

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

Summary Report for April 2020 – March 2021

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:

1. Supporting the learning experience

To support and promote high quality language learning experiences, including SLLW, for all, in line with national priorities

2. Promotion and partnerships

Working with partners to highlight the benefits of multilingualism and intercultural competencies so that languages are widely recognised as a key skill for life and work

3. Research and knowledge exchange

To facilitate language-related research, share information and enable knowledge exchange in Scotland and beyond

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SCILT/CISS Covid-19 response

Due to the global Covid-19 pandemic, the SCILT/CISS offices closed in March 2020 and staff have continued to work remotely for the rest of this year. Strategies were quickly put in place to ensure that communication remained effective and the team could continue to work collaboratively. Our activities have been moved online and although timelines have had to change, very little activity has been cancelled. In fact, over the year, we have seen an increase in participation in our events and we have extended our reach to teachers and educators across Scotland and beyond. This has given Scotland's teachers the opportunity to share ideas and learn not only with each other, regardless of their location, but also with colleagues internationally.

SCILT and CISS have stood with the teaching profession to respond to the Covid-19 crisis. During the first period of national school closures, SCILT led hundreds of language classes to support youngsters in the senior phase as well as throughout the BGE, both primary and secondary. Through our partnership with e-Sgoil, we offered live streamed classes for National 5, Higher and Advanced Higher in French, Gaelic, German, Italian, Mandarin and Spanish. We also offered Arabic, French, Italian and Mandarin classes to allow youngsters to experience a new language while the schools were closed. This work informed national strategy that has supported further school closures, shielding youngsters and those in danger of missing out through interrupted learning. We continued to support Advanced Higher learners throughout the session 2020/21 with weekly classes in French and Spanish. Additionally, during the second period of closures, SCILT staff again worked with e-Sgoil to teach National 5 and Higher French and Spanish to young people across the country.

The Covid-19 response programme of language classes to support school closures has been evaluated, informed by evidence gathered from learners, parents and teachers through questionnaires, class observations and interrogation of data. Findings were published in [Lessons from Lockdown – a review of online learning and teaching](#) and made available on the SCILT website.

Despite remote working, we have kept all our management strategies in place. The planning cycle of our professional learning offer has been adhered to and stakeholders' opinions and advice was used to plan a rewrite of the professional learning (PL) menu to address the requirements created by the pandemic. Evidence of uptake and favourable feedback indicates that the PL menu has hit the mark in terms of meeting stakeholders' needs.

There has been change in the staffing of SCILT and CISS with the recruitment of two new Professional Development Officers and the departure of our former Depute Director of CISS. We, therefore, updated the structure of the SCILT/CISS leadership team. A General Manager for CISS and a Depute Director for SCILT and CISS have been appointed.

SCILT and CISS staff have continued to look for flexible and creative ways of supporting language teachers' learning and, despite the circumstances, we have been able to complete almost all the activities outlined in the strategic plan for 2020/21. Particular highlights of this year have been:

- Professional Accreditation awarded to the OU/SCILT TELT course by the General Teaching Council Scotland (GTCS). The panel's recommendation was unconditional. Strengths included the quality of the partnership, the enquiring stance of the programme team, the teacher as learner and the pupil voice as central to the programme.
- Hosting or facilitating five knowledge exchange events, all with international participation.
- Leading Languages Week Scotland 2021 with wide participation from across the country.
- The Virtual Exchange Teachers programme that has created the opportunity for Scottish youngsters to experience live-streamed lessons from China.

- The redesign of the Language Leadership Programme in partnership with Education Scotland and the LANGS network.

Our greatest highlight, however, is having a positive ethos and a sense of pride that we have achieved so much in ever-evolving circumstances. A sense of *esprit de corps* remains high amongst the team and colleagues have supported each other well throughout the crisis. A huge amount of change has been successfully managed over this last year and we have continued to be able to offer an effective and well-led service to the languages community.

Priority 1: Supporting the learning experience

CLPL: learning and experiences 3-18

SCILT

SCILT/CISS professional learning offer

Lockdown saw the suspension of face-to-face professional learning, however the subsequent pivot online was very successful and productive.

To complement our menu of online workshops, SCILT PDOs designed a 6-month programme of themed professional learning open to all. Themes covered were: lessons learned from teaching languages during lockdown, gathering robust evidence, interdisciplinary language learning, employability, cultural contexts for language learning, parental engagement and family learning.

A bitesize (asynchronous) film, reading or resource with reflective questions was shared on the SCILT website ahead of the drop-in.

The drop-in (live, synchronous) was scheduled for the end of the month to discuss the bitesize stimulus and reflective questions, to share practice related to the theme and to learn from and with each other.

Drop-ins received variable uptake, in a busy marketplace at a time of uncertainty. The highest attendance was 14 for employability in secondary schools, the lowest was one for interdisciplinary learning and languages in primary.

In January 2021, at the end of its first year in place, the CLPL planning cycle was reviewed and the timing adjusted. The new cycle began with scoping in February-March, which will inform design of the professional learning offer for 2021-22 after Easter.

Professional learning for primary practitioners

Primary professional learning took place across different platforms, sometimes synchronous, sometimes asynchronous. Engagement was as follows:

Primary CLPL	2019-2020	2020-21
Engagements	Bookings for 3 local authorities postponed due to school closures spring 2020	Bookings from 5 local authorities, 2 whole school and 1 school hosting Mixture of formats and platforms. Synchronous and asynchronous; Zoom, MS Teams Bitesize and drop-in themes: Nov 2020 Interdisciplinary language learning in primary March 2021 Cultural contexts for primary language learning

Popular workshops	<ul style="list-style-type: none"> Assessing progress in primary languages (requested and postponed x2) Parental engagement and family learning (requested and postponed x2) 	<ul style="list-style-type: none"> Making languages work for your primary pupils: DYW and 1+2 x4 Target language phonics x2 IDL contexts for language learning x2 Raising attainment by strengthening literacy links across languages x2
Early career teachers	<ul style="list-style-type: none"> NQTs in 2 local authorities February 2020 'Supporting bilingual learners' workshop with Year 1 Bed (Mus) students at the Royal Conservatoire Scotland, December 2019 Online workshop with Year 3 BEd Primary Education with Modern Languages at Stirling University, April 2020 	<ul style="list-style-type: none"> Bespoke inputs with NQTs in 3 local authorities Recorded input 'Strengthening literacy skills across languages' with Year 3 BEd Primary Education with Modern Languages at Stirling University, April 2021
Cross-sector	<ul style="list-style-type: none"> Inspiring contexts (requested and postponed x1) Combining employability and languages skills (requested and postponed x1) 	<ul style="list-style-type: none"> Leading change in 1+2 languages x1 Bitesize and drop-in themes: Sept 2020 Lessons learned from language teaching in lockdown May 2021 Parental engagement and family learning

Next steps

- Develop new menu of workshops in different formats (online and face-to-face, a/synchronous) for next session informed by feedback from the profession.
- Incorporate and promote engagement with early level Es and Os in professional learning offer as appropriate.
- Increase the number of primary/early years professional learning workshops hosted by SCILT and open to all.
- Continue to respond to all requests from schools, clusters, TEIs and local authorities with high quality, research-informed, up-to-date professional learning.

Professional learning for secondary practitioners

Professional learning for secondary practitioners was affected in a number of ways by the Covid-19 situation. All workshops which were planned to take place between March and June 2020 were cancelled by local authorities as they focused on the demands of remote teaching, and we focused on supporting them in that through the programme of online classes delivered during that time. Some of these workshops have since taken place and some have still to be rescheduled.

There were also positive outcomes. Due to the restrictions of Covid-19, all secondary CLPL was delivered online this year. While this had limitations and drawbacks, it also enabled us to engage with teachers from a wider range of local authority areas than is easily possible in face-to-face workshops. In addition, it allowed for delivery to a variety of group sizes, ranging from small authorities to entire RICs.

Together with the primary team, we also ran monthly online drop-in discussion sessions which were open to all local authority areas. These took the form of an introductory resource (short video, reading, reflective questions) given two weeks ahead of the live session, which was an informal, drop-in discussion to consider the topic of the month. The secondary bitesize topics covered were lessons from lockdown, in conjunction with the primary team, gathering robust evidence and employability.

As this fully-online provision was a new area for us, we are once again grateful for the patience and cooperation of our colleagues in schools in this, particularly as we worked out the best technological routes to effective delivery and engagement.

Secondary CLPL	2019-2020	2020-21
Engagements	7 local authorities Repeat visits to 1 local authority Total number of CLPL engagements = 8	9 local authorities Repeat visits to 4 local authorities Total number of CLPL engagements with local authorities = 13 1 CLPL delivery to secondary CETs Bitesize drop-in sessions = 2 secondary-specific, 1 cross-sector
Popular workshops	<ul style="list-style-type: none"> Assessment and Moderation x3 (requested and postponed x1 additional) Inspiring contexts x3 Employability and Languages x2 Supporting pupils with Advanced Higher x1 In addition 1 bespoke session was delivered, and 1 session via webinar.	<ul style="list-style-type: none"> Assessment and Moderation x6 Inspiring contexts x3 Improving Uptake x3 Employability and Languages x3 A number of our CLPL sessions this year were bespoke, combining several different topics and components. This had been one of our targets for CLPL input from last year.
Cross-sector	<ul style="list-style-type: none"> Inspiring contexts (requested and postponed x1) Combining employability and languages skills (requested and postponed x1) 	<ul style="list-style-type: none"> Bitesize drop-in session: Lessons from lockdown

Next steps

- Evaluation of this year's online delivery and subsequent consideration of different approaches to providing relevant and useful professional learning, even after the eventual return to more normal ways of working.
- Preparation and publication of the professional learning menu for next session.

- Continued extension of our delivery of bespoke sessions in order to more fully meet specific needs, and promotion of this as an effective way of supporting secondary practitioners as fully as possible in the current challenging times.

OU/SCILT blended learning course

Teachers Learning to Teach Languages (TELT) passed the GTCS Professional Recognition panel in November 2020 without any conditions. We were very promptly able to award over 70 students from the first three years of the programme once notification came through from the GTCS. This award will be valid on the programme for the next 5 years. In light of feedback from GTCS the programme is being reviewed to make the Professional Recognition element opt-out rather than opt-in for Scottish teachers from 2021 onwards.

Presentation 20J: An extended deadline for registration and subsequent delays in processing of student/payment details resulted in extreme disruption to the first couple of months for both the beginners and post-beginners courses. It was the fourth cohort of beginners (n=47) and second cohort of post-beginners (n=17). Across both courses there were teachers representing eight different local authorities. We also had some students working in schools in Wales (beginners = 26; post-beginners = 3).

