

Scotland's National Centre for Languages

Confucius Institute for Scotland's School

Summary Report for April 2022 – March 2023

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.

The Confucius Institute for Scotland's Schools is part of Scotland's National Centre for Languages. CISS shares the bold vision of Scotland's National Centre for Languages and of the Scottish Government's China Engagement Strategy. We create opportunities and widen access for learners in our schools and the wider community to develop the knowledge, skills and cultural awareness required of citizens in the globally interdependent world of the 21st century.

Within this vision our priorities are:

- 1. Supporting the learning experience for practitioners and learners**
To support and promote high quality language learning experiences 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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Scotland's National Centre for Languages

Priority 1: Supporting the learning experience for practitioners and learners

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

SCILT/CISS professional learning offer

Primary practitioners

In line with the professional learning planning cycle, the primary team contributed to the update of the content of the CLPL flyer and the CLPL workshop menu in time for a soft launch in mid-June 2022, and a wider promotion in August 2022 and again in January 2023.

In 2022-23, primary PDOs planned and facilitated two series of open access workshops – each bookable by individual practitioners. Open Access series 1 (August-November 2022) presented primary sessions from the 2022-23 workshop menu. Open Access series 2 (January-May 2023) had a creative multilingual theme and involved invited guests as (co-)presenters.

The open access workshops had consistently high registration numbers and were well received by attendees. In contrast, requests for bookings from the workshop menu for groups by local authorities, clusters and schools were very low. All requests received were followed up, but some did not result in any booking. Information about professional learning for early career teachers (student teachers and first five years post qualification) is reported in the 'Supporting early career teachers' section of this report.

The majority of primary engagements were live online workshops, with a small number being either online and asynchronous or in person.

Primary CLPL	April 2021 - March 2022	April 2022 - March 2023
Engagements	7 x bookings for online workshops, of which: 1 x whole school 4 x local authorities 2 x regional improvement collaboratives	3 workshop bookings of which: 1 x asynchronous recorded input for a RIC 2 x local authorities
Cross-sector	Leading change in 1+2 (Angus, 19/01/22)	Combining employability and languages skills (Angus, 17/05/22)
Open Access opportunities	6 online primary workshops <ul style="list-style-type: none"> • Parental engagement and family learning • Information session Early Years Creative Puppetry • Combining employability skills and primary languages • Assessing progress in primary languages • Cultural contexts for primary languages • STEM/LfS contexts for primary language learning 	9 online primary workshops <ul style="list-style-type: none"> • Parental engagement x 2 • DYW x2 • Active Assessment • Cultural Contexts for primary language learning • Multilingual approaches to primary pedagogy • Creative Translanguaging • Creative Translation with Stephen Spender Trust 1 online Show and Tell event for Early Years practitioners
Popular workshops (across all formats)	<ul style="list-style-type: none"> • Making languages work for your primary pupils (x5) • Raising attainment through strengthening literacy skills across languages (x2) 	<ul style="list-style-type: none"> • Combining employability and language skills (x3) • Parental engagement (x2) • Strengthening literacy links across languages (x2) • Active Assessment in primary languages (x2)

Arising from the Early Years Languages Network established after the end of the Early Years Creative Puppetry PLP, the Show and Tell event for early years practitioners welcomed three guest speakers at various stages of their careers in ELCs or early primary. Content throughout was interactive and interesting, relevant and relatable. It has encouraged us to think about organising more show and tell style events in future.

Active SCILT representation in the HaSS CPD and Short Courses committee (coordinated by the HaSS faculty Research and Knowledge Exchange Team, RaKET) has led to SCILT professional learning being advertised on the new HaSS Personal and Professional Learning area of the University of Strathclyde website, alongside opportunities offered by other centres, schools and institutes in the faculty. Find it: <https://www.strath.ac.uk/humanities/cpd/education/>

Regarding next steps in last year's annual review, a SCILT application for Excellence in Professional Learning Award for Organisation this session was not possible as the initiative was closed by GTCS. In addition, no actions resulted from 1+2 SIG short life working group on ITE and Professional Learning. Therefore, nothing specific for SCILT to operationalise.

Next steps

- With secondary professional development colleagues, develop cross-sector cluster working CLPL input for open access and booking requests, session 2023-24.
- Follow up and fulfil all primary booking requests, meeting specific professional learning needs.
- Continue to actively cultivate relationships with local authority colleagues to ensure promotion of planned and bespoke primary professional learning opportunities to in-service primary teachers.
- Presentation about the combined online community of practice and lesson study approach involved in Early Years Creative Puppetry Professional Learning Partnership (PLP) accepted for International Professional Development Association's (IPDA) Annual Conference at Aston University, June 2023 and the SERA Annual Conference at Queen Margaret University, November 2023.

Secondary practitioners

In order to maximise impact and capacity, the vast majority of secondary CLPL continues to be delivered online. This enables 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 allows us to deliver to a variety of group sizes, ranging from individual schools to nationally, using online resources and breakout rooms to maximise interaction.

This year we offered five different workshops: Policy, planning and practice in the BGE (delivered in conjunction with Shona Hugh from Education Scotland), Emerging contexts for language learning, Tackling controversial issues in challenging times, Talking and listening, and Using language skills across the curriculum. As well as delivering all five of these workshops, we also provided three bespoke inputs on areas such as uptake and employability.

In the final term of session 2021-22 we launched our Big Question series of four drop-in workshops tackling some of the big questions that teachers might be asking about teaching languages today.

Each session featured a guest practitioner, input from SCILT and the opportunity to discuss and share with fellow teachers. The four themes last year were: Employability and languages, Encouraging uptake, Teaching controversial issues and Building confidence in talking. These were well-attended and well-received, and we are very grateful to the guest practitioners who shared their expertise and advice in these sessions.

Secondary CLPL	2021-22	2022-23
Engagements	<p>5 local authorities 4 RICs Repeat visits to 4 local authorities Total number of CLPL engagements with local authorities/RICs = 12</p> <p>1 x CLPL delivery to the independent sector 1 x CLPL delivery to Secondary Mandarin GTCS teachers 2 x CLPL deliveries to PGDE languages students</p> <p>Bitesize drop-in sessions = 2 secondary-specific 1 cross-sector</p>	<p>14 local authorities 3 RICs Repeat visits to 4 local authorities Total number of CLPL engagements with local authorities/RICs = 20</p> <p>1 x CLPL delivery to Secondary Mandarin GTCS teachers 1 x CLPL delivery to PGDE languages students 1 x CLPL delivery to GTCS Supporters for Early Career Teachers</p> <p>The Big Question series = 4 sessions</p>
Popular topics	<ul style="list-style-type: none"> Talking x5 Encouraging Uptake x4 Employability x4 <p>A number of our CLPL sessions this year were bespoke, combining several different topics and components.</p>	<ul style="list-style-type: none"> Policy, Planning & Practice in BGE x6 Using Language Skills Across the Curriculum x3 Emerging Contexts x3 <p>Many of our CLPL sessions this year again were bespoke, combining elements from the menu or adding in areas that were of particular relevance to the context.</p>
Cross-sector	<p>Bitesize drop-in session: Parental engagement PGDE inputs</p>	<p>Parental engagement x1 GTCS supporters x1 PGDE input</p>

Next steps

- The Big Question series will run again in May and June 2023, this time focusing each week on one of the four core skills of reading, listening, writing and talking.
- Continued dynamic evaluation of this year's approach to workshop delivery and planning for future models of delivery.
- Launch and delivery of early career teacher CLPL menu in collaboration with primary colleagues.
- Development of cross-sector cluster working CLPL input with primary colleagues.
- Continued extension of our delivery of bespoke sessions in order to meet specific needs within schools, local authorities and RICs.

OU/SCILT blended course

This year saw an increase in registrations for the TeLT programme for teachers working in Scotland. This could possibly be due to the four online information sessions about the programme that took place between June and August in addition to other promotional and recruitment activities. Despite the increase in numbers, it is worth noting that the retention rate is significantly lower this year, particularly on the beginners programme, in comparison to last year's numbers.

Presentation 22J:

- Scottish students (beginners) registration = 42
- Retention as at 21/04/23 = 29
- Scottish students (post-beginners) registration = 14
- Retention as at 21/04/23 = 13

With the exception of students on the post beginners programme who already hold the award of GTCS Professional Recognition for the TeLT programme, the number of Scottish students undertaking the Professional Recognition element of the course is high, possibly reflecting the revised automatic opt-in. Although some students have opted out, especially on the beginners programme, the retention rate is steady, particularly on the post beginners.

Despite the increase in student numbers, staffing levels across both modules has remained the same with one personnel change within the pedagogy team. For session 2022/23, we have continued to staff the modules with two development officers from SCILT alongside one of the Associate Tutors from the previous year. Due to the other Associate Tutor no longer wishing to continue in the role, a development officer from CISS took on the replacement role as pedagogy tutor at the start of session 2022/23.

Due to funding restrictions, SCILT will no longer be involved with the OU/TeLT programme for the forthcoming session. The course will still run with the OU facilitating the pedagogy strand in addition to the language strand.

Next steps

- By September 2023 – issue certificates of completion to all 2022-23 Scottish students completing at least 4/5 application tasks.
- In September 2023 – confirm successful 2022-23 Scottish students who have met Masters level criteria for 4/5 Professional Recognition tasks with GTCS.
- Encourage TeLT alumni to take up further Masters opportunities and participate in Languages Leadership Programme.
- Support a smooth transition with the OU/TeLT pedagogy strand for 23J presentation.

Support for early career teachers

Our support for early career teachers (ECTs) involves provision for UG and PG students undertaking primary and secondary initial teacher education, probationer teachers and in-service teachers in the first five years of their career.

Individually, members of the PD team have supported student teachers by responding to requests for advice and with dissertations.

The vast majority of engagement with early career teachers has been in response to workshop bookings by ITE course leaders or local authority probationer support officers as follows:

Early career teachers	April 2021 - March 2022	April 2022 – March 2023
	<ul style="list-style-type: none"> • Clackmannanshire NQTs 28/04/21 – first steps in primary languages • PGDE Primary students, Moray House 01/06/21 – what SCILT can do for you • Stirling BEd Primary with Modern Languages, Year 3 students 09/04/21 – strengthening literacy skills across languages • PGDE Secondary Modern Languages students 18/01/22 – Learning for Sustainability and DYW • West Dunbartonshire NQTs 11/02/22 – first steps in primary languages • Spring into Languages (Strathclyde UG & PG student conference) 31/03/22 – a) Engaging cultural contexts for primary languages, b) Listening & Talking in the Secondary Classroom 	<ul style="list-style-type: none"> • Stirling BEd Primary with Modern Languages, Year 3 students: 07/04/22 – strengthening literacy skills across languages; 30/03/23 – active assessment in primary languages • PGDE Secondary Modern Languages students at the University of Strathclyde 17/01/22 – Learning for Sustainability & DYW • Clackmannanshire NQTs 04/05/22 – first steps in primary languages

Regular meetings between representatives of SCILT and the SCDE Languages Group continued during this period to share how student teachers are being supported by both organisations.

During spring 2023, SCILT professional development officers collaborated to develop a subject specific professional learning offer for early career teachers comprising a bookable menu of workshops and a schedule of open access workshops.

