

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

## Summary Report for April 2021 – March 2022

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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## Priority 1: Supporting the learning experience

### CLPL: learning and experiences 3-18

#### SCILT

#### SCILT response to Education Recovery Plan

Over the academic session 2021/22, SCILT has continued to support and promote language learning across Scotland. The majority of our work has been undertaken remotely. The team has become increasingly adept at using technology creatively to support learning and teaching. However, as restrictions have eased, we have been able to reintroduce some in-person events that have accommodated participation on-line for those unable to attend the Ramshorn. Analysis of data shows us that SCILT's reach has continued to expand via remote platforms while retention and satisfaction levels remain high among our participants. This is something on which we are determined to build. Moving forward we will continue to use on-line platforms, most notably Glow, to ensure that all of Scotland's teachers have easy and effective access to high-quality professional learning and other support activities offered by SCILT.

Not only does technology offer greater equity of provision across the country, but the reduction in associated travel is time effective and offers greater value to the public purse. With the addition of some additional technical equipment in the Ramshorn, we will be better placed to offer a hybrid approach to SCILT/CISS events. This will enable stakeholders to fully join in remotely with knowledge exchange events, round table discussions, Q&A sessions, etc. In addition, it will future-proof the organisation and help ensure that we can continue to support Scotland's schools, teachers and learners even through periods of major disruption.

Some highlights of session 2021/22 have been:

- The fruition of the online iteration of the Languages Leadership Programme which has supported 63 teachers to develop their skills of advocacy for language learning this year, 60 of them achieving professional recognition from GTCS.
- The increased engagement with our professional learning sessions. The 'open to all' sessions proved to be particularly popular, and these series will be continued for both primary and secondary sectors.
- The reach we gained with the DYW Live sessions and the Generation Global employability event with 3700 young people participating and feedback indicating a high level of satisfaction from teachers and learners.
- The support we gave for Language 3 and language diversity via our online live streamed lessons in Mandarin, Arabic and BSL. This includes the Virtual Exchange Teacher programme that has supported the learning of Mandarin in our Confucius network. Additionally, we supported primary teachers to introduce L3 Polish through live online classes and the Ten Steps to Polish programme offered in partnership with the Polish Social and Educational Society in Glasgow and the Polish Consulate.
- The on-going development of our capacity to deliver high quality 'hybrid' events, culminating in 'A Conversation with Lilian Thuram' in May 2022. This important leap forward in how we use technology gives interactive access to our live events to participants who are based far beyond the central belt.

## SCILT/CISS professional learning offer

### Primary practitioners

SCILT primary Professional Development Officers have continued to respond to all requests from schools, clusters, teacher education institutions (TEIs), local authorities and regional improvement collaboratives (RICs) this year. Workshops continued to be delivered online via Teams with monthly themed drop-ins delivered via Zoom. Where we were unable to present online live, we provided asynchronous inputs.

In alignment with SCILT's reporting and CLPL planning cycle (April – March), the primary professional learning engagement was as follows:

Primary CLPL	April 2021 - March 2022
Engagements	<p>7 x bookings for online workshops, of which:</p> <ul style="list-style-type: none"> <li>• 1 x whole school</li> <li>• 4 x local authorities</li> <li>• 2 x regional improvement collaboratives</li> </ul> <p>SCILT spring series 2022 – open to all</p> <ul style="list-style-type: none"> <li>• 26/01/22 Assessing progress in primary languages</li> <li>• 23/02/22 Cultural contexts for primary languages</li> </ul>
Popular workshops	<p>Making languages work for your primary pupils (x5)</p> <p>Raising attainment through strengthening literacy skills across languages (x2)</p>
Cross-sector	Leading change in 1+2 (Angus, 19/01/22)
Themed bitesize and drop-in	<ul style="list-style-type: none"> <li>• May 2021 – Parental engagement and family learning</li> <li>• September 2021 – Early years creative puppetry</li> <li>• November 2021 – Combining employability skills and primary languages</li> <li>• March 2022 – STEM/LfS contexts for primary language learning</li> </ul>

The SCILT CLPL menu of primary and secondary workshops was launched in June 2021 and re-advertised in August 2021. In light of discussions at LANGS in November, the 'Raising attainment by strengthening literacy skills across languages' primary workshop was reintroduced into the menu in January 2022.

Each of the original four primary workshops on the menu were scheduled as the Primary Spring Workshop Series (January – May 2022). Advertising and registration began in December 2021. These workshops were open to all, including student teachers, and were not reliant on booking by local languages leads. The January and February workshops were fully booked and well attended. Registration for April and May is also encouraging.

For 2022-23, as well as facilitating workshops as capacity allows, each primary workshop on the CLPL menu will be hosted online by primary PDOs at least once during the session. If demand is high then some of these open access workshops may run more than once.

The monthly themed bitesize and drop-in sessions that were part of the SCILT Covid-19 response were labour intensive and achieved variable uptake. For 2022-23, drawing on current practice and practitioner experience in a similar but more sustainable way, primary PDOs will develop and facilitate a series of three more structured online workshops with a focus on creativity across the course of the year.

The 'Early years creative puppetry' and 'Assessing progress in primary languages' sessions provided explicit opportunities for attendees to engage with the early level Es and Os, as per next steps in last year's annual report.

### **Next steps**

- From April 2022 there will be SCILT representation on HaSS CPD and Short Courses committee coordinated by Research and Knowledge Exchange Team (RaKET).
- By mid-June, primary PDOs will plan content for a variety of workshops for early years and primary practitioners that can be facilitated online and/or face-to-face.
- Update CLPL flyer for dissemination to all schools, local authority and RIC officers with languages responsibility.
- Soft launch of CLPL menu in mid-June.
- Professional Learning Award for Organisation – application to be submitted to GTCS by end June.
- Re-advertise CLPL menu in August via SCILT comms.
- From August, advertise 2022-23 schedules and open registration for the open to all series of online workshops and the 'Creativity in Primary Languages' series.
- Contribute to operationalising the forthcoming actions from 1+2 SIG short life working group on ITE and professional learning.

### **Secondary practitioners**

Due to the ongoing challenge of Covid-19, all secondary CLPL was once again delivered online this year. While this still had drawbacks, like last year we found that it brought new opportunities and 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 again allowed us to deliver to a variety of group sizes, ranging from small authorities to entire RICs, using online resources and breakout rooms to maximise interaction. In fact, the majority of our workshops this year have been in contexts beyond that of purely local authority ones, and this flexibility and widened capacity has only been possible through online delivery.

This year we offered five different workshops: 'Assessment and moderation in BGE' (in conjunction with Shona Hugh from Education Scotland), 'Employability', 'Encouraging uptake in modern languages', 'Tackling controversial Issues in the languages classroom' and 'Talking'. As well as delivering all five of these workshops, we also provided four bespoke inputs on areas such as resilience and listening.

We continued to run monthly online bitesize drop-in discussion sessions which were open to all schools and 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 parental engagement (in conjunction with the primary team), learning for sustainability and gathering evidence.



These sessions have allowed for informed and informal discussions which have been valuable and interesting. Our evaluation has shown that they have served a useful purpose over the periods of remote learning, but as these hopefully come to an end, so too will our bitesize programme. Going forward we plan to focus on delivering the core menu and bespoke workshops as before, and on creating a drop-in strand to the workshop menu.

Secondary CLPL	2020-21	2021-22
Engagements	<p>9 local authorities</p> <p>Repeat visits to 4 local authorities</p> <p>Total number of CLPL engagements with local authorities = 13</p> <p>1 CLPL delivery to Secondary CETs</p> <p>Bitesize drop-in sessions = 2 Secondary-specific, 1 cross-sector</p>	<p>5 local authorities</p> <p>4 RICs</p> <p>Repeat visits to 4 local authorities</p> <p>Total number of CLPL engagements with local authorities/RICs = 12</p> <p>1 CLPL delivery to the independent sector</p> <p>1 CLPL delivery to Secondary Mandarin GTCS teachers</p> <p>2 CLPL deliveries to PGDE languages students</p> <p>Bitesize drop-in sessions = 2 Secondary-specific, 1 cross-sector</p>
Popular workshops	<ul style="list-style-type: none"> <li>• Assessment &amp; Moderation x6</li> <li>• Inspiring contexts x3</li> <li>• Improving Uptake x3</li> <li>• Employability &amp; Languages x3</li> </ul> <p>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.</p>	<ul style="list-style-type: none"> <li>• Talking x5</li> <li>• Encouraging Uptake x4</li> <li>• Employability x4</li> </ul> <p>A number of our CLPL sessions this year were once again bespoke, combining several different topics and components.</p>
Cross-sector	<p>Bitesize drop-in session: Lessons from lockdown</p>	<ul style="list-style-type: none"> <li>• Bitesize drop-in session: Parental engagement</li> <li>• PGDE inputs</li> </ul>

### Next steps

- Continued dynamic evaluation of this year's approach to workshop delivery and planning for future models of delivery.
- Preparation and publication of the professional learning menu for next session, using feedback and evaluation from this year.

- Continued extension of our delivery of bespoke sessions in order to meet specific needs within schools, local authorities and RICs.
- Build on the development this year of a more flexible approach to delivery, allowing the needs of different groups/areas to be more fully met.

### **OU/SCILT blended course**

In light of feedback from GTCS, the programme was adjusted to make the Professional Recognition element opt-out rather than opt-in for Scottish teachers from 2021-22 onwards.

We introduced a revised staffing model for the 21J pedagogy strand. Two Associate Tutors (previous TELT students) and both SCILT primary PDOs supported Scottish students on the beginner and post-beginners pedagogy strands, including online tutorials. There was a lighter touch on monitoring application tasks and higher tutor commitment to Professional Recognition feedback.

Presentation 21J:

- Scottish students (beginners) registration = 29
- Retention as at 19/04/22 = 24
- Scottish students (post-beginners) registration = 13
- Retention as at 19/04/22 = 11

Preparations for 22J presentation ongoing through spring 2022. Registration open between March and June 2022.

In the course of this session, OU colleagues secured two pots of funding:

- Praxis project (£3500) which supported the integration of a twinning initiative between students in Wales and Scotland on the post-beginners and beginners courses. In spring 2022 one former student and Associate Pedagogy Tutor worked with an OU Associate Language Tutor to support six students (two Scottish, four Welsh) to connect their classes and to share their learning. A radical alternative to previously proposed immersion opportunities.
- Impact funding (£5000) from the Welsh Government supported an independent review of the TeLT programme. Report and other outcomes to follow in due course.

### **Next steps**

- By September 2022 – issue certificates of completion to all 2021-22 Scottish students completing at least 4/5 application tasks.
- In September 2022 – confirm successful 2021-22 Scottish students who have met Masters level criteria for 4/5 Professional Recognition tasks with GTCS.
- Negotiate accredited prior learning eligibility for TeLT Professional Recognition holders on Masters pathways at TEIs.
- Encourage TeLT alumni to take up further Masters opportunities and participate in Languages Leadership Programme.
- Continue to coordinate and support TeLT pedagogy strand for 22J presentation.

