-cultural society where many languages are spoken. This includes indigenous, Scottish languages and those originating from further afield.

### Our vision:

SCILT is the national centre for languages, supporting a wealth of language learning and diversity across Scotland's communities. As a nation, we are developing the language skills that equip us for life in a globally interdependent world, thus contributing to a fairer, smarter, more successful Scotland. We achieve this by promoting and supporting high-quality language learning and fostering a climate that celebrates all languages.

### Within this vision our priorities are:

- To **support** high quality language learning and teaching in line with national priorities
- To **highlight** and **demonstrate** the benefits of multilingualism and intercultural competencies so that languages are widely recognised as a key skill for life and work
- To **facilitate** language-related research, share information and enable knowledge exchange in Scotland and beyond

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## Supporting high quality language learning and teaching in line with national priorities

### Professional Learning Programme

SCILT continues to offer a menu of professional learning activities free of charge to all local authorities in Scotland. A professional learning planning cycle was developed, with the timeframe being informed by the Advisory Group.

#### Professional learning for primary practitioners

Primary CLPL	2017-2018	2018-2019
National programme	OU/SCILT Teaching Primary Languages Pilot, 50 participants over 9 local authorities.	OU/SCILT Teaching Primary Languages Year 1, 130 participants from 23 local authorities.
Engagements	8 local authorities, 3 regional improvement collaboratives  Multiple visits to 4 local authorities and 1 regional improvement collaborative  Total number of CLPL engagements = 20	1 local authority, 1 regional improvement collaborative, 2 independent schools  Total number of workshop engagements = 5
Popular workshops	<ul style="list-style-type: none"> <li>Whole school 1+2 strategy x6</li> <li>Assessing progress in primary languages x4</li> <li>First steps in primary languages/Next steps in primary languages/Raising attainment: developing literacy skills across languages/Supporting learners with additional learning needs x2 ea.</li> </ul>	<ul style="list-style-type: none"> <li>Assessing progress in primary languages x2</li> <li>Languages on screen x 1</li> <li>Combining employability and languages skills x1</li> <li>Progression in knowledge about language x1</li> </ul>
Early career teachers	<ul style="list-style-type: none"> <li>NQTs in 3 local authorities (different models)</li> <li>Variety of inputs for undergraduate and post-graduate student teachers at a total of 5 TEIs</li> </ul>	<ul style="list-style-type: none"> <li>NQTs in 1 local authority</li> <li>Range of bespoke inputs for undergraduate student teachers in 3 TEIs and postgraduate student teachers in 1 TEI</li> </ul>
Cross-sector	<ul style="list-style-type: none"> <li>Shared understandings of progression in languages across the BGE, P1-S3 x3 regional improvement collaboratives</li> <li>Contextualising language learning x1 regional improvement collaborative</li> <li>How good is your transition? X1</li> </ul>	

This year, two Professional Development Officers have worked with three practising teachers taken on as Associates to develop the content for Year 2 of the Pedagogy strand of the Teach\_L programme, a blended programme run in partnership with Open University Scotland. Year 2 is scheduled to launch next academic session.

Year 1 of Teach\_L has run in four languages this year – Chinese, French, German and Spanish, with Open University tutors supporting a small number of teachers working in Wales while the SCILT Primary Team have supported c.130 Scottish teachers. The proposal for accreditation of the whole Teach\_L programme with GTCS Professional Recognition will be submitted soon.

In a survey of practitioners and local authority representatives about professional learning needs undertaken in spring 2019, the number of responses from primary practitioners was low (n=3) and difficult to draw conclusions. One underlying reason for the decrease in requests and uptake in our workshops could be due to increased local provision.

SCILT's organisational strategy about any time learning webinars is still under review, as such the webinars aimed at supporting teachers in the development of primary languages pedagogy suggested in last year's annual report has yet to be developed.

### **Next steps**

Professional Development Officer(s) to coach former Teach\_L participants on as tutors on the next Yr1 pedagogy strand.

Professional Development Officers to continue as pedagogy tutors and to support this year's Associates as beginner tutors on Teach\_L Yr 2.

Professional Development Officer(s) to prepare for a follow-on to Teach\_L in the form of a community of enquiring practitioners drawn from previous participants in Teach\_L Yr 2. Work towards establishing the community on Glow for 2020-21. Supporting individuals to submit applications for Professional Recognition in practitioner enquiry.

To run the professional learning planning cycle next session and to refine our professional learning offer accordingly.

To continue to respond to professional learning requests from clusters, TEIs and local authorities.

### **Support for early career teachers**

We were invited to discuss PLL possibilities for the new undergraduate programme in primary teacher education at Queen Margaret's University, which welcomes its first cohort 2019/20.

In addition, professional learning sessions have been delivered by the primary team in five TEIs to both undergraduate and postgraduate student teachers. This is the same as 2017/18 and has again included a sustained, ongoing input with the University of Strathclyde PGDE cohort of 330 students. This input involved a lecture, three seminars and online materials for all PGDE primary student teachers, meaning that they all had a richer and more in-depth experience of primary languages pedagogy before commencing their probation year. SCILT also supported on a Professional Specialisation module for 15 x PGDEs.

We responded to individual requests from students who are undertaking research projects related to languages and the 1+2 policy in particular, for example around primary teacher confidence. In addition to this, we have supported local authorities in delivering input to newly qualified teachers on the 1+2 approach, language learning and language pedagogy. We have delivered one session for NQTs in West Dunbartonshire compared to three local authorities last year. As part of a CLPL scoping

exercise, we will ask all LAs to provide feedback on their engagement (or lack of) in order to support them further. As part of this, we will specifically ask about CLPL for NQTs.

### **Next steps**

SCILT will continue to build relationships with course leaders at schools of education and agree inputs for the forthcoming academic year. Sets of questions for feedback have been drafted to issue to the ITE programme leads at all Scottish TEIs and their ITE students. We are keen to identify their needs and what SCILT can do to address them.

We will support universities as they develop models for primary languages within their ITE courses including the LENS tool and framework that was produced by the SCDE languages group.

### **Professional learning for secondary practitioners**

Secondary CLPL	2017-2018	2018-2019
Engagements	<p>9 local authorities, 1 regional improvement collaborative</p> <p>Multiple visits to 4 local authorities and 1 regional improvement collaborative</p> <p>Total number of CLPL engagements = 17</p>	<p>11 local authorities</p> <p>Multiple visits to 2 local authorities</p> <p>Total number of CLPL engagements = 15</p>
Popular workshops	<ul style="list-style-type: none"> <li>Developing writing skills in the BGE and Senior Phase x4</li> <li>Assessment and moderation in the BGE; Changes to Higher; Changes to National 5 x2 ea.</li> </ul>	<ul style="list-style-type: none"> <li>Changes to Higher x6</li> <li>Supporting pupils with Advanced Higher x3</li> <li>Closing the attainment gap; Inspiring contexts, inspiring pedagogy; Languages BAC x2 ea.</li> </ul>
Cross-sector	<ul style="list-style-type: none"> <li>Shared understandings of progression in primary and secondary modern languages x2 inc. 1 regional improvement collaborative</li> <li>Contextualising language x1 regional improvement collaborative</li> <li>Transition: building bridges to support language learning x1</li> </ul>	

### **Outreach planning cycle**

In collegiate discussions that took place between October and April, a planning cycle for SCILT outreach was developed. It will establish a systematic procedure for scoping, planning, preparing and facilitating workshops and webinars across the course of an academic year. It will come into effect in August 2020.



### **Next steps**

In the meantime, further collegiate discussions before the end of 2018-19 will establish a procedure for the development, scheduling and presentation of a series of webinars for 2019-20. This will be in addition to the continuation of the current outreach menu of workshops through 2019-20.

### **OU/SCILT Language and Pedagogy Online Learning Course**

Recognising the need for greater flexibility in professional learning, SCILT has continued to collaborate with the Open University Scotland to deliver a 30 week blended learning course for primary teachers. This Year 1 course has two strands, covering primary languages pedagogy together with learning a language of each teacher's choice (currently offered are French, Spanish, Mandarin and German). It involves a flexible mix of self-study, online tutorials and face to face day schools allowing teachers in the most rural and remote areas to engage with high quality professional learning. It also meets the needs of busy teachers, trying to strike a work/life balance around other commitments. The course is geared towards primary practitioners but secondary teachers who teach at primary level are also finding the course of value. The effectiveness and popularity of the course can be observed in the number of participants; after last year's successful pilot course with 50 teachers from nine local authorities, we now have 94/119 Scottish teachers from 22 local authorities. Five teachers are self-funded. In addition to this, the course was made available to teachers from Northern Ireland and Wales due to high levels of interest. The Welsh Government funded 80 teachers to participate in the course, and due to the challenges that the N.I. Government are facing, the two teachers from that nation are either self-funded or directly funded by their employer.

Feedback from the 2017/18 evaluation highlights impact at all levels. Teachers have told us the following:

- *I love the strategies I have learned from the course and use them when I can.*
- *A hugely positive impact! I have never taken part in CPD which was this long-running before. It encourages you to keep your own learning relevant and in the forefront of your mind and, more importantly to keep using it so that it isn't just forgotten but becomes part of everyday practice.*
- *The course is having a huge impact on my confidence to teach another language. Starting from scratch and learning alongside the pupils has been very humbling.*
- *It has been useful to have links to things that I would not have found myself, useful to apply the suggested ideas in class and useful to pick up ideas from colleagues who are going through the same process.*

Feedback also highlighted that the course is having an impact beyond the classroom:

- *We are setting up an after school Spanish club.*
- *As language leader in the school, this course will better prepare me down the line to fulfil my role more effectively.*
- *I run a French Committee every fortnight for P5-7 children who are interested. They are helping to set up displays around the school. We have also established a link with a school in Paris.*
- *I have begun to make more home school links for language inspired by fellow practitioners on the course.*

### **Next steps**



We are currently in the final stages of planning a second year to the course for a) students who wish to continue their studies or b) teachers with some knowledge of the language already who do not need to start as complete beginners. The development of the Y2 course was done in collaboration with three teachers who had participated in SCILT's LLP Summer School. These teachers had been identified as being particularly strong in their pedagogy and enthusiasm for professional learning.

Three teachers from the 2017/18 cohort of the OU/SCILT course will also be joining the course as associate tutors to run the third roll out of the Y1 course. A SCILT PDO will mentor these teachers and supervise the running of the Y1 course. Training for these associates will commence in June 2019. We are also exploring the possibility of introducing other languages into the course, such as Gaelic and Arabic in partnership with other organisations.

### **Professional Learning Partnerships**

This session we have extended our professional learning offer to include professional learning partnerships (PLPs) as an alternative to our menu of workshops.