Next steps

- Share written updates with SCDE Languages Group termly.
- Scope professional learning needs of pre- and in-service ECTs, share draft ECT workshop menu with relevant local authority and teacher education institution stakeholders.
- Continue to actively cultivate relationships with local authority, university and EdScot PLL colleagues to ensure promotion of planned and bespoke professional learning opportunities to pre- and in-service teachers.

- Information about the ECT professional learning offer will feature on the the professional learning section of the SCILT website and the new Education Scotland PLL webpage for Stepping Stones (<https://education.gov.scot/professional-learning/stepping-stones/>).
- Promote ECT professional learning offer on SCILT comms and via SCILT professional networks.
- Fulfil all ECT bookings received from local authorities and teacher education institutions.

Scotland's Language Leadership Programme

The SLLP did not run in 2020-21 due to Covid-19, so the 2021-22 cohort – which was the first cohort of the revised, entirely online version of the programme – was effectively a double intake of two years' worth of practitioners. With the 2022-23 cohort being a single year intake, participant numbers for 2022-23 were significantly lower than those for 2021-22 (see table below).

In June 2022 the first cohort completed the programme with a celebratory Recall Day event where participants shared their SLLP leadership development journey in a 10-minute presentation either given live or in a recording and shared with peers on the programme. By August, 60 primary, secondary and ITE lecturer colleagues from across the country had received their Professional Recognition award from the GTCS.

Four participants from 2021-22 who had struggled to complete all assessed elements of the programme agreed to transfer onto the flexible route to Professional Recognition i.e., complete the assessed elements over two years. They joined the 2022-23 cohort to complete one or two journal submissions and a Recall Day presentation, with the support of a critical friend over the whole period. Ultimately two decided to withdraw during the second year while two successfully completed.

SLLP	2021-22	2022-23
Participant registration	88	54
Participant places accepted	72	34
Participant completion (GTCS Professional Recognition awarded)	60	23
Critical Friend recruitment	21	20
Critical Friend retention	17	16

SLLP Choice workshops offered (August-Easter) have allowed for personalisation and choice and are often the focus of participants' journal submissions and action/change in their workplace. The SLLP Choice workshops over the two cohorts were (co-)presented by SCILT PDOs, Education Scotland Education Officer, university teachers and officers from a total of four local authorities. Themes offered included: progression in language learning; parental engagement; inclusive practice; anti-racist languages education; coaching and mentoring.

The SLLP was highly commended by the GTCS panel at the Professional Recognition reaccreditation panel in September 2022. There was a special mention for the critical friend role and the programme as a launchpad for ongoing community of practice.

Planned changes for SLLP 2023-24:

- Applicant criteria – 3+ years post qualification or equivalent, change from 5-year post-probationer teacher. The idea is to encourage teachers slightly earlier in their career to join the programme, hoping for a positive effect on recruitment for future intakes.
- Tweak to the schedule of journal submissions informed by feedback from participants and critical friends. Journal submission 1 due on first Core Day in June (rather than end August), submission 3 due end of March (rather than end January).
- Two professional learning days for critical friends in June (up from one last year). More time to explore example submissions and critical friend commentary together. Opportunity for moderation, to draft commentary for first journal submission and share concerns and wording with CF colleagues.
- To better facilitate collegiality, critical friends will be organised in trios/quads within two larger groups, each supported by a coordinating critical friend.
- Building on optional drop-ins in the last two years, scheduled and structured touchpoint sessions will be offered to both participants to prepare for next assessment and for critical friends to discuss/draft submission commentary.

One next step in last year's annual report was to negotiate accredited prior learning (APL) eligibility for SLLP Professional Recognition holders for Masters pathways at universities in addition to University of Strathclyde. This was agreed in principle verbally by 1+2 SIG colleague however, no further progress. The working life of the SIG is now ended. Some interest from a small number of 2022-23 SLLP alumni about quoting the award in their applications to MEd programmes at various Scottish universities on an individual, case by case basis.

Next steps

- Facilitate and support SLLP 2023-24.
- Programme team to undertake collaborative self-evaluation of 2022-23 and SLLP Core 2023-24.
- Develop SLLP alumni community and a variety of professional learning and/or sharing opportunities for alumni.
- Explore possibility of funded PhD studentship to research the impact and legacy of (all versions of) the SLLP.
- Apply for Education Scotland endorsement:
<https://professionallearning.education.gov.scot/learning-providers/>. Recognition of professional learning informed by the national model of professional learning.
- Plan application process for next intake.

Integration of learning for sustainability

Toolkit

SCILT launched 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, in August 2021, ahead of the COP26 conference in Glasgow.

In session 2022-23 this continued to be maintained and updated, with new resources and information added as they became available. It was again promoted through webinars for in-service teachers, including two in conjunction with Scotdec, and for local authorities, PGDE students and

SLLP participants. In addition, there were two iterations of the Emerging contexts secondary workshop in which Learning for Sustainability features as a context for learning.

Planning has begun for a Learning for Sustainability and languages award to promote engagement on schools with relevant partners and with global citizenship issues. This will come under the Scottish Languages Employability Award umbrella and will be known as the SLEA – Green.

Next steps

- Continue to update and promote the Learning for Sustainability toolkit.
- Develop and pilot the SLEA – Green.
- Look for further opportunities to integrate Learning for Sustainability into language learning at a national level.

Words for the World

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 January to March 2023, culminating in an awards ceremony on 25 April to tie in with Earth Day.

Over 130 pupils from eight different local authorities and a number of independent schools submitted entries in a total of 20 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.

Next steps

Due to cuts in funding, Words for the World will now run biennially. The next competition will be in session 2024-25.

Employability

Promotion of Employability

This year SCILT has continued to develop a model of support for languages within a DYW and employability context which equips and enables schools to develop experiences and opportunities which are tailored to their individual needs and local circumstances.

This model of support consists of measures such as:

- Updating and promoting the SCILT online DYW toolkit.
- Incorporating DYW and employability into the professional learning menu in primary and secondary sectors. This workshop looks at the importance of languages in a DYW context and examples of DYW projects and activities, and allows an opportunity to consider how these could be implemented in the participants' own contexts. Over the course of the year, it has been delivered in both primary and secondary sectors and at local authority and RIC level; a total of five workshops were delivered (1 primary, 3 secondary, 1 cross-sector) and 'A Multilingual Approach to DYW' was the focus of one of the primary Open Access Wednesday drop-in sessions. These are the workshops which are solely focused on employability; in addition, there were three iterations of the Emerging contexts 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 (see separate section below).
- Developing the Scottish Languages Employability Award – Local to encourage partnerships between cluster/RIC groups and business partners.

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 e-Sgoil.

Scottish Languages Employability Award

The Scottish Languages Employability Award (SLEA) is now in its fourth year of full operation, helping schools and businesses to build partnerships through languages to develop young people's learning about the world of work and the value of language skills.

Having completed a three-year cycle of implementation last session, the focus of work in 2022-23 was 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.

This has resulted in the creation of a handbook to guide schools and a streamlined submission form, as well as clarification of the process. This has been well received.

In session 2022-23, the following awards were given: six gold, four silver and four bronze. For one of the gold award-winning schools this was their second consecutive gold award, meaning that they also achieved the prestigious platinum award.

In May 2023 we will pilot the SLEA – Local award, designed to help groups of schools, rather than an individual school, to build partnerships through languages with local businesses/organisations in order to develop young people's learning about the world of work and the value of language skills and intercultural competencies in the workplace. It is suitable for learners of all ages in both primary and secondary schools. The first winner of this award will be announced in August.

Full details of all winners are available on the SCILT website:

<https://scilt.org.uk/Employment/EmployabilityAward/tabid/1597/Default.aspx>. 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.

Next steps

- Launch and promote the SLEA – Local.
- Develop and pilot the SLEA – Green, to promote sustainability-focused partnerships between schools and local businesses/organisations.

- Support for schools in how to go about developing business partnerships.

DYW Live

In session 2022-23 SCILT developed and delivered a series of six language-specific employability workshops under the 'Languages and Your Career' umbrella. This reached in excess of 1700 secondary school learners and their teachers in 17 different local authorities and the independent sector. In addition, SCILT delivered a recorded input of this workshop together with e-Sgoil to link with Languages Week Scotland in January 2023.

Next steps

This highly successful partnership will continue in session 2023-24, where it is planned to extend the provision to reach primary schools also.

Support for school – university liaison

Online workshop series

A series of six stand-alone, online workshops for Higher and Advanced Higher language learners was developed in collaboration with the universities of Aberdeen, Dundee, Edinburgh, Glasgow, Stirling and Strathclyde. These two-hour sessions were held on Saturday mornings throughout August to December 2022.

This series of workshops targeted specific language skills and provided information on further study opportunities for languages at university. This offered an opportunity for learners to make contact with different university language faculties and students around Scotland, and for universities to contact language learners with a view to increasing student uptake. The overall aim was to improve learner performance, skills and motivation to continue learning languages.

The workshop series attracted a total of 116 senior phase learners, many of whom attended multiple workshops. There was a lot of positive feedback, with attendees stating that the workshops had greatly improved their understanding of the aspects of language learning that were covered:

- “It was great to hear insight from current students of languages of their experience in their studies.”
- “Doing an exercise in another language helped show me that I know more about my language than I thought I did.”
- “I thought it was well organised and I liked the depth we went into about the themes.”

Closer collaboration between SCILT and university partners has been a very positive by-product of this project.

Evaluation of the series showed that participants would like the individual sessions to be more concise and for them to be offered during the school week (in the afternoon or evening) rather than at the weekend.

Next steps

- Collaborate with university colleagues to plan the 2023-24 workshop series.
- Offer these workshops as one-hour, online sessions.
- Offer workshops at varied times: two during the school day, four during early evening slots.

University mentoring programme

SCILT collaborated with partners from UCFLS, the LANGS network and Northern Alliance to develop a languages mentoring programme inspired by the success of the [MFLmentoring](#) programme in Wales, established in 2015. Ultimately, the Scotland's Languages Explorers Programme aims to increase uptake in language learning in the senior phase and beyond.

Scotland's Languages Explorers Programme has been designed to build confidence and resilience in language learning, and to raise aspirations, by allowing young people to explore their own learning and ideas with a university student mentor. By working with small groups of up to ten mentees, mentors build relationships and explore attitudes towards multilingualism, multiculturalism, internationalism and the importance and relevance of developing language skills. Being a languages mentor offers university students a chance to develop their leadership and employability skills, as well as gaining an insight into working with secondary school learners.

Further positive outcome of this scheme include:

- better liaison between university and secondary school departments within Scotland
- more opportunities to share learning with partners leading similar programmes in the UK
- a chance to collaborate on building a shared network of mentoring resources with partners leading on similar mentoring programmes

Scotland's Languages Explorers Programme was piloted in 2022-23 with seven volunteer student mentors from the University of Aberdeen and five schools from Aberdeenshire and Aberdeen City. SCILT ran a programme of mentor training to cover topics such as: an introduction to mentoring, communicating and engaging young people online, safeguarding and child protection. Schools were made aware that a PVG-checked member of staff would be required to facilitate the online classroom set-up and supervise the mentee group during the sessions.