## Support for early career teachers

Across the year, the Professional Development team engaged with early career teachers on a variety of themes as follows:

	April 2021 - March 2022
Early career teachers	<ul style="list-style-type: none"> <li>• Clackmannanshire NQTs 28/04/21 – First steps in primary languages</li> <li>• PGDE Primary students, Moray House 01/06/21 – What SCILT can do for you</li> <li>• Stirling BEd Primary with Modern Languages, Year 3 students 09/04/21 – Strengthening literacy skills across languages</li> <li>• PGDE Secondary Modern Languages students 18/01/22 – Learning for Sustainability and DYW</li> <li>• West Dunbartonshire NQTs 11/02/22 – First steps in primary languages</li> <li>• Spring into Languages (Strathclyde UG &amp; PG student conference) 31/03/22 – a) Engaging cultural contexts for primary languages, b) Listening and Talking in the Secondary classroom</li> </ul>

Two professional learning events for early career teachers were pencilled in for Languages Week Scotland 2022. Unfortunately, a linguistics puzzles workshop co-hosted by Maths Outreach Group, University of Edinburgh and a TeachMeet style event co-hosted with SALT did not take place due to bad timing on two fronts – a clash with student teaching placements and ongoing challenges of the pandemic.

This year, representatives of SCILT Professional Development team and SCDE Languages Group have continued to meet termly to share work and to establish opportunities for collaboration that support UG and PG students on primary education and secondary languages ITE courses. This has included advertising SCILT open access professional learning to student teachers.

In February, a member of the PD team attended an information session for the GTCS/Education Scotland Stepping Stones professional learning programme for early career teachers in the first four years post-probation. The Stepping Stones team are keen to publicise and if appropriate incorporate subject specific professional learning in a variety of formats into their offer.

### Next steps

- Follow up with Stepping Stones team about possible sharing and collaboration.
- Target local authority Probationer Support Officers with information of SCILT full CLPL offer including bespoke professional learning for early career teachers in primary and secondary.
- Continue regular meetings with SCDE Languages Group colleagues.
- Review SCDE Languages Group MOOC based on National Framework for Languages (ITE) currently in development by University of Glasgow for student teachers.
- Support the operationalisation of forthcoming actions relating to student teachers and teacher educators from 1+2 SIG short life working group on ITE and Professional Learning.
- Support the development of ECT-led professional learning events for early career teachers.

## Scotland's Languages Leadership Programme

In 2021-22, SCILT Professional Development Officers have continued to support local/RIC languages leadership initiatives, again providing inputs for practitioners in Angus and in the FVWL improvement collaborative.

The pivot online for the revised version of SCILT/Education Scotland's Languages Leadership programme has been broadly positive. A professional learning community has been established in MS Teams in Glow.

- LLP Core: two days of online professional learning for participants, networking and socialising in June.
- LLP Choice: choose from a programme of workshops and modules offered by SCILT, Education Scotland and LANGS colleagues, August – April.
- LLP Recall Day: participants to share LLP learning journey with small group, term 4.

Participants were supported and challenged by critical friends who commented on participants' Masters level journal submissions posted on the LLP OneNote. The three Masters level criteria for feedback will be knowledge and understanding; critical analysis and evaluation; structure and presentation. To achieve Professional Recognition participants must meet criteria for at least three of the four journal submissions during the course, as well as give a presentation at Recall Day.

- 2021-22 participant registration = 88
- Participant retention as at 19/04/22 = 63
- 2021-22 Critical Friend Recruitment = 21
- Critical friend retention as at 19/04/22 = 17

Changes to 2022-23 programme in light of feedback:

- Applicant criteria – 5+ years post probation or equivalent, change from any post-probationer teacher. This came about with the expectation for all participants to work towards GTCS Professional Recognition for the first time. Thus we found that many of the early career teachers welcomed onto the 2021-22 cohort felt they were not in a position to effect change in their settings, this put them under unnecessary pressure in terms of reflecting on their leadership practice. As a result, some required significant extra support from critical friends, and some withdrew from the programme. This change may result in a lower number of applications than last year.
- LLP choice programme offered a wide range of optional one- or two-part workshops on a range of issues. Increased personalisation and choice. In 2022-23 workshops were offered by SCILT Professional Development Officers, Education Scotland Education Officers, local authority officers and some other invited guests. We are hopeful of more workshops from local authority/RIC officers.
- To facilitate collegiality and share the workload more equitably, in 2022-23 critical friends will work in larger groups to support participants rather than pairs. Processes for feedback were negotiated over the course of this first iteration. For 2022-23, critical friends will attend one day of professional learning in June rather than two – processes within Teams in Glow, how to give effective feedback online.
- Monthly updates to participants and critical friends. Regular drop-in sessions for participants to ask questions.

This session, three LLP alumni successfully claimed accredited prior learning (APL) with the GTCS Professional Recognition from the programme to the value of 20 Masters credits and transferred onto Med pathways at the School of Education, University of Strathclyde.

### **Next steps**

- Review participant applications 06/05/22.
- Continue to recruit critical friends, applications close 17/05/22.
- Publish 2022-23 Handbook and LLP Choice workshop programme.
- Support 2022-23 LLP Core for participants 17-18/06/22.
- Prepare and facilitate 2022-23 LLP Core for critical friends 17/06/22.
- Prepare and facilitate 2021-22 LLP Recall Day 18/06/22.
- GTCS Professional Recognition re-accreditation panel scheduled for 28/09/22.
- Negotiate APL eligibility for LLP Professional Recognition holders for Masters pathways at other teacher education institutions.

### **Integration of learning for sustainability**

*“We are, after all, the greatest problem solvers to have ever existed on Earth. If working apart, we are a force powerful enough to destabilize our planet. Surely working together, we are powerful enough to save it.”* Sir David Attenborough, COP26 November 2021

*“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.”* Modern Languages Principles and Practice, Scottish Government

COP26, the 2021 iteration of the annual UN climate change conference, took place in Glasgow in November, bringing issues of global citizenship into sharp focus and affording natural opportunities to highlight this as an emerging context in language and citizenship education.

In preparation for this, a comprehensive [toolkit of resources](#) for Learning for Sustainability, including global citizenship and provision for the integration of the United Nations Convention on the Rights of the Child, was developed and published on the SCILT website in August 2021.

Launching this ahead of COP26 allowed time for teachers to be aware of it, to plan how to use it before the conference began, and for a comprehensive range of professional learning opportunities to be offered in order to support with this. These included a bitesize drop-in session, dedicated webinars for in-service teachers, local authorities, PGDE students, LLP participants and input at a national conference. In addition, there were five iterations of the ‘Encouraging uptake’ secondary workshop in which Learning for Sustainability features as a context for learning.

In order to give further opportunity to incorporate Learning for Sustainability to the languages classroom, we organised the [Words for the World](#) competition which ran from September to November 2021, culminating in an awards ceremony just after COP26 ended.

Over 200 pupils from 14 different local authorities submitted entries in a total of 24 different languages, using different media to express their hopes and fears for our world. These included videos, songs, essays, poems, posters, comic strips, drama script and animation. The entries clearly demonstrated that Scotland’s young linguists have the ideas, the creativity and the passion to change the world with their words.

All of these areas have enabled us 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.

### **Next steps**

- Continue to update and promote the Learning for Sustainability toolkit.
- Develop a Learning for Sustainability and Languages Award to promote engagement of schools with relevant partners and with global citizenship issues.
- Expand the Words for the World competition.
- Look for further opportunities to integrate Learning for Sustainability into language learning at a national level.

### **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 the following:

- Updating and promoting the SCILT online Developing the Young Workforce (DYW) toolkit.
- Incorporating DYW and employability into the professional learning menu in primary and secondary sectors. 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. It has again been popular over the course of the year, in both primary and secondary sectors and at local authority and RIC level a total of eight workshops were delivered (two primary, three secondary, one cross-sector and two pre-recorded), and employability was the focus of one of the primary bitesize drop-in sessions. These are the workshops which are solely focused on employability; in addition, there were five iterations of the 'Encouraging uptake' secondary workshop in which employability features as a context for learning.
- 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.
- 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 see languages and intercultural competencies as vital skills for a future global workforce. The reach of the December launch event for learners, which emphasised the importance of languages for their future employability, underlines the demand for input of this nature.

In the course of this year, the opportunity arose for SCILT to participate in eSgoil's [DYW Live](#) programme. We developed and delivered a one-hour interactive online workshop entitled [Languages and Your Career](#). This was initially planned as a one-off event for up to 150 learners, but as a result of high demand we ultimately delivered 15 sessions across four months attended by close to 2500 learners and their teachers. We plan to develop this further for session 2022-23 and to deliver a series of language-specific employability workshops as a continued involvement with DYW Live.

### **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 CLPL workshops/webinars/online means.
- Develop and deliver further DYW Live sessions in conjunction with eSgoil.

### **Scottish Languages Employability Award**

The Scottish Languages Employability Award (SLEA) is now in its third 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 four bronze awards have been achieved by schools from seven 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](#). This page 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 for local authorities this year, ('Employability' and 'Encouraging uptake'), in three specifically-requested local authority inputs for curriculum and language leaders, in the LLP Choice programme, in a professional learning workshop for PGDE students, in one of the primary professional learning workshops ('Making languages work for your primary pupils: DYW and 1+2'), and in a primary bitesize drop-in session on employability.

The next date for submission and verification is in May 2022.

As the award has almost completed a three-year cycle of implementation, the intention now is to review it and adapt as appropriate in order to continue to offer high-quality and attainable accreditation of a meaningful experience for schools and businesses alike.

#### **Next steps**

- Review of the award philosophy and criteria.
- Amendment as appropriate.
- Refreshed publicity and promotion of the SLEA.
- Support for schools in how to go about developing business partnerships.
- Verification of next round of submissions.

### **Support for school – university liaison**

#### **Online workshop**

An online workshop for Higher and Advanced Higher language learners ran in collaboration with the University of Glasgow to encourage senior phase learners to continue their study of languages beyond school. University staff and current language students shared information about the language courses on offer at the University of Glasgow, and about life as a language student. Seventy-six learners attended the workshop and engaged enthusiastically with the Zoom chat facility to ask questions of lecturers, students and SCILT staff. Feedback from evaluations indicates that

there was a balanced mix of learners from both Higher and Advanced Higher and comments were extremely positive:

- “I just wanted to say it was amazing, and now I really want to pursue languages. Thank you so much for this opportunity! It was an amazing event that has really made me feel excited to study language at university! And the information that I’ve taken away from this session will be helpful not only to me but teachers and other students in my school’s language department! Thank you so much again!”
- “Really enjoyed the call and the insight it gave me about languages. It was really well set up with a lot of variety of content.”
- “I now have a better understanding of how to approach the key areas of the course and use my time efficiently!”