Spring 2021: Extensive revisions and standardisation of elements of the beginners and post-beginners programmes ready for 21J intake. Expansion of induction materials for beginners and post-beginners to take account of Professional Recognition award with exemplification, testimonies and guidance on critical reflection at SCQF level 11. Registration for 21J beginner and post-beginner courses runs end of March to the end of June.

Three Associate Tutors (previous TELT students) have successfully supported students on the beginner pedagogy strand. One of the Associate Tutors has co-presented the online tutorials for all units on the beginners course. Both SCILT primary PDOs work as Pedagogy Tutors on the post-beginners and beginners course.

A number of previous TELT participants contributed to SCILT's knowledge exchange and new bitesize professional learning opportunities during the year.

Next steps

- Review staffing model for 21J across the two courses.
- Explore immersion opportunities for students on all languages pathways.
- Continue to invite TELT participants to contribute to SCILT's future knowledge exchange/professional learning work.
- Encourage TELT alumni to take part in Languages Leadership Programme as participant and/or critical friends.

Professional learning partnerships

Pan-Tayside and University of Dundee

This is a professional learning partnership (PLP) between SCILT, University of Dundee and secondary schools in the Dundee and Pan-Tayside consortium to develop a cross sector interdisciplinary project. Its primary aim is to show learners the pathways that exist in further education that are not exclusively language based but which allow them to build upon the language skills they have developed in school, thereby motivating them to continue with their language into the senior phase. It is based on the model successfully applied over the past two years in the Espacios Increíbles project.

The language of focus for this project is French and its cross-curricular focus will be the area of health and wellbeing, designing and presenting a health promotion programme.

Partner schools were identified and planning meetings took place with local development officers, as did preliminary discussions with university partners. Last year, further planned meetings had to be rescheduled due to effects of Covid-19 on teaching and learning, and this has unfortunately continued to be the case this year.

Plans are still in place to continue this project, with further planning time scheduled soon. It is hoped that at this point it will be possible to proceed, albeit later than originally planned. As a result of the necessary delays, and the pause of work on this since last year, our next steps are very similar to those from last year.

Next steps

- Confirming school partners.
- Planning meetings with university and school partners.
- Support for schools in the preparation of materials.
- Preparation and trialling of materials within schools.
- Implementation within pilot schools next session, culminating in a celebratory event to judge entries and award prizes.
- Evaluation of the pilot.
- Planning and preparing for expansion of the pilot.

West Lothian

SCILT and West Lothian Council (WLC) colleagues collaborated over two years on a professional learning partnership which focused on the theme of developing literacy skills across languages. Unfortunately, due to lockdown restrictions no pupil performances were possible. The project was presented at the authority's 1+2 conference in September 2020. A case study co-authored by WLC 1+2 Development Officer and SCILT Professional Development Officer is currently being written. The case study will be published on the SCILT website in summer 2021.

Next steps

- Explore the potential for a creative puppetry and storytelling project in early years PLP with early years practitioner and Royal Conservatoire of Scotland graduate with a local authority, RIC or TEI.

Scotland's Languages Leadership Programme

There were nine successful Professional Recognition awards for 2019-20 Languages Leadership Programme (LLP) participants.

In 2020-21 SCILT Professional Development Officers have continued to support local/RIC languages leadership initiatives, this time providing inputs for practitioners in Angus and in the Forth Valley and West Lothian improvement collaborative.

In light of lockdown, the 2020-21 LLP intake – due to begin with the summer school in July 2020 – was suspended. Subsequently, informed by feedback from applicants and LANGS colleagues, Education Scotland and SCILT officers have collaborated to design a new programme, underpinned by the national model for professional learning. The LLP team will work towards submitting an application for Professional Recognition for the new programme with the GTCS as soon as possible.

Professional Recognition is embedded in the new programme for participants, as an opt-out rather than an opt-in.

When lockdown began in March 2020, Education Scotland closed their endorsement process. Should endorsement reopen, SCILT/CISS will consider submitting a revised application at an appropriate time.

An LLP online community will be set up on MS Teams in Glow in June 2021. The programme will comprise core and choice elements, and critical reflection of both core and choice elements leads to GTCS Professional Recognition. Participants will be supported and challenged by critical friends who will comment on participants' critical reflection posted on the LLP OneNote. The three Masters level criteria for feedback will be knowledge and understanding; critical analysis and evaluation; structure and presentation. CISS colleagues will encourage GTCS registered teachers of Mandarin and CET mentors to apply for the programme as participants or critical friends as appropriate.

- 18/19 June 2020: LLP Core – two days of online professional learning, networking and socialising.
- Aug 2020 – Jun 2021: LLP Choice – choose from a programme of workshops and modules offered by SCILT, Education Scotland and LANGS colleagues.
- Term 4: Recall Day to share LLP learning journey with small group.

Applications for participants are open between 26 February and 20 April 2021 and available to all post-probationer teachers working in any sector of Scottish education.

Applications for critical friends are open between 11 March and 17 May 2021. Available to past participants in LLP/Train the Trainer and/or colleagues who have experience of supporting colleagues' Masters level professional learning/leadership development through coaching, mentoring or critical friendship. Critical friends will be supported by SCILT colleagues to submit individual applications for GTCS Professional Recognition.

Next steps

- Evaluate the pilot of the new Languages Leadership Programme (#LangsLeadScot).
- Collate programme materials and complete application form for GTCS Professional Recognition submission.

Integration of learning for sustainability

“Learning other languages enables children and young people to make connections with different people and their cultures and to play a fuller part as global citizens.”

As this quote from the Scottish Government's Modern Languages Principles and Practice document clearly shows, modern languages classrooms are uniquely positioned to incorporate learning for sustainability into their teaching and learning, with their natural focus on global citizenship and intercultural understanding. We have worked this year to further develop the integration of learning for sustainability into our support of the teaching and learning of languages, recognising its importance and relevance for teachers and young people today. This has included work in the following areas:

- Collaboration with Scotdec, one of Scotland's Global Learning Centres, in delivering professional learning aimed directly at modern languages teachers, designed to support them in teaching the Sustainable Development Goals in the modern languages classroom.

- Contribution by one of our Professional Development Officers to a national global citizenship education journal on developing connections between modern languages and learning for sustainability.
- Incorporating learning for sustainability in a professional learning workshop aimed at discovering ways of motivating learners in the BGE phase. This workshop has been popular again this year, and has generated interest and contact from teachers around learning for sustainability and global citizenship education.
- Significant professional learning and upskilling of our own staff in learning for sustainability this year has greatly enhanced capacity to understand and support in this area.
- Development of a learning for sustainability toolkit for guidance, research and resources which will shortly be ready for publication on our website.

Next steps

- Publish and promote the learning for sustainability toolkit.
- Continue our partnership with Scotdec in exploring future opportunities to develop this area.
- Look for further opportunities to integrate learning for sustainability into language learning at a national level.

Support for senior phase

Support for senior phase learners continued through all phases of the Covid-19 pandemic, with activity moving online.

Working with university partners, support was offered to Advanced Higher learners in a series of live online sessions delivered via e-Sgoil. Colleagues from the universities of Dundee, Edinburgh, Glasgow, Stirling and Strathclyde worked with learners to share information and insights on university language learning, and to encourage learners to consider language learning as a future pathway.

In collaboration with the University of Glasgow, an online workshop was designed to support learners at both Advanced Higher and Higher level and to encourage uptake for further language study. Language specific input on essay writing was delivered to support current learning, and both university staff and students shared information and experiences about university life and the study of language and culture. Over 140 learners attended the workshop, with overwhelmingly positive feedback and many learners identifying as “very likely” to pursue language learning at university level:

- “I'd like to participate in any future language events run by SCILT.”
- “Everyone was really enthusiastic and it was good to learn about what the university course includes - I really liked hearing from the students who studied French and Spanish.”

Next steps

- Workshops will continue to be offered in partnership with universities.
- Along with university partners already identified, we will plan a more integrated experience allowing learners to gain support for the qualifications they are sitting, but also to see what studying at university is like.
- More Higher students will be included in this offer.
- A more targeted mentoring scheme will be developed using university students, with the aim of encouraging uptake on language learning post-school.

Employability

SCILT's model of support has now successfully evolved into one of equipping and enabling schools to develop their own experiences, thereby enabling these to be tailored more effectively to schools' individual needs and circumstances.

SCILT continues to support this in many ways, including:

- Updating and promoting the SCILT online DYW toolkit, including examples of successful events in order to inform and inspire others, and being available to advise on the use of this.
- Encouraging schools to build on links that they have already established in order to create their own promotional events and partnerships, and advising on how to do so.
- Incorporating DYW and employability into the professional learning menu. This workshop looks at the importance of DYW in a languages context, looks at examples of DYW projects and activities, and allows an opportunity to consider how these could be implemented in the participants' own contexts. The workshop has once again proved to be popular over the course of the year, in both primary and secondary sectors and at local authority and RIC level. This year, employability and DYW were also the focus of one of the monthly drop-in CLPL opportunities. Discussion in all of these sessions has also taken place around delivering DYW experiences online.
- Encouraging participation in the Scottish Languages Employability Award as a means of promoting and developing local and sustainable business/languages partnerships.
- Promoting the relevant areas of the Generation Global Erasmus+ project, which includes toolkits designed to enable different sectors to promote languages and intercultural competencies as vital skills for a future global workforce.

Next steps

- Continue development and promotion of the SCILT and Erasmus+ toolkits and the employability section of the website in order to provide as much support, advice and exemplification as possible.
- Continue to provide opportunities to share employability ideas and projects through professional learning workshops/webinars/online means.
- Explore easy to support online delivery of DYW.
- Work alongside the Erasmus+ Phase 3 launch to develop effective ways to communicate our support around DYW directly to young people.

Scottish Languages Employability Award

The Scottish Languages Employability Award (SLEA) is now in its second year of full operation, helping schools and businesses to build partnerships through languages in order to develop young people's learning about the world of work and the value of language skills. The award is available at three levels of presentation: bronze, silver and gold, depending on the reach of the projects undertaken.

Since the award's launch in November 2019, three gold awards, one silver award and two bronze awards have been achieved by schools from six different local authorities across Scotland. Award winners have come from both primary and secondary sectors. These covered an exciting and diverse range of different projects and activities, full details of which are available on the [SCILT website](#).

The webpage includes case studies of each of the projects and impact videos from some of the award-winning schools, featuring pupils and teachers talking about their projects and how they enhanced their language learning experience. Teachers in these videos also give advice to schools

who are interested in developing partnerships with business and entering a submission for the Scottish Languages Employability Award.