Schools and mentors were paired up and the six-week block of mentoring sessions were held online for each school prior to the Easter break. Some schools made use of a pupil survey provided by SCILT to take an evidence-based approach to mentee selection. Support resources for the mentoring sessions were written by SCILT and made available to mentors who were encouraged to personalise these for their own group of mentees, incorporating their own experiences in multilingualism and multiculturalism.

Mentees reacted very positively to working with older, near-peer mentors and appreciated working in small groups with their mentor, which allowed them to get to know their mentor and share their experiences and passion for languages. Mentors and teachers also provided valuable feedback and evaluations from all stakeholders have been taken into consideration. Planning has begun to launch this programme nationally in session 2023-24.

Pupil feedback:

- "I think it helped me think about my future and opened up new ideas."
- "It teaches you lots of skills and makes you realise how important languages are."
- "A good thing about it was the fact we learned a lot, another good thing was that it included lots of different aspects, not just language but also things like culture too."
- "I never realised how important languages are for the future till now."

Teacher feedback:

- “It was a very useful tool for our pupils to broaden their cultural horizons and learn something about languages which they might not have used in the classroom.”

Mentor feedback:

- “I really enjoyed the sessions and sharing my passion with the pupils, and I really hope they got something out of it and that their perspective on language learning has changed for the good!”

Next steps

- Expand the programme nationally to embrace more universities and schools across Scotland.
- Create a webpage of information about the SLEP, including video testimonials from 2022-23 mentors.
- Advertise Scotland’s Languages Mentoring Programme widely at the start of session 2023-24 to recruit schools and mentors.
- Continue to evaluate and improve the programme by collecting robust qualitative and quantitative data to inform the next iteration.

Language Ambassador programme

This year, SCILT collaborated with HaSS at the University of Strathclyde and with the Faculty of Languages and Literature at the University of Stirling to train, support and facilitate 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 consider languages as part of their high school curriculum and higher education pathways. For the past two years the programme had run as an online programme only due to the ongoing impact of the pandemic. This year, the programme relaunched as a hybrid model co-ordinated and organised by the professional services team at SCILT.

Ambassadors made a total of 24 visits online or in-person, to both primary and secondary schools. These reached 12 different local authorities in total and were very well received. The total number of visits was slightly lower than in previous pre-pandemic years due to the effects of school and university industrial action and other logistical situations. Going forward, as a result of evaluation and due to decreased capacity across the organisations involved, a revised model of operation will come into place.

In this new model, SCILT will organise and promote regular online bookable language ambassador inputs within the school day. These are designed to be joined by classes with their teachers and will be interactive, engaging sessions led by the language ambassadors showcasing their love of languages and language experiences. The benefits of this valuable near-peer input have been proved to be huge, and we hope that this will enable as many schools and learners to access that as possible. These will feature language ambassadors from different universities in Scotland.

In addition, individual universities will still be able to co-ordinate and organise in-person visits to their local schools. The SCILT website will signpost the key university contacts for this.

Training of language ambassadors will be shared between the universities (regarding in-person visits) and SCILT (for the online workshops).

Next steps

- Create and promote a bookable online programme of language ambassador workshops.

- Liaise with universities to recruit and train ambassadors.
- Update the SCILT and university websites accordingly.
- Evaluate the programme and review as needed.

Support for teachers delivering the Baccaulaureate

This year, ongoing support has been given to a school which wished to deliver the Baccaulaureate. This has been very positive and productive for SCILT as well as for the school/candidate.

Next steps

- Use SCILT communication channels to assess demand for support and professional learning.
- Plan and deliver support as indicated through scoping.

Support for bilingual learners and heritage languages

Consolidating positive working relationships with Bilingualism Matters, SCILT primary and secondary PDOs worked together with Dr Katarzyna Przybycien of Bilingualism Matters to:

- Write a survey, published on the Bilingualism Matters platform, to scope the professional learning needs of teachers in complementary schools. Results informed the development of a short series of workshops for complementary school teachers.
- Promote the workshop series in the SCILT ebulletin and Bilingualism Matters platform, allowing easy dissemination to complementary schools.
- Use the Bilingualism Matters platform as a forum for complementary school practitioners to share ideas and practice.

Three SCILT/BM professional learning workshops were created for complementary school educators in response to scoping feedback. These covered:

- Strategies to engage and motivate learners, both online and in the classroom.
- Managing learners with different levels of language ability.
- Bilingualism in the classroom and beyond.

The first workshop in the series took place in November 2022. Despite low numbers (eight attendees), the workshop engaged the participants and the discussions that took place were rich and meaningful.

SCILT delivered a free-standing session for Italian teachers in January 2023 with 17 teachers in attendance. This formed part of a series of workshops designed specifically for this group of teachers. Discussions were lively and interesting. Several attendees at this session chose to attend further SCILT/BM workshops in the series, bolstering attendance numbers as word spread.

The second workshop in our collaborative series with Bilingualism Matters took place in February with 16 attendees, some of whom had also attended the Italian teachers' workshop. Re-attendance was due to interest in the topic, which provided evidence that the topics that interest mainstream teachers are just as relevant for complementary school teachers (differentiation, motivation, engagement).

The final workshop took place on 27 April and was run by Bilingualism Matters on the topic of 'Bilingualism in the classroom and beyond: The role of teachers, parents and communities in heritage language development.'

Attendance at workshops has been steadily increasing and feedback has been very positive. Participants have attended from Scotland but also from further afield in the UK.

Next steps

- Capitalise on the positive momentum generated in 2022-23 to continue to raise the profile of bilingual and heritage language learning.
- Collaborate with ALL to further increase outreach and continue to raise the national profile of bilingualism and multilingualism within our growing heritage languages communities.
- Identify opportunities to highlight bi-/multilingualism and heritage languages in other CLPL contexts.
- Develop platforms to encourage networking between complementary and mainstream schools for the benefit of language learners.

Learning Partnerships

Learning partnerships

Living Languages series

The Living Languages series is a collaboration with School of Humanities at the University of Strathclyde and involves conversations with high profile figures from various sectors who have used languages in their lives.

In April 2022 we hosted a conversation with former France international footballer Lilian Thuram. This hybrid event marked the launch of 'White Thinking: Behind the Mask of Racial Identity', the English-language translation of Thuram's latest book, 'La Pensée blanche'. It took the form of an informal conversation in French with frequent summaries in English provided by an interpreter. Attendees had opportunities to ask Lilian questions in-person and online.

Eighty-six attendees registered in advance, covering staff and students of French from Scottish universities, pupils of Advanced Higher French and individuals with an interest in human and civil rights. On the day over 40 attended in-person and 34 online.

Continuing Professional Learning Partnerships (PLPs)

Santécosse with Tayside RIC and University of Dundee

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

This project has been developed in French and Spanish. 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.

This year the project ran with all S3 learners in pilot schools in Dundee, Angus and Perth & Kinross councils. It was integrated into existing health units of work, supplemented by a set of project-specific teaching and guidance materials prepared and moderated collaboratively by the working group. Winning entries from each school were submitted to SCILT. Finalists were all showcased, and

winners announced, in a video showreel. These demonstrated excellent engagement and creativity, and impressive use of language.

Next steps

Guidance and resources to enable schools and local authorities to organise a similar project themselves will be published on the SCILT website. Due to cuts in funding, the planned national expansion of this will not now proceed.

Le foot et la Francophonie

Le foot et la Francophonie aims to inspire pupils in S2 and S3 to continue with French by connecting the language, and the countries in which it is spoken, to the high-profile environment of professional football. Judging guidelines for this IDL competition are in line with the experiences and outcomes and benchmarks for second and third level modern languages and health and wellbeing curricula, as set out by Education Scotland, and have been reviewed by subject specialists from the University of Strathclyde and SCILT.

The culmination of the pilot phase of Le foot et La Francophonie took place in May 2022 with an in-person final competition. Finalists from three Glasgow schools met at the University of Strathclyde and were asked to present their French language football video and perform their prepared football drills with all commands in French. In total, 750 pupils from four Glasgow schools in disadvantaged areas participated in the pilot phase. Feedback from the participants' evaluations was very positive, with one teacher commenting on how motivating it was for pupils, especially boys, to engage with "French disguised as football".

Following the success of the pilot phase, the programme was reviewed, and a competition [webpage](#) developed to provide learning resources from the pilot project as a template for teachers who want to run this project with their own classes. All materials focus on vocabulary areas related to the lives of footballers from throughout the Francophone world and on their countries of origin (including topics such personal information, friends and family, hobbies, work, likes and dislikes and life in other countries).

Launched nationally for the first time in 2022-23, 17 schools from 14 local authorities registered for the competition, with the majority of those running the competition with whole year group cohorts (an estimated total of 1800 pupils). The final event will take place in June 2023 at the University of Strathclyde. This will include presentations by pupils from the participating schools, as well as football activities in French staged in Strathclyde sports and facilitated by PGDE PE student teachers from the University of Strathclyde.

Next steps

Materials (including learning resources, competition outcomes and judging criteria, and examples from past winners) have been made available in French on the SCILT website for schools and local authorities who wish to organise a similar project themselves.

Despite the popularity of this competition and requests from practitioners to develop it into other languages (including at-risk languages such as German and Italian), plans to further expand this competition nationally will not be able to proceed due to funding cuts.

New Professional Learning Partnerships (PLPs)

Creative puppetry and storytelling

Following the completion and evaluation of the Early Years Creative Puppetry (EYCP) PLP, the case study has now been written and was published on the SCILT website in August 2022. The EYCP case study was widely promoted by SCILT and co-author Tania Czajka and to date it has received 391 visits to the SCILT website.

Having developed positive relationships with teachers and EY practitioners within the EYCP group, a community of practice has since been established in the form of a Team in MS Teams. So far there are 67 practitioners, including many who were involved in the EYCP PLP. This is a number we hope to build on. The Team offers a space for practitioners to share resources, engage in professional discussion and provide general support for language teaching in the Early Years. Building on our work with languages in Early Years, January saw us hold an online Show and Tell event. This event, attended by 28 practitioners working in schools and EY centres across Scotland, featured three practitioners working at early level share their expertise and language-related resources with attendees. The feedback from the event was hugely positive with practitioners requesting more opportunities to engage with this type of professional learning to support language learning at early level. In addition, a dedicated OAW workshop to language learning in the Early Years took place in April. This event, facilitated by SCILT, featured guest presenters Tania Czajka (EYP and bilingual author of *Lapin is Hungry*) and Nickie Davidson (practitioner, Coylton ELC). Both shared their experiences of using puppetry and multi-modal storytelling within a play-based approach to teach languages, notably that of French and Gaelic. Twenty-one practitioners attended this event.

Next steps

We will continue to explore opportunities to share our findings from this project, notably that of the professional learning aspect of the EYCP project. This will include submitting abstracts to relevant conferences and/or professional learning publications. We will continue to support language teaching within Early Years by engaging with and developing the Languages in Early Years (LIEY) Team. We hope to see increased engagement from EY practitioners on the Team and also at our Open Access Workshops as we continue to extend our reach into the Early Years sector.

Scottish Prison Service Family Learning

This project aimed to be a partnership between SCILT, the Scottish Prison Service (SPS) and volunteer languages teachers. It aimed to engage prisoners and their children in meaningful remote language learning experiences, delivering a block of online language lessons to individual prisoners and their families. It also aimed to address health and wellbeing in terms of modelling and encouraging positive relationships, and to support attainment for vulnerable learners.