### **Online workshop series**

Building on the success of previous Advanced Higher workshops with different universities, and feedback from the University of Glasgow Higher/Advanced Higher workshop described above, work began on a new series of live online senior phase-university workshops in collaboration with colleagues from the universities of Aberdeen, Dundee, Edinburgh, Glasgow, Stirling and Strathclyde. This suite of workshops, due to run in the first term of session 2022-23, is designed to give Higher and Advanced Higher learners an insight into university life, allow them to hear from current university language students about their experiences and offer tips for use in their current language courses at school.

### **University mentoring programme**

In collaboration with the Northern Alliance and University of Aberdeen, discussions got underway to develop a university mentoring programme, which will run in session 2022-23, initially as a pilot project. Ultimately, following robust evaluation, this will run as a national university mentoring programme. Student mentors will lead a series of six online sessions with S2/3 learners in order to encourage them to recognise the value of multilingualism, multiculturalism and internationalism in their future careers by building supportive mentoring relationships with small groups of mentees. The aims of this programme are to increase uptake in languages in senior phase national qualifications and beyond, raise the aspirations of school mentees and offer transferrable employability skills for student mentors.

### **Next steps**

- Along with university partners already identified, we will launch a programme of six integrated workshops to run in term 1 next session, allowing Higher and Advanced Higher language learners to gain support for the qualifications they are sitting, but also to see what studying languages at university is like.
- We will continue to develop the university mentoring pilot project and launch the first iteration of this in session 2022-23.

### **Language Ambassador programme**

SCILT collaborates with HaSS on training, support and facilitating for the Language Ambassador programme. This programme allows secondary schools to book in-person or online visits from language ambassadors, who are languages students at university, to talk about the value of languages and encourage young people to choose languages as part of their high school curriculum and higher education pathways. This year, the programme has once again been fully online, which has led to some logistical challenges and has resulted in fewer visits than usual. We have used this as



an opportunity to discuss the programme more widely and to plan a relaunch of a hybrid programme for after the summer.

From next session, we will be joined by the University of Stirling in this programme and will be able to provide language ambassadors from both universities. We will evaluate this with a view to possible further expansion of the programme to include other universities in the future.

#### **Next steps**

- Facilitate the delivery of in-person and online language ambassador visits with students from the universities of Strathclyde and Stirling.
- Evaluate the programme and seek to involve other universities as appropriate.

#### **Support for teachers delivering the Bacculaureate**

This has been on hold due to the pandemic. We plan to gauge interest in this and deliver, if appropriate, online support and networking opportunities to facilitate delivery of the Bacculaureate.

#### **Next steps**

- Use our communication channels to assess levels and areas of interest.
- Plan and deliver support as indicated through scoping.

#### **Support for bilingual learners and heritage languages**

Heritage languages and celebrating language diversity were part of the ongoing plan for Languages Week Scotland.

Liaison continued with the BHASHA languages festival committee and SCILT staff attended events in the 2022 BHASHA festival programme.

Partnership working with Bilingualism Matters continued and initial plans have been established to run two CLPL sessions in 2022-23 to bring together mainstream and complementary schools, and to ascertain any support that SCILT can offer complementary school teachers by providing CLPL opportunities, networking or knowledge sharing platforms.

#### **Next steps**

- Continued liaison with complementary schools and other heritage language organisations to build and develop partnership working.
- Run CLPL sessions in partnership with Bilingualism Matters in 2022-23: three introductory professional learning workshops for complementary school educators, and one knowledge exchange event to promote understanding between mainstream and complementary schools.
- Incorporate exemplification and guidance for supporting teachers of bilingual learners into SCILT professional learning offer i.e. TELT, LLP, early career teachers.

#### **Polish as an L3**

With support from the Polish Consulate in Edinburgh and in collaboration with the Polish Social and Educational Society in Glasgow, the 'Ten steps to Polish' resource was published on the SCILT website in June 2021. This online resource, created to support primary teachers teaching Polish as an L3 in the classroom, provides a structured and progressive block of 10 lessons that covers Polish language and culture. In order to support teachers' use of the resource and develop their knowledge of Polish language, an 8-week block of Polish for teachers classes, facilitated by SCILT, ran in the autumn term. Around 18 teachers from across the country attended the weekly classes with many

commenting favourably on the course and its content. On teacher commented: "I found the lessons engaging and interesting. The hosts were friendly and positive. The group was supportive. I found this a really fun way to learn the basics of a new language, and I think all the additional information about Poland will be very useful when delivering lessons or an after-school club."

Some teachers found the language element of the course useful in supporting EAL pupils in their school. Others felt that having had the opportunity to learn basic Polish in the first instance, they would implement the 'Ten steps to Polish' course with their learners later in the year.

While this block of lessons was a pilot, there is a possibility that there will be further opportunities to facilitate a similar course in the future.

### **Next steps**

- Make modifications to the 'Ten steps to Polish' online resource informed by the Polish Social and Educational Society evaluation forms.
- Continue to work closely with the Polish Consulate in Edinburgh, supporting initiatives such as Polish resource boxes for primary schools.
- Continue partnership working with Polish Social and Educational Society, seeking opportunities to support Polish as an L3 in schools such as promoting 'Ten steps to Polish' resource and supporting teacher learning.

## **CISS**

### **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 offer termly professional learning for all GTCS Mandarin teachers and student teachers in Scotland. In session 2021-22, we have delivered four professional learning and support sessions. The first two in May 2021 covered assessment and moderation of national qualifications, and was a direct result of requests from GTCS teachers given 2021's alternative certification model. We ran this in partnership with the principal verifier of Chinese languages at SQA. The second session was in the form of a sharing good practice session, where practicing teachers shared their own ideas and resources using digital technology and advice for teaching online, reflecting on recent lockdowns and remote learning and what can be continued into the classroom. This format was very well received and we shall continue to offer one professional learning session per year in this format.

In November, we held a session specifically for early career teachers, where the main focus was networking and classroom management. This was a good way for new teachers to meet more experienced practitioners and for an ethos of mutual support to be embedded.

In March we invited SCILT Professional Development Officers to deliver a professional learning session on DYW and employability using languages. Again this was very well received and we hope to have an annual professional learning session with SCILT input.

From August 2021 we have established a GTCS Mandarin teachers' steering group, comprised of five experienced Mandarin teachers and a Professional Development Officer. All the teachers are participants on the SCILT/Education Scotland Languages Leadership Programme and have an interest in leadership development. They have each taken a role in one aspect of the GTCS teachers' network including: communications, delivery of professional learning, assessment and moderation, development of resources. The group have met twice so far and as a consequence, we have

established new, focused social media communications groups, set up cross-marking and moderation teams and developed a new professional learning strategy.

### **Next steps**

We plan to hold four professional learning workshops throughout the year 2022-23 in May, September, November and March. One of these will be of a sharing good practice format, one will include input from SCILT Professional Development Officers and one is to include input from a university researcher. The fourth will be focused on understanding standards, assessment and moderation.

The steering group will hold an AGM and a new committee will be established to continue to develop the support network of our GTCs Mandarin teachers.

### **Support for Chinese Exchange Teachers (CETs): 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. Following the successful pilot of a new framework of professional learning and support for Chinese Exchange Teachers (CETs) in 2020-21, we have delivered this programme to our seven new CETs who arrived in August 2021. This programme includes a full week of induction workshops and support to integrate them into life and work in Scotland, followed by eight monthly professional learning input sessions (alternating between two-hour synchronous interactive workshops and short asynchronous recordings) and eight monthly twilight discussion sessions on the theme of the month. All the themes of the professional learning are linked to the Standards for CETs, which are based on the GTCs Standards for Provisional Registration.

In year one, CETs are assessed by means of reflective prompts which encourage them to think critically about their practice. Existing CETs, now in their 3<sup>rd</sup> or 4<sup>th</sup> year in Scotland, have been piloting a more individualised professional learning structure, based on a small-scale action research project and practitioner enquiry.

### **Next steps**

- Both professional learning programmes will be fully evaluated and adapted to suit the needs of the CETs in the current context.
- We shall consider carefully how to integrate more in-person professional learning and support into the programme, when Covid-19 restrictions allow.
- A full professional learning programme for year two CETs is under development to meet the needs of those who will continue in Scotland for session 2022-23.

### **Support for Chinese Exchange Teachers (CETs): framework of progression**

The Mandarin framework of progression has been developed to support CETs in their planning and teaching of language to pupils working on their first year of Mandarin at first, second and third level. The framework was introduced to new CETs in August 2021 during their induction training and it now forms the basis for a coherent and consistent programme of language learning across the BGE, offering a depth of learning of L3 for primary school pupils. The documents align with the experiences and outcomes of CfE and the modern languages benchmarks. A working group of experienced CETs helped to develop the documents and are contributing to the piloting of the progression in the current year. The framework document is also being used by hub schools to

underpin their Mandarin programmes and by those developing Mandarin resources to be used in Scottish schools.

#### **Next steps**

- Feedback on the effectiveness and practicality of the framework will be sought from those using it during the current academic session of 2021/22.
- The first year framework documents will be reviewed and revised based on this feedback.
- A second year framework document at second level will be drafted and reviewed by the working group by the end of May 2022. We aim to have this document ready for use by CETs beginning their second year of teaching in Scotland at the start of the 2022/23 session.
- A raft of resources, tied to the topics covered in the framework, is being developed by CISS, BBC Bitesize and specialist hubs. These will aim to support CETs in their teaching of topics where we are currently lacking appropriate resources.

#### **Support for Chinese Exchange Teachers (CETs): 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 CETs in our hubs this session. As part of the hub support programme, we delivered an information and support session to CET mentors in October. Due to ongoing Covid-19 challenges, and mentors already feeling confident in their role, this session was very poorly attended.

We offered those involved in the Languages Leadership Programme, and any CET mentors who wished to be involved and develop their expertise, the chance to take part in two online coaching and mentoring workshops.

#### **Next steps**

- We will evaluate feedback from existing mentors and look at how best we can support mentors going forward.
- Work is ongoing to develop a mentor handbook including guidelines for mentor meetings, lesson observations, professional learning and completing the CET's annual report.

### **Learning Partnerships**

#### **SCILT**

#### **Learning partnerships**

#### **Living Languages series**

Following the necessary suspension of this series due to Covid-19, a very successful online event was staged in June 2021 with French former footballer and human rights campaigner Lilian Thuram. As face-to-face events resume in the year ahead, we hope to host well known figures from a range of

fields (e.g. sport, business, politics, the performing arts) to discuss how a knowledge of other languages and intercultural competencies have enhanced their careers.

## **Continuing Professional Learning Partnerships (PLPs)**

### **Parental Engagement with Save the Children**

Due to Covid-19 restrictions in schools, we had to extend the period for participating schools to complete their parental engagement activities. Although all schools have since completed their activities, it has however delayed the publication of the case study on the SCILT website. This is now underway and will be published by June 2022.

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

- Complete case study and publish on the SCILT website.

### **Santécosse with Tayside RIC and University of Dundee**

This is a professional learning partnership 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 is the area of health and wellbeing, designing and presenting a health promotion programme through social media. It is aimed at learners in S3.

As reported last year, the project was delayed in starting due to the pandemic and resultant impact. However, we have been able to proceed with a pilot project involving three schools, one in each of the Pan Tayside local authorities. This has been possible due to the incredible commitment of the teachers involved even in the midst of the most challenging times.