#### **Primary**

##### **West Lothian Primary PLP: strengthening literacy skills through languages**

A professional learning partnership with a focus on developing literacy skills across languages with teachers in eight primary schools in West Lothian Council. Teachers have explored a range of approaches to support the development of writing skills, engaging with parents around the transferable skills in language and literacy learning amongst other issues.

Two SCILT staff supported 5 meetings with teachers from the schools – 3 focusing on developing a plan to explore practice, 2 focused on sharing the outcomes of the investigations. One SCILT PDO collaborated with authority Development Officer to host virtual catch-ups with all teachers to discuss progress and problems.

The planning stages were slower than anticipated, largely due to the number of schools taking part, which was significantly larger than initially anticipated. The process grew organically through discussions with the local authority staff and teachers but a framework would have been helpful to structure the process from the start. A contract outlining the outcomes and responsibilities of all partners has since been drafted by SCILT colleagues.

#### **Next steps**

Outcomes of this PLP will be shared across the local authority before the summer and then beyond in the coming academic session.

Local authorities across Scotland have been invited to express interest in collaborating on future Professional Learning Partnerships by means of the May issue of the SCILT newsletter and a personal letter from the Director.

For all future PLPs, a contract will be negotiated in the earliest stages of planning. A copy of the contract will be signed by all partners. It will be a working document and will be referenced throughout the PLP process.

#### **Secondary**

##### **West Lothian Secondary PLP: Exploring curriculum models and meeting learner entitlement to 1+2 languages**

Through this partnership SCILT sought to support a group of schools in further developing their curriculum models to allow for meaningful and innovative delivery of L2 and L3 in the secondary

context. Teachers, faculty heads and senior leaders from participating schools attended six professional learning sessions planned over the course of the school year. These sessions were led in turn by SCILT, local authority education development officers and staff from participating schools. The shape of these was very much informed by the needs of schools and the participants who drove forward how the partnership evolved.

An Education Officer at West Lothian Council said of the partnership:

*"This professional learning partnership is contributing very positively to our collaborative culture in West Lothian. It is providing school teams with rich opportunities to work together with SCILT staff, colleagues from other authorities and fellow West Lothian schools to explore how curriculum design can maximise L2 and L3 language learning in their setting. We are extremely grateful for the high quality support provided by SCILT and look forward to the next stage of the partnership."*

### **Next steps**

Information on this partnership will be shared in the 1+2 newsletter for development officers.

SCILT will share opportunities with those involved in this PLP to share their experiences at knowledge exchange events.

### **Espacios Increíbles (Amazing Spaces): Project based learning - the moderation cycle in practice in the broad general education**

For this professional learning partnership we worked in collaboration with the Department of Architecture at the University of Strathclyde and with teachers across 2 subject areas, languages and design and technology, in 5 schools across 3 challenge authorities (Glasgow, West Dunbartonshire, North Ayrshire). The aim of the partnership was to create a project which would contextualise learning and inspire more pupils to continue with their language into the senior phase with an overarching theme of moderation in the broad general education.

There were three professional learning sessions over the academic year to take this project forward. SCILT provided ongoing support and guidance to teachers who led on the development of lessons and resources for this project whose inspiration came from the programme 'Amazing Spaces'. Through their participation schools were able to engage in inter-authority moderation at each stage to ensure all resources developed met with national benchmarks at level 4 for languages and technologies.

A teacher said of the partnership:

*"The multidisciplinary concept that incorporated art and design, technical drawing and Spanish. allowed students who may not have worked together in the past to spark a relationship and gives a real insight into what daily life in a modern business is like."*

An S3 pupil in one of the partner schools said of the project:

*"I have enjoyed the project because it has developed my creative as well as team work skills. This experience has made me reflect upon my subject choices and reconsider my options."*

### **Next steps**

All resources, lessons and activities developed for this project will be made available via the SCILT website for all schools to use in their individual contexts. This will mean that more schools can submit entries for the final at the university in session 2019/20.

A case study will be published in August to support schools who choose to take this project forward.

### **1+2 Languages Leadership Programme**

The programme was recognised at the GTCS Excellence in Professional Learning Awards in September 2018 for the second year in a row. Currently, another eight teachers from the 2018-19 cohort are in the process of working towards Professional Recognition.

Applications are currently open for 1+2 Languages Leadership Programme 2019-20. Uptake currently looks healthy with applications from 1 TEI, 1 FE, 1 independent school and teachers from primary and secondary schools in 15 local authorities.

This academic session, one of our Professional Development Officers has supported West Lothian & Falkirk Lead Learners Programme as critical friend for the LA Development Officer in designing the programme and as facilitator of 2/6 sessions.

In addition, discussions with colleagues at SCEL in November were encouraging and open-minded. With a view to drawing on existing Framework for Educational Leadership guides and learning activities, a SCILT Professional Development Officer is in the early stages of working collaboratively with the Northern Alliance 1+2 Development Officer on a locally designed and facilitated languages leadership professional learning options.

### **Next steps**

To support further local/national languages leadership initiatives as far as capacity will allow.

With SCEL's encouragement, we aim to scope the interest in the possibility of a languages teacher cohort on a future cohort of the SCEL Teacher Leadership Programme with a SCILT Professional Development Officer as tutor.

### **Professional learning in Confucius classrooms**

We continue to offer a variety of professional learning opportunities which are designed to meet the needs of teachers in different contexts as part of the Confucius programme across Scotland. This year we have delivered the CLPL menu and considered a project or more contextual approach, as well as bespoke CLPL.

Professional learning sessions have especially supported the introduction, progression and sustainability of Mandarin in our new primary Mandarin hubs and the Royal Zoological Society of Scotland (RZSS) specialist hub, whilst incorporating key national policies such as sustainable goals, NIF and DYW, so that teachers can see the relevance and value of the sessions they select. We have a particular focus upon the Scottish Government's National Improvement Framework and Developing Scotland's Young Workforce agenda, highlighting that language skills are key to the reinforcement and improvement of literacy and communication skills.

This year CISS has developed a series of workshop sessions in collaboration with a range of national partners such as Historic Environment Scotland, Scottish European Education Trust, business partners, DYW groups across Scotland and the specialist hubs, especially RZSS. Our workshops offered in partnership with RZSS have provided an interesting, real and meaningful context in which pupils can apply their language skills.

In their feedback, teachers used the terms below to describe their learning:

- *"The interactive teaching part was most valuable."*
- *"Thank you for providing such an inspiring experience."*
- *"The host was brilliant and this made it so enjoyable, engaging and easy to understand."*
- *"The wide range of resources available were most useful!"*

From our feedback, there is an increasing willingness of teachers to embrace and deliver Mandarin, evidenced very much through the numerous RZSS workshops. Our professional learning is most

effective when the sessions are active and the content supports the curriculum e.g. science and language sessions. Teachers are observing positive impact as a result of their professional learning which has increased their understanding of how Mandarin can be linked and integrated within the context of their own learners. In turn, according to our feedback, learners are better able to see the connections, have become more culturally aware and are more confident using the language in their everyday learning experiences at school.

We have also presented various workshops at conferences across Scotland and internationally (e.g. CLPL for teachers of Chinese in Portugal) which allows us to share practice with colleagues from different sectors and different countries.

In May 2019, we will hold our third mentor training session for mentor teachers in Scottish schools and their Hanban teacher mentees. This will be facilitated in partnership with our Professional Development providers at the University of Strathclyde.

### ***Next steps***

We have revised our professional learning menu so that it reflects more closely the priorities of the National Improvement Framework and the 17 Global Goals. We have added a session for the first time to our menu designed for presentation to parent councils.

The CISS focus on professional learning has won us acclaim as an institute internationally. The Depute Director presented our programme of support for Hanban teachers at a forum in the Hanban World Conference, to keen interest from colleagues representing CIs across the world. In November 2018, the CI in Braga invited CISS to run a day's workshop for their teachers from across Portugal. Such collaboration is a key strength to our CI and one on which we want to continue to capitalise in our efforts for continuous improvement and in our ambition to honour the title of Model Confucius Institute.

### **Support for local teachers of Chinese**

We continue to maintain and support a network of local Chinese teachers. This support is given directly or indirectly depending upon their needs. We attend and participate in forums which include and involve the teachers, often speaking at conferences or at events which bring them together to discuss and share practice in the teaching and learning of Chinese.

The 15 new GTCS registered teachers of Chinese will be especially supported in May at a conference for this group only. We aim to help them establish their own network and are meanwhile invited to attend professional learning sessions facilitated by the Confucius Institute for Scotland's Schools. We are aware that the local teachers attend in-service training sessions by local authorities. Additionally, we offer shared sessions to both GTCS registered teachers and Chinese community school teachers. We have offered all local teachers of Chinese the opportunity of bespoke support to conduct their own practitioner enquiries which would allow for more collaboration and shared research. This is relatively new to the teachers but there is currently one enquiry being conducted in a context which involves widening access to school refusers and reengaging them through the learning of Mandarin and the experience of Chinese culture.

### ***Next steps***

We intend to continue to increase our contact with local teachers in the Chinese community schools by organising dedicated professional learning days for them throughout the year. We will continue to meet informally with GTCS registered teachers of Chinese and offer professional learning sessions at conferences and by reinforcing the opportunity that exists for them to conduct collaborative enquiries and share their findings with each other. We will, therefore, continue to support

practitioners in different contexts to conduct their own enquiries as a means of reinvigorating practice.

GTCS registered teachers and primary teachers continue to seize the opportunity to link the learning of Mandarin to business links and enjoyed the eight Business Brunches we have held across Scotland, where Mandarin has prominent exposure as the keynote speech or plenary speech.

### **Languages and inclusion**

Unfortunately, no progress has been made with the collaborative bid with the School of Education for Wellcome Trust small project research funding to recruit a research assistant to undertake a literature review of inclusive practice in languages education.

SCILT's organisational strategy about any time learning and webinars is still under review, as such the recording of a 'Supporting language learners with dyslexia' webinar has not yet been published online.

In relation to reviewing the 'Supporting language learners with additional learning needs' workshop, it was not rated highly for the professional learning needs of practitioners in a scoping exercise in Summer 2018. As a result, it was not included in the professional learning menu.

### **Next steps**

The ongoing work on the redesign of the SCILT website means the 'Learners and Parent' area will be rebranded. As such, the current content from the Languages for All area of the website will be moved out of the Learners and Parents area and housed elsewhere as appropriate. In light of this, further work to collect examples of inclusive practice and prepare new content has been paused.

To explore issues of representation with languages education textbook/storybook publishers based in Scotland and the UK.