The SLEA has once again been included in two of the secondary online professional learning workshops this year (Employability and Inspiring Contexts), the secondary employability bitesize session, in two specifically requested local authority inputs, and in one of the primary workshops. This has been useful in enabling explanation of the award and discussion of possible projects with practitioners, and in particular has allowed for discussion around how the award can still be achieved using online connections and partnerships.

The next date for submission and verification is in May. Although schools are necessarily restricted at the moment in the delivery of face-to-face careers experiences and business partnerships, some schools are already looking at ways of doing this online and we will welcome submissions in which this is the case.

Next steps

- Continued promotion of the SLEA.
- Support for schools in how to go about developing business partnerships.
- Verification of next round of submissions.
- Evaluation of the award and amendment as appropriate.

Support for bilingual learners and heritage languages

Our partnership working with Bilingualism Matters evolved this year, with the planning and delivery of a virtual conference 'The New Normal in Language Learning'. Over 150 practitioners attended, with evaluations showing a highly positive response to the conference:

- "Enjoyed the sense of community and commitment. Some great suggestions, and a lot of reinforcement of lockdown experiences and lessons! Thank you!"
- "Keep up the good work and the presentations through webinars too! It's a great relief when teachers from different countries have a common live platform to share ideas and practices so easily!"

Support for complementary schools was offered through Languages Week Scotland, with a section of the SCILT website dedicated to sharing and amplifying the work and ethos of heritage and lesser-taught languages.

Next steps

- Continued liaison with Bilingualism Matters, complementary schools and other heritage language organisations to build and develop partnership working.
- Heritage languages and celebrating language diversity are part of the ongoing plan for Languages Week Scotland.
- A link has been established with the US organisation [National Coalition of Community-Based Language Schools](#) through which we will explore and share synergies and interesting practice.

CISS

Virtual Exchange Teacher Project

CISS has developed partnerships with South West Jiao Tong University and East China Normal University in China this year and has used these links in response to restrictions put in place in the Covid-19 pandemic. International travel and safety restrictions meant that numbers of Chinese Exchange Teachers (CETs) were greatly reduced this year and only 12 existing CETs remained. CETs come across to Scotland from China for a period of one, two, three or four years from their own university or school to teach Mandarin to Scottish school children in our Confucius classroom hubs. We needed to ensure continued provision of Mandarin lessons to pupils in Scottish schools across our network; an issue with such reduced numbers. The Virtual Exchange Teacher project was born. We worked with our partners to recruit over 40 post-graduate student teachers across the two universities to deliver online synchronous lessons in Mandarin, direct to Scottish classrooms to pupils in P5-7 and S1-3 as part of their L3 provision.

Eighty-three classes from all over Scotland signed up to the 10-week block and were paired with two of the student teachers. The Virtual Exchange Teachers (VETs) were given full induction training into the Scottish Education System, online teaching, safeguarding, lesson planning and the course used before embarking on their online teaching journey. Throughout the term, they continued to be supported in their professional learning by our Professional Development Officers offering fortnightly training on classroom management, formative assessment, digital tools and more.

Next steps

Block two will start in March with a further 80 classes signed up to take part. Some will be following on from block one with the next part of the course, which has now been developed and some new classes will start with the first part of the course. Due to the current home-learning restrictions, some of these classes will be pre-recorded and shared with teachers and the rest will take place live from April onwards. There will be further discussions around continuing this project in 2021-2022 and developing further levels.

Support for GTCS registered teachers of Mandarin

We continue to maintain and support a network of local Mandarin teachers. This support is given directly or indirectly depending upon their needs. We attend and participate in forums and conferences that 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 Mandarin. We continue to work with external partners including SCEN and Ricefield Arts.

In September 2020, an audit was carried out to scope the support and professional learning needs of GTCS Mandarin teachers within our own network. Following on from this, we have planned and organised three professional learning workshops this session. In the first workshop, we looked at how to embed Mandarin into the curriculum by focusing on creating a positive experience in the BGE. An MS Team was set up to create a bank of resources that could be shared and used as a discussion forum for GTCS teachers. The second professional learning session was held in February, which looked at developing leadership skills and supporting colleagues.

Next steps

We plan to hold a third workshop with local teachers in the summer term allowing teachers to share good practice and allow for closer networking.

We will set up a working group to investigate further ways to support all local Mandarin teachers in the coming session and hope that some of our teachers will take a more active part in leadership roles within the wider languages community.

Support for Hanban teachers: professional learning programme

We continue to offer professional learning opportunities which are designed to meet the needs of teachers in different contexts as part of the Confucius programme across Scotland.

We provide support to the Chinese Exchange Teachers sent by CLEC by way of pastoral care and a comprehensive professional learning programme to help them along their individual journeys. With the arrival of Covid-19 in March 2020 and subsequent lockdown, the final professional learning workshop for teachers was delivered virtually in June. With numbers of Chinese Exchange Teachers significantly reduced in session 2020-21, the opportunity arose to evaluate and redesign the entire professional learning programme to better meet the needs of exchange teachers and pilot it with reduced numbers.

A new framework of professional learning was drawn up to integrate into remote working and a programme of professional learning was devised, including both synchronous and asynchronous presentations and live online discussion sessions each month. The themes of the workshops were linked to the Standards for Chinese Exchange Teachers. This was completely re-written from the previous version based on the GTCS Standard for Provisional Registration and uses simple, clear language to ensure better comprehension by the Chinese teachers. The new Standard continues to maintain the high professional standards we expect of a local teacher whilst better fitting the context of the exchange teachers. Furthermore, a new means of assessment of the Chinese teachers' professional development was devised with a greater focus on formative assessment, reflective practice and the teacher's own journey.

Next steps

As the exchange teachers' time in Scotland nears an end, we are carrying out an in-depth evaluation of the new structure of professional learning with plans on how to take this forward with a more blended learning approach.

We will also set up a working group to look at how this programme can be adapted to the new normal and meet the needs of teachers arriving for the first time in Scotland. This session the programme will be developed to meet the requirements of those who remain in Scotland for another year.

Support for Hanban teachers: framework of progression

In order to support our Chinese Exchange Teachers in their teaching responsibilities and to allow for progression and coherence of learning for young learners in schools, a framework is being drawn up for CETs to plan and teach lessons. This will align with the Experiences and Outcomes and Benchmarks at levels 1 and 2 and will ensure a depth of learning of L3 for primary school learners. This will provide a structure for lessons for the teachers with suggestions for resources and activities in line with Curriculum for Excellence.

Next steps

It is hoped that this framework will be completed and reviewed ready to be piloted with the new intake of Chinese Exchange Teachers, and for new academic session of 2021-22. A focus group of current CETs will review and road-test the framework with feedback to ensure it is practical.

Following the introduction of the framework we will build on this to allow for progression for level 3 outcomes for BGE secondary learners.

Support for Hanban teachers: support visits

Due to the ongoing school and travel restrictions in response to the pandemic, it has not been possible to conduct school visits. Regular support for Chinese teachers has been provided online.

Next steps

The programme for school visits is in place and will resume when restrictions permit.

Support for mentor teachers

We continue to support the mentors of the small number of Chinese Exchange Teachers who remain in our hubs this session. Initial scoping has been carried out to look into supporting mentors to receive professional recognition for the valuable work they do for our exchange teachers and as a means to develop their own professional learning. An information session was held in November to update mentors on the new professional learning programme for exchange teachers and the requirements of them as mentors. Unfortunately, the timing of this event in the midst of Covid-19 challenges in schools meant it was very poorly attended.

An evaluation of how we support mentors and hubs and an initial focus group meeting with key stakeholders has taken place.

Next steps

Planning is underway to provide a more comprehensive and flexible professional development and support programme for Chinese Exchange Teacher mentors in which mentors could opt-in. This would include more in-depth coaching/mentoring training and inter-cultural awareness workshops. It is hoped that some of these professional learning activities can tie in with the Languages Leadership Programme to encourage some aspiring leaders to become more involved in the Confucius hub network so that current mentors could develop their expertise and achieve GTCS recognition.

Learning Partnerships

SCILT

University/school learning partnerships

The intended cross-sector open days for teachers and S5/S6 learners were moved online, and both planning and delivery stages allowed for sharing standards between schools and university staff.

Living Languages series in collaboration with the School of Humanities at the University of Strathclyde has been postponed due to ongoing restrictions.

Next steps

- Resume Living Languages programme of conversations with high profile figures from various sectors who have used languages in their lives.
- Continue with investigation of Welsh Model of Languages Student Mentoring in Secondary Schools in collaboration with Phil Cooke, School of Humanities and UCMLS. We are seeking to develop a programme for Scotland to implement as a pilot in 2022-23 with the universities of Strathclyde and Stirling.

Le Foot et la Francophonie

Using the same template for interdisciplinary collaboration which has been so successful in the highly acclaimed Espacios Increíbles project, which combines Spanish with Architecture, in 2021-22 a new pilot will be launched in four schools in Glasgow. The project had originally been planned for launch in 2020-21, but the pandemic and the closure of schools meant that this was impossible.

Le Foot et la Francophonie aims to inspire pupils in S3 to continue with French, by connecting the language, and the countries in which it is spoken, to the high-profile environment of professional football. A short module, comprising 8-10 classes, will consolidate pupils' ability across the four key skills of listening, speaking, reading and writing, in line with the Experiences and Outcomes and Benchmarks for third level modern languages, as set out by Education Scotland. In addition, there will be benchmarked outcomes for physical education.

The classes will be delivered by teachers in the participating schools. Learning and teaching materials, covering topics such as personal information, friends and family, hobbies, work, likes and dislikes and life in other countries, will be thematically developed in resources which focus on the lives of footballers from throughout the Francophone world and on their countries of origin.

Each session will consist of two distinct parts. In the first part, pupils will take part in a range of interactive activities to develop their French language skills. There will also be activities designed to enhance pupils' knowledge of the Francophone world. In the second part, delivered by teachers of physical education, pupils will take part in a series of short physical challenges and drills with footballs, including games with instructions given in French.

A final event will be staged at the University of Strathclyde. This will include presentations by pupils from the participating schools, as well as activities staged in a sports facility. The project coordinator at SCILT is also an employee of Celtic Football Club, and further input will be provided by an employee, who is a graduate in French, at Rangers Football Club. It is planned that French-speaking figures from Scottish professional football will be in attendance at the final event, giving pupils the opportunity to meet and chat...in French, of course!

CISS

Development of specialist hubs

Support for Specialist Confucius Classrooms was developed this year through online meetings which allowed for sharing of project work. This has led to an enhanced understanding of the work that each Specialist Hub undertakes, and the identification of synergies and areas of potential for collaboration.

Next steps

- Develop the profile of Specialist Confucius Classrooms within the wider hub network through online platform (MS Teams).
- Maintain the programme of support for Specialist Confucius Classrooms with regular meetings and sharing of project work.
- Continue to seek opportunities to widen the network of Specialist Confucius Classrooms.