Through discussion, the project has evolved to incorporate Learning for Sustainability and the United Nations Convention on the Rights of the Child, specifically Article 24, and covering areas of health and mental health. This pilot is now underway using a set of teaching materials prepared and moderated collaboratively in French and also now in Spanish, in order to fit the curricular models of the pilot schools.

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

- Completing the pilot project.
- Planning and holding a celebratory event to judge entries and award prizes.
- Evaluating the pilot.
- Planning and preparing for expansion of the pilot.

### **Le foot et la Francophonie**

During the autumn of 2021, teachers of French in four Glasgow secondary schools (Knightswood, Lourdes, Shawlands and St Roch's), supported by staff from SCILT, produced some high-quality teaching materials based on football and the French-speaking world. In addition, with colleagues in physical education in their respective schools, they discussed how to implement a document,

developed jointly by staff in SCILT and colleagues specialising in PE within Strathclyde's School of Education, which outlines benchmarks, experiences and outcomes, with the aim of piloting a project which is truly interdisciplinary.

Since January, the project has been rolled out in S2 classrooms and on school playing fields. From meetings with the teachers and visits to the four schools, it is evident that teachers have been equipped to motivate a large number of the 750 pupils involved through this innovative context for learning, and that the learners themselves have become aware of the relevance of languages to a field in which many have a keen interest. The outstanding resources, produced by each school and moderated by the four teachers involved, cover the four key skills. Moreover, they encompass the Francophone world and include strong anti-racism messages. They have been shared and used with great success by the four schools involved in the pilot project in 2021-22 and, following the completion of the pilot project, they will be made available in 2022-23, via the SCILT website, to all schools in Scotland.

A competitive final, involving a team of five pupils from each of the schools, has been scheduled for 12 May 2022. At this event, each team will present a short pre-recorded video in French, and perform a football drill which they have designed. The winning team will be decided by the combined score of these two elements.

## **New Professional Learning Partnerships (PLPs)**

### **Creative puppetry and storytelling**

This year saw the development of a new PLP between SCILT and Tania Czajka, teaching artist, author of bilingual storybook *Lapin is Hungry* and artistic director of bilingual theatre, *Le Petit Monde*. The purpose of this PLP was to support teachers and early years practitioners (EYPs) working at early level in delivering French to their young learners through storytelling and puppet making. In order to gauge interest in the PLP, we asked practitioners to register their interest to which the response was overwhelming. We had around 126 practitioners – both teachers and EYPs – expressing their interest! In September 2021 SCILT's September bitesize and drop-in session took place based on the theme of 'Creative puppetry in the early years'. Many interested attended the live drop-in event and heard more about creative puppetry and language learning approach from Tania. This event was also supported by Zoe Gordon, West Lothian's 1+2 Development Officer, who had previously supported Tania pilot her approach in Springfield Primary.

Having completed the selection process, 20 schools/early years centres (EYCs) were selected and were split into two groups; 10 schools in group one to run in the spring term and 10 schools in group two to run in the summer term. The 20 participating schools/EYCs are spread across 14 different authorities of which two are challenge authorities. As this project required specific materials to support the creative element of puppet-making, each school was provided with a resource box containing puppet prototypes, puppet templates and three copies of the bilingual book *Lapin is Hungry*. In addition, a further £100 was given to each school to purchase the art materials required for the puppet-making.

Although one teacher from each school registered to take part, it was on the basis they would work alongside a colleague in school as per the design of the project. In effect, we have supported 40 teachers/EYPs throughout the duration of this project. The weekly planning and debrief sessions held on Teams have been insightful as colleagues from each school have had the opportunity to share their learning and practice using Google Jamboard. Evidence gathered from the Jamboards will provide the basis for a case study which will be published in due course.

### **Next steps**

- Co-write case study with Tania Czajka and publish on SCILT website.
- Develop a community of practice to support teachers and EYPs with language learning at early level.
- Write an article for the Scottish Languages Review.
- Use evidence from questionnaires to inform professional learning opportunities.
- Encourage participating teachers/EYPs to share their experience from the PLP by engaging in knowledge exchange opportunities either at school, cluster, local authority or national level.

### **Scottish Prison Service Family Learning**

This project aims to be a partnership between SCILT, the Scottish Prison Service (SPS) and volunteer languages teachers. It is aimed at engaging prisoners and their children in meaningful remote language learning experiences, delivering a block of online language lessons of around six weekly sessions to individual prisoners and their families. It also aims to address health and wellbeing in terms of modelling and encouraging positive relationships, and to support attainment for vulnerable learners. It will be delivered in collaboration with the Family Liaison Team, building on some of their existing digital procedures, and their knowledge of families in their care. The project will operate in whichever language(s) are most appropriate for each family according to their child(ren)'s existing language provision at school.

This project is in the early stages of planning.

#### **Next steps**

- Continue working with SPS to agree logistics.
- Work with Family Liaison Team to identify families.
- Recruit and train teachers.
- Develop materials.
- Run and evaluate pilot course.

### **A Multilingual Approach to Language Learning - Polish through Art**

In partnership with Bilingualism Matters, we have been working alongside five teachers from three mainstream primary schools and one teacher from the Polish Complementary School in Glasgow to explore a multilingual approach to language learning through the medium of art.

All teachers who took part in this project engaged in four professional learning workshops where they had the opportunity to develop their knowledge and understanding of multilingualism and how art could be used to support a multilingual approach to language learning. The workshops were a mix of theory and practice where teachers had the opportunity to participate in practical activities.

Following on from the workshops, teachers implemented some of the practical activities with their P6-7 learners. However, in the Polish Complementary School, some of the children who took part were younger. Pupil artwork from all schools was submitted for the online gallery, published on the SCILT website in February 2022 during Languages Week Scotland. The tweet from SCILT promoting Polish through Art had a great impact with 7 retweets, 8 likes and 3.9k impressions:

<https://twitter.com/scottishcilt/status/1489207094838448131>

The online gallery was launched in February 2022 and contains more than 60 pieces of pupil artwork. The launch of the gallery took place at an online event supported by colleagues from Bilingualism Matters and Dr Łukasz Lutostański, the Polish Consul General in Edinburgh, along with a range of educational professionals, parents and pupils.

#### **Next steps**

This has been a successful partnership and project overall. Partners, teachers and pupils have commented on the positive impact their involvement in this project has had and it demonstrates how effective a multilingual approach to learning through art can be. Due to its success, we are hoping to develop this multilingual approach further next session and aim to support teachers from various complementary schools, including the Polish School in Glasgow, and teachers in mainstream primaries. We are at the initial planning stages but would like to implement a project similar in structure to Polish through Art with a larger group of teachers from a variety of teaching backgrounds.

## CISS

### Development of specialist hubs

Support for Specialist Confucius Classrooms continued 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. An information session was held in February 2022 as part of the hub support programme, to showcase the work of the Specialist Confucius Classrooms to schools in the wider hub network.

#### *Next steps*

- Continue to increase 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.

### Virtual Exchange Teacher programme

CISS continues to develop our partnership with South-West Jiao Tong University in Chengdu, China and has used this partnership to increase our provision of online Mandarin lessons to primary learners across Scotland. International travel and safety restrictions meant that numbers of Chinese Exchange Teachers (CETs) continued to be greatly reduced this year. What started out in 2020-21 as a response to decreased numbers of CETs in Scotland due to the global pandemic, has become a means of widening participation in Mandarin learning and teaching across local authorities where there is a Confucius Classroom hub. In 2021-22, our provision was much expanded. In April-June 2021, 62 Virtual Exchange Teachers (VETs) taught Mandarin to 83 classes in 53 schools across 10 local authorities and from October-December 2021 67 VETs taught Mandarin to 103 classes in 49 schools across nine local authorities.

CISS has developed an 8-week progressive Mandarin course at two levels, which has been extensively evaluated and adapted to meet the needs of P5-7 learners studying Mandarin as an L3. The course materials continue to be improved following feedback from Scottish teachers and VETs themselves, and a third level is currently being developed for use in session 2022-23.

Prior to their participation in this programme, the VETs were given full induction training online, over the course of a week to introduce them to the Scottish education system and online teaching as well as covering essential information on safeguarding, lesson planning and the course content to be used before embarking on their online teaching journey. Throughout the session, 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**

In 2022-23 we are planning to work with another cohort of schools and VETs in April-June and then again in October-December. We will evaluate the programme after each iteration, and adapt and amend the course and our training programme to suit the needs of our VETs and the schools we are working with. We will develop a third level 8-week course for those schools who wish to continue their learning beyond level two.

### **Hub links with Chinese schools**

After a year of delays due to the pandemic, CISS successfully launched the pilot Climate Ready Classroom project in conjunction with Keep Scotland Beautiful in September 2021. Two hundred and eight learners from six Scottish primary schools took part, along with more than two hundred learners from their six partner schools in Tianjin, China. Over a month, the schools simultaneously delivered a series of lessons on the climate emergency, based on materials from Keep Scotland Beautiful's 'Climate Ready Classrooms' and 'Eco Schools' programmes, which were adapted to meet the needs of each school's context. In addition, the schools learned relevant Mandarin language alongside the climate change lessons in a CLIL-based approach, developing language skills which they then put to good use in a weekly video link up with their partner schools, showcasing their work and learning from their Chinese counterparts.

It was a rewarding and enriching experience for learners and their teachers alike, both in Scotland and China:

- "Being able to connect with learners in China was very exciting for our children. Although they had been learning Mandarin for many years this was the first opportunity to do this." Scottish teacher
- "[The learners] were very excited and highly motivated, they were super keen to share their learning as well as listen to the children in Wumalu Primary share theirs." Scottish teacher

The programme achieved much acclaim externally in the run up to COP26 and the CISS team and school participants were invited to take part in a panel discussion as part of the University of Strathclyde's COP26 knowledge exchange programme on 10 November.

### **Next steps**

In session 2022-23 CISS will take forward suggestions given by participants on the pilot project and develop a new bespoke framework for the project, renamed Eco Learning Partners, which fully integrates Mandarin learning into the teaching on climate change and carbon literacy.

There will be a renewed focus on schools linking with their partners in China and more opportunity for developing relationships between schools and understanding other cultures.

We hope to offer this opportunity to a wider number of schools in the summer term of session 2022-23 and work with them to develop a sustainable and long-lasting project which can be fully integrated into the schools' curriculum.

### **Supporting uptake in National Qualifications and other accreditation**

During 2020-21, SCILT/CISS delivered live lessons by a dedicated GTCS teacher for learners studying National 4 and National 5 Mandarin (Simplified). One hundred percent of learners achieved success in the level at which they were presented. At National 5, 75% of learners achieved A grades.

At the start of the current session (2021-22), we were able to recruit a second GTCS Mandarin teacher in order to increase capacity and allow us to offer nationally the Discovering China BGE course and three levels of National Qualifications in Mandarin – National 4, National 5 and Higher.