### **Support for teachers of bilingual pupils and those with EAL**

Building upon the success of the 'Bilingualism DOES Matter' series of workshops which were offered across Scotland in collaboration with Bilingualism Matters and Glasgow City Council, we recognised the need for further CLPL of this type due to positive feedback such as:

*"The sessions provided very important and useful information regarding bilingualism and helped me to understand better how I can help my bilingual pupils using different ways to support them in the classroom."*

*"Very well structured course and invaluable for teachers who have a number of bilingual pupils in their class. It would be beneficial for many more teachers to attend this event as it is relevant for so many pupils."*

As members of the 'New Scots Integration Strategy', SCILT has collaborated with Education Scotland and Glasgow City Council EAL Service to produce an on-line course that is available to teachers and student teachers in TEs across Scotland. After designing and producing this free, open access course it was launched in Autumn 2018. GLOW analytics show that 3653 people have participated from Scotland, rUK, Europe and North America so far.

### **Next steps**

We have secured funding to develop a second online learning module that follows on from the original one. This will extend participants' knowledge and understanding of bilingual teaching and learning strategies.

### **Support for heritage/community/minority languages**



SCILT is liaising with the University of Edinburgh to create a contact list for community language schools in Scotland so that this group of practitioners and pupils can be provided with information, support for their activities and offered professional learning.

SCILT has supported the work of community groups such as the Glasgow Bangladeshi Society, 'Bilingual Families in Fife' and the Spanish-speaking 'Familias en Glasgow', where we kick-started collaborations between Glasgow City Council and the Wee Spanish Mobile Library project which offers storytelling sessions in schools and early years centres across the city. We will be able to support more community groups in this way once we have a more extensive list of these groups and established relationships. An example of this in 2018/19 was our participation in the inaugural Glasgow BHASHA event run by the Glasgow Bangladeshi Society which was a celebration of languages and multilingualism.

### **Support for Gaelic**

As part of our work at SCILT, Gaelic enjoys equal status with all other languages and features in our competitions. We try to ensure that there are Gaelic speakers for in-school promotional events, Business Brunches and we have provided support for Gaelic practitioners in CLPL for teachers. We have also benefitted from having a 0.2 FTE Gaelic PDO this year.

The Gaelic eLearning project aims to increase the availability of Gaelic Learner Education throughout Scotland at secondary level. Working with eSgoil, a national conference was hosted by SCILT in September 2018 with representatives from eSgoil, Bòrd na Gàidhlig, tertiary sector and local authorities. From this, SCILT assisted eSgoil in developing a pilot National 5 to be available virtually across Scotland. This work has also informed a partnership with James Gillespie's High School, offering and publicising the availability of Gaelic (Learners) across Edinburgh and Lothian, and possible future partnerships for delivering CLPL virtually for Gaelic (Learners) teaching in primary schools.

### **Next steps**

To further establish connections with community language groups and heritage/minority languages to support their activities and promote participation in initiatives such as Mother Tongue Other Tongue. To support teachers from community language groups to develop their pedagogy and professional learning. To support the planning and execution of a 2nd BHASHA event.

### **Support for native speakers in schools**

#### **German Educational Trainees**

This programme is popular with local authorities as a means of supporting the learning and teaching of German. Backed by Erasmus+ funding, the programme offers local authorities an additional means of bringing German native speakers into the classroom to help deliver the 1+2 recommendations.

The volunteers are all students of education who will become language teachers in Germany when they graduate. This means that they have already acquired a good understanding of pedagogical approaches which they can bring to their placement. The flexibility of the six month placement and the low-cost of the programme have also been greatly appreciated by the local authorities.

There has been a decrease in the number of GETs requested by authorities since last session, with 31 in place for 2018/19 and notes of interest for 21 received for 2019/20. Local authorities not requesting GETs in 2019/20 cited concerns over funding and lack of interest from schools as reasons they were not continuing with the programme.

There is also concern over the future availability of Erasmus+ funding for the project once the UK leaves the EU. The coordinators at the University of Mainz were able to secure funding for the 2019/20 session but it is not yet clear whether this funding will be available in the future. We must also consider any restrictions placed on the German students coming to the UK and their desire to live and work here.

### **Next steps**

We will continue to work with the University of Mainz to provide admin support in promoting this programme. Due to the timing of the programme we predict that concerns over funding confirmation for local authorities will always be an issue. The future of the programme remains in question while the nature of Britain's exit from the EU is still uncertain.

## **Support for learners**

### **Advanced Higher workshops**

This year we ran six workshops in four locations across Scotland – Dundee, Edinburgh, Glasgow and Inverness – for pupils studying Advanced Higher languages. This was an identified need following feedback from two AH sessions we ran in 2018/19 in partnership with the University of Glasgow, for both teachers and pupils, where further guidance was requested on how to approach particular elements of the course.

The pupil workshops this year focused on supporting learners by sharing the expectations at AH level and looking at how to tackle the;

- overall purpose question
- discursive essay
- portfolio
- externally assessed talking exam

When these workshops were first advertised they were oversubscribed and therefore to meet with demand we increased the number of workshops from 4 to 6, which allowed us to engage with over 366 students and 75 teachers.

Pupils who attended the workshops said:

- *"It was a very informative session which boosted my confidence as I have better knowledge of the course."*
- *"Lots of useful information was given and there were good activities which everyone was able to do."*
- *"Really informative, explained Advanced Higher in good detail. Doesn't make the course seem so daunting now."*

Further to these workshops we also worked in partnership with the University of Glasgow for the second year to provide a higher education experience through language specific sessions with lecturers from the School of Modern Languages and Culture.

### **Next steps**

Following positive feedback from both teachers and learners SCILT will consider how best to deliver these AH sessions again in 2019/20.

An additional strand has been added to our partnership with the UofG which will include a parental engagement event.



In session 2019/20 we will explore further ways to support effective transition between schools and universities. This will include reviewing how we support learners who may go on to study languages at university with only a Higher qualification.

## **Highlighting and demonstrating the benefits of multilingualism and intercultural competencies so that languages are widely recognised as a key skill for life and work**

### **Engaging parents and families**

Collaboration with NPFS continues to strengthen, resulting in the publication of 'Languages in a Nutshell' in November 2018. The launch event, hosted by North Ayrshire Council, was an opportunity to celebrate family and intergenerational language learning. We were delighted to have received the support of John Swinney, Deputy First Minister who said:

*"My congratulations to the National Parent Forum of Scotland and Scotland's National Centre for Languages on the launch of this new Languages in a Nutshell leaflet, focusing on the 1+2 Language policy and the significance of language learning. This helpful publication sets out how parents and carers can support their child's language learning so that they can reach their full potential and complements the others in the Nutshell series.*

*"Languages open up a world of opportunities to young people, having the ability to communicate with others is key to individual future success and in our increasingly globalised economy. That is why the Scottish Government is committed to ensuring that all young people receive their full entitlement to learning two additional languages, between primary one and their third year of secondary school."*

This academic session, presentations on engaging parents in language learning have been developed to share details of emerging practice alongside current legislation and guidance relating to parental involvement and engagement. Presentations were delivered at 1+2 LLP, Dumfries and Galloway Modern Languages Conference, NPFS forum meeting and ALL Language World conference.

Three Case studies focusing on engaging parents are available on the SCILT website:

- Wee Famille PLP - a collaboration between SCILT, Springside Primary School and North Ayrshire Council Family Learning Team. Materials from the Wee Famille project are available as part of the case study. The original materials have also been translated into Spanish (Arriba Familia) and are being rolled out in a further nine schools in North Ayrshire Council by the Family Learning Team
- St Winning's Primary School
- Fife Family Learning

As part of the ongoing rebranding of the SCILT website, a Qualtrics survey was shared with parents to seek their views as part of the process of updating the content and structure of the 'Learners and Parents' section. A social media competition for families was launched in March 2019 with the aims of promoting language learning and developing content for the 'Learners and Parents' area of the website. For the competition, families are invited to create videos demonstrating learning languages together. The winning videos will feature on the SCILT website. Winners will receive a prize for their family as well as for their class.

### **Next steps**

For parental engagement and family learning, where appropriate, to be reflected in the Strategic Plan.

In May 2019, we will share a survey with primary and secondary practitioners, which will form part of a scoping exercise to investigate how schools are involving and engaging parents in language

learning. This would allow us to gather information on emerging practice, to be shared as part of the Parental Engagement Toolkit.

In academic session 2019-2020, the SCILT Working Group on engaging parents and families will collaborate with external partners to produce a toolkit for practitioners to provide a resource to help support partnerships with parents and families in language learning.

We will continue to develop the content and structure of the 'Learners and Parents' area of the SCILT website to support parents and families.

Next academic session, SCILT will collaborate with Save the Children and a local authority to be confirmed to develop a PLP focused on developing practitioner skills in engaging parents and families in language learning.

The Language Week campaign, scheduled for 2020, would support the parental engagement element of the SCILT strategic plan by promoting language learning and its benefits as well as developing a range of activities for parents and families.

## **Developing Young Workforce activities**

### **Business Language Champions**

The Business Language Champions (BLC) programme supports schools to engage with the DYW agenda, along with GIRFEC, NIF and the Attainment Challenge.

We have had less demand for business links this session, as it was decided not to promote it in order to keep it more manageable.

We have forged links for over a hundred schools across twenty-three local authorities over the last few years. A number of these have expired for various reasons (e.g. staff in both the business and school leaving; businesses folding or no longer able to support). However, there are currently over 60 live links in 16 local authorities and many of the original links have now been sustained for several years. We have forged strong links with Historic Environment Scotland, numerous luxury hotels across Scotland, textile companies, food and drink businesses, manufacturing plants and privately-owned attractions such as Glamis Castle. These links cover the whole range of languages.

Feedback from practitioners, learners and business people has been very positive. Many have talked about the benefits of giving young people an opportunity to see language skills as an enhancement to their employability prospects:

*"It really opens up our pupils' eyes to what opportunities learning languages can bring and what barriers they can pose in the workplace." (Teacher, Meldrum Academy)*

*"I really enjoyed visiting (the hotel) and making the brochure, it made me think there are lots of ways to use my language skills." (S3 pupil, Meldrum Academy)*

Ultimately, the BLC programme aims to influence and support uptake of languages into the senior phase. Teachers have commented that a BLC provides an interesting and relevant context for language learning.

### **Next steps**

We will continue to work in conjunction with DYW groups across Scotland to support the DYW agenda with a focus on modern languages. We will also continue to promote the toolkit and associated videos to ensure that teachers have access to relevant, up-to-date material for promotional purposes.

## **Scottish Languages Employability Award**

Designed to build on SCILT's Business Language Champions scheme, an accreditation award has been developed by SCILT, taking inspiration from Ecoschools and various sporting Clubmark schemes. This is designed to empower schools, practitioners and learners, free up Professional Development Officer capacity and reward innovation in connecting employability and languages. A working group is planned to take the Award towards implementation.