Hub links with Chinese schools

Working in partnership with Keep Scotland Beautiful, the Climate Ready Classrooms project was initiated in 2019-20, with a series of lessons developed focussing on climate change and steps

youngsters can take to mitigate it. Due to Covid-19 restrictions on travel for teachers, implementation of the course was postponed until school session 2021-22.

Representatives from six schools in Scotland and China undertook professional learning led by Keep Scotland Beautiful. Support through online meetings has been facilitated by SCILT in order to ensure planning is in place for starting the project in September 2021.

Next steps

- There will be a refresh of the initial professional learning offered for participant schools in Scotland and China.
- Youngsters in Scotland and China will develop language skills through the context of learning for sustainability.
- Opportunities will be created for teachers and learners in both countries to share their learning.

Supporting uptake in National Qualifications and other accreditation

During 2020-21, SCILT/CISS delivered live lessons from a dedicated GTCS teacher for learners studying National 4 and National 5 Mandarin (Simplified). Four schools in the Northern Alliance and the Tayside Collaborative participated in this programme. Lessons were delivered three times weekly at each level via the VScene platform. Each class also had a dedicated Microsoft Team through which recordings of lessons were shared, communication took place between teacher and learners, and further work was set and submitted. These classes have been popular with learners and appreciated by schools, and all learners are on target to successfully complete their courses by June. SCILT/CISS is very grateful for the support and collaboration of staff in schools in delivering this programme.

For session 2021-22, this offer has been widened nationally. Lessons will continue to be offered at National 4 and National 5, and in addition a Higher class is now being offered to allow for further progression.

The CISS GTCS Mandarin teacher has also been involved in offering support to NQ Mandarin pupils through the e-Sgoil Study Support programme, delivering a course of evening webinars to support National 5 learners in their work, and, also through e-Sgoil, in providing Mandarin lessons to assist pupils who were self-isolating or did not have access to their usual teacher.

CISS has continued to offer support in the teaching of Mandarin to teachers across Scotland, and to promote Mandarin as part of the suite of SQA language qualifications.

Support for Strathclyde students

Following collaboration between SCILT, CISS and staff from the School of Humanities in the University of Strathclyde, an undergraduate module, Introduction to Mandarin 1A (20 credits/SQF level 7/class code R5101), has been approved by the Faculty of Humanities and Social Sciences, and, following Covid-19 related delays, recently added to the catalogue of available classes for 2021-22. The one-semester class will follow the established teaching and assessment template for Introduction 1A classes currently offered in other languages.

Mentored by a member of staff who works part-time in the School of Humanities (Italian) and part-time in SCILT, a new exchange teacher from Southwest Jiao Tong University, who had originally been due to take up their post in CISS in spring 2020, will hopefully be able to arrive in summer or early autumn 2021. The exchange teacher will generate the content for this new class in Mandarin, which will be made available as a pilot elective class to students from across the University of Strathclyde

from January 2022, before it becomes a permanent first-semester offering from September 2022. It is anticipated that demand for this class will be high, given that students on a number of degree programmes have opportunities for study and career pathways in China.

Next steps

The introduction of this new class brings with it the potential to develop Mandarin at subsequent levels within the School of Humanities, eventually leading to the creation of a full suite of undergraduate degree classes, together with an associated evening degree programme which will be attractive not only to practising teachers of other languages but to professionals from a range of fields. This would place Mandarin on a par with the other languages already on offer at Strathclyde, leading to permanent appointments of academic/teaching staff and providing a template for other Scottish universities keen to introduce undergraduate pathways in Mandarin.

Mandarin classes

In line with Covid-19, we moved our Mandarin class offer online. According to CET availability, we reduced our offer and delivered two classes each week aimed solely at our alumni group. We offer HSK level 4 and 5. The introduction of 10-week blocks has worked well and the feedback from participants this year has been very constructive with participants commenting on the positive nature of the teaching staff.

Next steps

We continually review the classes we provide. In 2021-2022 we hope to be able to reintroduce a wider range of Mandarin classes at levels HSK 1-5. With the success of the online offer, we would aim to remain agile and keep at least some online offerings.

School learning partnerships

The proposed afterschool club did not go ahead this session due to Covid-19.

Hanban teacher arrival and pastoral support

A programme of support was provided to Chinese Exchange Teachers online due to Covid-19.

Quality enhancement

SCILT/CISS

Digital strategy to support SCILT/CISS practice

Prior to lockdown we were working closely with the University AV team to provide us with state-of-the-art video conferencing facilities that could be used both by us and the wider languages community. The plan was to invest in improving our technical capability to enable us to reach and exceed the expectations of our grant conditions. This means improving our digital presence and ensuring equity of access to our support, including teachers who live and work in remote and rural locations. We secured additional funding for this technology solution and it was ready for installation as we went into lockdown in March 2020.

The need for good AV facilities to provide video-conferencing capability became even more crucial during the current Covid-19 crisis where we had to find creative, viable and innovative ways of continuing the work of SCILT and CISS remotely.

Next steps

Once we return to the Ramshorn building, the AV video-conferencing facilities will be installed with full training for staff. With the additional wealth of knowledge we have gained from working remotely on a number of different platforms and using new technology to connect with the languages world, we are well-placed to take this forward. We have proved that we can work in an agile way and will continue to do this through hybrid approaches to learning and strategic use of the new digital resources. In this way we can ensure equity of provision across Scotland and encourage international participation.

CISS

Hub support and challenge

Face-to-face visits to hubs in order to provide support to school colleagues and Chinese teachers has not been possible this session, due to Covid-19 restrictions.

Operational Plans

Part of the quality assurance procedure for our 44 Confucius classroom hubs is monitoring the annual operational plan submission procedure. Hubs are required to submit annual returns including a finance report from the previous school year; an operational plan detailing what the project plans are for the coming school year with estimated budget for each project; and statistics on numbers of pupils taking Mandarin, length and frequency of classes and who is delivering the classes.

Submitted paperwork is checked for relevancy, financial accuracy and content by the Business and Finance Manager and CISS PDOs and feedback given on the projects. Prior to 2020 hubs would not receive their annual funding until all paperwork was submitted and checked, but due the pandemic we decided for the first time to release funding first and then support hubs through submission of operational plans in exceptional circumstances.

A new timeline was provided for submission of the plans to give schools additional time, while supporting them online with hub project planning sessions. These allowed hub contacts to have meaningful discussions about the viability of carrying out projects in the circumstances, as well as receiving help with finance and completion of the forms.

With two new Professional Development Officers in post, one to support primary and one for secondary, the hubs were offered additional support and given detailed feedback on proposed plans, which was welcomed. Training sessions were well-attended.

In spite of the later submission dates, most plans had been completed and returned by quarter four, with improvements following suggestions on how to develop projects moving forward.

Next steps

With the continued Covid-19 situation it might be the case that hub funding from the 2020-21 financial year will remain unspent and hubs will need to carry forward unspent monies. The operational plan process normally commences after the CISS AGM so we will need to take stock, assess where hubs are at and think about a timeline for submission of plans for 2021-22.

A further Qualtrics survey may be carried out this year to inform future planning of the operational plan procedure.

Priority 2: Promotion and partnerships

Family learning and parental engagement

SCILT

Parental Engagement

British Sign Language

This session has seen the publication of the collaborative case study with Education Scotland on parental engagement with British Sign Language (BSL) despite the delay due to Covid-19. We have received positive feedback from parents and partners following its publication and are encouraged by its impact. Following on from this, partnership working with colleagues at Moorfoot Primary and Garvel Deaf Centre has continued to develop and together we have prepared and co-hosted breakout discussion rooms on parental engagement with languages, including BSL, at the SALT conference and at SCILT's knowledge exchange event this session. Through these events, we have been able to highlight how Garvel Deaf Centre has supported parents with deaf pupils and deaf parents with deaf pupils to engage with the children's learning, particularly during the pandemic. The impact of Covid-19 has brought additional challenges for deaf parents and pupils and much has been done by the school to provide essential support for parents to help their children access the curriculum using BSL.

As a result of our successful collaborations, we are currently engaging in discussions with colleagues from Garvel Deaf Centre, exploring the possibility of delivering BSL classes online as an L3 option for primary schools. The lesson content, aims and objectives will be designed to reflect BSL as a visual language, where we will draw on the expertise of those working in schools and communities where BSL support is provided for both hearing and non-hearing pupils. We are currently exploring the logistics as to the most effective way to deliver BSL classes online with a view to piloting a block of live lessons with classes later in the year.

Next steps

- In conjunction with colleagues in Inverclyde Council, we endeavour to plan and deliver a series of live BSL lessons to support L3 in primary schools.
- We will continue to support and promote BSL in addition to raising deaf awareness.

Save the Children

Despite the school closures and disruptions to education, we are continuing to make progress with our parental engagement with languages professional learning partnership (PLP), working with our partner Save the Children and schools across the Forth Valley and West Lothian regional improvement collaborative. Schools have now completed all professional learning workshops with Save the Children and have had additional input sessions from colleagues at Education Scotland and North Ayrshire Council. These sessions were due to take place face-to-face last year and had to be rescheduled and remodelled to support an online format.

The pandemic has had a huge impact on schools, and as a result, we have had to adjust our timeline to reflect this. We are working towards concluding the PLP in October with schools currently advancing toward the planning stage of their parental engagement activity. During the planning and implementation stages, we will be supporting schools by engaging in regular meetings, suggesting and/or providing relevant language content and sharing ideas and activities. On completion of the

parental engagement activity or activities, SCILT and Save the Children will carry out an evaluation of the project and will include evaluations from partner schools, staff, parents and pupils. Subsequently, a full case study of the professional learning partnership will feature on the SCILT website.

In addition to supporting parental engagement in primary schools, we are in the process of gathering information of examples of parental engagement and family learning with languages in the secondary sector. This will feature in an online publication of advice and guidance on informing and involving parents in their child's language learning education across the primary and secondary sectors.

Next steps

- To continue supporting schools within the Save the Children PLP with language content and stage/age-appropriate language activities.
- To evaluate the PLP in its entirety with Save the Children on completion and compose, then publish, a full case study.
- To continue gathering examples of parental engagement with languages in the secondary sector and compose a comprehensive online toolkit to provide positive and replicable examples of parental engagement with language learning.

Professional partnerships

SCILT

Languages Network Scotland (LANGS)

The active Languages Network Group Scotland normally 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 and a focus group to decide on the direction of travel, and is responsible for maintaining and updating the LANGS database and for dissemination of information to LANGS members.

Through its regular meetings around Scotland, the group receives updates from government bodies including SCILT, Education Scotland and Scottish Government and shares information from other language stakeholders through meetings and networking.