Initial planning and discussions took place for this project. Logistical issues in establishing a project of this kind, both during and in the immediate aftermath of Covid-19, affected implementation. Due to cuts in funding, this partnership will not continue development in session 2023-24.

Quality improvement

Digital strategy to support SCILT/CISS practice

Prior to lockdown we worked closely with the University AV team to provide us with state-of-the-art video conferencing facilities that could be used within The Ramshorn. 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.

However, due to lockdown and the subsequent period of home working, the installation was never pursued. At the end of 2022, we contacted the suppliers to chase delivery and arrange an installation date. Unfortunately, we have been advised that we will have to pay additional monies to upgrade the existing equipment for it to now work.

Next steps

We are currently trying to find a solution that will enable us to have only the essential equipment installed at no further cost. We are hopeful that the new AV video conferencing facilities will be installed during 2023, followed by full training for staff. Since lockdown, 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 new digital resources. In this way we can ensure equity of provision across Scotland and encourage international participation.

Priority 2: Promotion and partnerships

Family learning/parental engagement

Parental engagement

The new parental engagement toolkit was published on the SCILT website in September 2022. Following various promotional activities, to date there have been 148 visits to the webpage. Parental engagement remains a popular workshop and in August 2022, our first Open Access Wednesdays session featured this theme with 19 participants in attendance. Positive evaluations were submitted following the event. This year we also received a request from Angus Council to provide input on parental engagement with languages within a cross-sector context. The workshop was aimed at educators at all levels within the local authority. Parental engagement is woven throughout the work we do at SCILT particularly through our professional learning engagement. Information on the website is reviewed and updated when appropriate to provide support and advice for practitioners and parents.

Next steps

In order to increase the number of visits to the toolkit, we will launch a series of promotional activities to highlight the toolkit. We will continue to host an Open Access workshop on parental engagement and provide an option for this workshop to be booked from the professional learning menu.

Professional partnerships

Languages Network Scotland (LANGS) partnership

Languages Network Group Scotland (LANGS) 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.

This year SCILT supported the effort to expand membership of the group, due to the end of the 1+2 implementation period and some representatives returning to school. The group now suggests three members per local authority – one for primary, one for secondary and one with a wider local authority remit.

One online and two hybrid meetings were successfully held during 2022-23, attracting a wide audience from all over Scotland. The current Chair was not in post for a period of time in 2022, and the Vice Chair stepped in to host the November hybrid meeting.

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. SCILT is represented on the LANGS group by a Professional Development Officer and the administration of

the group is facilitated by a member of the Professional Services team, currently the Projects Assistant.

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.

This year the Chair and Vice-Chair initiated a new local authority networking session, which takes place as an online twilight session separate from the main meeting. Three of these meetings have taken place since June 2022.

Sources of evidence

- LANGS group membership: increased from 102 representing 30 authorities in June 2022, to 122 representing 30 authorities in March 2023.
- LANGS meetings: attendance remained consistent across the two hybrid meetings in June and November 2022 with 20 authorities represented by 44 and 46 attendees respectively. There was a slightly increase in attendance at the online meeting in March 2023 which had 54 attendees across 21 authorities, although wider group membership also increased over this period.

Next steps

Due to SCILT budgetary constraints SCILT is no longer able to cover the cost of venue hire and catering for in-person LANGS meetings. As such there are likely to be two online meeting over the next year, and one in-person using a free venue and no catering.

It is likely the current Chair will step down from the role over the next year, and SCILT would facilitate the election process.

The focus group has been seeking to refresh the membership, with new members joining for the coming year.

International partnerships

Partnership with Qatar Foundational International

SCILT's partnership with Qatar Foundation International (QFI) continued in 2022-23, with online classes being delivered as part of the Discovering the World of Arabic programme. Throughout the course of this academic session, weekly live classes took place for 12 schools: over 200 learners benefitted from this unique learning experience.

SCILT has developed its online teaching team this year: new teachers have been recruited, and a departmental approach has been put in place, alongside a system for regular self-evaluation and professional learning.

In partnership with QFI, our teacher network and SCILT colleagues, we have produced a set of progressive resources which we hope to share more widely next session.

Next steps

The Discovering the World of Arabic programme continues to grow, and in session 2023-24 we hope to trial our new BGE secondary course, an important factor in creating progression in the programme.

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, until recently, 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.

Sources of evidence

We received requests from seven authorities to host 21 GETs for session 2022/23. This is a slight decrease from session 2021/22, which saw requests for 23 GETs from nine local authorities.

Local authorities no longer taking part cited lack of interest from schools as the reason.

Next steps

The organisers at Get Across Borders have been investigating alternative funding streams as the Erasmus+ funding originally used is no longer available to them. As of yet we have had no confirmation of the programme continuing in session 2023/24.

If funding is secured from the organiser's side, the end of ring-fenced 1+2 funding may have an impact on the ability of authorities to match the funding for GETs in session 2023/24 and onwards.

British Sign Language (BSL)

Support for BSL

BSL as an L3

Following on from the success of BSL as an L3 provision during session 2021/22, we have continued to work in partnership with Garvel Deaf Centre to offer high quality online BSL lessons to primary pupils in Scotland, delivered by deaf tutor, Mr Paul Tipling.

For session 2022/23, 58 schools responded to the BSL offer with some having taken part previously. With only 5 available spaces, the selection process was rigorous to ensure we had a good geographic spread of schools that had no prior experience of BSL and a strong rationale to learn it. Five schools from five local authorities were selected however one school withdrew due to low numbers (island school). Once selected, and in advance of the classes beginning, an information meeting was held for the participating schools to share key information about learning BSL online. The information session was worthwhile as it helped ensure that the programme and classes ran smoothly each week.

Before the classes began, each school was equipped with a microphone and webcam to mitigate against any problems with school equipment not working. Providing webcams on loan worked very well as it meant the deaf tutor could see the pupils and assess their learning each week.

Completed evaluations highlight how positively the BSL classes were received by the teachers and pupils, in particular highlighting the expert guidance and delivery of each lesson by Paul Tipling along with his interpreter.

Next steps

Unfortunately, due to staffing and work commitments within Garvel, we will no longer be able to work in partnership with Garvel Deaf Centre to provide online BSL classes for primary pupils. However, with demand for BSL learning at a high level, we are actively seeking another partner that we hope will be able to offer a similar BSL language learning experience that is worthwhile, valuable and enjoyable.

Promotional events/campaigns

Support for national competitions

Mother Tongue Other Tongue

The Mother Tongue Other Tongue (MTOT) multilingual poetry competition celebrates linguistic and cultural diversity through creative writing. It offers a unique opportunity to showcase the many languages spoken and learned by young people in school and at home.

In 2023, the competition again saw schools from all over Scotland participating. Over 20 languages were represented, and 2023 saw an increase in participation from secondary schools. Shortlisted finalists joined in the live final event, hosted online on 21 February, International Mother Language Day. Schools, parents and carers were able to join in and watch performances from young poets in Danish, Tamil, French, Ukrainian, Arabic and many more languages. The winners in each category were given the opportunity to appear on the Kids Poetry Club podcast, and to have their work published on the UK National Children's Poetry Archive.

MTOT 2023 had an additional prize category to celebrate the growing number of Ukrainian learners in our schools. This was hugely successful, and these moving poems were given their own special online exhibition 'Voices of Hope', launched as part of the Refugee Festival Scotland in June 2023.

Espacios Increíbles

Espacios Increíbles is an interdisciplinary competition initially for S2 and 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 third year, the final was held online, due to Covid-19 restrictions, in May 2022 to an audience of parents, classmates, teachers and head teachers and SCILT and University staff. The six shortlisted schools, from five different local authority areas, 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 Spanish speaking architects, young entrepreneurs and Spanish speakers working in a design company who all talked

about the benefits of learning Spanish and how it can benefit life and work. The winning school also had an article featured in the magazine of the Royal Institute of Architects in Scotland.

Espacios Increíbles was evaluated and updated for school session 2022-23 as we added new materials to include Peru as a case study. This session nine schools have entered the competition from nine local authority areas. New resources were developed to meet these requirements and existing resources adapted to be in line with more up to date pedagogy. At the final, which will take place on 24 May 2023 at Strathclyde University, six schools will battle it out to become this year's champions, whilst being entertained and informed by guest speakers including an architect, Spanish graduates and Strathclyde alumni.

Next steps

- Full evaluation of the event for future planning and reporting.
- Update website and ensure schools have access to resources for carrying out their own Espacios Increíbles competition.
- Espacios Increíbles will not run in 23-24 due to funding cuts.

Jacqueline Munro-Lafon essay prize

Run in collaboration with the Franco-Scottish Society and aimed at Advanced Higher learners of French, the Jacqueline Munro-Lafon French essay competition requires entrants to write an essay of 350 to 500 words in French discussing a predetermined current affairs topic. The competition judging guidelines closely mirror the success criteria for the AH French national qualification. The competition has been designed to offer an opportunity for learners to showcase their excellent French writing skills in a national forum endorsed by a prestigious French association with branches across Scotland and international links.

In 2022, the essay question related to a quote from Greta Thunberg, who stated that “We must change almost everything in our current societies”. This linked to the COP26 summit held in Glasgow in late 2021. The question asked AH French candidates to consider which changes they would most like to see and how they would make them happen. A smaller than anticipated number of submissions were received and it is believed that the lower number of submissions could be related to the lack of exam experience of the S6 cohort in 2021-22. Due to the impact of Covid-19, these S6 pupils were facing their first ever diet of exams in 2022 so anxiety and pressure were understandably high.

Following the 2022 online awards ceremony, the Jacqueline Munro-Lafon French Essay Competition was reviewed and a number of measures were introduced to increase participation: the deadline for registrations was brought forward; the essay question was sent to participants earlier; a [webpage](#) was developed to make learners and teachers better aware of the competition outcomes. SCILT also highlighted more explicitly the commonalities between this French writing competition and elements of the AH French course, showing that participation in this competition could support preparation for the discursive essay element of the AH French exam.

These measures were very effective, as evidenced in the table below:

	Number of submissions	Number of local authorities represented
2020-21	18	8
2021-22	6	5
2022-23	20	13

The 2023 final will take place online on Tuesday 30 May. This year's question relates to issues arising in the arena of sports and is based on a quote by Henri Sérandour, former President of the French National Olympic Committee (1993-2009): "Sport must remain apolitical in the sense of being independent of political and economic powers."

Next steps

- Full evaluation of the event for future planning and reporting.
- Update website and ensure schools have access to previous essay questions and guidelines for their own learners.
- The Jacqueline Munro-Lafon French essay competition will not be run by SCILT in 23-24 due to funding cuts but we will continue to support the Franco-Scottish Society of Scotland in an advisory capacity should they wish to run this competition.

Support for language promotion

European Day of Languages

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

SCILT supports schools celebrate EDL by:

- Sharing news, themes, update, 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 2023 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 2022-23, with over 5K views in September alone. The social media campaign saw high engagement on Twitter. Most popular post was the first one linking to EDL resources on SCILT website with 26 likes and 18 retweets.

Lots of schools used the EDL hashtag to share their celebrations on Twitter. The information team replied directly to schools to invite them to contribute to the EDL blog. Twenty-five schools submitted an article for the EDL blog – equalling the highest number of entries received since the blog started in 2010, and a 56% increase in entries from the previous year. We included four of these articles in the SCILT winter newsletter, a further opportunity to spread the word about the day.