### **Business Brunches**

This session we were again able to hold our popular and successful Business Brunches, despite budgetary constraints. Working in partnership with the University Council for Modern Languages Scotland (UCMLS) and DYW groups afforded us greater scope to provide young people with the opportunity of engaging with the business community and HE.

We held five Business Brunches in Aberdeen, Dundee, Edinburgh, Glasgow and Inverness. We also held three additional mini Business Brunches in Ayrshire in conjunction with DYW Ayrshire, and supported two additional events which took place in Perth and Kinross, led by the Perth and Kinross DYW group in conjunction with Springboard, a charity which promotes tourism and hospitality.

We are continuing to work in partnership with DYW groups in Aberdeen, Edinburgh and Inverness in addition to DYW Ayrshire and Perth and Kinross. We have also been in discussion with Glasgow and Dundee. Glasgow DYW will look at contributing to funding the Glasgow Business Brunch in session 2019/20.

Although the impact on uptake from one single event is difficult to quantify, the feedback received from both pupils and teachers has been overwhelmingly positive.

Practitioners told us that they very warmly welcomed the opportunity to take part and that they felt that the learners returned to school with a reinvigorated attitude to language learning.

*"Very engaging and interesting workshop. Opened the pupils' eyes to an industry they didn't even know existed."*

*"Many thanks for organising the event yesterday. There was really positive feedback from the pupils who very much enjoyed the marketplace and the carousel with local businesses."*

An initial evaluation showed an increase in the number of pupils considering continuing with their study of modern languages.

*"I didn't realise how much languages help."*

*[I learnt ] "That languages are very, very important in the world and especially in the workplace."*

Two of the business leaders who took part in the Business Brunches and who are involved with the BLC programme, have agreed to facilitate further strategic engagement with the business community. They are now members of a 1+2 Strategic Implementation sub-group set up by Scottish Government in order to engage fully with the business voice.

Falkirk Council held their own Business Brunch and Stirling Council is hoping to follow suit next session. Dumfries and Galloway Council and Shetland Islands Council have also expressed an interest in hosting their own events

Many schools have also begun to organise their own promotional events and careers fairs with little recourse to SCILT/CISS.

### **Next steps**

We will seek to evaluate the impact of such events, as part of our promoting languages strategy. Our continued collaboration with UCMLS and DYW will allow us to ensure sustainability of future Business Brunches, enabling SCILT to take on a more strategic role and allowing us to innovate and develop new DYW activities.

SCILT will aim to work closely with language leaders and local development officers so they are supported to develop their own Business Brunch models at a local level. The DYW toolkit has also inspired some local authorities to hold, or to consider holding their own Business Brunch.

### **Promotional events**

In session 2018/19 schools have continued to seek support from SCILT for DYW/language events using the promotional events booking system. As the work stream of the secondary team has expanded to support an alternative approach to professional learning through professional learning partnerships (PLPS) there has been a reduced staff capacity to attend these events. To ensure we met with as many requests as possible and continued to provide support for schools during this academic session we took the following measures:

- Members of the primary team also supported these events
- SCILT published its DYW Toolkit which offers ideas and resources for departments to promote languages in their own context; this is available via our website and shared with schools whose requests we have been unable to meet

Please see the statistics below on requests received this year:

<b>2017/18</b>		<b>2018/19</b>	
Requests received	42	Requests received	42
Requests delivered	29	Requests delivered	20
Requests received after deadline	28	Requests received after deadline	20

Many of these events in particular schools have now run for several years in succession and are inspiring other schools. Some schools are including speakers from the business community and are contacting DYW representatives in their school and local authority, as well as Founders 4 Schools to help them source additional speakers.

### **Next steps**

SCILT staff will not offer this service during session 2019/20 but will instead focus on developing the toolkit and providing schools with advice and guidance on how best to promote language learning and encourage uptake in the senior phase.

Schools will be encouraged to build on links they have already established to create their own promotional events and consider expanding such events to other stakeholders, such as parents and the wider community.

SCILT will record videos of teachers who have organised successful events in their own school contexts and these will be added to the DYW toolkit.

## DYW Toolkit

One of the main outcomes of this year was to produce an online toolkit for schools, DYW groups and other stakeholders such as careers advisers in colleges and universities. The toolkit includes 15 different video clips from five workplace sectors in the hope of encouraging local authority 1+2 Development Officers, DYW groups and modern languages teachers to take the initiative and organise their own Business Brunches, promotional events and careers fairs events. The aim was also to encourage modern language departments to forge their own links with individual businesses.

The toolkit was launched at the Language Linking, Business Thinking conference in November at Edinburgh College. Over 50 representatives from SDS, DYW and local authorities attended. The feedback was extremely positive and inspired delegates to organise their own events.

- *"As a local authority DYW lead it was very relevant."*
- *"Lots of ideas I can put into action."*
- *"Can use some examples and take forward some of the ideas."*

The toolkit was also showcased in February 2019 in partnership with Education Scotland at the National Modern Languages Network conference in Stirling:

*"Thank you so much for coming along to the NMLN and sharing your 'history' of promoting and ensuring the place of languages within the DYW programme and for sharing the toolkit. The delegates really enjoyed your session - their feedback was very positive indeed – bravo!" Louise Glen, Education Scotland*

## SIG Wider Engagement Network

The SIG Wider Engagement network was created in 2016 with parties from the wider community interested in supporting language learning and the development of intercultural skills. Members of this group include employers, cultural agencies, business and enterprise agencies, skills and careers services, the tourism sector, universities, colleges, researchers and voluntary/social enterprise. SCILT and Scottish Government co-chair the group to ensure that policy remains at the heart of activities, and the Wider Engagement network aligns its activities with the SIG Education Group's strategic plan.

The group has grown significantly over the past three years meaning that there is a wide range of knowledge, expertise and influence represented. The group is action focused and quick to share resources, ideas and skills. SCILT presented at the Scottish Council for Development and Industry's annual export summit to share key messages on the importance of language and intercultural skills for businesses and the wider Scottish economy.

### Next steps

Some group members have more influence on policy and national/regional activity around languages and DYW in particular, therefore a sub-group has been created to move forward this agenda. Our Erasmus+ project feeds into the network's ongoing activity.

## Erasmus+ Generation Global Project

The successful bid for Erasmus+ funding allowed SCILT and our partners from Denmark and Norway to move forward with the 'Generation Global: Multilingualism and intercultural skills for a dual-competency workforce of the future' project. The project addresses the skills gap and language deficit that currently exists in each of the partner countries.

The kick-off meeting took place at the University of Strathclyde in September 2018 and allowed partners to:



- discuss and review the project plan and the milestones of the project
- define and agree upon key performance indicators (KPI) and checklists for the project
- define guidelines to ensure a proper and effective monitoring and evaluation of the expenditures, and that all partners respect the time management
- create a Quality Assurance Plan and an Evaluation Plan
- discuss and agree on a dissemination plan

The 'Generation Global' project is structured in 3 phases closely linked to the different target audiences and the development of intellectual outputs. In 2018/19 Year 1 of the project focuses on employers, industry and businesses and how languages need to be viewed as more than simply an academic subject; linguistic and intercultural skills can contribute to growth in the economy, international trade and company profits.

Key outcomes from Year 1 included conducting surveys and interviews with representatives from business/industry/employer organisations. Data collected enabled us to identify the specific needs, expectations and demands of this sector and to gather feedback on the experiences and perceptions of our partners. We are working with businesses/employers who are using language and intercultural skills to make their organisation more successful to a) organise, record and edit video interviews and b) write case studies for the toolkit.

### ***Next steps***

We will complete the Year 1 toolkit, including videos, case studies, interviews, and signposting to other resources, articles, opportunities and organisations.

In June 2019, the second transnational partnership meeting will take place in Norway. Partners will discuss the results of activities and outputs in Year 1, including on-going evaluations and quality assurance matters. Partners will also discuss and agree upon Year 2 activities and outputs.

We will launch the SCILT toolkit and webpage in October 2019 at a half-day event aimed at a business audience to promote the value of languages and intercultural skills in business. 'Boosting the success of your organisation: the benefits of a dual-competency workforce' will be aimed at all sectors of industry and employers and will highlight the importance of having an international outlook and the benefits this can bring to organisations. There will be information sessions and workshops from our associated partners who will share first hand experiences of the successes and challenges involved in developing the linguistic and intercultural skills of their companies.

In 2019/20, Year 2 of the project shifts to focus on professional staff within educational sectors such as school leaders, teachers, lecturers, career advisors.

## **UCMLS**

### **Language Linking Global Thinking**

Language Linking, Global Thinking (LLGT) is a partnership project between SCILT and UCMLS representatives in Aberdeen, Dundee, St Andrews, Stirling and Strathclyde and universities and the charity Project Trust. This year we were happy to be able to involve Napier and Edinburgh universities and have 22 scholars from the Hanban Scholarship programme joining the programme. These are young people between school and university who will spend a year in China learning Mandarin.

The programme links a student during their year abroad with a designated class in a secondary or primary school, with the purpose of corresponding with the pupils. The participating students are in



a variety of countries including France, Spain, Germany, Italy, China, Honduras, Peru, Chile and Senegal.

This raises awareness of different cultures and introduces the pupils to new language.

Through visits to school, regular blog entries and other mean of communication with the student overseas, schools are encouraged to build international links. The programme inspires children and young people to learn languages and develops their aspiration to work or study abroad.

This initiative has gone from strength to strength over the years and feedback has been increasingly positive:

- *"This is such an enriching, meaningful experience for our pupils. It is helping them to become Global Citizens, expanding their horizons, seeing the true relevance of sticking with their language studies and all of the wonderful opportunities it will bring in the World of Work. I do believe this project breaks down the walls of the classroom, seeing other countries and cultures first hand, through the eyes of the ERASMUS student"* (Teacher)
- *"We are really enjoying being part of this project. We look forward to hearing our student's news each month and in particular seeing her photographs. We have an area of the class set up with a map of Honduras and each month I print off her blog and photographs. This means that we can look at the map and find any of the places she mentions. Each blog is a stimulus for a class discussion and they always have lots of questions."* (Teacher)
- *"The link has been great! I've written three blogs and each time, the class have been very quick to get back to me with questions and comments. I've found it genuinely motivating because I feel strongly about getting more pupils to carry on with languages and I know this link is the kind of thing I would've loved at their age"* (Student)
- *"I feel the link has been great because it has forced me to explore a bit more than stick to just my work placement."* (Student)

### **Next steps**

Next year the University of Glasgow will be involved in the project for the first time.

SCILT collaborates with the other partners to ensure that a robust evaluation of the project is undertaken. This is done on an annual basis. We will continue to consider ways of developing the project to include more students in order to meet the demands of participating schools.