SCILT is represented on the focus group by a PDO (currently our Depute Director) and the administration of the group is facilitated by the Business and Finance Manager. The focus group meets three times a year to plan the main LANGS meetings based round language themes selected by members, and to discuss current issues of relevance to the group.

The last LANGS face-to-face meeting took place in Edinburgh on March 13 2020 where the new Chair, Sylvia Georgin, took over from Bethan Owen as her two year term came to a close. A new format for the meeting had been introduced for future meetings but this soon became irrelevant as we went into lockdown. Adapting to new working practices and the commencement of a programme of online meetings became the focus from April onwards.

With the Covid-19 crisis it became a priority for all languages bodies to work even more closely with each other to look at how the LANGS group would operate remotely moving forward. We had to look at how we could work with and use technology to continue the main meetings to ensure dissemination of information and support for languages while keeping 1+2 on the agenda in times of

a national crisis. The main challenge of the group was to find a suitable platform for the majority of the members.

We held two meetings last year and the first in October 2020 was on Google Meet with an attendance of 52 group members with 20 local authorities represented. This was primarily an update and checking-in meeting to assess how people were feeling and dealing with supporting languages in lockdown with the schools all closed. It was evident that members needed this valuable group to network and share experiences.

The second meeting in March 2021 was held on MS Teams with a session from independent consultant and HMIE formerly with Education Scotland, Fiona Pate, whose inspirational keynote entitled '1+2 - Looking back, taking stock and driving forward. Tomorrow starts here' prompted lively and interesting discussions in breakout rooms, captured on Padlet.

A LANGS Glow Team was set up for members with Glow usernames for the sharing of information, discussion groups and repository for resources, while the LANGS webpage remains a source of information and resources for those unable to access the Glow Team.

Next steps

A new Vice Chair has been elected to replace the outgoing Vice Chair and as a member of the LANGS Focus Group, will work with the Chair and colleagues to think about the direction of the group for the coming year.

Finding an online platform that suits all remains an issue but attendance at the meetings has been healthy and has meant a wider representation than normal due to geographical and financial issues in attending face-to-face meetings. It is evident that, while not ideal, online meetings mean we can reach further across the network and allow more members to access meetings. There are also positive financial implications for supporting the network group online and we would be looking to hold future meetings in one location but with proven viable online access for those who would not normally be able to attend.

A LANGS survey was due to be distributed but had to be put on hold due to Covid-19, so this will probably be created later this year to capture the views of the membership moving forward.

The summer term will see the start of LANGS LATEs, a series of online sessions which will present an opportunity to extend and further develop the collaborative working of members and support exploration of languages professional learning.

SCILT Advisory Group

SCILT has facilitated three Advisory Group online meetings this year, with representatives from Education Scotland, universities of Strathclyde and Edinburgh, business, secondary and primary sectors, LANGS and local authority Directors of Education. The group members have been invaluable in guiding, informing and giving advice on SCILT's direction of travel so that SCILT activities are both accountable and transparent.

Links with Scottish Government

SCILT and CISS work closely with Scottish Government and Education Scotland with quarterly update meetings to share plans, look at quarterly reports and monitor progress. Separate finance meetings are held to monitor expenditure and regulate claims for funding to ensure that the terms of the grant conditions are successfully met.

A new quarterly reporting system was initiated at the beginning of the year and this has proved a very useful tool for feeding into the quarterly reports for Scottish Government and writing the annual report.

Partnership with Polish Cross-party Group

The working group were eventually able to meet towards the end of the year to start planning and developing a programme to support Polish as an L3 option for primary schools. By sharing a language framework used in conjunction with our Discovering China programme for primary schools, we were able to use this as a suitable template to base the Polish programme on. The handbook for teachers is currently in its draft format and includes an overview of the Polish programme, lesson descriptors; vocabulary lists to support each lesson and links to resources within the language programme framework. The framework of lessons is now complete and includes a mixture of Polish language and culture, providing the learners with a rich cultural language learning experience.

Members of the working group are developing further materials such as sound files and video clips to help support both teachers and pupils with the pronunciation of Polish words and common sounds. In addition to the sound files and additional support materials, Polish language classes for teachers are currently being developed to help them deliver the language element of the programme, entitled 'Ten Steps to Polish'. It is anticipated that the resource will be piloted in schools next session.

Next steps

- To continue contributing to the development of the overall Polish programme as an L3 resource.
- To promote 'Ten Steps to Polish' as an L3 resource upon its completion.

Partnership with Japan CLIL Pedagogy Association

This partnership did not go ahead this year due to Covid-19.

CISS

CISS board and advisory group

This year, CISS has facilitated two Advisory Group online meetings and one CISS Board online meeting with Chinese colleagues from TMEC. The Advisory Group and Board are chaired by the Associate Principal and Executive Dean at the University of Strathclyde. The Advisory Group has representatives from schools, Confucius classroom hubs, Heads of Education, business and independent consultants. The Board has a wider membership including head teachers, teachers, parents and CISS alumni. The Advisory Group oversees the strategic direction of the organisation, to ensure sound governance arrangements are in place and to provide additional leadership capacity to CISS.

International partnerships

SCILT

Partnership with Qatar Foundational International

Despite challenging restrictions and changes in working practice, the Discovering the World of Arabic programmes (primary L3 and secondary senior phase) were designed, piloted and evaluated during

this academic session. The courses have been well-received as an L3 option in primary, and as an enhancement for employability skills in senior phase. Despite the move to home learning, learners were able to continue with the programme with minimal disruption. Main activities include:

- Designing and producing all course materials and resources.
- Identifying and establishing a team of Arabic teachers.
- Providing ongoing training and support on all online platforms used.
- Providing an agile response to changes in restrictions, in order to ensure continuity of meaningful learning.
- Providing ongoing support to participating schools via Teams/email/virtual meetings.
- Initial training for Arabic Language Assistants (ALAs), who will be deployed in schools in Year two, provided restrictions allow this.
- Gathering evaluative evidence from learners, school staff and online teachers.

Next steps

- Using evaluation evidence, course materials will be amended where appropriate ahead of year two.
- Schools have been identified for year two, and the programme of support is in place.
- ALA training will resume in order to prepare assistants for working in schools.
- Delivery of year two of the Discovering the World of Arabic courses.
- We will explore accreditation possibilities eg through the Duke of Edinburgh Awards Scheme.

GETS – partnership with University of Mainz

The German Educational Trainees (GETs) 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.

We initially received notes of interest from seven authorities to host up to 24 GETs for the 2020/21 session. However, due to the Covid-19 pandemic some authorities were no longer in a position to host GETs once the school session started.

Despite uncertainties and complications caused by the pandemic, 2020/21 still saw requests for 20 GETs from five local authorities. The GETs worked flexibly in schools with many supporting learning virtually.

Next steps

We are currently seeking notes of interest for the 2021/22 session. It is hoped Covid-19 travel restrictions will not hinder students coming to Scotland to work in schools. Our partners at Get Across Borders have confirmed funding has been secured, and they will assist students in attaining the Tier 5 visa now required to come to Scotland.

CISS

Support for engagement between hubs and Chinese partners

Teacher immersion visit to Shanghai

We planned to host a teacher immersion course in July 2020 but this was disrupted due to the global pandemic. We are also unable to run a teacher immersion in the summer of 2021 due to ongoing Covid-19 restrictions.

Next steps

This academic session we will plan for a reintroduction of a Covid-secure course for the summer of 2022 if funding is available through CLEC and East China Normal University, ECNU. A decision will need to be made as to whether this will be open to primary teachers across hubs or to those on the Open University course. There may be more uptake for a course because of the VET and Discovering China projects.

Pupil immersion visit

The planning for the 2020 immersion trip was disrupted due to Covid-19. Ultimately, the 2020 trip was cancelled, as was the 2021 trip.

Next steps

Planning will commence this session for a Covid-secure trip in July 2022. The trip will be offered to the hubs that were due to take part in the summer of 2020. We will begin planning once the FCO guidance allows for travel to China and once CLEC has agreed to allow planning for groups to travel. We are investigating the use of Turing funding to support this trip and widen access in terms of participation. The plan is for the visit to be hosted at another Tianjin partner school.

These visits allow us to strengthen the links between schools in Scotland and in China. We cannot guarantee that CLEC 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 for this.

CLEC-funded Confucius classroom hub trips to China

The Midlothian hub was planning a Hanban funded trip to China for the autumn of 2020, but the preparations for this were cancelled because of the Covid-19 pandemic.

Next steps

We will approach CLEC to find out what opportunities will be available for hub-funded trips in the future. Pre-Covid, the plan was to facilitate a maximum of three of these trips on an annual basis.

We also hope to establish a new China Club project and work towards offering a unique trip which would be tailored to meet the needs of a group of vulnerable young people.

Visits for university students

CISS continues to work hard to develop links with the University of Strathclyde. Given the ongoing Covid-19 pandemic, the 2020 trip to Tianjin Normal University, TNU, for university students was cancelled. This would have been the fifth visit of its kind. Likewise, there will be no trip in 2021.

Next steps

Liaise with CLEC and TNU to see if funding is available for future trips. Work with David Roxburgh to commence planning for a Covid-secure trip in the summer of 2022.

Scholarship programmes

Offered jointly by CISS and the Tianjin Municipal Education Commission, the CISS scholarship offers young people full tuition, accommodation and living allowance to study Mandarin in Tianjin for ten months.

Unfortunately, given the ongoing Covid-19 pandemic we were not able to send our 2020-21 group of scholars to Tianjin. We worked closely with South West Jiao Tong University in Chengdu to provide an online course for the young people who had been awarded a scholarship. The scholars receive 15 hours of online Mandarin classes a week, delivered by students and teachers from SWJTU. 20 of the 23 young people selected for the scholarship opted to undertake the online course with a view to going to China in early 2021 if possible but due to the ongoing pandemic, it was not possible for them to travel to China. Despite this, 17 of the 20 scholars have continued with the online Mandarin course from March 2021.

Due to Covid-19, this year's group did not have an ambassadorial role in Scottish schools via the Language Linking, Global Thinking programme. Our website statistics have always shown us that the scholar page is one of the most popular pages on our website, so we would like to maintain this by reintroducing blogging for future scholarships.

We took the difficult decision to cancel the 2021-22 scholarship due to uncertainty around Covid-19. This means that three years of the scholarship programme will have been impacted by the pandemic.

Next steps

This summer we will start negotiations with TMEC for the planning of the 2022-23 scholarship. We hope that this can go ahead as normal but recognise that there may still be some disruptions due to the Covid-19 pandemic. We will work closely with current alumni to promote the opportunity in schools.