Classes were delivered live through Microsoft Teams. National 4 and 5 classes received three hours of live lessons each week, and Higher received five hours. Each class had a dedicated Team where, in addition to the lessons, communication took place between teachers and learners, and further work was set and submitted. Additional supported study sessions have also taken place in the class Teams in order to fully support learners. All of this year's learners are on track to succeed at their current presentation levels.

Classes have again been popular with learners and appreciated by schools. SCILT/CISS is very grateful for the support and collaboration of staff in schools in delivering this programme.

For session 2022-23 we will continue to offer all three levels above and we are adding Advanced Higher provision to the national offer in order to support full learner progression. National 4 will continue to receive three hours of live lessons and Higher will receive five. In order to better support presentation, we are increasing the National 5 offer to four hours of live lessons each week.

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.

### **Next steps**

As well as preparing learners for presentation at Advanced Higher level for the first time, we will also be looking at other ways to support presentation for SQA awards and qualifications.

### **Support for BGE**

The Discovering China course allows learners to access a 10-week block of Mandarin language and culture lessons taught by one of our two GTCS-registered Mandarin teachers. This allows Mandarin to be offered as an L3 experience in schools which are not part of one of our hubs and which would not otherwise have this opportunity. It takes the form of one live lesson each week delivered to a whole class at a time via Microsoft Teams.

In session 2020-2021, this was delivered to two primary schools from one local authority by our first GTCS teacher. For this current session (2021-2022) we have been able to expand capacity due to the addition of a second GTCS Mandarin teacher. This session, we have delivered a block of secondary BGE classes to two schools in two different authorities. Delivering the secondary BGE course is often tricky due to the logistics of S1-3 timetabling. We have very much enjoyed working with schools who have been able to make the course work for their timetabling structure, and have received very positive teacher and learner feedback.

The primary BGE course of live lessons, supplemented by a loan box of resources to support the introduction of Mandarin language and culture, has been undertaken this session by 17 primary schools from 10 different local authorities, supporting 631 learners, and is continuing to expand as we plan ahead for next session. Again, feedback received has been extremely positive and very helpful in this planning process.

### **Support for Strathclyde students**

#### **Introduction to Mandarin 1A: an undergraduate class**

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. The new pilot module was added to the catalogue of available classes for 2021-22, but delays with the arrival of the new CISS teacher from China, coupled with low student uptake for the proposed semester two format, has resulted in a delayed launch. It is now anticipated that the module will be launched in September 2022, as most students have capacity for elective classes in semester one.

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 Jiaotong University will hopefully be able to arrive in the summer or early autumn of 2022. 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 September 2022, before it becomes a permanent first-semester offering from September 2023. 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, lead to permanent appointments of academic and teaching staff and provide a template for other Scottish universities keen to introduce undergraduate pathways in Mandarin.

### **CET arrival and pastoral support**

In August 2021, seven new CETs arrived from China to be deployed in Confucius Classroom hubs across Scotland. In order to meet the public health restrictions at the time, the teachers were taken immediately to their quarantine accommodation, where they remained for 10 days in isolation. During this time their health and wellbeing needs were met by the Chinese Director, with help from the CISS team. Grocery shopping was delivered to each door every three days and communication was constant through video call and email. PCR tests were taken on arrival and at the end of the quarantine period in order to ensure public safety.

While the CETs were in isolation, a full virtual induction took place over six working days. This included up to three workshops per day, as well as wellbeing workshops and a meet and greet video call with their hub colleagues. Workshops covered a balance of information on living in Scotland and teaching preparation, including: lesson planning, safeguarding, Scottish primary schools, Scottish secondary schools, the Scottish Education System and training delivered by Keep Scotland Beautiful.

CETs continue to be supported throughout the year by the Chinese Director and CISS staff.

### **Quality improvement**

#### **SCILT**

#### **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**

We have now had a further year of working from home therefore had a recent meeting with the AV providers who have given assurances that the hardware and software will be fit for purpose with the addition of one or two extra pieces of hardware.

AV video conferencing facilities will be installed during the summer of 2022 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: planning for improvement**

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 relevance, financial accuracy and content by the Business and Finance Manager and CISS PDOs and feedback given on the projects.

The two Professional Development Officers, one to support primary and one for secondary, offered hubs additional support and gave detailed feedback on proposed plans, which has been welcomed.

Despite ongoing project implementation challenges due to Covid-19 restrictions, and staffing issues, almost all plans had been completed and returned by quarter four, with suggestions given on how to develop projects moving forward.

### **Hub support sessions**

Over quarters two to four, CISS has held monthly information and support sessions for all hub staff to have the opportunity to ask for advice, network and receive training on various aspects of running a hub. To date, there have been eight sessions covering areas such as introduction to CISS for new staff, project planning and completing finance paperwork, information for CET mentors, developing hubs in the primary school and secondary school, etc. Although attendance has been limited in numbers due to Covid-19 challenges, those attending have reported these sessions as extremely

useful and a great opportunity to ask questions in a more informal way and to share ideas with other hub staff.

***Next steps***

We will develop a Sharepoint site to streamline the operational plan submission process to make the process easier for hub schools to reduce their admin time. We will also review and update the information requested in the operational plan form to make sure the form is fit for purpose and the data we are collecting is appropriate and measurable.

## Priority 2: Promotion and partnerships

### Family learning/parental engagement

#### SCILT

##### Parental engagement

The parental engagement and family learning guide for practitioners has been compiled and it provides examples of practice across the primary and secondary sectors. In addition, the guide provides links to research material, documents, guidance on various areas such as supportive information on multilingual/EAL learners and bilingual learners with ASN. The guide is extensive and covers a wide range of relevant topics.

Parental engagement has also featured in our bitesize professional learning offer this year. The 'Parental engagement' bitesize/drop-in session, aimed at primary and secondary teachers, was supported and well-attended by practitioners from both sectors. Bespoke professional learning input on this theme has also been delivered to the FVWL Language Leaders group at one of their professional learning sessions in May 2021. SCILT's input has once again been requested for May 2022 to support a new cohort of language leaders.

##### *Next steps*

- Continue to update parental engagement toolkit/support for practitioners section on the website, with new examples/advice/research.
- Continue to support language leaders within the FVWL Language Leads group.
- Continue to offer professional learning opportunities, particularly within the LLP, to support family learning and parental engagement with language learning.

### Professional partnerships

#### SCILT

##### Professional partnerships

SCILT continues to work with a range of partners to ensure the sharing of ideas and the promotion of best practice. Partners include the LANGS group, Education Scotland, the SIG wider engagement network, SCDE Language Group, Bòrd na Gàidhlig, QFI, e-Sgoil, and Bilingualism Matters.

##### 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, GTCS, LANGS and local authority Directors of Education. The SCILT Advisory Group is chaired by Bruce Robertson, Education Policy Advisor and Visiting Professor at the University of Strathclyde.

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.

The quarterly reporting system initiated just prior to the pandemic continues to prove a very useful tool for feeding into the quarterly reports for Scottish Government and for writing the annual report which is submitted to Scottish Government and published on the SCILT website. All members of staff contribute to the quarterly reporting system.

We have this year also initiated a three-year summary overview document to demonstrate our projected targets with the data sources used to measure these targets across each of the three priority areas, and these are collated along with the reports and submitted to Scottish Government on a quarterly basis.

Quarterly reports, the strategic plan and the overview document with project targets are all shared with our Advisory Groups as appropriate throughout the year.

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

Languages Network Group Scotland meets three times a year to facilitate communication between language stakeholders in Scotland. Meetings include key updates from Scottish Government, Education Scotland and SCILT/CISS, as well as information from cultural organisations and opportunities for members to network and share ideas.

SCILT facilitates and is a key player in the organisation of the group – in consultation with the Chair of LANGS and a focus group which helps 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.

The LANGS focus group has gone from strength to strength with increased representation from local authority development officers. SCILT is represented on the group by a Professional Development Officer and the administration of the group is facilitated by a member of the Professional Services team, current the Projects Assistant. The focus group meets three times a year to plan the main LANGS meetings based around language themes selected by members, and to discuss current issues of relevance to the group.

Current Chair Sylvia Georgin took over the role in March 2020 and has steered the group through two years of the pandemic. Three successful online meetings were held during 2021-22, attracting a wide audience from all over Scotland.

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

The most recent LANGS meeting was held online in March 2022 and a hybrid online/face-to-face meeting is planned for June 2022.

### ***Next steps***

To allow for consistency as the group emerges from Covid-19 restrictions, the focus group agreed that Sylvia Georgin's term as Chair could continue until at least the beginning of the 2022-23 session. Mandy Reeman-Clark retired at the end of March 2022 and Alice Lister is taking on the LANGS management in her place for the coming term.

The focus group membership, and wider membership of the LANGS group, will be reviewed in the coming months.

Focus group members will be conducting a consultation with the wider group about 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.

### **Partnership with Bòrd na Gàidhlig**

Through GLAIF funding from Bòrd na Gàidhlig, a partnership between SCILT, Nil By Mouth and Twinkl was implemented in 2020-21 to develop an online storybook and materials suitable for GME and Gaelic learners, with an emphasis on inclusion and an anti-sectarian message. The book was published, materials made available online and the project was completed in July 2021.

## **CISS**

### **CISS Board and Advisory Group**

CISS has facilitated three Advisory Group online meetings this year. The Advisory Group and Board is chaired by Douglas Brodie, Associate Principal and Executive Dean, HaSS Faculty. The Advisory Group has representatives from the University of Strathclyde, schools, Confucius Classroom hubs, Heads of Education, Education Scotland, businesses 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**

The Discovering the World of Arabic programme has continued with primary and secondary schools in 2021-22. This session saw participation from eight primary schools from four local authorities, and seven secondary schools from seven local authorities.

Arabic Language Assistants contributed a number of support materials this session – ongoing restrictions did not allow them to visit schools.

One learner from the Discovering the World of Arabic programme was a winner of the British Council Arabic Speaking Competition 2022.

#### **Next steps**

In addition to existing provision, a beginners course aimed at BGE secondary is in development for session 2022-23.

#### **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, arranged by our partners at the University of Mainz, 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 received requests from nine authorities to host 23 GETs for the 2021/22 session. This was an increase from session 2020/21, which saw requests for 20 GETs from five local authorities.

After providing virtual support to schools while travel restrictions were in place, for 2021-22 GETs were able to return to the classroom and support young people in person.

### ***Next steps***

We are currently taking notes of interest for 2022/23 and will pass the details to our partners at Get Across Borders.

Reduction of 1+2 funding may have an impact on the ability of authorities to host GETs in session 2023/24 and onwards.

## **CISS**

### **Liaison with CLEC (Centre for Language Education and Co-operation) and TMEC (Tianjin Municipal Education Commission)**

#### **Links with TMEC**

Due to deregistration of Hanban, a new budget application and reporting procedure was established with TMEC. New Chinese Exchange Teacher (CET) application procedures had also been put into place by TMEC to ensure the selection and dispatch of CETs is not disrupted.

CISS worked closely with TMEC to successfully deliver the pilot Climate Ready Classroom project, with schools and officials from both sides participating in the online launch and showcase events.