### **Mother Tongue Other Tongue**

Mother Tongue Other Tongue (MTOT) celebrates plurilingualism and promotes the use of both mother tongue languages and languages being learned, giving all children and young people an opportunity to enjoy using languages in a creative and expressive way. This year's anthology alone features 13 different languages. The initiative has been running for five years but numbers seems to have dipped slightly. In 2017/18 we had 197 entries from 27 schools, 1 college and 3 universities. In 2018/19 we received 145 entries from 25 schools and no entries from FE/HE, despite actively promoting it to colleagues within these sectors. Once again, we held a hugely successful award ceremony at the University of Strathclyde and feedback from pupils, parents and teachers demonstrated the immensely positive.

### **Next steps**

We will actively promote MTOT to minority, heritage and community languages, e.g. Gaelic, BSL, Roma and contact supplementary language schools. This will be further enhanced by incorporating MTOT with the BHASHA heritage languages event that is being organised in collaboration with the Glasgow Bangladeshi Society and University of Glasgow. We will further promote the participation of

FE/HE students through our links to UCMLS and the CDN network. We will work with University of Strathclyde students (PGDE Professional Specialisation module) who will support us in running the competition. This will have a positive impact on SCILT team capacity and also on the professional learning of the student teachers involved.

### **CDN professional network**

In 2016, SCILT helped to re-form a group for FE practitioners of languages, including English. With the support of the College Development Network (CDN) the group was established as a professional network, enjoying the support and opportunities that the CDN offers. The network meets quarterly and has devised an action plan to drive the activity of the group. It is also a forum to share good practice and expertise with over 20 members from colleges across Scotland and relevant organisations. It has been a busy year – SCILT worked with colleagues from Edinburgh College to host our first ever Business Brunch aimed at careers staff, a SCILT PDO presented on MTOT at the CDN Expo event with college students who participated and we held a pilot initiative called ‘LinguaChef’ in conjunction with City of Glasgow College.

### **LinguaChef**

This is a cooking competition with a language twist. It brings together languages and food in a practical way to show the links between language, culture and catering. In 2017/18, 15 schools entered the competition and in 2018/19 we launched the initiative nationally, and thus far 45 schools have registered to take part. Evaluations from pupils and teachers showed that the competition fulfilled its intended outcomes of having a positive impact on pupil attitudes towards languages, and pupils enjoyed exploring food and cooking as elements of culture. Teachers commented on the IT skills and collaborative team work skills that pupils developed during the project. It was also a good experience in terms of Widening Access at CoGC and allowing pupils to experience a college environment.

### **Next steps**

To successfully roll out a 2nd year of the LinguaChef initiative nationally in conjunction with CoGC with the expected outcomes of increasing positive attitudes to languages and developing intercultural understanding. To present again at the CDN Annual Expo event to share the collaborative work we are doing with the FE sector.

### **Visits to China**

#### **Teacher immersion visit to Shanghai**

In July 2018 CISS had 17 teachers from across the primary and secondary sectors participate in a language and culture immersion course in Shanghai, China. This is the 5<sup>th</sup> year of the course and it was hosted at the Shanghai East Normal University for the first time. Participants on the course attend follow-up lessons at CISS and a number of them are working towards HSK qualifications.

The success of the course is reflected in the feedback below:

*“I would recommend this to everyone.”*

*“I feel I have gained enough to form the whole class topic for IDL.”*

### **Next steps**

In the summer of 2019, we will not be running a teacher immersion trip to China. Instead, we will be focussing on the Summer School for the Open University pilot project with a view to building capacity across primary schools in Scotland. In the future, the immersion visit will be offered to the

participants on this course and tailored to meet their needs. In the summer of 2020, we will run a teacher immersion trip to Shanghai based at Shanghai East Normal University.

### **Pupil immersion visit**

In 2018 we provided the opportunity for 123 Scottish young people and teachers to visit China as part of the immersion course in Beijing and Tianjin. The course was run at Chonghua High School for the first time and this new format worked extremely well. We continue to offer a bespoke award developed by the SQA which provides young people with accreditation for successful completion of the course and is now offered at SCQF 3 and 4 to take into account young people's previous learning of Mandarin. Feedback indicates that young people find this experience to be life changing but that the language lessons are not always sufficiently personalised to meet the needs of all the young people. We are taking steps to address this as far as we can and in the summer of 2019 we will use teachers who have previously taught in Scotland. We have some evidence that the immersion visit is inspiring young people to continue learning Mandarin to a higher level. For example, 50% of the 2018/19 cohort of Tianjin Scholars have previously taken part in the visit.

### **Next steps**

In 2019 the immersion trip is going to be run at another Tianjin partner school. This allows us to strengthen the links between schools in Scotland and in China. We cannot guarantee that Hanban will continue to support such large groups travelling together, so we continue to look at alternative ways of developing our pupil immersion course so that the schools take more of an active role in organising smaller, tailored visits. We would still very much like to offer reciprocal visits for Chinese young people to come to Scotland and we continue to look at ways of funding this.

### **Hanban-funded Confucius classroom hub trips to China**

In order to continue strengthening the school-to-school links between Scotland and China, CISS has supported schools to take advantage of Hanban funded trips in 2018/2019. For the first time we organised a specialist trip which involved the Carnoustie and District Brass Band undertaking an immersion trip to China. CISS helps to facilitate these trips and provides key information to participating schools.

### **Next steps**

In 2019/2020, the East Renfrewshire and East Dunbartonshire hubs will take part in a trip to Tianjin and Beijing. We also hope to offer a unique trip which has been tailored to meet the needs of a group of disengaged young people from Stirling. Going forward we aim to facilitate a maximum of three of these trips on an annual basis.

### **Visits for university students**

CISS continues to work hard to develop links with the University of Strathclyde. In July 2018, CISS collaborated with the Strathclyde China Institute (SCI) for the third time to fund a trip for students. Nineteen undergraduate and postgraduate students and one group leader took part in the immersion trip which took place at Tianjin Normal University. They underwent an intensive Mandarin course and all achieved a qualification at the end of the trip.

### **Next steps**

CISS will support this trip again in 2019 as it aims to encourage language learning and engagement with China in wider society.

### **Headteacher visit to China**

In October 2018, we organised a visit for Headteachers, Depute Headteachers and Directors of Education to travel to Beijing and Tianjin on an educational exchange. This was a very successful venture which has inspired some of the key decision makers in our hubs.

### **Next steps**

CISS will continue to organise a biannual trip to China for educational representatives. The next visit will be in 2020 and it will be a high-level visit. A working group has been set up for some of the participants on the 2018 trip and they will look at developing joint projects with the partner schools that develop language skills and Learning for Sustainability.

### **Scholarships**

Offered jointly by CISS and the Tianjin Education Commission, this scholarship offers young people full tuition, accommodation and living allowance to study Mandarin for 10 months. The fifth group of scholars will complete their year of study in July 2019 and another cohort of 22 young people has been selected to take part in the academic session 2019/20. This group includes two former participants in our China Club programme, evidencing the effect the initiative had on those young people most in danger of missing out.

This year's group had an ambassadorial role in Scottish schools via the Language Linking, Global Thinking programme. Our website stats show us that the scholar page is one of the most popular pages on our website. Our aim is that it is inspiring other learners to continue studying Mandarin.

We continue to hold a showcase event annually where the returning scholars have the opportunity to share their experience and the skills they have developed with their parents and the new cohort of Tianjin scholars. We also run free follow-up classes for returning scholars twice a week at the University of Strathclyde. Ten of our former scholars are now studying for full-time undergraduate degrees in China and many of them have gone on to study Mandarin here in the UK.

Following the success of the first alumni group event in 2017, the alumni are now working on designing and producing videos for our website with a view to inspiring learners to continue on their Mandarin learning journey after hearing about the skills and opportunities learning a language can provide. Through our alumni group we have begun tracking the scholars where possible to see how the experience impacts on their lives, choice of studies, future career, etc. The first cohort of scholars will graduate from their undergraduate degrees in the summer of 2019.

In 2018, we were invited to submit applications for the Chinese Government scholarship for 2018 onwards. We had seven successful applicants who are now studying their undergraduate degrees in China. We currently have one former scholar applying for this scholarship in 2019.

### **Next steps**

We have made a request to the Tianjin Education Commission to increase the number of scholarships on offer to 30 for 2020 onwards and hope that this request will be successful. For the first time, we have set up an equity fund which will allow young people to apply for this opportunity despite any financial barriers they may face. We continue to use our network of scholarship alumni to volunteer at CISS events and assist with promoting our work and vision and the group is planning a series of events for 2019/2020.

### **Chinese/Scottish cultural exchange**

#### **Chinese New Year Tour**

In partnership with the Cultural Division of the Embassy of the People's Republic of China in the United Kingdom and Northern Ireland, we hosted our 6<sup>th</sup> Chinese New Year event. This year the tour

stayed in one city and we had a larger venue. Over 500 young people and members of the community had the chance to see the performance. We received positive feedback from attendees and the performers. In addition to the main performance we held a shorter performance at the National Museum of Scotland which was free for the public to attend.

#### ***Next steps***

We plan to redevelop our Chinese New Year plans so that we can work more closely with schools offering a richer experience for our learners.

#### **Partners in China**

In September 2018 we had two groups of Headteachers visit us from China. One group was from Beijing and one group from Tianjin. The participants enjoyed a variety of activities including bespoke workshops and lectures at the University of Strathclyde and visits to a range of schools.

The partnership with Hanban remains particularly positive. We now have Model Institute status and are in the process of renovating the Ramshorn building for SCILT/CISS with funding from Hanban and the University. This means that CISS has officially joined the group of 31 world-leading institutes.

#### ***Next steps***

We will continue to provide opportunities for our Scottish hub contacts and our Chinese partners to find opportunities to share. CISS continues to make links with the State Administration of Foreign Affairs Experts (SAFEA) and hope that further exploration of this new partnership will afford CISS and the University of Strathclyde new and greater opportunities.

#### **National Museum of Scotland**

In February 2019 we worked with the National Museum of Scotland to run a series of family learning events in line with the launch of their East Asia Gallery. Hanban teachers based across the central belt helped to run a range of activities based around the theme of Chinese New Year and Chinese culture. The events were attended by over 3000 members of the public. Feedback from participants was very positive with many people expressing an interest in learning Mandarin because of this event.

#### ***Next steps***

We plan to build on our partnership with the National Museum of Scotland and look forward to working with them again in the future.

#### **Specialist Confucius Classrooms**

Our Specialists Hubs offer a wide range of diverse learning opportunities for our learners who engage with the resources.

#### **The Royal Conservatoire of Scotland**

The Royal Conservatoire of Scotland had a wonderful launch event to secure its status as a Specialist Hub within the network of Confucius Classrooms. It is anticipated that the provision during 2019/20 will be utilised to deliver language and culture lessons within the RCS facility to current students and extend the learning opportunity to the wider community through existing RCS satellite facilities. Links have been made with the Julliard School in Beijing and it is hoped that through time this partnership will be developed to enhance musical and cultural links. RCS will be supported during 2019/20 to develop links within communities identified through the Scottish Index of Multiple Deprivation (SIMD), providing pathways to learning for the wider community.