We will not be able to hold a showcase this year as we have done in previous years but we plan to hold an online celebratory event for the 2020-21 scholars.

We will also continue to support and advertise the Chinese government scholarship programme to our alumni if it is reintroduced this year.

We introduced online Mandarin classes to support our alumni remotely during the pandemic and we will continue online classes to support a wider geographical area once the pandemic is over.

British Sign Language (BSL)

SCILT

Support for BSL

Following publication of the BSL National Plan in 2017, SCILT was tasked with managing the BSL Expert Advisory Group and asked to chair and facilitate the group meetings with an additional tranche of funding to cover this activity. While BSL remained on the Strategic Plan for 2020-21, due

to Covid-19 we did not hold any further meetings to take forward the intended activities for this group. We are awaiting Scottish Government instruction for the coming year.

Next steps

SCILT will continue to facilitate BSL Advisory Group meetings as advised by Scottish Government. We will continue to promote BSL through our usual channels, sharing good practice to add to the work already done by Education Scotland and looking in particular at BSL as an L3, as demonstrated [here](#).

Promotion events/campaigns

SCILT

Erasmus+ Generation Global Project

This project, coordinated by SCILT on behalf of the Wider Engagement Network, aims to change attitudes towards language learning and, more specifically, to increase awareness of the value of multilingualism and intercultural communicative competencies.

A successful phase two concluded in October 2020, culminating in an online event staged by SCILT, with keynote speakers including the Director of Education and Children's Services at Aberdeenshire Council and the Senior Education Officer for Languages at Education Scotland. The event was attended by prominent figures from education and from a range of academic disciplines and heralded the launch of a toolkit designed to help education professionals, including careers advisers, to access materials and resources which highlight the relevance of languages across the spectrum of subject areas and careers. Colleagues from Denmark and Norway presented, whilst they also launched their own toolkits.

Phase three is now underway, with SCILT and its Scandinavian partners currently engaging with the defined target audience: young people and their parents. Through further events in the autumn of 2021 and the launch of a third set of toolkits across the three countries, it is hoped that young people and their families will have an enhanced awareness of the overarching relevance of languages and intercultural skills.

Next steps

In the autumn of 2021, a final set of events will be staged, with accompanying toolkits launched, aimed at making young people aware of intercultural competencies, and motivating them to study languages. The end-of-project report will be completed and submitted to the British Council, and the focus will turn to ensuring that the toolkits become valuable legacies for the sectors of business and industry and education, as well as for their employees and students of the future.

Support for national competitions

Mother Tongue Other Tongue

The Mother Tongue, Other Tongue multilingual poetry competition was revamped this year to embrace the move to digital working. Entrants were asked to submit a performance (either audio or video) of their poem, as well as the written version. Despite the particular challenges of Covid-19 restrictions, the competition was very well-received, with highlights including:

- Over 140 entries submitted, representing 16 local authorities, and a range of 20 languages.
- The judging panel was a collaboration of senior colleagues from the universities of Edinburgh, Glasgow and Strathclyde.

- An online awards ceremony, attended by learners, teachers and parents.
- The competition garnered national and international interest, with winning entries being featured on the UK National Children's Poetry Archive with a legacy collection, and on the US based 'Kids Poetry Club' podcast, with a worldwide listenership of over 80,000 per episode.

The following example of feedback received expresses the fact that schools and learners appreciated this competition as an opportunity for celebration of creativity and talent:

- "I just wanted to express a massive thank-you to the SCILT team and the special guests today for putting on a fantastic ceremony. I felt quite emotional during the ceremony as I just thought it was such a lovely way to celebrate the success of our young people during such difficult times." Secondary teacher, East Ayrshire

Next steps

- We intend to run the Mother Tongue, Other Tongue competition in this format again, with wider publicity to increase engagement.
- We hope to engage more heritage language users and encourage complementary schools to take part.
- We plan to develop our national and international partnerships to raise the profile of Scotland as a creative, multicultural and multilingual educational community.

Espacios Increíbles (Amazing Spaces)

Espacios Increíbles ran as a pilot in 2019-20 and was opened up to all schools in 2020-21. The project requires collaborative group-working, therefore lockdown and Covid-19 restrictions posed some particular challenges for participating schools this year. Ongoing support was offered to schools for the duration of the project (September – March) in the form of a dedicated MS Team and monthly drop-in sessions hosted by SCILT colleagues.

Five schools have been able to complete the project and will participate in a live online final event on 19 May 2021, with a judging panel comprising staff from the University of Strathclyde's School of Architecture and School of Humanities, and representatives of the Consulado and Consejería de Educación de España.

Next steps

- Espacios Increíbles will run again in session 2021-22.
- A working group will be established to produce further resources at third level, to allow the competition to run across a wider range of learners in BGE.

Support for language promotion

European Day of Languages

The European Day of Languages (EDL) is celebrated across Europe on 26 September every year. It aims to promote the rich linguistic diversity of Europe and raise awareness of the importance of lifelong language learning for everyone.

SCILT supports schools celebrate EDL by:

- Providing materials from the ECML to each local authority that requests resources.
- Updating our website with ideas on how to celebrate with links to external sites.

- Celebrating the events that schools organise by promoting them in our EDL blog and our newsletter.

While the resources are free for SCILT to order from the ECML, there is a significant cost involved in posting the materials out to individual schools. In order to reduce this cost, in 2019 we moved to a system where one local authority representative could order a box of materials to be distributed in their authority, however they saw fit. Local authorities could arrange for a courier to collect their box from the SCILT offices, or pick the box up in person.

Due to the Covid-19 pandemic, in 2020 we did not have access to the Ramshorn building to allow for receipt or distribution of physical resources. However, we ran a social media campaign on all our platforms in the run up to the day, and directed people to the range of online resources on our EDL webpage. We continued to promote our EDL blog, and featured blog entries in the SCILT winter newsletter.

Next steps

As resources are usually sent to national relays in June, we are currently unsure how Covid-19 restrictions will affect the distribution of resources for 2021. If we do go ahead with the distribution of physical resources, we will use the system outlined above from 2019.

We will continue to promote EDL and highlight the online resources available on our website and elsewhere.

Language Linking Global Thinking

Language Linking, Global Thinking (LLGT) is a partnership project between SCILT and UCMLS (University Council of Modern Languages) representatives in Aberdeen, Dundee, Edinburgh, Glasgow, Napier, St Andrews, Stirling and Strathclyde, together with the charity Project Trust. In addition, we invite participants of the CISS scholarship - young people between school and university who 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 in Scotland, with the purpose of corresponding with the pupils. In a typical year, 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 in participating schools to a new language.

Through visits to school, regular blog entries and other means 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.

With low numbers of students in Scottish universities having gone abroad in 2020-21 due to the pandemic, the project this year is being run on a smaller scale. Nonetheless, the students and their partner schools have embraced their exchanges, which have seen some very interesting blogs about coping with Covid-related difficulties on the year abroad.

LLGT has gone from strength to strength over the years, and participant feedback from the most recent cycle continues to be positive:

- “Provided ‘real’ links to Spain and Spanish culture from young people based in Scotland. It increased interest in Spain, and in studying Spanish, and increased uptake for learners into the senior phase.” Teacher

- “I really like the fact that my students can reply to the posts, and Maria has been taking on board and replying to their comments and questions. It is making such a great impact on my students and is so relevant for the Higher course.” Teacher
- “I have really enjoyed posting blogs whilst I’ve been away. I hope I will have inspired at least some pupils to continue studying languages and the blogs have also been a lovely way for me to look back on the things I have done during my time abroad.” Student
- “The link has made me think more about what the kids in the school would be interested in and how I can help them engage with the language by using fun activities.” Student

Next steps

In response to feedback from previous years, the format of the launch event had been revised for summer 2020. The pandemic and lower numbers of participants, unfortunately, meant that the launch event was not staged this year, but it is to be hoped that the new format will be implemented in summer 2021. SCILT continues to collaborate with the other partners to ensure that a robust evaluation of the project is undertaken. This is done on an annual basis. As always, we will continue to explore ways of developing the project to include more students in order to meet the demands of participating schools.

Languages Week Scotland

SCILT coordinated a national week of advocacy for multilingualism from 1-5 February 2021, actively supported by the Cabinet Secretary for Education and Skills, with daily challenges and a recorded opening address at the knowledge exchange event on 26 February 2021.

Languages Week Scotland (LWS) 2021 received a lot of engagement from local authorities, schools and other organisations including media, education, arts and community-based organisations. SCILT created a dedicated LWS webpage and set up a new LWS Twitter account. The hashtag #ScotlandLovesLanguages was used over 500 times during 1-5 February. LWS celebrations continued throughout February and incorporated a range of events including: MTOT awards ceremony for young multilingual poets; HoLLT webinar for early career teachers and teacher educators; Scotland’s Languages Landscape knowledge exchange event; Chinese Spring Festival celebrations; start of #DiscoverArabic term 2; first ever #SayAGaelicPhraseDay; launch of ML film resource by Screen Scotland. The creativity and solution-focused approach from professional services colleagues, especially the information service team and interns, helped to generate and capture content.

The three-year LWS strategic plan is drafted and is currently out for review to Education Scotland and LANGS colleagues.

Next steps

- SCILT review of LWS21.
- Schedule dates for LWS22.
- Feedback on LWS three-year strategic plan from ES/LANGS colleagues.
- Implement year one of finalised strategic plan.

CISS

Cultural exchange events

This year CISS has organised a range of online events and activities.

The first webinar we held was for the CISS AGM in June 2020. We have held a number of hub engagement sessions online throughout the year, as well as all of the professional learning for the CETs, GTCS teachers and mentors.

We had been planning a range of online activities for schools in partnership with Ricefield, a Chinese artist and an author for Chinese New Year but these were put on hold because of school closures.

We held an online Chinese New Year event, with a Scottish theme for our CETs. CETs were sent out Scottish recipes and instructional videos in advance of the event and we had various Chinese and Scottish performers on the night. The event was very well received by our CETs and partners.

Next steps

We have two more CET wellbeing workshops planned for the coming term. We plan to include wellbeing activities as part of their professional learning going forward.

We are currently planning for an online event for the CETs to thank them for their work in Scotland over the last two years.

Now that the schools are back, we will return to our plans with Ricefield and other partners to allow us to deliver online activities for schools involved in the VET project in the summer term.

The next online CISS AGM is planned for June 2021.

Alumni group

Following the success of the first alumni group event in 2017, the alumni group has grown year on year. They have a dedicated page on the CISS website, featuring videos that they produced themselves. They have now established an official association and elected their first committee in the summer of 2020. The group successfully held a series of online talks in late 2020 and are now working on establishing a procedure for future events. They continue to run a successful Instagram account highlighting what the group members are doing with their Mandarin language skills.