Next steps

Build on the success of our 2022 social media campaign, continuing to promote EDL and highlight the online resources available on our website and elsewhere and further building engagement with schools.

Language Linking Global Thinking

Language Linking, Global Thinking (LLGT) is a partnership project between SCILT and UCMLS representatives in Aberdeen, Dundee, Edinburgh, Glasgow, Napier, St Andrews, Stirling and Strathclyde universities, while some years the charity Project Trust is also involved. In addition, in previous years we have invited participants in the CISS Scholarship – young people between school and university who spend a year in China learning Mandarin.

The programme links a student during their year abroad with a designated class in a secondary or primary school in Scotland, with the purpose of corresponding with the pupils. In a typical year, participating students are in a variety of countries including France, Spain, Germany, Italy, China, Honduras, Peru, Chile and Senegal. This raises awareness of different cultures and introduces the pupils in participating schools to new language.

Through visits to school, regular blog entries and other means of communication with the student overseas, schools are encouraged to build international links. 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.

Following disruption during the pandemic, in 2022-23 the project returned to a scale which was close to its pre-Covid dimensions, with over 30 partnerships between schools and students.

Sources of evidence

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

From students:

- “The programme is a great initiative, as often it can be difficult to find that little extra piece of motivation at school. Learning a language at school opens so many doors later, and I hope my blog has been able to get students excited about not just reaching the path to speaking a language well, but also what it can bring as a cultural asset. The pupils asked lots of questions and I answer them in my next blog posts.”
- “I really enjoyed the LLGT link. The teacher was wonderful and kept in contact with me each month. The link positively impacted me as it helped me reflect upon cultural differences between Scotland and France that I may have taken for granted whilst living here! The teacher sent across any questions that the children asked and it was very sweet to see how intrigued they were about France, and how the blog posts sparked interest in them about living abroad.”
- “Everything was great with the school and the blog - really great interactions and communication. Having this project made me feel really excited about summarising my time abroad. I feel positive about sharing my experience with the pupils and it was really heartwarming to read the reactions and responses and questions from the school children.”
- “The link went really well. Being paired with a high school class and getting to share my experience on my year abroad helped me to appreciate this time more and to make sure that I took full advantage of this opportunity. I really enjoyed my time as a language partner

and I hope that this small insight into daily Spanish life and culture was beneficial and inspiring for my class, and encouraged them to pursue language learning further.”

From teachers:

- “We enjoyed hearing from Lara via her blog. She was very keen to work with us and include things on the blog that were relevant to the pupils in the class. Pupils were interested to hear from Lara and asked lots of questions - and were always asking me when they'd next hear from her!”
- “Our interactions with Rebecca were very beneficial for pupils, who consistently said that it was nice to be in touch with her and to read her blog posts. Rebecca was amazing. She carefully planned the topics of her posts with me, so they tied in with what we were studying. She took great care to make her posts a great read each time and also incorporated a lot of cultural content and target language. She made a strong impression and greatly inspired a few of our pupils.”
- “I was really pleased with the communication that we had with Lucy. The Blogs were insightful, engaging and provoked discussion and questions amongst my pupils, which I put to Lucy so it was a two-way process.”
- “Alice’s blogs were very regular and interesting and the pupils loved getting them.”
- “Our link with Laura went really well. The S2 pupils loved it! Communication was great. Pupils were engaged in the materials. Blogs were very interesting.”
- “Our pupils really enjoyed reading and finding out about Louise’s year abroad. The blog on her travels particularly interested pupils. I think it was very motivating and pupils came up with questions and things they wanted to know, which we posted back to Louise.”
- “We really enjoyed being part of the LLGT program this year. The pupils enjoyed reading about our link’s life in Spain and how it differs from Scotland. We particularly enjoyed her blog post on food, which tied into a topic in class.”
- “The link went really well. Stuart sent really interesting blogs to the class on a range of topics. The class responded well with questions and comments and we put all the work up in the modern languages corridor so that the whole faculty could benefit from it. We were really happy with the link and Stuart got the tone just right for the classes.”
- “Lucy was great. We communicated by email and she did everything I asked of her. The pupils enjoyed reading about her adventures and particularly enjoyed reading about the mistakes she made (we had been working on resilience!).”

Next steps

Due to the forecast of a reduced budget for SCILT in 2023-24, the LLGT project is likely to be shelved until such time as it can be sufficiently resourced once again. This is unfortunate, given the positive impact it generates each year.

Languages Week Scotland

Languages Week Scotland ran from 30 Jan – 3 Feb 2023. The theme was “Languages for a peaceful world”.

The dates for LWS23 were announced on 22 September 2022 through the SCILT ebulletin, SCILT social media and the @LangsWeekScot Twitter. In the middle of November, SCILT contacted partners by email with full details of the week and an invitation to get involved. We followed this by

sharing a series of sector specific tweets to include a quote from a report on the value of languages. These were shared, once a week, throughout December.

In December we uploaded ideas for how schools could celebrate LWS23 onto the SCILT website. We promoted this page through a series of posts during the first week of January.

In December, SCILT employed two interns to work on creating content and a schedule to promote and celebrate SCILT's own projects during LWS23.

During LWS, we shared a series of quotes relating directly to the theme of peace and languages on @LangsWeekScot.

In January, we worked with four local authorities and with the British Council to finalise text and images to be used for the Daily Challenges to run during Languages Week Scotland.

We received a video from the Shirley-Anne Somerville, Cabinet Secretary for Education, and from Neil Gray, Minister for Culture, Europe and International Development. We uploaded these onto our website and shared them on social media to open LWS, on Monday 30 Jan 2023.

This year, we saw schools across the country celebrate, with particularly strong engagement with the week on Twitter from Falkirk, East Renfrewshire and Ayrshire. We saw a variety of activities shared on Twitter including those around the theme of peace. Recurring activities included pupils and parents leading learning, external visitors to promote languages as a skill for work.

A wide range of partners joined in the celebrations, including Scottish Book Trust, Book Bug, Scottish Parliament, Young Scot, Scots Language Centre, Digit, Forth Valley Sensory Centre, ICC International.

From 9-13 Jan we issued a series of posts from @LangsWeekScot to encourage schools to get involved in the week. These posts generated a large amount of traffic to the SCILT website in January (23% of overall visits). From 31 Jan – 3 Feb (LWS23) – series of posts with inspiring quotes on languages and peace. These Tweets saw good engagement (36 Retweets, 23 Likes for the highest performing Tweet).

At the start of LWS22, we uploaded a video from Shirley-Anne Somerville, opening the week. On our @LangsWeekScot account, the video had 886 views, 22 retweets, 26 likes. The opening video from Neil Gray had 730 views, 23 retweets, 37 likes. Over the course of the week, we shared a series of challenges on Twitter and saw good, consistent engagement. For example, Monday's challenge had 27 retweets and 32 likes and Tuesday's had 31 retweets and 33 likes. Schools shared the work they had produced as a result of these challenges, and the pages hosting the full challenge on the SCILT website received over 1K visits in January and February.

Next steps

The dates for LWS24 are 29 Jan – 2 Feb and the theme is "Languages for a sustainable world". We will continue to further develop targeted content on social channels and work with local authorities to develop the daily challenges. We plan to publish these earlier to improve engagement. We also hope to engage further with specific partners and widen participation from different sectors.

Priority 3: Research and knowledge exchange

National and international knowledge exchange events

Participation in, and attendance at, national and international conferences

SCILT and CISS colleagues have presented at or facilitated sessions at numerous conferences and knowledge exchange events since April 2022, including:

- Active global citizenship through modern languages – ScotDec
- Differentiation in complementary schools – ALL
- CISS 10th Anniversary Knowledge Exchange Conference: Looking back, looking forward (various)
- Danish Language Centre visit – SCILT (various)
- How an online community of practice supported practitioners to introduce creative, play-based pedagogies for teaching French in nursery and early primary settings - International Professional Development Association (IPDA) Annual Conference
- INNLAC 2022 (various)
- Pathways with Mandarin – East Renfrewshire Council
- Norwegian National Centre for English and other Foreign Languages in Education Conference (various)
- Planning for progression in online lessons – QFI Autumn Institute
- Remembering Empire training – SCILT/University of Cardiff/University of Stirling
- SALT Conference 2022 (various)
- SCEN Youth Summit
- Scotland's diverse languages landscape: A foundation for peaceful communities – SCILT/Education Scotland (various)
- UK Lingua 2022: Multilingual Language Learning and Teaching Colloquium (various)

SCILT and CISS colleagues have also attended conferences and other knowledge exchange events, a selection of these include:

- Association for Language Learning (ALL) (various)
- Be Proud of your Primary Languages – Joe Dale
- Behind the numbers: Understanding how social inequalities in education and the labour market come about – MHSES, University of Edinburgh
- British Educational Research Association (BERA)
- BSL: Solar Bear Signposting – Solar Bear Theatre Company
- CLIL in the primary school – Aston University
- Climate Fresk Workshops / Facilitator Training – University of Strathclyde
- Co-creating a fair and green future with young people: LfS in action - Learning for Sustainability Scotland
- The Connected Learner: children's learning identities in a changing world – Centre for Educational Research (CERES), Liverpool John Moores University
- Decolonizing Professional Learning – Memorial University, Canada
- Diversity, Decolonization and the French Curriculum (DDFC) Conference: Resistance
- Equity in the classroom – British Council
- Gender-inclusive language in language teaching - Centre for Excellence in Language Teaching (CELT), University of Leeds

- How to make languages teaching more LGBT+ inclusive – Lingascope
- Hybrid conference: Creative fusion of languages and science – Lancaster University
- Inclusive Language and Gender Equity: A colloquium – Department of Romance Studies, University of Boston, USA
- International Professional Development Association (IPDA) Annual Conference
- It's Time We Talk About Mental Health in Classrooms. But How? – Harvard webinar series
- LANGS (Languages Network Group Scotland)
- National discussion on Education – University of Strathclyde

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. There is also a summary of important upcoming language-related events and conferences.

Following a (post-) pandemic slow-down in the number of potential contributors coming forward, a change of approach has been adopted. Instead of a single editor, there is now an editorial team, which includes staff from SCILT and a colleague from the School of Education at the University of Strathclyde. In a move to encourage more diversity of voices from the international languages community, potential contributors are now invited to submit for consideration not only research-based pieces, but also practice insight working papers, thought pieces and book/conference reviews. The updated guidelines have been published on the SLR page of the SCILT website, and we hope to attract a broader range of high-quality submissions from language practitioners from Scotland and beyond.

Sources of evidence

The SLR currently attracts around two thousand visits to its webpage each year. Around eighty percent of these come from outside the United Kingdom, demonstrating the publication's international reach.

Next steps

The newly formed editorial team has developed a flyer and a slide. Both will be used to promote and publicise the SLR wherever appropriate (e.g. at knowledge exchange and professional learning events, and at national and international conferences). In addition, the editorial team will seek to publicise the SLR via other publications intended for teachers and practitioners, with a view to creating strong and sustainable networks. It is hoped that these approaches will energise the SLR in the post-pandemic landscape, and ensure a regular flow of submissions for inclusion in future issues.