### **The Royal Zoological Society of Scotland**

Based at Edinburgh Zoo, the RZSS is a well-established Specialist Hub with a comprehensive range of teaching materials and resources. The hub offers suitable learning opportunities to both primary and secondary schools. Our Hanban teacher delivers learning opportunities within the Edinburgh Zoo Educational Classroom for on-site learning experiences. This year links have been developed with Chengdu SWJTU to develop a partnership and foster international collaboration. We will offer support during 2019/20 to develop community links and enhance the provision and learning opportunities to the wider community, and promotion will continue through the CISS network of classrooms.

### **The Scottish Schools Football Association**

The Scottish Schools Football Association has been welcomed as a Specialist Hub and will deliver provision in partnership with Gryffe High School. The school will have a Hanban teacher with a sporting interest to assist with the delivery of physical education. It is also anticipated that the teacher will assist in developing a range of learning opportunities which will be open to the wider community in the capacity of an after school club, family and adult learning opportunities.

### **Scottish Opera**

The Scottish Opera has already delivered an excellent programme of learning opportunities for primary schools across the country during 2018/19. This will once again be the case for Scottish Opera in 2019/20, when the focus of delivery will be engagement with the network of Confucius classrooms. The programme of learning has been clearly aligned to the priorities sitting within the National Improvement Framework therefore complementing the work already being carried out by the Confucius Institute.

### ***Next steps***

Moving forward the priority for the Specialist Hubs is twofold. All four hubs are at different stages of their development and as such will require support to sustain the delivery of learning experiences and development of suitable resources and partnerships. There will also be a need to assist with the development of operational planning to ensure that the resources available to the Confucius classroom network can be maximised and sustained over the coming year. All of the Specialist Hubs will continue to enable CISS to align closely with the priorities of the National Improvement Framework offering learning experiences to the most vulnerable young people in our learning communities.

- Develop partnership links with Julliard School
- Develop classroom timetable within RCS
- Develop suitable teacher timetable

## **Facilitating language-related research, sharing information and enabling knowledge exchange in Scotland and beyond**

### **Website**

#### **SCILT**

Maintaining an easy to navigate, relevant and attractive website is crucial to SCILT engaging with its stakeholders. During the period August 2017 – July 2018, the SCILT website saw a slight decrease of 1% in the number of visitors and, overall, changes in number of visits to pages across the site have been minimal.

If we compare data with previous year we see that the news pages continue to be the pages that receive the most hits. The news bulletin had 1746 subscribers before we asked our readers to resubscribe in line with GDPR. The large number of page views for the News pages shows us that subscribers are continuing to link to our news pages for further information.

A sustained campaign on social media see the Job Profile pages continue to feature in the top three most visited pages. European Day of Languages also continues to feature in the top three. The news pages are always the most visited and reflect the high engagement with our weekly news bulletin.

The pages hosting the Language Linking Global Thinking blogs have seen an increase in traffic of 4%, indicating an increase in engagement with the project through the blogs by both students and schools. Pages holding information on Business Brunches – booking information as well as information after the event – have seen an increase in page views of 11%. Visits peaked in October and November when the new series of events was announced.

Three new Case Studies were uploaded onto the 1+2 pages: Keith Grammar (Sept 2017), St Thomas Aquinas (Oct 2017) and James Young High School (March 2018). These were uploaded onto the '1+2 > From primary to secondary' pages and views to these pages increased by 21% over this period. The Newsletters page currently accounts for 16% of page views within the 1+2 section and drives traffic to this section of the website.

We are pleased to see an increase in traffic of 20% in the number of views of the Learners & Parents pages of the website. We will continue to work this year with PDOs to improve the content of these pages, in line with current government priorities in this area.

#### **CISS**

Since the website upgrade, we have seen a spike in the use of our website. Particularly in the reworked Scholarship section which saw a page visits increase of 154% in the first 6 months following the website launch. The overall website's page visits increased by 24% in the first 6 months.

Google stats and analytics have informed any changes to the site since the upgrade and have shifted how some pages are used and promoted. This is to ensure the website stays useful and relevant to stakeholders. The website is regularly updates with key dates and information.

The CISS website underwent an audit from the HaSS Marketing team, which further highlighted areas that could benefit from updating. As a result, we continue to assess web content to ensure it stays up to date and relevant.

### ***Next steps***

#### **SCILT**



The information team have begun work with EWDS on a new interface for the SCILT website. This will ensure it is compatible with mobile devices. The information team are working with PDOs and wider stakeholders to evaluate content on the current site, in response to a recommendation from the External Review.

## **CISS**

The website will soon include a CISS Alumni section this year to host content developed by CISS Alumni themselves. This will be another channel of promotion for CISS.

We will continue to evaluate analytics and page hits to assess which sections need better promotion or tweaking and use social media to further promote the website.

## **E-bulletin**

### **SCILT only**

The bulletin aims to provide subscribers with a weekly selection of items happening in the languages community in Scotland, the UK and beyond. It is our primary means of promoting SCILT news and events and is an important and effective means of communication with practitioners.

*"We really like getting the email, it is always very useful." (PT of Modern Languages)*

*"We received many, many applications from Scotland following your help with disseminating our seas and oceans seminar." (UK-German Connection)*

Over the period of August 2017 – May 2018, there was an increase of 8.6% in the number of subscribers. In May 2018, in accordance with the new GDPR regulations, we asked subscribers to opt-in to continue to receive the bulletin. The number of subscribers dropped dramatically.

We are delighted that the most popular section of the bulletin is SCILT/CISS news as we use the bulletin as our primary way of communicating our news to the languages community.

This is closely followed by the Resources section. We don't hold many external resource on our website and believe the bulletin is the most effective way to share up-to-date and relevant resources with the teaching community.

In June, we sought feedback from bulletin subscribers through a Qualtrics survey. Through this, subscribers shared that they found the most useful content to be opportunities for schools and pupils, followed by professional learning opportunities.

Subscribers shared that as a result of the bulletin, they had signed up pupils for events, entered pupils into competitions and made pupils aware of opportunities to further their language skills. They also indicated that they had signed up to a professional learning opportunity or used a new resource to support their teaching.

### **Next steps**

Targeted campaign to build mailing list up again, post-GDPR.

## **Communicating with wider society**

### **SCILT**

During the period 2016/17, SCILT issued 17 press releases to celebrate the success of our events, including our Business Brunches, promotional events in schools, MTOT and Word Wizard. 24% of these press releases were published by a media outlet. Stories featuring schools with pictures were picked up by local papers. Local authority press offices were also interested in these types of story

and shared them through their social media accounts. This year, SCILT didn't contribute any feature/comment articles to the trade press, although we have in the past.

As part of the communications strategy, we have continued to build on the success of our targeted social media approach. We have seen an increase in followers on Twitter (30%) and of Likes on Facebook (15%). SCILT's combined presence on Twitter and Facebook account for 87% of external site referrals to our website. We are also pleased with the extent of engagement with our output on these platforms.

### **CISS**

Within the CISS team, all events are covered on social media. Relevant events and cultural activities in schools are retweeted, engaging with stakeholders in a more tangible way. We have seen an increase in engagement through this strategy. We have seen an increase in Twitter followers of 36% over the year.

The Project Coordinator outlines weekly schedules for social media to ensure events are covered more intentionally. In line with the website and communications action plan developed for CISS, significant events are promoted within the University on rolling screens.

### ***Next steps***

#### **SCILT**

We are disappointed that the number of press releases picked up on and published has been lower than previous years. I believe we need to be doing new things in new places to generate renewed interest in our work. However, we have also put in place a new method of monitoring mentions of SCILT in press outlets (Talkwalker Alerts) and hope to gather accurate data for the year ahead.

We are in the process of considering Instagram as a viable social media channel.

#### **CISS**

CISS will continue to ensure events and updates are publicised on its social media platforms with photos; particularly when schools are involved as this has proven to generate the most engagement.

### **1+2 newsletter**

#### **SCILT only**

SCILT publishes a 1+2 newsletter that is published in an electronic format each term and aims to support 1+2 Development Officers and share practice across authorities.

The most popular section of the newsletter is news from local authorities, and it is encouraging to be able to facilitate collaboration between authorities.

### ***Next steps***

The number of subscribers has decreased by 4% and it can be challenging to source content. We will continue to promote the 1+2 newsletter and closely monitor its use. We will also consider the frequency of its publication.

### **Newsletters**

The SCILT and CISS newsletters are published twice yearly. The newsletters feature articles about the work of SCILT and CISS and include articles submitted from cultural organisations, local authorities, schools and (in the case of the CISS newsletter) Hanban teachers that showcase interesting approaches to language learning and teaching. Content in both newsletters continues to increase in quality and quantity due to the effort of PDOs to source interesting practice in schools.

## **SCILT**

The SCILT newsletter was published in December 2017 and May 2018 on the SCILT website and as a print copy. Print copies are distributed at all SCILT events. The page on the SCILT website hosting the latest two editions saw a total of 1256 visitors to the page which hosts it over the period Aug 2017 – July 2018. This is a 30% increase in visitors compared with the same period last year.

## **CISS**

After reviewing feedback from stakeholders, the CISS newsletter is returning to paper copies as well as digital. For budgetary reasons the CISS newsletter will be an annual publication, taking in submissions throughout the year, then published and sent to Hubs at the beginning of the school year. Printed copies of the newsletter will be distributed at SCILT/CISS events.

### ***Next steps***

## **SCILT**

We will continue to publish the SCILT newsletter, ensuring that it remains informative and that its content is attractive, relevant and thought-provoking. We will continue to use PDO contact with schools to source content.

## **CISS**

We will review the reach of the printed newsletter to ensure the outgoings are justified. We will continue to work with PDOs to generate content and evaluate through the year other strategies to generate content.

## **Scottish Languages Review and Digest**

The Scottish Languages Review and Digest (SLR) is an open-access online journal, with up to two editions per year. The SLR aims to

- provide language teachers, students, and researchers in Scotland with a strong voice in relation to all aspects of language teaching and learning;
- promote discussion amongst language practitioners across all education sectors about mutual areas of interest or concern;
- encourage greater debate between language learning theory and practice

The digest contains sections on recent language-related publications and provides links to articles from other academic journals that are free to download without subscription, such as the Language Learning Journal. There is also a summary of important upcoming language-related events and conferences.

In the most recent issue (34) we published articles from the professional perspectives of the teacher, teacher educator, researcher and HE practitioner, from Scotland, Wales, France, Finland and the USA. The wide-ranging topics included the accessibility of language learning in the USA, and its importance to the security and economy of the country.