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

Planning is underway with TMEC on a range of activities to mark the CISS 10<sup>th</sup> anniversary.

#### **Links with CLEC**

CLEC is a new organisation in China, with a focus on working with educational organisations and universities outside China to develop educational projects on research and delivery of the learning and teaching of Mandarin Chinese. CISS facilitated the collaboration between the University of Strathclyde, SCILT and CLEC to establish a Professional Development Centre for the Teaching of Mandarin in January 2022, with an aim of ensuring a sustainable supply of high calibre professionals and teachers of Mandarin in Scotland.

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

Continue to facilitate discussions with CLEC to develop potential projects under the banner of the new Professional Development Centre for the Teaching of Mandarin in Scotland.

### **Support for engagement between hubs and Chinese partners**

#### **Teacher immersion visit**

We were unable to run a teacher immersion in the summer of 2021 due to ongoing Covid-19 restrictions.

### ***Next steps***

In discussion with TMEC to run an online headteachers' forum as part of the CISS 10<sup>th</sup> anniversary programme.

### **Pupil immersion visit**

The 2021 pupil immersion visit was unable to run due to Covid-19. Although CISS was awarded Turing funding for the 2022 trip, we had to return the funding, due to strict travel restrictions in China making the prospect of the visit impossible.

### ***Next steps***

CISS will apply for Turing funding again for the pupil immersion visit in July 2023. We are hopeful that all Covid-19 related travel restrictions in China will be dropped by the end 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, the scholarship programme is paused by TMEC and Tianjin Normal University for another year. Although online scholarship was explored, we decided not to proceed, as it did not offer the same experience as the in-country scholarship.

### ***Next steps***

Liaise with TMEC closely to establish the possibility of the 2023-24 scholarship and start the planning process once we have confirmation from TMEC.

## **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.

BSL remained on the strategic plan for 2021-22, and a meeting was held in October 2021 to restart group discussions.

### ***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.

#### **BSL as an L3**

This year has seen the introduction of online BSL classes to support L3 language provision in primary schools. In partnership with Garvel Deaf Centre in Gourrock, we have developed a 10-week course to introduce primary learners (P5-7) to BSL, with classes being delivered live on Teams by an experienced BSL tutor and interpreter. This introductory yet progressive course covers a wide range

of topics and after 10 weeks pupils are able express themselves confidently using sign language in different contexts. Not only does the course teach BSL language, pupils are also learning about deaf culture thus increasing knowledge about deaf awareness. In addition to the live lessons on Teams, support materials/videos are uploaded into the Team for teachers to access in between the weekly live lessons to practise and consolidate the language learning. These additional support materials have proven to be valuable for teachers and pupils, particularly in the event of class absence due to local holidays. One teacher commented: “We found the recordings really helpful and would use them to practise signing before the next session.”

The initial response to this offer was positive with many primary schools registering their interest in June 2021. Having selected the schools based on no previous knowledge of BSL, the first block of 10 lessons took place in the autumn term with five schools from four different local authorities. Following on from the success of this pilot, we ran the block of lessons again in the spring term with another five schools from different authorities.

In total, we have supported BSL L3 provision for ten schools in six local authorities of which four are challenge authorities. The completed evaluation forms demonstrate the success of the course and the positive impact it has had on the learners. One pupil commented: “We have learned that sign language is really fun to learn. We think that it is really important to learn sign language as it is a really important skill to have.”

### **Next steps**

Due to the success and the popularity of this course, BSL to support L3 will continue during session 2022/23 in partnership with Garvel Deaf Centre once again. Following the registration process, selected schools will be notified of their place in June 2022, with the new block of lessons beginning in September 2022. To ensure the optimal learning experience for all pupils, each participating school will be provided with a webcam and microphone on a loan basis. This action we hope will mitigate against IT issues such as inoperative cameras in schools. In addition, participating schools will be expected to attend a mandatory meeting in advance of the course start date to hear more about the requirements of the BSL course and of course meet the team members who deliver the lessons. We look forward to continuing BSL as an L3 provision and raising awareness of deaf culture in primary schools next session.

## **Promotional events/campaigns**

### **SCILT**

#### **Erasmus+ project**

With a two-day online multiplier event and toolkit launch in early December 2021, Generation Global, a three-nation Erasmus+ project lead by SCILT and launched in 2018, drew to a close. The final project report was submitted to the European Commission in early March 2022. At the time of writing, official feedback has yet to be received.

The aim of the third and final year of the project was to encourage young people and their parents and guardians to value the benefits of languages and intercultural competencies as key skills for employability. The means of achieving this were two online events on consecutive afternoons in December – one pitched at young people and one for consumption by their parents/guardians – and an online toolkit, launched at the same time. While, as was the case at the conclusion of the second phase of the project, it was regrettable that the multiplier event to launch the toolkit could not be

staged as a physical event in The Ramshorn, the online format enabled an overwhelming number of young people (around one thousand) to follow the event live from their classrooms.

As was the case in Scotland, the multiplier events for phase three were well attended in Denmark and Norway, where similar toolkits were launched in December. The three national toolkits, which include a number of video testimonies, showcase languages and intercultural competencies as essential skills relevant to a broad range of careers. Initial feedback from participants and viewers of the toolkit has been very positive.

### **Next steps**

Now that the three-year Erasmus+ project has concluded, the toolkits from all three phases will be regularly maintained and updated, ensuring that they remain a valuable resource to business and industry, to education professionals and to young people and their parents and guardians for many years to come.

## **Support for national competitions**

### **Espacios Increíbles**

Espacios Increíbles is an interdisciplinary competition initially for S3 Spanish pupils, run by SCILT in conjunction with the Department of Architecture at the University of Strathclyde. It requires learners to design an 'amazing space', which is innovative and sustainable, to be situated in Bolivia or Chile and to present their design and rationale behind it in Spanish. Running for its second year, following delays due to the Covid-19 pandemic, the final was held online in May 2021 to an audience of parents, classmates, teachers and head teachers and SCILT and University staff. The four shortlisted schools gave high quality presentations in Spanish on their designs, which made for a difficult decision by the expert judging panel. The audience were able to enjoy the presentations along with entertaining speeches from guest speakers including the Spanish Consul General, young entrepreneurs and Spanish undergraduates who all talked about the benefits of learning Spanish and how it can benefit life and work. The project was featured in TECLA, the Spanish Education Ministry's own journal.

Espacios Increíbles was revamped for school session 2021-22 as we expanded nationally to include schools across the country. This session 13 schools have taken part in the competition over nine local authority areas. The competition was also expanded to include level three experiences and outcomes to widen the opportunity to S2 pupils or S3 beginners. New resources were developed to meet these requirements and existing resources adapted in line with Covid-19 secure pedagogies. Shortlisting is ongoing for this year's online final, which will take place on 25 May, where five schools will battle it out to become this year's champions, whilst being entertained and informed by guest speakers from Spanish design company Cosentino, Spanish architects and undergraduate language students.

### **Next steps**

- Full evaluation of project following nationwide expansion.
- Espacios Increíbles will run for session 2022-23.
- Aim to bring back the in-person final to the University of Strathclyde to allow learners to experience 'life on campus'.
- Further development of digital resources and support materials for schools.
- Further collaboration with University partners in both School of Education and Department of Architecture and industry partners.

## **Mother Tongue Other Tongue**

Mother Tongue, Other Tongue was reviewed and adapted for session 2021-22 with a view to increasing participation. A live celebration event took place on 21 February 2022 with winning entries showcasing a variety of languages – Afrikaans, Bulgarian, Doric, French, Italian, Spanish and Urdu.

Our partners at Dictionary of Scots Language sponsored a prize for Scots/Doric in 2022.

A participating teacher commented:

- “Writing bilingual poetry has been a special whole school project. It has been so productive and beneficial to the whole school and community.”

### ***Next steps***

Mother Tongue Other Tongue will launch again in autumn 2022 for the 2022/23 session.

## **Jacqueline Munro-Lafon essay prize**

The Jacqueline Munro-Lafon Essay Prize is run in collaboration with the Franco-Scottish Society and aimed at Advanced Higher learners of French. For the 2021 competition entrants were asked to write an essay of 350 to 500 words considering the evolution of modern society in France and Scotland, and examining the changes that have taken place throughout the last 100 years. The competition culminated in a live online event on 15 June 2021 where the prizewinners were announced.

### ***Next steps***

The live online final of the Jacqueline Munro-Lafon Essay Prize 2022 will take place in June 2022.

## **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 celebrating EDL by:

- sharing news, themes, updates, opportunities and online resources from ECML
- 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

We ran a social media campaign on all our platforms in the run up to the day, sharing ideas for how schools could celebrate EDL 2022 and directed people to the range of online resources on our EDL webpage. These posts received a high level of engagement and the EDL pages on our website are the third most viewed pages for 2021-22, with 11.8K views.

### ***Next steps***

Build on the success of our 2021-22 social media campaign, continuing 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 representatives in Aberdeen, Dundee, St Andrews, Stirling, Glasgow, Edinburgh, Napier and Strathclyde and universities, together with the charity Project Trust.

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 new languages.

Through visits to school, regular blog entries and other means of communication with the student overseas, schools are encouraged to build international links. Teachers report the positive impact that the programme has on their pupils, inspiring them to learn languages and developing their aspirations to work or study abroad.

Uncertainty regarding the viability of the year abroad in 2021-22 meant that, as in 2020-21, 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 and high-quality blogs now that life is gradually returning to normal across Europe.

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

From students:

- “I’ve absolutely loved the project [...] I’ve had good feedback from the pupils relayed to me through their teacher and they seem to be loving the content!”
- “Everything is going great with the project. My school have been great to me and we have worked very well together.”
- “I have enjoyed blogging and sharing my experiences of Spain with the school.”

From teachers:

- “I have to say I’ve really enjoyed the LLGT partnership. Lucy was fantastic and created some really engaging resources. Our pupils absolutely loved seeing how life in Spain looked in the current climate and they learned a lot. Lucy managed to create some wonderful vlog type videos which our pupils loved as they were really accessible for them.”
- “The classes have really enjoyed the first few blog posts and it really sparked their interest. Cass’s posts were really interesting to them and we would definitely like to be part of the scheme again.”
- “It’s going really well and the class seem to be enjoying Morgan’s updates.”
- “The class is finding it interesting [...] Overall it is a good experience for the pupils.”

### **Next steps**

The pandemic and lower numbers of participants 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 2022. SCILT continues to collaborate with 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

The three-year Languages Week Scotland strategic plan has been effective as a working document and was updated following LWS22 (year 1), ready for LWS23 (year 2). As such, SCILT coordinated this national week of advocacy for multilingualism for the second time. The Cabinet Secretary for Education and Skills supported the initiative with recorded messages to launch the week itself and the knowledge exchange event on 25<sup>th</sup> February. Engagement came from a broader range of partners than previously in the lead up and during the week itself.