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 third cohort of scholars will graduate from their undergraduate degrees in the summer of 2021.

Next steps

We continue to use our network of scholarship alumni to volunteer at CISS events and assist with promoting our work and vision. We will continue to work closely with alumni generally along with the committee to promote the work of CISS and to engage young people in activities like the scholarship and pupil immersion. The alumni association will hold its next AGM in the summer and a new committee will be elected.

Awards and competitions

This year CISS ran a Chinese New Year poster and social media competition. With over 100 entries this was a very encouraging project.

We continue to partner with the British Council on planning for the British Council Mandarin Speaking Competition. Due to Covid-19, the competition is being held online this year. There have been nine entries from Scotland and CISS alumni have been invited to be on the judging panel.

Next steps

CISS plans to hold another digital competition for pupils this academic year. We will continue to work in partnership with the British Council with a view to hosting the Mandarin Speaking Competition event and similar events in the future.

Priority 3: Research and knowledge exchange

Establish a Knowledge Exchange (KE) strand in multiple workstreams

SCILT recognises that learning is most valuable when it is shared. A knowledge exchange policy has been developed, agreed by the team and included in our staff handbook. The format of our action plans has been adapted to include planning for KE.

Next steps

All PDOs will ensure that KE activities are incorporated into every project that generates learning from its inception. Practitioners will be encouraged and supported to share their learning, ideas and strategies through articles, case studies, professional discussions and other appropriate means.

Participation in, and attendance at, national and international conferences

SCILT and CISS colleagues have attended numerous conferences and other knowledge exchange events since April 2020. A selection of these include:

- 5 Nations Citizenship Network Conference
- ACTFL 2020 Virtual Conference
- Beyond the physical classroom: nurturing language learning and creativity through film
- Critical conversations on Race in Scotland
- Diversity equity and inclusion round table on gender inclusive language in languages education
- Flourishing as a MFL teacher
- Gender inclusive language in languages classroom
- Languages Network Group Scotland (LANGS)
- Languages for all: How do we get there?
- Making MFL Matter for ALL learners in your school
- Multilingual Performance Project
- The New Normal for Languages at Home, School and in the Community
- Scotland's Languages Landscape: Equity in Diversity
- Scottish Association for Language Teaching (SALT)
- Strathclyde University SDGs in a post-covid world webinar series: Delivering social impact through transformative community engagement
- ALL London: Dealing with Covid 19 restrictions in the MFL classroom through digital tools and low prep activities
- ALL London: Technology in Language Teaching (TiLT) digital tools for teaching MFL
- ALL West Midlands: Retrieval Practice in the MFL classroom
- University Centre for Sustainable Development: Accelerating progress towards the Sustainable Development Goals in the post-COVID era
- World class teaching: teaching the UN Sustainable Development Goals through languages
- Why Study Languages? on how to make the case for studying languages at university level

SCILT and CISS colleagues have also presented or facilitated sessions at conferences and knowledge exchange events including:

- Bilingualism Matters/SCILT: The New Normal in Language Learning – Online teaching techniques; Building on lockdown experiences in primary language learning

- British Council Chinese Language Assistant Conference
- Directors' seminar for European Confucius Institutes – Teaching and Learning Mandarin through Digital Technologies
- HoLLT Language Teaching: Learning lessons from the past
- INNLAC Conference – presentation on SCILT's Covid-19 response
- Internacionaliza a túa escola hosted by CAFI Galicia, Spain – showcasing international collaboration in Scottish education
- Language World 2021 Conference – Erasmus+ Generation Global project
- SALT Conference – VET project; closing remarks
- Scotland's Languages Landscape: Equity in Diversity

Engagement with research publications and collaboration with research projects

Scottish Languages Review

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 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. With five contributors lined up to submit articles, it was anticipated that issue 35

would be published early in 2020. With the current situation relating to Covid-19, however, only two of the contributors have been able to submit articles. In the spring of 2021, more potential contributors will be approached, with a view to publishing issue 35 as soon as possible in 2021.

Outward facing communication

Communication strategy

Website

SCILT

Maintaining an easy to navigate, relevant and attractive website is crucial to SCILT engaging with its stakeholders. During the period August 2019 to July 2020, the SCILT website saw an increase of 17% in the number of visitors and this was reflected in an increase in number of visitors to key pages across the site.

We have 946 subscribers on our weekly news bulletin mailing. This, together with our presence on social media, accounts for over 90% of referred visitors to our site.

- The Home Learning page on our website was published in April 2020, creating a centrally located place for parents to access resources to support their child's language learning at home. In the period to July 2020, the page received over 4,000 visits, making it the ninth most visited page on our website for the period Aug 19 – July 20.
- The pages hosting the European Day of Languages information and resources have seen an increase in traffic of 110%, indicating an increase in engagement with the project.
- Visits to the Job Profile pages have increased by 19%. We use these profiles prolifically on social media.
- The DYW Toolkit, including promotional videos, accounts for 15% of visits to the Business section.
- Visits to the SLR continue to be consistently high.
- Visits to the pages containing statistics on language learning in Scotland have increased by 19%.
- Visits to pages hosting information on language courses beyond school has seen an increase of 88% compared to last year.

If we compare data with previous years, we see that the news pages continue to be the pages that receive the most hits. The large number of page views for the news pages shows us that subscribers are continuing to link to our news pages from the bulletin and social media.

CISS

A thorough website audit was done in the summer of 2020 and parts of the website were redesigned.

A Chinese festivals page was added where a range of resources from organisations such as the BBC and the British Council are promoted. This is a one-stop-shop for our schools and has been promoted throughout our hub network.

The News and Updates section of the website continues to be developed and has seen good engagement. This is regularly updated with key dates and information, to ensure stakeholders are up-to-date with CISS events and hub updates.

The addition of the CISS alumni section of the website has been well-received. The aim is for the CISS alumni association to continue to be a part of CISS's online presence, both through CISS social media and their own CISS alumni accounts.

Next steps

SCILT

Work on the new-look SCILT website is ongoing. We continue to monitor engagement and plan to establish an annual review cycle to assess content.

CISS

Another audit will be done in the summer of 2021 to evaluate the website. As a new group of CETs arrive, we will work on developing the CET page of the website to increase traffic. We will promote these pages across our social media platforms to boost engagement.

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

E-bulletin

SCILT

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. At the start of the 2020-21 academic session, we launched a new-look bulletin to tie in with the SCILT website branding.

Comments from subscribers/contributors:

- "Thank you for your latest newsletter. You must be one of the only organisations taking endless trouble with communicating events, news and updates online. Your newsletters are just so much appreciated and show what can be achieved in these worrying times."
- "Thanks to your weekly bulletin, many Scottish teachers have followed the online training that we have offered since September."
- "Many thanks for including us in your bulletin and for the retweet!"

Over the period of August 2020 – February 2021, there was an increase of 9.62% in the number of subscribers. Subscriber numbers in February 2021 stands at 946.

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.

The most popular links from SCILT are the competitions for schools and the home learning resources collated in response to Covid-19 school closures. The Languages Leadership Programme, professional learning menu and workshops for senior phase learners also feature highly. These initiatives aim to support language teaching and learners in Scotland's schools. Our Christmas resources continue to be popular. This year also saw SCILT take a lead on Languages Week Scotland 2021, which was another link with good subscriber engagement.

Next steps

- Continue to seek to build audience.

Communicating with wider society

SCILT

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 (17%) and of likes on Facebook (17%). SCILT's combined presence on Twitter and Facebook account for a significant number of external site referrals to our website (see above). We created an Instagram account, and began to post to schedule from February 2020. We had 70 followers in August 2020.

On Facebook and Twitter, we post daily to promote SCILT news, opportunities and resources. In response to lockdown in March, we altered our schedule. Throughout the Easter holidays, we shared motivational quotes on Facebook.

During May and June 2020, we added additional content to our weekly schedule:

- Tuesdays: Language challenge
Challenge your pupils with our weekly language challenge!
- Wednesdays: Elevenses
Boost your mental health with a natter online every Wednesday at 11am. Don't forget a cuppa!
- Thursdays: Resource recommendations
Support your pupils and share our weekly resource recommendation.

We worked with the PDO team to create content for these additional posts.

Our most successful types of posts are our ongoing, regular posts highlighting SCILT opportunities. These contain a click-through to further information. Posts linked to our lockdown schedule and to supporting teachers and learners during school closures received high engagement.

CISS

CISS internal events and related external events are documented on social media, in order to engage with colleagues and stakeholders and encourage them to share CISS content. We have seen an increase in Twitter followers of 11% over the course of the 2020-2021 year, from 835 to 923.

Since being reactivated in 2020, the CISS Instagram account has seen an encouraging 89% follower increase in 12 months, from 115 to 218. This can be attributed to regular posting of engaging posts, stories and IGTV videos, the use of hashtags to increase response, and tagging other accounts that are directly involved or highly relevant to the content of the posts.

Some examples from 2020-21: educational/entertaining videos created by CETs during the first lockdown; celebration of Chinese and international/UK-wide festivals; series on Mid-Autumn Festival; montage videos of past events eg pupil immersion courses/Ramshorn launch; Christmas 'advent calendar' series featuring highlights from past year of CISS activities; Chinese New Year content eg videos created by CETs; poster competition; celebration of online events.

We will continue to analyse statistics in order to create content to engage our followers.

Next steps

SCILT

The most important thing is to continue with our daily posts highlighting SCILT opportunities, complete with a link to enable our followers to act. These posts see high engagement, are targeted

to our audience, and enable our followers to engage with our work. It is important not to lose sight of this as we seek to develop our strategy further.

As we develop specific 'campaigns' for the year ahead, it would be a good idea to consider how we can offer our followers (language teachers) with something concrete to support them – whether this is a SCILT opportunity or resource, or something from an external partner. We should work with the PDO team to develop ideas as this was a strength of the lockdown schedule.

We continue to build content and increase followers on Instagram.

CISS

CISS will continue to plan and produce social media content to increase community engagement, with a focus on CISS online events, schools and hub activities and events, with links to newsletter content.

1+2 newsletter

SCILT

SCILT publishes a 1+2 newsletter that is published in an electronic format twice a year (in autumn and spring) and aims to support 1+2 Development Officers and share practice across authorities.

The most popular articles relate to updates from local authorities, indicating readers find the newsletter a good opportunity to share practice.

Next steps

We will consider the relevance of the newsletter post-2021 and whether this information/collaboration could be provided in some other way.

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) CETs 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 2019 and June 2020 on the SCILT website. The page on the SCILT website hosting the latest two editions saw a total of 1140 visitors to the page which hosts it over the period Aug 2019 – July 2020. This is a 34% decrease in visitors compared with the same period last year, which may be a result of the website restructure.