## **Research**

In each issue of SLR, there is a Digest section with abstracts from recent language-learning and language-policy related reports and articles. In issue 34, there were articles from Scotland on the benefits of content language integrated learning (CLIL) in relation to the 1+2 policy, and on the opportunities and challenges, in areas including learner engagement and language diversification, created by the Curriculum for Excellence. From Wales, meanwhile, there was an article on the impact of digital language learning in secondary schools. Lastly, an article on a joint project,

conducted in Finland and in France, explored student-centred activities and the use of target language in Higher Education classrooms.

### **Next steps**

Following the retirement in February 2019 of longstanding SLR editor Hannah Doughty, editorial duties were taken over by new Professional Development Officer Paul Hare. Due to this period of transition for SCILT, which coincided with a move to new premises, no issue was published in summer 2019. It is anticipated that issue 35 will be published early in 2020.

### **Languages Network Scotland (LANGS)**

The original LANGS under the name of COALA (Cultural Organisations and Local Authority Advisers) was established in 1995. In April 2016 after a membership vote, the name was changed to LANGS to more accurately reflect the language and networking element of the group in Scotland.

The group meets three times a year to facilitate communication between language stakeholders in Scotland. SCILT facilitates and is a key player in the organisation of the group, in consultation with the Chair of LANGS.

Membership has grown to include many of the new 1+2 Development Officers around Scotland, and the group is an active forum for discussion and exchange of relevant and current information about languages in schools and other institutions.

Since its inception the group has become a vital point of contact for dissemination of information between language networks in Scotland. Through its regular meetings around Scotland, the group has regular updates from government bodies including SCILT, Education Scotland and Scottish Government and shares information through workshops based on a theme with a keynote speaker invited to talk to the group. Themes for this year have included Shining a Light on Excellent Practice and Supporting and celebrating language diversity through 1+2, with BSL on the May agenda.

There is also opportunity at the meetings to include a marketplace for businesses who wish to share information with the group during the lunch break. The afternoon is normally attended by mainly local authority representatives to discuss any issues, however it may include wider issues as now open to anyone who wishes to attend this part of the meeting. This year the afternoon focus has been on the 'Scotland Loves Languages' campaign.

There is a LANGS Focus Group, at which SCILT is represented by a PDO and Business and Finance Manager (who manages the LANGS network), which meets three times a year to plan meetings based round language themes selected by members, and discuss current issues of relevance to the group.

Electronic exchange of information is facilitated through the SCILT office and SCILT provides the key contact person for organising meetings, setting up and running the Focus Group Meetings and co-ordinating the events and paperwork. SCILT is responsible for maintaining and updating the LANGS database and for sending out mailings to LANGS members.

LANGS continues to be an important network group for stakeholders, businesses, cultural organisations and partners and keeps SCILT in touch with and involved with what is going on 'on the ground' in language education in Scotland. Through feedback it is evident that this is true for all its members through attendance at meetings, sharing of information and dissemination of materials.

### **Next steps**

The success of the current model means that there are no intended changes to the structure of the group in the coming year but we hope to attract more LA representation on the Focus Group. The 2-

year tenure of the current chair is due to expire this year so Chair elections will take place in the autumn.

## **General operations**

### **Planning and quality improvement**

Following the external review commissioned in 2017-18, we are still looking at the recommendations from the review at each team meeting with a view to implementing in the current session. Several planning sessions for all staff members were carried out early in the year to put together a new strategic plan for the SCILT and CISS teams. The intention is still to implement a 3-year plan but this is very difficult with funding being renewed only annually.

SCILT and CISS reviewed its systems and processes again this year with a view to moving towards a more evidenced-based planning process that encourages a collegiate and evaluative approach to the development of projects. This has resulted in

- Increased amount of time for planning ring-fenced in diary
- Action plan template revised and updated for each project with an overview of progress shared with team at 8 weekly team meetings

### **Funding**

#### **SCILT**

SCILT is financed by and administered through Scottish Government's Curriculum Unit. SCILT receives £705,000 per annum to fund staff costs, University levy and running costs. Salary costs are approximately £511,000; University levy is £98,000 and the remainder, £96,000 is to cover non-staff costs and projects.

#### **CISS**

CISS is financed jointly by Scottish Government and Hanban, Confucius Institute Headquarters and administered through Education Scotland. CISS receives £754,000 per annum from Scottish Government to fund staff costs, University levy, projects, flights, hub costs and Hanban teacher costs. Approximately £625,000 is received from Hanban to cover the cost of hubs, Hanban teachers, GTCs teacher salaries and projects. Hanban also covers the in-country costs of all trips to China for pupils, teachers and headteachers.

Of the Scottish Government funding £332,500 is the cost of salaries; £71,822 is University Levy and the remainder - £349,678 – funds the hubs, Hanban teacher costs, flights and some projects.

### **Other funding**

#### **GLAIF (Gaelic Language Act Implementation Fund)**

In 2017 we were successful in securing £15,000 funding to employ a Gaelic Professional Development Officer, 0.2 for one year to support the National Gaelic Language Plan. The first year was to establish the post and then further funding was applied for in 2018. An additional £6,650 was awarded to be used for project costs with the understanding that the work with Gaelic will be normalised within the organisation.

#### **Erasmus+ funding**

In 2018 SCILT submitted a successful bid on behalf of the Wider Engagement Network to facilitate the key languages foci of employer and industry engagement, and attitudinal change in wider society to secure Erasmus+ funding for a three year international project. The project partners are the respective national centres for languages in Denmark and Norway. The total award for this is £179,720 for the 3 year project.

## Staffing

### SCILT

	Senior Management Staff	Teaching Staff	Professional Support Staff
<b>2018-19</b>	Director (0.5)	6 Professional Development Officers (one of which is 0.6)  Professional Development Officer for Gaelic (0.2)	Business and Finance Manager (0.5) Information and Communications Officer (0.6) Admin and Events Co-ordinator Projects Assistant Administrative Assistant (Information, communications and project support) (0.6) Administrative Assistant

### CISS

	Senior Management Staff	Teaching Staff	Professional Support Staff
<b>2018-19</b>	Director (0.5) Depute Director Chinese Director (employed by Hanban)	Professional Development Officer  Development Officer (0.5)	Business and Finance Manager (0.5) Communications and Projects Officer Communications and Projects Co-ordinator Modern Apprentice 3 Chinese teachers (employed by Hanban)



## **Roles and responsibilities**

### **Senior Management Team**

#### **Fhiona Mackay: Director**

Fhiona sets the strategic direction of the centre and forms and inspires a shared vision that we all work towards. Linking closely with Scottish Government and the School of Education, Fhiona creates the conditions under which all members of the team can perform independently and effectively to achieve our common objective.

#### **Fan Lin: Deputy Director CISS**

As Deputy Director of Confucius Institute for Scotland's Schools (CISS), Fan is highly committed to the improvement of Chinese language teaching in Scottish education. She works with Scottish and Chinese governments, schools, local authorities, colleges and universities in Scotland, and has a good deal of experience in leadership, national policy, assessment and teaching. Fan supports the Director in providing leadership to CISS by engaging effectively at the highest level with a wide range of stakeholders, nationally and internationally, so that CISS continues to add significant value to Scottish education, the University of Strathclyde and Scottish society.

#### **Mandy Reeman-Clark: Business and Finance Manager**

Mandy is responsible for the overall administrative, financial and strategic running of the Centre and assists the Centre's Director and Chinese Manager/Director in liaison with Scottish Government, Education Scotland and Confucius Institute Headquarters in China. She is directly involved with SCILT's many networks and works in close liaison with SCILT's strategic partnerships, disseminating information through the Languages Network Group Scotland (LANGS). Principal roles include responsibility for administration of SCILT and CISS finances and contracts; recruitment and induction of staff and management of staff issues including health and wellbeing; overall responsibility for all outreach and national conferences and ICT support at events. This post is 0.5 SCILT and 0.5 CISS.

### **SCILT team**

#### **Sheila Gallacher: Administrative Assistant (Information, Communications and Project Support)**

Part of the Information Team, Sheila is responsible for the provision of language-related news, events, teaching resources, competitions and professional development opportunities through a variety of media. This includes updating the SCILT website and maintaining a social media presence. She is responsible for collating and disseminating a weekly news bulletin to SCILT's subscriber base of language professionals and practitioners throughout Scotland and further afield. She also plays a key role in the delivery of the Mother Tongue Other Tongue (MTOT) and LinguaChef projects for schools in Scotland. This post is 0.6.

#### **Alice Lister: Projects Assistant**

Alice provides support to the professional development team on a range of projects, including Language Linking Global Thinking and German Educational Trainees, and is a vital part of the CLPL team. As a member of the information team Alice assists with responding to enquiries, updating the website, and compiles the yearly staff handbook.

#### **Sarah Macfarlane: Information and Communications Officer**

Sarah is responsible for all information services within SCILT including website, newsletter, press relations and social media. Sarah runs SCILT's enquiry service and provides information on research into languages and the analysis of statistics. She is also responsible for promotion of language learning with appropriate resources. This post is 0.6.

**Anna Mazzucco: Administrative Assistant**

Acts as first point of contact to the SCILT/CISS Director and provides administrative support across the centre, particularly in the lead up to SCILT conferences, staff meetings and professional learning sessions. Anna carries out high volumes of data entry and filing duties and covers all aspects of administration for SCILT, including photocopying, managing staff diaries, catering and room bookings, maintaining stock control and booking travel arrangements. Anna is also responsible for the creation and distribution of the staff e-bulletin on a weekly basis.

**Emma McLean: Administrative and Events Co-ordinator**

Emma is responsible for management of SCILT events and provides administrative support to the Director, Professional Development team and Business and Finance Manager. She line manages a member of the admin team and is the main point of contact for all SCILT enquiries. Emma is directly involved in organising Business Brunches, 1+2 Languages Leadership Programme, 1+2 regional events, LanguageStrathclyde and supports the CLPL team in the outreach programme. She is responsible for SCILT expenditure tracking and project costings, and works closely with the Business and Finance Manager in all other financial processes of the centre.

**Angela de Britos: Professional Development Officer**

Angela is part of the primary team responsible for provision of the CLPL programme to support the Scottish Government's 1+2 agenda with particular reference to early phase primary teachers. She supports and strengthens SCILT's links with the tertiary education sector, in particular CDN, UCMLS and schools of education in Scotland's universities. Angela leads the pedagogy strand of the 'Learning to teach languages in primary school' course, developed in partnership with The Open University. She has additional responsibility for community and heritage languages and is a coordinator for a three year Erasmus+ project with partners in Norway and Denmark.