Scotland's languages landscape: the 'rights' approach was an online knowledge exchange event, hosted by SCILT in partnership with Education Scotland on 25<sup>th</sup> February. As well as the diverse range of speakers, the honour roll shown at the start of the event captured a huge variety of innovation and success related to the use of different languages in many contexts across the country i.e. SERA Early Career Researcher Award for a study into translanguaging; Mother Tongue Other Tongue multilingual poetry competition winners; UK German teacher of the Year and much, much more.

Languages Week Scotland will take place Monday 30 January – Friday 3 February 2023.

A knowledge exchange event scheduled Friday 24 February 2023. Theme of the week still to be confirmed.

### **Next steps**

- Undertake year two of three-year LWS strategic plan.
- Continue to increase engagement with LWS.

## CISS

### **Cultural exchange events**

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

We continued to work with Ricefield to deliver cultural and wellbeing workshops for our CETs.

We also held an online Christmas event and an online Chinese New Year event with a fun Scottish quiz for our CETs to help them better understand Scottish culture and language.

CISS also organised an online poster showcase of Winter Olympics which over 10 hub schools participated in. Our showcase post was also re-posted by CCTV News website in China, attracting over 22,000 views.

### **Next steps**

A number of in person and hybrid cultural exchange events are planned as part of the CISS 10<sup>th</sup> anniversary programme, including poster exhibition at Edinburgh Zoo, book launch, CISS photo exhibition and Chinese New Year celebration.

It is unlikely there will be incoming cultural groups from China visiting in 2022/23, but we will work closely with our Chinese partners to develop future visit plans.

### **Alumni group**

The newly elected committee has continued to build on the excellent work of their predecessors and maintain an active presence on social media, providing authentic, interactive content across their Twitter, Instagram and Facebook platforms. The committee have developed a new bi-monthly newsletter which provides a dedicated record of language learning tips, scholar bios and even

interviews with China-focused professionals, which is embedded within the CISS alumni website section. Despite the often vast distances separating this network, the committee have managed to run a series of successful events, from virtual Chinese New Year celebrations, to Linked-In 101 Webinars, and in April they hosted their first in person networking event since the beginning of the pandemic. The committee and membership have also been invited to speak to teachers and students through Scotland China Education Network (SCEN) events, hosted by Grove Academy in Angus and Boroughmuir High School in Edinburgh, through which they are supporting teachers and students to discover pathways to Higher Education and the world of work.

### ***Next steps***

CISS will continue to position the alumni association network as a valued perspective for new projects, student messaging and input at our many events. To mitigate the challenges of leveraging the wider network as they move into the workforce, recording of the experiences of several alumni is planned for the summer. Their summer AGM will again elect a new committee for the 2022-23 period who will remain in contact with a dedicated member of the CISS team.

An exciting in-person event, tentatively scheduled for November, will offer a very welcome opportunity to reconnect with past scholars, hubs and key stakeholder – underlining the legacy of the Tianjin Scholarship programme as it supports the building of a more globally minded and China-ready workforce.

### **Awards and competitions**

This year CISS ran a Chinese New Year poster competition for primary schools and received over 370 entries. This was a very encouraging project and we would like to keep this as an annual activity for the hubs.

A number of hub schools participated in the British Council Mandarin Speaking Competition. Due to Covid-19, the competition is being held online this year. A pupil of our Discovering China course won 1<sup>st</sup> place in the Beginners category after receiving nine months online lessons from CISS.

### ***Next steps***

A number of new competitions are planned as part of the CISS 10<sup>th</sup> anniversary programme, including a gift design competition for secondary hubs and photo competition for 2023 calendar. We will continue to run the Chinese New Year poster competition.

We will continue to support hub schools and pupils to participate in the Mandarin Speaking Competition event and similar events in the future.



## Priority 3: Research and knowledge exchange

### National and international knowledge exchange events

#### Knowledge exchange events

Between April 2021 and March 2022:

- SCILT hosted six themed bitesize and drop-ins – informal short online opportunities where early years, primary and secondary practitioners share their practice an aspect of languages pedagogy. Full details shared above, under Priority 1.
- September 2021 SCILT hosted ‘Moving forward with L3’ knowledge exchange event.
- February 2022 SCILT co-hosted ‘Scotland’s languages landscape: the ‘rights’ approach’ knowledge exchange event in partnership with Education Scotland to mark the end of Languages Week Scotland. Full details shared above, under Priority 2.

As explained under Priority 1, a knowledge exchange event in principle with SALT as a partner did not take place due to a clash with student teaching placements and ongoing workload challenges of the pandemic.

#### **Next steps**

- From April 2022 SCILT representation on HaSS CPD and Short Courses committee coordinated by Research and Knowledge Exchange Team (RaKET).
- Develop broader conceptualisation of knowledge exchange activities as per SCILT/CISS Strategic Plan 2022-23.

### Participation in, and attendance at, national and international conferences

SCILT and CISS colleagues have attended numerous conferences and other knowledge exchange events since April 2021. A selection of these include:

- ACTFL Conference
- Bringing Social Justice into Languages Classes – Center for Advanced Research on Language Acquisition (CARLA), University of Minnesota
- Bringing together French languages and culture in the classroom – Institut Français, London
- Creative Multilingualism for SHAPE – TORCH (The Oxford Research Centre in the Humanities)
- Creative Translation for Primary Teachers – Stephen Spender Trust
- Early Career Teachers’ Professional Growth – GTCS
- How languages divide gender; Pronouns, prejudice and possibilities; Language Debates; Language Acts and World Making – King’s College London
- Languages Network Group Scotland (LANGS)
- Mind Games: Cracking Code in Maths and Language – University of Edinburgh Maths Outreach Team
- SCEN conference on Mandarin teaching
- Scottish Learning Festival
- Subjects Matter for Scotland – Institute of Physics
- Supporting Reflective Practice of Teaching Controversial Issues – 5 Nations Network
- Taking Action social justice conference – Dortmund University

- The Future they Want: supporting young people to take action – Learning for Sustainability Scotland
- Transnationalising the Word: A Decolonising Approach to the Teaching and Learning of Modern Languages – Institute of Modern Languages Research, School of Advanced Study, University of London
- UNCRC conference - Institute for Inspiring Children's Futures, University of Strathclyde

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

- Conference for Arabic Teachers – Qatar Foundation International/British Council
- Danish National Centre for Foreign Languages, visiting delegation
- EUROCALL virtual conference – CALL and Professionalisation, presented as part of ERASMUS+ Generation Global
- Global Citizenship and Languages Education – SALT 2021
- Jornada de formación para profesores de español – University of Strathclyde/Consejería de Educación de España
- Lost in Translation: Using Film in the Modern Languages Classroom – Screen Scotland Salzburg Global Seminar: Education Futures
- Moving forward with L3: Opportunities and Challenges – SCILT
- Multilingualism through Art; Climate Ready Classrooms – UK Lingua Symposium
- Scotland's languages landscape: the 'rights' approach – SCILT
- Speaking the Rights Language – Pan-Tayside UNCRC introductory event
- Spring into Languages conference – University of Strathclyde School of Education

## **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.

Following a delay caused by writers facing more pressing priorities during the pandemic, issue 36 was published in the autumn of 2021. The five articles included contributions from New Zealand and France, as well as three from Scotland. Positive feedback has been received from readers from around the world.

### **Next steps**

A number of contributors have pledged articles for issue 37, but the workload caused by the gradual return to face-to-face teaching across the sector has resulted in some delays. In early 2022, Paul Hare (current editor) and Lynne Jones (Professional Development Officer) have had discussions about opening the SLR up to a broader range of potential contributors. By adopting some of the features of the publication guidelines for the CollectivED journal, published by Leeds Beckett University, it is hoped that, alongside research-based articles, we will attract high-quality reflective reports from practising teachers in Scotland and beyond. In addition, attention will be given to the editorial process, potentially involving other members of staff in SCILT.

## Outward facing communication

### Website review

Information Officer and PDOs continue to work with external stakeholders to review content.

### Communication strategy

#### SCILT

##### Website

Maintaining an easy to navigate, relevant and attractive website is crucial to SCILT engaging with its stakeholders. During the period April 2021 to March 2022, the SCILT website saw an increase of 22% in the number of visits and this was reflected in an increase in number of visits to key pages across the site.

We have 1.1K 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.

- Languages Week Scotland  
We developed the content on the Languages Week Scotland pages this year to better support schools and other partners, and ran a targeted campaign to raise awareness of the pages' content. These pages were the 4<sup>th</sup> most visited pages for the year, with over 7K views.
- The pages hosting the European Day of Languages information and resources saw a significant amount of traffic this year, with over 7K views in September alone.
- Visits to the Job Profile pages remain consistently high. We use these profiles prolifically on social media.
- The pages hosting information on MTOT and the winning entries are the 9<sup>th</sup> most visited page this year.
- Words for the World saw a similar number of page views to MTOT (2.9K) which is a good result for the first year of the competition.
- Visits to the SLR continue to be consistently high.

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.

##### **Next steps**

SCILT continues to monitor engagement and continues an annual review cycle to ensure content remains relevant.

## E-bulletin

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.

Comments from subscribers/contributors:

- “I have just seen the mention in your weekly newsletter. This is great! Thank you very much. Highly appreciated.”
- “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. Starting in January we will announce new training sessions for Spanish teachers and we hope to have your support again.”

Over the period of April 2021 – March 2022, there was an increase of 19% in the number of subscribers. Subscriber numbers in March 2022 stands at 1121. We are delighted at this increase as we have spent time this year seeking to build our audience.

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 events to support practitioners and pupils closely followed by resources to assist language teaching in the classroom, including toolkits and competitions for schools. Our knowledge exchange event on L3 has the highest engagement with Languages Week Scotland 2022 similarly high. Our Christmas and EDL resources also continue to be popular.

## Next steps

- Continue to seek to build audience.

## Communicating with wider society

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 (10%) and of likes on Facebook (20%) and on Instagram (109%). We have had an Instagram account since February 2020 and the audience is increasing rapidly, currently standing at 263 (Twitter – 5213 followers; Facebook – 1381 page likes). SCILT’s combined presence on Twitter and Facebook account for a significant number of external site referrals to our website (see above).

On Twitter, we post daily to promote SCILT news, opportunities and resources. On Facebook, we share a mixture of SCILT opportunities, resources or opportunities from our partners and motivational quotes and fun language facts. On the Instagram feed we share inspiring quotes, fun language trivia and facts and relevant SCILT opportunities. We use the Instagram Stories feature to promote specific SCILT resources/opportunities and to share news from our partners.

Twitter is our most successful channel, with high levels of engagement with content and a large audience.

## Next steps

We continue to build content and increase followers on Instagram.

We continue to look into how we can increase the reach of our Facebook content.

## **1+2 newsletter**

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***

With the implementation period of the 1+2 Approach coming to an end, SCILT will look at whether the newsletter continues to be the most relevant way to support 1+2 Development Officers and language leaders.

## **Newsletters**

The SCILT newsletter is published twice yearly. The newsletter features articles about the work of SCILT and CISS and includes articles submitted from cultural organisations, local authorities and schools that showcase interesting approaches to language learning and teaching. Content continues to increase in quality and quantity due to the effort of PDOs to source interesting practice in schools.