Outward facing communication

Website review

Maintaining an easy to navigate, relevant and attractive website is crucial to SCILT engaging with its stakeholders. During the period April 2022 to March 2023, the SCILT website saw 55,243 visitors, 71,829 visits and 138,580 pages viewed.

SCILT has 1.3K subscribers to our weekly news bulletin mailing. This, together with our presence on social media, accounts for 85% of referred visitors to our site.

SCILT's website supports SCILT's priorities, as stated in the **Strategic Plan**.

Priority 1: To support high quality language learning and teaching for all, in line with national priorities

- SCILT hosts a page of resources to support schools receiving Ukrainian families. These pages were launched last April and there has been a significant amount of traffic to these pages (9654 visits, making these the 2nd most visited pages this year).
- There was an increase in visitors to the Professional Learning pages of 37%. Visits remained consistent, averaging around 240 each month. These pages host information on the range of PL opportunities SCILT provides, including PL workshops for local authorities, PLPs, the OU TELT course and the LLP.

Priority 2: To highlight and demonstrate the benefits of multilingualism and intercultural competencies so that languages are widely recognised as a key skill for life and work

- The pages hosting information and resources to support schools in celebrating European Day of Languages and Languages Week Scotland have been consistent popular from last year to this year, and we are delighted to see such strong engagement with these campaigns.
- There has been an increase of 21% in the number of visits to the SLEA pages, and this is reflected in the number of applications for the Award. We are pleased that publicity around the Award on social media and in the bulletin has had such a positive impact on interest and applications.

Priority 3: To share information and language-related research, and facilitate knowledge exchange in Scotland and beyond

- The News pages continue to be the most visited.
- SCILT's combined presence on Twitter and Facebook account for over 80% of external site referrals to our website.
- Visits to the SLR and to the pages containing statistics on language learning in Scotland continue see a good number of visitors (1657 and 1198 respectively).

Next steps

SCILT continues to monitor engagement and continues an annual review cycle to ensure content remains relevant. SCILT continues to promote specific website content through its social media channels and weekly news bulletin to ensure that its audience is able to access the most relevant pages of the website easily.

Communication strategy

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.

"I really enjoy looking at the regular SCILT bulletin and really appreciate it when the Goethe-Institut events get a feature." (E Buri)

Over the period of April 2022 – March 2023, there was an increase of 11% in the number of subscribers. Subscriber numbers in March 2023 stands at 1250. 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 initiatives to support language teaching and learning in the classroom, including promoting uptake, exam preparation and competitions, closely followed by professional learning opportunities for language teachers. Our competition for schools combining French and football, Le foot et la Francophonie, has the highest engagement, with our Christmas pages also continuing to be popular.

Next steps

- Continue to seek to build audience.
- Look at ways to increase click-through rate from news items to website.

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 (8%) and of likes on Facebook (14%) and on Instagram (20%). (Twitter – 5644 followers; Facebook – 1631 followers; Instagram - 317) 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.

Newsletter

The SCILT and newsletter is published twice yearly. The newsletter features articles about the work of SCILT and includes articles submitted from cultural organisations, local authorities and schools that showcase interesting approaches to language learning and teaching.

The SCILT newsletter was published in December 2022 and June 2023 on the SCILT website. The page on the SCILT website hosting the latest two editions saw a total of 1000 visitors to the page which hosts it over the period April 2021 – March 2022. This is a significant increase in visitors of 40% compared with the same period last year. We are delighted with this as we have spent time promoting the newsletter over the course of the year.

Next steps

We will continue to investigate ways to promote the newsletter to ensure that it is widely read and that we receive contributions from a wide range of schools and other partners.

Digital interns

SCILT/CISS recruited six S6 students to participate in the 2022-23 digital internship programme. The aim of the programme is for S6 students to promote languages and language learning to their peers (15 to 18-year-olds) through social media. The interns receive initial training from the SCILT/CISS team as well as ongoing support/mentoring throughout the project. This is supplemented with an additional training session in January where the digital interns hear from a range of external speakers.

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

Next steps

We have recruited seven interns for 2023-24 and will continue to make use of the strengths of online and in-person meetings to create a hybrid programme of training and support for the coming year.

Ramshorn communication strategy

Glasgow Doors Open Day Festival 2022

Glasgow Doors Open Days 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 2022 we were able to expand this offer and open the building to the public for the first time.

The building was open for two days during the festival in September 2022. During that time we welcomed a wide range of visitors into the building, and offered guided tours which proved to be very popular. We designed and created a timeline for visitors to learn more about the history of the building, and displayed copies of posters from when the building was a theatre. During the open days CISS colleagues also offered activities such as bookmark-marking and knot-tying.

In addition, we displayed examples of how SCILT and CISS use the building now. We also showcased the work of young people in Scottish schools by running The Ramshorn Time Capsule competition. The competition invited learners to use languages they use at home or have learned at school to design and describe the contents of a time capsule found in The Ramshorn grounds.

Sources of evidence

- Visitor numbers – 334 visitors over the course of the two open days.
- Tour bookings – all 80 places on the guided tours were fully booked within days of registrations opening.
- Competition participation – 9 entries from 3 schools across 3 authorities.

Next steps

Our application to take part in GDODF again in 2023 has been accepted, and the building will be open for two days on Friday 15 and Saturday 16 September 2023. Preparations are ongoing, and we once again intend to offer tours, activities and showcase the work of SCILT and CISS and of pupils in Scotland's schools.

We chose not to run the time capsule competition again this year, due to SCILT budgetary constraints and limited interest from schools.

Confucius Institute for Scotland's Schools

Priority 1: Supporting the learning experience for practitioners and learners

CLPL: learning and experiences 3-18

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 2022-23, we delivered four professional learning and support sessions. The first, in May 2022 was entitled 'Progression and understanding standards in the BGE' and focused on CISS Framework for Progression and how to integrate progressive, quality learning in S1-3. The second workshop took place in September where a guest speaker from the University of Strathclyde spoke about recent research into teaching of Chinese culture in Scottish schools.

In November, we held a full day in-person session which included a focus on health and wellbeing for teachers and teaching Chinese culture through expressive arts. This format was very well received, and we shall continue to offer one professional learning session per year in this format to encourage networking and collaboration. Finally, in March we invited SCILT Professional Development Officers to deliver a professional learning session on tackling controversial issues in challenging times. Again, this was very well received, and we hope to have an annual professional learning session with SCILT input.

The GTCS Mandarin teachers' steering group, comprised of five experienced Mandarin teachers and a Professional Development Officer has only met once this year due to time constraints. All the teachers continue to have a role in one aspect of the GTCS teachers' network including: communications, delivery of professional learning, assessment and moderation, development of resources.

Next steps

We plan to hold three professional learning workshops throughout the review year 2023-24 in May, November and February. One of these will be of a sharing good practice format run by the teachers themselves, one will include input from SCILT Professional Development Officers, and one will be an in-person symposium where the focus will be pedagogy based.

The steering group will hold an AGM and a new, broader 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.

Continuing from the success of the new framework of professional learning and support for Chinese Exchange Teachers (CETs) introduced in 2020-21, we have delivered this programme to our ten new CETs who arrived in August 2022. This programme included 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, two half-day in-person professional learning sessions 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. Our seven Year 2 CETs completed a parallel programme building on their learning from year 1, looking at the standards in more detail. They joined the Year 1 CETs for the monthly discussion sessions.

In year one, CETs are assessed by means of reflective prompts which encourage them to think critically about their practice. In Year 2, CETs follow a similar programme of assessment, with new reflective questions and are expected to reflect more deeply and present their thoughts in a variety of formats.

Next steps

- Both professional learning programmes will be fully evaluated and adapted to suit the needs of the CETs in the current context.
- An in-person professional learning day will be offered to all CETs where they can join with GTCS Mandarin colleagues for collaboration and peer learning.

Support for Chinese Exchange Teachers (CETs): Framework of progression

The Mandarin Framework has been in use by CETs and other teachers of Mandarin for two years. It has been monitored and modified throughout that time with the support of a working group made up of CISS staff, experienced CETs and GTCS Chinese and primary teachers. Feedback has been sought from CETs and their Mentors to ensure that the Framework is suitable for its purpose of helping CETs to plan and assess a consistent and cohesive programme of progressive language learning in Scottish schools.

Over the last twelve months, stage two of the Framework (at second level) has been completed and is currently going through the QA process. A collection of resources associated with outcomes from the first stage document, including videos and slides, has been developed and is now available on the CISS website. The Framework has been publicised and discussed at a range of events, including CISS's knowledge exchange conference, its AGM and information sessions for hub contacts and CET Mentors.

Next steps

- When the QA process has been completed, the second stage of the Framework will be introduced to new CETs during their induction training in August 2023 and made available on the CISS website.
- A version of the second stage document will be produced specifically for use in secondary schools (at third level).
- Resources to accompany some of the themes addressed in the second stage, including Learning for Sustainability, will be developed.
- Ongoing review and revision of the first stage Framework will be undertaken.

- The working group, who are responsible for the above next steps, will be expanded to include more experienced teachers of Chinese.

Support for Chinese Exchange Teachers (CETs): Support visits

Due to time constraints, it has not been possible to conduct school visits to CETs this session. Instead, regular support for Chinese teachers has been provided online both through the monthly twilight discussion sessions and individually through email. Additionally, the CETs have had two in-person training days where they have had the opportunity to raise concerns with CISS staff.

Next steps

- The programme for school visits is in place and CETs will receive a visit from a member of the CISS team as part of on-going quality assurance procedures, as well as to check on their own wellbeing.

Learning partnerships

Development of specialist hubs

Support for specialist Confucius hubs continued this year through online and in-person activities which allowed for collaboration in projects and sharing of project work with other hubs. 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.

CISS collaborated with RZSS to produce teaching materials and framework for the Eco Learning Partners programme which was used by six hub schools who participated in the project. Two Chinese language and cultural workshop were run in Edinburgh Zoo in August and October 2022.

Next steps

- Continue to increase the profile of specialist Confucius hubs within the wider hub network through online platform (MS Teams) and in person regional hub meetings.
- Maintain the programme of support for specialist Confucius hubs with regular meetings and sharing of project work.
- Continue to seek opportunities to widen the network of specialist Confucius hubs.

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 and BGE secondary learners across Scotland. Numbers of Chinese Exchange Teachers (CETs) continued to be greatly reduced this year due to travel and visa restrictions. 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 hub. In 2022-23 our VET programme continued to prove popular. In April-June 2022, Virtual Exchange Teachers (VETs) taught Mandarin to 24 classes in 20 schools across 11 local authorities reaching 480 learners, and from October-December 2022 VETs taught Mandarin to 52 classes in 23 schools across 8 local authorities reaching 1300 learners.

CISS has now developed 8-week progressive Mandarin courses at three levels, which have been extensively evaluated and adapted to meet the needs of BGE learners studying Mandarin as an L3.

The course materials continue to be improved following feedback from Scottish teachers and VETs themselves.

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 2023-24 we are expanding our offering of the programme to all schools in Scotland, regardless of whether they are part of a local authority where there is a Confucius hub or not. This will help with widening access of Mandarin across the country.

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.