**Hannah Doughty: Professional Development Officer**

Hannah is editor for the Scottish Languages Review (SLR), SCILT's electronic journal. She supports and strengthens SCILT's links with the tertiary education sector, in particular UCMLS and brings relevant research, including statistical analysis of SQA examination data, to bear on SCILT's support services for modern language teachers. This post is 0.6 (until November 2018).

**Lynne Jones: Professional Development Officer**

An experienced primary teacher before joining SCILT in 2012, Lynne designs and facilitates a range of face-to-face and online professional learning and knowledge exchange opportunities for pre- and in-service teachers. Since it started in 2014, Lynne has been the SCILT lead on the 1+2 Languages Leadership Programme which is run in partnership with Education Scotland and carries Professional Recognition from the General Teaching Council Scotland (GTCS). Lynne is seconded one day a week to the Scottish College of Educational Leadership (SCEL) as an Associate Tutor on their Teacher Leadership Programme. She completed a Masters in 2015, her dissertation investigating effective professional learning for languages teachers and is in the second year of her Doctorate studies, specialising in supporting teacher learning. Professional interests include: pupil voice; teacher learning and practitioner enquiry.

**Janette Kelso: Professional Development Officer**

Janette is responsible for providing secondary support for the Scottish Government's 1+2 agenda through the extensive Professional Development Programme; supporting promotional events in schools and development of the BLC programme; provision of workshops and information on the

new qualifications as SQA assessor. Janette also leads on the Language Linking, Global Thinking programme and contributes to SCILT/CISS promotional events and annual conferences.

#### **Clare Mouat: Professional Development Officer**

As a member of the primary team, Clare contributes to developing and facilitating a variety of professional learning opportunities for teachers, local authority development officers and student teachers across Scotland. She is one of the SCILT tutors on the pedagogy strand of the 'Learning to teach languages in primary school' course, developed in partnership with The Open University. Clare leads on developing opportunities to engage parents, families and the wider community in language learning. She liaises with a variety of national organisations representing parents and carers in order to promote the benefits of intergenerational language learning and intercultural awareness for Scotland's young people. Clare leads the parental engagement working group which forms an integral part of the SIG Wider Engagement Network.

#### **Eòghan Stewart: Gaelic Professional Development Officer**

Eòghan is an experienced teacher of Gaelic with many years of service in both secondary and tertiary sectors. Eòghan works alongside the rest of the SCILT team on 0.2 basis, with specific responsibility for promoting Gaelic as a subject through SCILT. Eòghan is leading initiatives to increase Gaelic learning in secondary schools through digital learning as well as to increase engagement with business and community organisations in Gaelic learning. Eòghan is funded by Bòrd na Gàidhlig's Gaelic Language Act Implementation Fund for 2018.

#### **Louise Whyte: Professional Development Officer**

Louise is responsible for providing support and guidance to secondary schools as they establish their strategy for the implementation of the Scottish Government's 1+2 policy. As a member of the secondary team she has responsibility for developing and delivering Professional Learning Workshops; these aim to support teachers and facilitate discussion on the learning and teaching of languages in both the broad general education and senior phase. This year Louise will also be involved in supporting the CLPL needs of schools and authorities through Professional Learning Partnerships. These partnerships aim to promote change by examining evidence together, engaging in discussion and exploring practical ways forward in the implementation of 1+2 policy. Louise liaises with secondary schools to assist them in their promotion of languages through career events and language days. She has also responsibility for writing and reviewing secondary case studies which give further support to schools as they review and change their curriculum to implement L3.

#### **CISS team**

##### **Fan Lin – Depute Director (see above)**

##### **Zhao Yanyan: Chinese Director**

The Chinese Director is employed by the Tianjin Education Committee, the Hanban and Confucius Institute Headquarters, and has come to Scotland to support the work of CISS. While she is in Scotland, Zhao will be working as Chinese Director for CISS, liaising with CISS, teachers across Scotland, the Chinese Hanban and all the Confucius Classroom Hubs. Her main responsibilities include supporting the Tianjin teachers, helping them make the most of their time, teaching, learning and developing in Scotland.

##### **Natasha Bowman: Communication and Projects Coordinator**

Natasha assists the Communications and Projects Officer with all events management within CISS and is also responsible for the CISS website, newsletter, social media and press releases. She also

manages the CISS information and enquiry service. She provides administrative support to the Director and Depute Director and is responsible for CISS expenditure tracking and project costings.

#### **Katie Hawkins: Communications and Projects Officer**

Katie is responsible for management of all CISS projects and events and the day to day operations of the Institute. She line manages all administrative posts for CISS and is the main point of contact for all hub networks. She is responsible for setting up and overseeing China trips and the scholarship programme. She works closely with Confucius Chinese Director in managing the pastoral care of the 47 Hanban teachers living and working in Scotland as part of the programme to support schools. Katie supports the Depute with the strategic leadership of the hubs.

#### **Adeel Mahmood: Modern Apprentice**

The CISS Modern Apprentice provides admin support for the Director, Deputes, Professional Development team while learning all aspects of administration, including photocopying, provision of packs for events, diary management, room bookings and meeting management. The MA is on a 2 year contract while completing a SVQ3 qualification.

#### **Robert Burgess: Development Officer**

Robert is responsible for developing, delivering and supporting a range of projects with partners in the hubs and communities. This includes leading specialist Confucius classroom hubs, developing family learning and school-to-school projects and being involved with intergenerational learning and learning for sustainability. Robert will support the CISS team in the operational plan process including collation of submissions, financial and project monitoring. He will also support the PDO in a range of DYW activities across the hubs.

#### **Meryl James: Senior Professional Development Officer**

Meryl provides support for schools as they further develop their strategy for the implementation of the Scottish Government's 1+2 policy with particular reference to Mandarin. She also supports hubs developing and delivering CLPL as part of the Professional Development Programme for Mandarin and leads the professional learning of Hanban teachers, British Council Chinese Language Assistants and supports the Modern Languages Assistants' induction. Meryl is also responsible for developing and supporting Business Language Champion projects for hubs and works closely with the Business Brunch team in identifying speakers and stands. Most recently this has included working with DYW groups across Scotland and Founders4Schools/Marketplace. She leads the teacher immersion course to China and promotes follow-up Mandarin courses and teaching of Mandarin for teachers on their return. Meryl also leads on the Language Linking, Global Thinking programme and contributes to SCILT/CISS promotional events and annual conferences.

#### **Jiaxing Du, Minrong Zhang and Jiahui Tang: Mandarin Teachers**

Jiaxing, Minrong and Jiahui are responsible for running all the Mandarin classes within the University. These include classes for university staff, colleagues and students, follow-up classes for teachers attending the summer immersion programme, Mandarin for senior citizens, advanced Mandarin for returning scholars, China-Cultural Awareness and language taster sessions and China Club for pupils from disadvantaged backgrounds. There are plans for new classes in the next academic year. Apart from teaching, they are also responsible for assisting the Chinese Director in liaising with teachers across Scotland, providing administrative support to the CISS team including translation, monthly reports and Hanban news reports.

#### **Procedures and handbook**

Across both SCILT and CISS teams procedures are in place for all aspects of the centres' management and these are evaluated on a regular basis to ensure they are robust, up-to-date and appropriate. This ensures that all staff are complying with University regulations and policies but also with any internal procedures that are developed on a continuous basis with active contributions and suggestions from all staff involved.

The SCILT/CISS handbook is updated annually with contributions from all staff and is a document that is used to inform the induction process for new staff and a reminder of university and internal procedures for all existing staff members.

### **Staff development**

Staff development, both work-related and personal, continues to form an integral part of the SCILT and CISS work culture. A staff development fund has been allocated to allow all staff to identify and attend training, courses, meetings or trips on submission of a rationale and approval from their line manager. These new opportunities should benefit their work within SCILT and CISS as well as their own personal development. The process will also then feed into the annual University staff Accountability and Development Review (ADR) process through the Learning and Development section of the ADR form. After attending a course or participating in professional development, staff are expected to provide feedback to their line manager in 1-1 meetings, through the ADR process or by presenting to colleagues.

### **Staff development days**

To help build better communication, stronger relationships, understanding of each other's working patterns/needs and discover what makes good communication in the working environment to ensure a healthy work culture, all staff are expected to participate in an annual staff development day. Staff are invited to participate or contribute towards the staff development day planning meetings and delivery. The day includes contributions from the team and external speakers with workshops on, for example, communication, character strengths, team building and evaluation.

Collated feedback from previous staff development days demonstrate that the staff value and enjoy time to interact with each other on a more informal basis, learning more about each other and how we work together as a team. A communication policy forms part of the staff handbook and was developed and written by a small working group in consultation with all staff, building on outcomes from staff development days.

### **Strategic planning and collegiate time**

In addition to the staff development activities, part of the preparation process for the annual strategic plan has included a full day of planning for staff from both SCILT and CISS, involving activities to help staff identify areas of concern, focusing on proactive measures to solve issues rather than reactive habits. This includes an exercise on reflective questions and a session on self-evaluation for improvement with a collation of ideas on what success would look like.

Planning days will feed into further opportunities for colleagues to discuss how they can, as individuals, but also part of a team, contribute to the SCILT/CISS strategic plan for the coming year. This ensures that colleagues are given regular opportunities to share information about activities to find synergies between areas of work and responsibilities, but also to enhance communication between staff members and across teams.

All Professional Development Officers are expected to attend scheduled collegiate days to ensure that everyone spends time in the office to aid effective communication with administration staff and with each other. Strategic planning, writing of action plans and sharing information takes place during this valuable time for staff to be together. As administrative staff are normally present for



these collegiate days, 1-1 meetings and other collegiate meetings are planned on these days when it is expected that most staff are present.

Next steps to enhance the planning process will include a system for reporting, both internally to line managers through 1-1s but also to Scottish Government for the quarterly funding and activity report.

### **Action plans**

Action plans are created and worked on collaboratively by the team involved in each project. Projects are monitored through a traffic light system which feeds into a Project Summary sheet viewed and discussed at 8-weekly team meetings. Budgets for both SCILT and CISS are project-based and action plans contribute towards effective time management and budget control.

### **Safety, health and wellbeing**

Underpinning all the activities within SCILT and CISS is the importance of staff safety, health and wellbeing and this is taken very seriously within the university. There is a robust staff sickness policy in place with full support for staff for any personal or health-related issue with appointed staff members working with the Occupational Health and Safety advisers at the university. The university strategy is to strengthen measures that create a positive working environment which in turn ensure the wellbeing of all the staff. All staff are encouraged to incorporate health and wellbeing practices into their working day including for example, walking, eating healthily and taking timely lunchtime and teatime breaks.

### **Staff weekly updates**

A weekly staff bulletin is collated by administrative staff in SCILT to provide staff with updates about upcoming events, staff news, team member diary events for the forthcoming week and health and safety advice. All team members are invited to contribute to the weekly update bulletin.