The SCILT newsletter was published in May and November 2021 on the SCILT website. The page on the SCILT website hosting the latest two editions saw a total of 719 visitors to the page which hosts it over the period April 2021 – March 2022. This is a significant decrease in visitors compared with the same period last year.

### ***Next steps***

We will evaluate how and where the SCILT newsletter is hosted and continue to ensure that the SCILT newsletter is widely promoted in order to increase the number of visits to the newsletter.

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.

## **CISS**

### **Website**

A maintenance and planning calendar has been developed to support timely delivery of updates to regularly changing content, such as our festivals and Chinese New Year sections: ensuring accurate dates for traditional festivals, replacing inactive/broken links, and including new resources for 2022 and the 'Year of the Tiger'.

Introduction of more interactive features is underway, the first example – related to the Chinese Zodiac – was planned to coincide with a physical display opening at Edinburgh Zoo over the Easter break. We have used this as an opportunity to trial leveraging Vimeo features to create audio supported content for visitors and particularly teachers, which offers great potential for greater engagement.

The news and updates section of the website maintains its position as the most regularly updated area of the website and has continued to see good levels of engagement. From returning annual events to new projects and competitions, this section is also featured in the majority of social link-backs to the website.

The CISS alumni section of the website has been further embedded within CISS's online presence, both through CISS social media and their own CISS alumni accounts. A newsletter is now being produced by the alumni committee which is promoted within their section of the website.

### ***Next steps***

An annual audit will be carried out in the summer of 2022 to evaluate the overall website's performance, impact of interactive content, and alignment of Strathclyde's updated visual style.

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 specific areas of the website that might drive increased engagement.

### **Communicating with wider society**

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 10% over the course of the 2021-2022 year, from 923 to 1015.

Since being reactivated in 2020, the CISS Instagram account has seen an encouraging 134% follower increase in 24 months, from 115 to 269. This can be attributed to regular posting of engaging posts, stories and IGTV videos/reels, 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 2021-22: celebration of Chinese and international/UK-wide festivals; series linked to Climate Ready Classrooms; series on Chinese athletes at the 2021 Summer Olympics; announcement of winners of Chinese New Year poster competition for schools.

We will continue to analyse statistics in order to create content to engage our followers. The focus in 2022-23 will be on the promotion of the CISS 10<sup>th</sup> anniversary celebrations.

### ***Next steps***

CISS will continue to plan and produce social media content to increase community engagement. The focus in 2022/23 will be on celebrating and promoting the 10<sup>th</sup> anniversary of CISS, and we will continue to feature CISS online events, schools and hub activities and events, with links to newsletter content.

### **Newsletters**

Two editions of the CISS newsletter have been published so far in 2021-22. These newsletters were compiled and designed internally by the Projects and Communications Coordinators using online design tools, based on the same original template. 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.

The introduction of a CISS alumni newsletter, currently in its third edition, provides further evidence of the reach and continued impact of the scholarship programme.

### ***Next steps***

The CISS team will publish a 10<sup>th</sup> anniversary version of the CISS newsletter in 2022-23, based on a template that will remain similar each time to enable ease of publication. We will continue to encourage submissions and engagement from colleagues and partners and showcase the creative and innovative work of hubs and beyond.

We will support the CISS alumni to produce their newsletter and encourage external stakeholders and hubs to interact with this resource to inspire and encourage students considering Mandarin qualifications at secondary.

### **Digital interns**

SCILT/CISS recruited seven S6 students to participate in the 2021-22 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 TikTok and have been posting regularly from August onwards. This includes cultural and language content, and aims 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 the interns have managed to build and engage with.

### **Next steps**

- We have begun the recruitment process for 2022-23 and will consider how to make use of the strengths of online and in-person support to create a hybrid programme of training and support for the coming year.

### **Ramshorn communication strategy**

As work on campus resumes, SCILT will look again at the possibility of using The Ramshorn as an event space. As this moves forward, the SCILT comms team will begin to use The Ramshorn website and social media to promote The Ramshorn as an events space to external organisations.

### **Glasgow Doors Open Day Festival 2021**

Glasgow Doors Open Day Festival is an annual programme of open buildings, guided walks and talks organised by Glasgow Building Preservation Trust. In 2021 SCILT and CISS provided a digital offering, creating a video presentation about the history, renovation and current uses of The Ramshorn. In addition to a virtual tour and the digital trail created in 2019, these resources were designed 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.

### **Next steps**

We have had our application approved to take part in GDODF 2022. This year we will be able to welcome visitors in person on Friday 16 and Saturday 17 September. Preparations are ongoing, and we hope to offer tours, activities and showcase the work of pupils in Scotland's schools.

## General operations

### Planning and quality improvement

With nearly a year of the pandemic under our belt and accustomed to the new ways of working, we embarked on our planning process in January 2021 with all sessions online. Without knowing what the year ahead would bring, we planned for another six months of working from home and six months of being back in our workplace, and budgeted accordingly. We still needed to be responsive to any changes in circumstances and as it transpired, we were still working from home by the end of the year.

We continued to embrace and incorporate new technologies into our working practices and became more familiar with different platforms and their efficacy across our different workstreams. For everyone it was a sense of consolidation this past year, building on everything we learnt the previous year with the unique challenges that had made planning so difficult.

A new strategic plan was drawn up with collaboration across both centres and submitted to Scottish Government and shared with both SCILT and CISS Advisory Groups. The plan evolved as the year progressed, and we have certainly learnt to be responsive to the needs of our partners and stakeholders.

### Funding

#### SCILT

SCILT is financed by and administered through Scottish Government's Curriculum Unit. As we started to plan for the new session in 2021 we thought we might be working from home for another six months and back in the office, hopefully running normally again, for the remainder of the year, and so we budgeted according.

The SCILT budget was set at the lower amount of £595,658 for 2021-22 to fund staff costs, University levy and running costs. Salary costs were estimated at £439,441; University levy £89,609 and the remainder for non-staff costs and projects.

Scottish Government requested two estimates of underspend during the year so that they could have an idea of what we might be able to save from the total funding for both SCILT and CISS. These were provided and at the end of the financial year, any unspent monies were retained by Scottish Government.

#### CISS

CISS is financed jointly by Scottish Government and Tianjin Normal University. Budgets were planned on the same basis as for SCILT, while funding from China is coordinated by Tianjin Municipal Education Commission. Once again without any overseas trips likely to go ahead, the budget was lower than normal. In addition to this only 13 Chinese Exchange Teachers were able to come to Scotland so costs for these were greatly reduced.

For 2021-22 funding of £490,573 was provided by Scottish Government to fund staff costs, University levy, projects, hub costs and professional learning for Chinese Exchange teachers. £386,671 covers salary costs, £61,040 is University levy and the remainder covers non-staff costs and projects.



Approximately £400,000 was allocated from China to cover the cost of hubs, Chinese Exchange Teachers, GTCS teacher salaries and projects.

### **Next steps**

The more stringent measures put in place for monitoring of expenditure and reporting have continued to work well. The pandemic continues to impact on activity across the board and this means that budgets need to be examined carefully and set to reflect the challenges faced 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 and improved online working practices.

### **Other funding**

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

A partnership between SCILT, Nil By Mouth and Twinkl was implemented in 2020-21 to develop an online storybook and materials suitable for GME and Gaelic learners, with an emphasis on inclusion and an anti-sectarian message. The book was published, materials made available online and the project was completed in July 2021. No further funding was applied for and this project is now closed.

#### **Erasmus+ funding**

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

This project is now supported by one of our SCILT PDOs and due to the pandemic and a considerable underspend, the British Council granted a five-month extension to December 2021. The final report is due on March 1, 2022.

#### **Qatar Foundation funding for Discovering the World of Arabic**

In 2019-20 we were awarded £135,210.20 from the Qatar Foundation International (QFI) to run a project in partnership with QFI and e-Sgoil, designed to teach Arabic language and promote cultural understanding to schools, delivered online using e-Sgoil's virtual learning platform. The project commenced in November 2019 with an end-date of September 2020. Due to the late start of the project and because of the Covid pandemic the funding was carried forward to 2021 to run from January 2021 to December 2021 as there was a large underspend. Despite considerable challenges with the ongoing pandemic, the year 1 pilot was completed and evaluated and amendments to the courses well under way for year 2. The budget was amended to include Arabic Language Assistants and a new 'Arabic for All' programme.

#### **Turing funding for pupils' immersion visit to China**

In July 2021, SCILT/CISS was awarded £286,464.00 Turing Funding by British Council to partly fund the pupils' immersion visit to China, which aims to take place in July 2022. The pupils' immersion visit is an annual summer trip for a total of 110 pupils from 11 Confucius Hubs to visit Tianjin and Beijing to meet with pupils from their Tianjin partner schools, have Mandarin lessons and experience Chinese culture. The pupils' immersion programme has been paused due to the outbreak of Covid-

19 in early 2020 and unfortunately the funding had to be returned as the monies had to be spent before August 2021.

## Staffing

### SCILT

	Senior Leadership Staff	Teaching Staff	Professional Support Staff
<b>2021-22</b>	Director (0.5) Depute Director (0.5)	5 Professional Development Officers (one is 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

### CISS

	Senior Leadership Staff	Teaching Staff	Professional Support Staff
<b>2021-22</b>	Director (0.5) Depute Director (0.5) Chinese Director (employed by China)	2 Professional Development Officers (one of which is 0.2) 2 Professional Development Assistants	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 with 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 will also then feed into the annual University staff Accountability and Development Review (ADR) process through the Learning and Development section of the ADR form. After attending a course or participating in professional development, staff are expected to provide feedback to their line manager in 1-1 meetings, through the ADR process or by presenting to colleagues.

### Staff development days

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

While working from home staff have participated in two staff development days online and this year the theme was health and wellbeing. Evaluations from the event were extremely positive. Throughout the pandemic 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 pandemic has guaranteed the provision of robust technology, updated communication strategies, varied online courses and rest days which have been much appreciate 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 the pandemic 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.

### **Quarterly reporting**

This year all meetings have been conducted online with Scottish Government and Education Scotland. The new system for quarterly reporting put in place in 2020-21 has worked well and added to this has been the overview document with projected targets, requested by Scottish Government, where data is collected for each priority area of the strategic plan. All these collated documents feed into the quarterly reports for Scottish Government and are also shared at Advisory Group meetings.

### **Daily catch ups using Trello software**

Some members of 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 first lockdown period, and these have continued to be a hugely successful tool for communication for the PS team this past year. The Trello board has evolved as requirements have changed and through suggestions by individuals but remains an effective way to keep in touch while working at home.

The Professional Development team hold two meetings per week with their board broadly based on the PS board but more tailored to their requirements. 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 where we may have some staff in the building and some working from home.

Trello boards are used widely by members of staff for other meetings including 1-1s, finance meetings, team meetings, project meetings and for personal action meetings.

### **Action plans**

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

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

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

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 hubs for Coronavirus information, Wellbeing and Working from Home, Return and Resume.

### **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.