Hub links

Eco Learning Partners

After the successful CISS pilot of the Climate Ready Classroom project in conjunction with Keep Scotland Beautiful in September 2021, CISS has developed a new version of the project, entitled Eco Learning Partners. The title better describes the objectives of the CISS project, developed in partnership with colleagues at TMEC and using resources and training from Keep Scotland Beautiful and RZSS. CISS colleagues have developed an interdisciplinary project combining Learning for Sustainability with Mandarin language, which builds Scottish learners' intercultural competencies through working in partnership with their counterparts in Tianjin, China and sharing in their learning together via video calls.

The project was re-launched under the new name, Eco Learning Partners, in September 2022 after CISS colleagues developed a new progressive, adaptable framework of lessons to cover a minimum of eight weeks and which tackles themes such as climate and climate change, the carbon cycle, biodiversity, the Global Goals and climate action.

Six Scottish primary schools signed up to the new project, from five different local authorities, along with their six partner schools in Tianjin, China. Over eight weeks from April to June 2022, the schools will simultaneously deliver a series of lessons on the climate emergency, based on materials adapted from Keep Scotland Beautiful's primary Climate Ready Classroom programme, RZSS Beyond the Panda programme and resources developed by CISS staff. Mandarin language resources which link to each of the themes have also been developed by CISS staff so that language can be integrated into the theme fully.

Eleven Scottish teachers and CETs attended a full day in-person training and information day to prepare for the launch of the project in January 2023 and feedback was extremely positive from the teachers. Training was given on the format and structure of the project, how to use the software necessary to run the project smoothly, successful collaboration with Chinese partners, and an

introduction to the resources on offer and how to plan lessons around it. Training was provided by CISS colleagues on the themes of lessons, based on the training and resources which CISS colleagues had received from Keep Scotland Beautiful.

A shorter, online information session was held with Chinese schools in March 2023, along with a follow up planning meeting for Scottish teachers. At the end of Q4, March 2023 the programme was ready to launch.

Next steps

The new Eco Learning Partners project will run in April-June 2023 following suggestions made by participants in the pilot project back in 2021.

Following an evaluation of the redesigned project, we hope to offer this opportunity to a wider number of schools in the summer term of session 2023-24 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

Discovering China National Qualifications

In session 2022-23 we have been delighted to be able to present learners in Mandarin (Simplified) at National 4, National 5, Higher and Advanced Higher.

Each class has a dedicated Team where live lessons take place which enables smooth and effective communication between teachers and learners. All of this year's learners are predicted to succeed at their current presentation levels. SCILT/CISS is very grateful for the support and collaboration of staff in schools in delivering this programme.

During this session our teachers organised a wonderful online celebration for Chinese New Year in which learners from Discovering China BGE and National Qualifications classes all took part. The event was very ably hosted in Mandarin and English by our Advanced Higher learner. This was an excellent opportunity for learners to showcase their Mandarin and to discover more about Chinese culture.

In addition, we were able this year to organise and facilitate a visit to the Glasgow for our National Qualifications learners to allow them to meet their teachers and each other in person. This was an excellent event, including a visit to the Burrell Collection and activities and presentations in the Ramshorn.

For session 2023-24 we have trialled a new system of timetabling, arranging classes to suit individual schools' particular schedules. This has had a very positive impact on uptake and we look forward to working with around 65 learners across Scotland at all levels from National 4 to Advanced Higher again.

Full details of the national offer, including videos and our handbook, are available on [our website](#).

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. We have also been able to support with lesson delivery in a case of teacher absence in a local authority school.

Next steps

- Evaluate and continue to improve our timetabling systems.
- Explore the possibility of supporting local authority digital presentation models.

Support for BGE

Discovering China programmes

Since 2020, the Discovering China course has allowed learners to access a 10-week block of Mandarin language and culture lessons taught by one of our two GTCS registered Mandarin teachers, permitting 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 2022-23 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 very much enjoyed working with schools which were able to timetable the course 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 four primary schools from two different local authorities. Again, feedback received has been extremely positive and very helpful in this planning process.

Evaluation, adaptation and professional redesign of the Discovering China materials was completed during this session and they are now in use.

Going forward, to enable a smoother system to operate and due to increased uptake of our Mandarin National Qualifications classes, BGE delivery will largely be undertaken by the Virtual Exchange Teachers. GTCS teachers and VETs worked together towards the end of this session to support BGE classes through lesson delivery in a case of teacher absence in a local authority school.

Next steps

- Hand over main delivery of the BGE course to VETs.

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), was successfully piloted in semester one of academic session 2022-23.

The one-semester class follows the established teaching and assessment template for Introduction 1A classes offered since 2009 in French, Italian and Spanish. Mentored by a member of staff who works part-time in the School of Humanities (Italian) and part-time in SCILT, a member of teaching staff in CISS designed the content and assessments for this new class in Mandarin. The teacher taught the majority of the 55 scheduled activities, assisted by a native-speaker member of staff in Translation Studies in the School of Humanities.

Sources of evidence

According to the University portal for staff, the pilot class was completed by 18 students. The end of semester Student Module Evaluation, completed by seven students, revealed high levels of satisfaction with all aspects of the module.

Next steps

It is anticipated that, following the successful pilot, demand for the class will be higher in 2023-24, given that students on a number of degree programmes have opportunities for study and career pathways in China.

Moreover, the approval of a subsequent class, Introduction to Mandarin 1B, is at an advanced stage of the approval process at Faculty level, and could be piloted as early as semester two of 2023-24.

The introduction of this second class will represent a significant stride forward in the potential creation of pathways in 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, in turn, place Mandarin on a par with the other languages already on offer at the University of 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 2022, ten new CETs arrived from China to be deployed in Confucius hubs across Scotland. The teachers arrived in two parties, the first from Tianjin, the second from Chengdu.

During this time their health and wellbeing needs were met by the Chinese Director, while a full induction programme took place over five working days, led by CISS Professional Development Officers. CETs spent four days in Glasgow on arrival, taking part in three days of professional learning, then after transferring to their hub schools, completed a further two days online learning.

This induction programme included up to three workshops per day, as well as wellbeing workshops provided by the Chinese Director. 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 looking at resources. CETs continue to be supported throughout the year by the Chinese Director and CISS staff.

Planning is now underway for 14 new Chinese Exchange Teachers to arrive in Scotland in autumn 2023 to teach in Scotland's schools for a period of one or two years.

Next steps

Carry out successful induction of new CETs on two occasions, in August and October over a period of a week.

Ensure new arrivals' health and wellbeing is catered for throughout the year.

Quality improvement

Hub support and challenge: planning for improvement

Support visits to observe CETs and provide feedback on teaching

It has not been possible this year for CISS staff to observe CETs and provide feedback on teaching in person. CETs have been observed by mentors in hubs and feedback has been passed on to CISS staff via the mentor's report.

Targeted hub support visits

Following the relaxation of Covid-19 safety restrictions, CISS implemented a plan to visit individual Confucius hubs in quarter 2, to provide support and challenge for hubs who were experiencing operational difficulties following the Covid-19 pandemic. In total, 11 individual hubs were visited by hub staff.

Operational plans

Part of the quality assurance procedure for our 44 Confucius 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 staffing issues in some hubs, almost all plans had been completed and returned by quarter four, with suggestions given on how to develop projects moving forward.

Online hub support sessions

Over quarter two and three, CISS held several 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 four sessions covering areas such as introduction to CISS for new staff, project planning and completing finance paperwork, and information for CET mentors. Although attendance has been limited in numbers, 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.

Regional hub support meetings

In quarter 4, six engagement sessions took place across the country in order to provide support for all hubs. These took place in Aberdeen, Dundee, Edinburgh, Glasgow, Irvine and Stirling. During these sessions, CISS staff gave an overview of current developments and projects, then invited hubs to share their work over the past session followed by open discussion and sharing of ideas for projects and addressing any questions or concerns about running a hub.

Next steps

Arrange individual visits to CETs in hubs to observe teaching, provide feedback, address any concerns and for general quality assurance purposes.

Priority 2: Promotion and partnerships

Professional partnerships

CISS Board and Advisory Group

CISS has facilitated four Advisory Group meetings in hybrid format 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 hubs, Heads of Education, Education Scotland, businesses and independent consultants. The Board has a wider membership including head teachers, teachers, parents and CISS alumni. A Board meeting took place online in May 2022 with representatives from Scotland and Tianjin.

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

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

Links with TMEC

Work with TMEC in 2022/23 was focused on preparing the renewal agreement. This is the first renewal agreement between TMEC and SCILT after the Hanban reform in 2020. The number of Chinese Exchange Teachers (CETs) dispatched by TMEC remained very low. Although this was mitigated by the supply of volunteer teachers from Southwest Jiao Tong University in Chengdu, the issue has to be looked at closely to ensure sufficient number of CETs for school year 2024/25. CISS worked closely with TMEC to prepare for the roll out of Eco Learning Partners programme and CISS hosted an online headteachers forum in June 2022 with TMEC to mark the start of the CISS 10th anniversary celebration.

Next steps

Renewal agreement signed in second half of 2023. New system put in place for recruiting volunteer teachers from Tianjin.

Links with CLEC

Director of SCILT/CISS delivered a presentation virtually at the 2022 International Chinese Language Education Conference and Expo in December. The 'Teacher of Mandarin' funding through the Professional Development Centre for the Teaching of Mandarin established in February 2022 has supported 20 locally employed teacher of Mandarin posts.

Next steps

Continue to promote the 'Teacher of Mandarin' funding to schools and facilitate discussions with CLEC, SCILT and the University.

Collaborative masters degree development

The planning is underway for a 'double degree' Masters in Language teaching in International Contexts with the Strathclyde Institute of Education (SloE) and Southwest Jiaotong University (SWJTU). The first year of this degree will be taught in China with some online teaching from colleagues in SCILT and SloE. Students will undertake online 'placements' in Scotland's schools under supervision from SCILT development officers. The second year will be spent in Scotland working in schools across the country as Chinese Exchange Teachers. The third year will be spent at SloE with a jointly supervised dissertation. Students will graduate from both universities. The degree is currently going through the scrutiny processes in both establishments with a view to the first cohort beginning in September 2025. This has taken longer than we had initially expected but we have decided to wait until the SloE modules have been reaccredited by GTCS before starting the new degree.

Sources of evidence

- Business case and concept note submitted for scrutiny to Academic Quality.
- Notes from steering group discussions.
- Notes from discussions with partners.

Next steps

The steering group of staff from each establishment will work on developing the content of each of the modules and mutually agreed assessment practices. We will also approach other interested partners in other Chinese universities to develop similar double degrees using the same model. A risk to the programme would be posed by changes in the visa system. We will, therefore, be monitoring this closely and have regular updates and discussions with colleagues in government.

Support for engagement between hubs and Chinese partners

CISS continued to support hubs to develop links with their partner schools in 2022/23.

Language Partners for Schools (LPS) is a new programme initiated by Centre for Language Exchange and Co-operation, China (CLEC) with an aim to promote connections between schools in China and schools in the UK. CISS launched LPS in June 2022 with TMEC, and twelve schools (six primary schools, six secondary schools) in Scotland were accepted into the programme, pairing with twelve schools in Tianjin to develop joint projects. A small amount of funding was given to these schools for developing the projects in the first year. Schools developed activities such as online link up classes, pen pals and posting postcards and crafts made by pupils to each other. Some of the activities were promoted on social media by the schools.