CISS

As per the action plan, two editions of the CISS newsletter have been published so far in 2020-21, with a third due to be published in mid-March 2021. These newsletters were shortened, and were compiled and designed internally by the Projects and Communications Coordinators using online design tools, varying in design according to seasons/festivals. This system has proved successful so far and is a good way to provide regular updates to hubs on CISS projects, hub activities and any other round-ups on CISS and partner news and events.

Next steps

SCILT

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

We will continue to ensure that the SCILT newsletter is widely promoted.

CISS

The CISS team will continue to publish regular newsletters based on a template that will remain similar each time to enable ease of publication, following the success of this method in 2020-21. We will continue to encourage submissions and engagement from colleagues and partners and showcase the creative and innovative work of hubs and beyond.

Unity Wall

SCILT

In preparation for children in Scotland returning to school on 11 August, a virtual Unity Wall was created on the SCILT website. A range of short video clips was gathered, featuring public figures from Scottish life, including politicians, footballers and musicians, talking in a language other than English.

In each short video, speakers greeted the children and welcomed them back to school. They introduced themselves, including details on country of origin and languages spoken. They then said why languages were important to them, and provided messages of inclusion and anti-racism.

Feedback received suggested that these messages provided a boost to children and young people as they dealt with the challenges of returning to formal education following the initial months of the pandemic. It is to be hoped, moreover, that viewing the videos has resulted in increased motivation amongst young people to engage with additional and community languages.

Digital interns

SCILT/CISS recruited six S6 students to participate in the 2020-21 digital internship programme. The aim of the programme is for S6 students to promote languages and language learning to their peers (15 to 18-year-olds) through social media. The interns receive initial training from the SCILT/CISS team as well as ongoing support/mentoring throughout the project. This is supplemented with an additional training session in January where the digital interns hear from a range of external speakers.

This year, the team of digital interns chose to use Instagram and posted regularly from August to December. This included cultural and language content, and aimed to engage learners across a range of languages and stages. The SCILT/CISS teams are pleased with the quality of their content as well as the size of audience they managed to build and engage with from Aug – Dec 2020.

Unfortunately, the impact of Covid-19 and the ever-changing situation for senior phase learners took its toll on the team of digital interns. They struggled after Christmas. SCILT/CISS continued to support them with further meetings on Zoom, some additional training from the SCILT Languages Week Scotland intern and CISS communications team, but the level of content and engagement tailed off during the course of 2021 and the team elected to finish the project earlier than usual, at the start of April.

Ramshorn communication strategy

On July 8 2020, while working at home, we quietly celebrated a year since moving to the new Ramshorn building and did not imagine that we would be still be working from home a year after moving in. Some snagging issues that were outstanding were dealt with while the building was unoccupied, so will be ready for the safe return of staff once the University gives the go-ahead to proceed with this.

Next steps

Work is still in progress to secure the building as a facility for event management, hiring out to internal University and external clients using a similar model to that of the Technology and Innovation Centre (TIC) at the University. The aim is to generate sufficient funds to supplement our core funding which will enable us to take on staff to manage events and meetings not included in SCILT and CISS core work to meet grant conditions.

A new website has since been developed to promote the Ramshorn as an events venue with management of bookings from internal and external organisations. The website will be launched when the booking system is up and running, and when we are back on campus.

Glasgow Doors Open Days Festival 2021

SCILT and CISS have expressed interest in participating remotely in Glasgow Doors Open Day Festival 2021, an annual programme of open buildings, guided walks and talks organised by Glasgow Building Preservation Trust. This will be delivered, free of charge, over a week in September. The theme 'Sustainable Communities' ties in very nicely with COP-26, and will allow us to provide an interactive and informative visitor experience to raise the profile of the Ramshorn and the work of SCILT/CISS, attracting a large audience to celebrate and learn about Glasgow's rich heritage, architecture and culture.

General operations

Planning and quality improvement

We continue to schedule planning sessions for all staff members early in the year to discuss and put together the new strategic plan for the SCILT and CISS teams.

SCILT and CISS reviewed and evaluated its systems and processes again this year but we were faced with new and unique challenges as lockdown was announced with adapting to new ways of working. Faced with meeting and event cancellations, it was difficult to predict and plan. We had no idea how long the lockdown would last and how this might impact on our activity and funding, though it was quickly evident that the planning process needed to be responsive to the new circumstances and needs of our stakeholders and partners. Planning had to incorporate new technologies and this was a huge learning curve for all the team. We had started to plan early in 2020 so the draft strategic plan had to be quickly modified and revamped to adapt to the new circumstances.

Quality improvement remains at the heart of all SCILT and CISS processes and projects and we have an ongoing focus on systems for monitoring progress across the organisation.

Funding

SCILT

SCILT is financed by and administered through Scottish Government's Curriculum Unit. At the beginning of the year we were asked to estimate what impact the Covid-19 pandemic may have on our expenditure. Planning of budgets became particularly difficult and funding was based on an estimate in early lockdown of what we might need, with the expectation that we would return to normal business in a couple of months.

The SCILT budget was set at the lower amount of £583,002 for 2020-21 to fund staff costs, University levy and running costs. Salary costs were estimated at £460,815; University levy £89,655 and the remainder for non-staff costs and projects.

At the end of the financial year, any unspent monies were retained by Scottish Government.

CISS

CISS is financed jointly by Scottish Government and formerly Hanban, Confucius Institute Headquarters which is now the Centre for Language Education and Co-operation (CLEC), with a new Foundation being established to manage Confucius Institutes around the world. As above for SCILT, planning of budgets became very difficult but it was evident there would be a huge underspend with the cancellation of all China trips, pupil immersion course and scholarships which had a big impact on expenditure. In addition to this, only 13 Chinese Exchange Teachers were able to come to Scotland so costs associated with these were greatly reduced.

For 2020-21 the CISS budget was set at £568,269 from Scottish Government to fund staff costs, University levy, projects, hub costs and Chinese Exchange Teacher costs.

Approximately £500,000 was allocated from China to cover the cost of hubs, Chinese Exchange Teachers, GTCS teacher salaries and projects. Funding from China was not reduced with the expectation that any unspent monies could be carried forward to the 2021-22 financial year.

Of the Scottish Government funding, £323,630 was salary costs; £61,040 was University Levy and the remainder funds of funds for projects and other costs. There was a large underspend and this was retained by Scottish Government.

Next steps

More stringent measures were put in place for monitoring of expenditure and reporting and these have worked well and will be continued into the coming year. The impact of Covid-19 and reduced activity means that budgets have to be carefully looked at and set to reflect the challenges we will be facing in the coming year. We have proved over the past year that we are able to operate on a lower budget while continuing to fulfil the conditions of the grant by embracing new online working practices.

Other funding

GLAIF (Gaelic Language Act Implementation Fund)

We were successful in securing funding for two years to employ a Gaelic Professional Development Officer from 2017-19. Following the successful submission of a report for Bòrd na Gàidhlig, we were awarded a further small grant for funding of a post for 2020-21. Due to Covid-19, activity on this has been delayed but we now hope to start up a new project with a completion date of June 2021 to support employment of an associate to help keep Gaelic on the agenda for the National Gaelic Language Plan and its role in 1+2. Initial plans are in place for partnership between SCILT, Nil By Mouth and Twinkl to develop an online storybook and materials suitable for GME and Gaelic learners. The book will have an emphasis on inclusion and an anti-sectarian message.

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 three-year project.

This project is supported by one of our SCILT PDOs and is now in its third year.

Staffing

SCILT

	Senior Leadership Staff	Teaching Staff	Professional Support Staff
2020-21	Director (0.5) Depute Director (0.5)	4 Professional Development Officers (one at 0.4 a week)	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
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CISS

	Senior Leadership Staff	Teaching Staff	Professional Support Staff
2020-21	Director (0.5) Depute Director (0.5) Chinese Director (employed by China)	2 Professional Development Officers (one at 0.2) Professional Learning Assistant	General Manager Business and Finance Manager (0.5) Communications and Projects Officer 2 Communications and Projects Coordinators

Procedures and handbook

Across both SCILT and CISS, 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 is available for 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 then feeds 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 communications, stronger relationships, understanding of each other's working patterns/needs and 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, health and wellbeing and evaluation.

Collated feedback from previous staff development days demonstrate that 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.

During lockdown the staff participated in the first online staff development day with the theme of team building which was very successful and timely. Throughout lockdown the priority of the University has been to concentrate on the health and wellbeing of staff and students in such difficult circumstances and all staff in SCILT and CISS have worked hard at incorporating health and wellbeing into both working practices and management of home life while working from home.

The huge support offered by the University during the past year has guaranteed the provision of robust technology, updated communication strategies, varied online courses, rest days and meeting-free Fridays which have been embraced and appreciated by all.

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.

Planning days 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.

Two days every two weeks are set aside as collegiate days to ensure that everyone spends time in the office to aid effective communication with the professional services team and with each other. During lockdown these days have been retained as meeting days to work together. Strategic planning, writing of action plans and sharing information takes place during this valuable time for staff. Fridays were designated by the University as 'no meeting' days which was favourably received by all as a time to get on with planned work without online time, with fewer emails and interruptions.

Daily catch ups using Trello software

Staff attended training to introduce a daily comms cell for the Professional Services team to help with communication and to monitor the health and wellbeing of staff during the lockdown period.

This was instigated in the summer and these daily meetings have become an important part of the staff routine to share information and keep in touch, and have helped alleviate any feelings of isolation from the team through working at home. This was initially piloted by the PS team but has now been extended to the Professional Development team. Feedback and evaluation have proved very positive with multiple benefits to all members of staff. We are considering how to continue this once we are back on campus.

Quarterly reporting

This year all meetings have been conducted online with Scottish Government and Education Scotland. A new system for quarterly reporting was put in place for senior leadership team and line managers to report on activity for the previous three months. These collated documents feed into the quarterly reports for Scottish Government and have proved very successful.

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 eight-weekly team meetings. Budgets for both SCILT and CISS are project-based and action plans contribute towards effective time management, budget control, evaluation and monitoring of progress.

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.

The above practices have been monitored even more carefully in lockdown with weekly absence reports to the University payroll rather than monthly. The University has a wealth of information available online to staff and students with online hubs including Coronavirus information, Wellbeing and Working from Home, Return and Resume.

Monthly Faculty meetings for University Centres similar to SCILT and CISS have been attended by SLT throughout lockdown to inform staff of operational developments to ensure the health, safety and wellbeing of staff and students on and off campus, provision of software and equipment for working at home and a safe return to campus.

Staff weekly updates

A weekly staff bulletin is collated by professional services 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 staff bulletin.