CISS further developed the pilot Climate Ready Classroom project and rolled out Eco Learning Partners (ELP) in 2022/23. Six primary schools in Scotland took part and worked with their partner schools in Tianjin. Details of ELP can be found in the Eco Learning Partners section in this report.

Next steps

In session 2023-24 CISS will promote ELP more widely with an aim to increase uptake. With the return of the summer immersion course, scholarship and headteachers' visit to China, more in-person links will be built between the schools.

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 was 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

Scholarship programme will return in 2024. CISS will work closely with TMEC to ensure the application process restarts in time.

Promotional events/campaigns

Cultural exchange events

This year CISS organised a number of Chinese language and cultural open workshops in Edinburgh Zoo offering Chinese bookmark writing, lantern making and Chinese character writing on water-mat. Over 300 participants joined the workshops. A Chinese workshop was also arranged during Glasgow Doors Open Day at The Ramshorn in September.

Diary of an Island Empress, the bilingual book based on the blog written by a previous CET based in Isle of Arran has been printed. Copies of the book were posted to all the hubs and stakeholders.

CISS organised a Chinese New Year Burns Supper for the CETs and funded GTCS Mandarin teachers. This was an excellent cross-cultural activity to present Scottish culture to exchange teachers while the CETs also had the opportunity to participate in the programme of Burns Supper with their own Chinese interpretation.

Next steps

We anticipate that there will be limited incoming visits from performance groups in China in 2023/24. However, key cultural events will be planned for UN Chinese Language Day in April. CISS will also continue to support hub schools of their cultural activities.

CISS 10-year anniversary programme

A range of academic, cultural, media and networking activities were arranged to celebrate the 10th anniversary of CISS.

The celebration kicked off with the tiger poster exhibition at Edinburgh Zoo to showcase the winning Chinese New Year posters designed by primary pupils. A mini workshop was held on the day of the poster exhibition launch.

A headteachers' forum took place in June 2022 to launch the pilot Language Partners for Schools project promoting closer school to school collaboration between Scotland and Tianjin.

CISS also held two competitions for primary and secondary schools as part of the celebration programme.

Looking Back, Looking Forward, A Hybrid Mandarin Knowledge Exchange Conference was organised on 25 November 2022 as the key event for the 10th anniversary celebration. Four breakout groups

discussed topics on: Learning for Sustainability, Mobility, Learning and teaching of Mandarin using technology and A framework for progression. This was followed by a dinner with CISS alumni, hub contacts and teachers to celebrate their Mandarin learning and teaching journey in the past 10 years.

A series of social media posts (Twitter and Instagram) were produced reflecting on the first 10 years of CISS and looking to the future. These included input from schools, LAs, CISS alumni, CISS staff past and present, and other CISS collaborators. CISS also produced a logo and a hashtag #10yearsofciiss to be used for all the CISS activities throughout the year.

Alumni group

Following the conclusion of the Alumni Association Committee's summer AGM, the chair confirmed a long-anticipated reduction in active committee membership. This was due in large part to work commitments, and despite the most recent scholarship cohort's early return and the gap created by the pandemic, CISS managed to retain a core group of committee members based in Beijing, Taipei and Edinburgh. Despite a contraction in formal alumni association activities, CISS were able to maintain DYW, language pathway and knowledge exchange input at national and regional events, both in-person and remotely. The much anticipated 'Evening with the Alumni' event in November - devised as a nod toward the St Andrew's Ball attended by many of the Alumni during their scholarships – proved a wonderful opportunity to reassert the value of the programme and its network, with key stakeholders from across the country in attendance.

Sources of evidence

Input: keynote speech at CISS 10th Anniversary KE event, facilitation of online workshop on student mobility at same event, and a live Q&A hosted between Alumni in Beijing and students from East Renfrewshire.

Increased interest from schools regarding immersion and scholarship resumption, coupled with renewed interest in associated sections of the CISS website: seeing increased traffic to Alumni profiles, newsletter content and previous blogs.

Next steps

Updates to the mobility pages on the CISS website are planned for the new session which will include new input from the Alumni reflecting on the impact of each on their future pathways.

Meeting in August scheduled to firm up agreed levels of commitment with mobility/scholarship selection in advance of an open call to the network.

Continue to facilitate input from association on CISS programming and, where possible, leveraging IT and the associations global membership to underline the potential of pursuing Mandarin NQs.

Awards and competitions

This year CISS ran three competitions with two of them as part of the 10th anniversary programme.

Winners of the secondary school gift design competition were announced in June with some of the winning designs produced for the KE conference and alumni dinner in November.

The winners of the 10th anniversary photography competition with the theme of 'Chinese in our Community' were included in a special edition calendar for 2023.

A Chinese New Year poster competition for primary schools was held in December and received over 600 entries. This was a very encouraging project, and we would like to keep this as an annual activity for the hubs.

CISS supported a number of hub schools participating in the British Council Mandarin Speaking Competition. Due to Covid-19, the competition is being held online this year.

Next steps

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

Outward facing communication

Development of Confucius hub management portal

A Microsoft Sharepoint based management portal was developed and launched in August 2022 to streamline the hub funding application process.

Two information sessions and individual hub support sessions were held to ensure the smooth roll out of the portal.

The portal has greatly increased the efficiency of the administration process for hubs and CISS.

Website review

The website continues to follow a schedule of timely updates to news and events, projects in Scotland and our resources pages. 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 most social media link backs to the website.

New pages added to the website in 2022-23 include:

- Hub management to support hubs with operational plans and the new Sharepoint system.
- VET project to provide stakeholders with detailed information on the project, its impact, expectation and roles.
- Discovering China project to provide stakeholders with detailed information on the project, its impact, expectation and roles.

Additionally, introduction of more interactive features on our resources section of the website has provided teachers with new classroom resources featuring audio.

We saw a 177% increase in visits to the website from April to May mainly due to visits to the An Adventure with Pandas and Panda Card project webpages and the promotion that surrounded that.

Next steps

An annual audit will be carried out at the end of summer 2023 to evaluate the overall website's performance. 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.

Communication strategy

Newsletter

Two editions of the CISS newsletter were published in 2022-23. A 10th Anniversary edition in December 2022 and a summer edition in June 2023. 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 is a good way to provide updates to hubs on CISS projects, hub activities and partner news and events.

Sources of evidence

The summer edition received articles from schools we had not had engagement from before, showing better engagement with the newsletter and a desire to share ideas on Mandarin learning and teaching practice across the hub network.

Through increased promotion of the CISS newsletter submission process we increased submissions by 46% from the Winter 2022 to the Summer 2023 editions.

Next steps

In response to a reduction in staffing, the CISS team will move to publishing one annual edition, 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.

Social media

CISS events and projects are documented and shared on social media, in order to engage with colleagues and stakeholders and encourage them to share CISS content.

Output during the year has focused on events and projects related to the 10th anniversary of CISS, and popular projects including Eco Learning Partners, Virtual Exchange Teachers, Discovering China and the Chinese New Year poster competition.

Sources of evidence

We encouraged the use of project-specific hashtags and key words, directly targeting schools involved in projects and asking them to share their highlights and progress during the project. This led to a large increase in the projects' social media presence, with Eco Learning Partners being a particularly positive example of this increase in school participation. This led to a consistent stream of photographs and videos of the project from Scottish and Chinese partner schools being shared on CISS social media throughout.

Twitter continues to be the most active and engaged-with account, and we have seen an increase in Twitter followers of nearly 5% over the course of the 2022-2023 year.

Next steps

Due to staff and funding reductions, the creation of original creative campaigns will be down-scaled in the coming year, and the focus will be on the promotion of CISS projects and opportunities, as well as sharing content from schools. The celebrations of the UN's Chinese Language Day will feature heavily, in conjunction with the Eric Liddell 100.

General operations

Planning and quality improvement

With two years of the pandemic under our belt and accustomed to the new ways of working, we embarked on our planning process in January 2022 with mostly all sessions online. As we entered 2022, the default position was to work from home. By April 2022 the university had updated their Return to Campus Planning Process whereby all non-teaching staff were not required to work on campus unless there was a clear need. Those wishing to attend campus were required to complete a request form and subsequent health assessment. By autumn the restrictions had eased, and most staff had adopted a new hybrid approach to working.

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 2022, we planned on the assumption that we would continue to work from home, with a view to start coming back into the office. In addition, meetings and events were still mostly online, and so we budgeted accordingly.

The SCILT budget was set at £570,000 for 2022-23 to fund staff costs, University levy and running costs. Salary costs were estimated at £439,057; University levy £108,096 and the remainder for non-staff costs and projects.

The 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. However, the university applied two unexpected cost of living salary increases during this financial year, and there was no surplus spend to return to the 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 16 Chinese Exchange Teachers were in Scotland during 2022-23 financial year, so costs for these were greatly reduced.

For 2022-23 funding of £520,000 was provided by Scottish Government to fund staff costs, University levy, projects, hub costs and professional learning for Chinese Exchange teachers. £389,768 covers salary costs, £84,028 is University levy and the remainder covers non-staff costs and projects.

Approximately £482,000 was allocated from China to cover the cost of hubs, Chinese Exchange Teachers, GTCS teacher salaries and projects.

Next steps

Although we are still operating a hybrid approach to working, it is anticipated that more face-to-face activity will resume in the year ahead. Despite having proved over the last couple of years that we are able to operate on a lower budget while continuing to fulfil the conditions of our grant, we are aware that future online activity may decrease, and more travel costs will be incurred. Coupled with the unexpected salary increases from this year, we will likely be facing some financial challenges in the coming year.

More stringent measures will be put in place for monitoring of expenditure, and we propose to forecast a 3-year financial model that will provide us with the information needed to prepare for the challenges ahead.

Other funding

Qatar Foundation funding for Discovering the World of Arabic

In January 2022 we were awarded £73,436.39 from the Qatar Foundation International (QFI) to continue and support the delivery of an Arabic programme in Scotland. The budget is used to support work with state schools, both primary and secondary.

The project runs on a year-to-year basis and commenced in January 2022 with an end-date of December 2022. On submission of the final year-end report, we received confirmation of further funding to continue the project in 2023.

Turing funding for pupils' immersion visit to China

SCILT/CISS submitted application of Turing Funding in April 2022 and was awarded £294,548.00 Turing Funding by British Council to partly fund the pupils' immersion visit to China, which aims to take place in July 2023. 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. Unfortunately, the funding had to be returned as China was still not issuing visas to visitors by the end of 2022 and we had to cancel the plan for the immersion visit.

Staffing

SCILT

	Senior Leadership Staff	Teaching Staff	Professional Support Staff
2022-23	Director (0.5) Depute Director (0.5)	5 Professional Development Officers (one is 0.2 a week)	Business and Finance Manager (0.5) Information and Communications Officer (0.6) Admin and Events Co-ordinator Projects Assistant Administrative Assistant (Information, communications and project support) (0.6)

			Administrative Assistant
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CISS

	Senior Leadership Staff	Teaching Staff	Professional Support Staff
2022-23	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) 3 Communications and Projects Coordinators (one is 0.6 a week)

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 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 form part of the induction process for new staff with a reminder of university and internal procedures for all existing staff members.

Staff development

Staff development continues to form an integral part of the SCILT and CISS work culture and where possible, staff are encouraged to identify and attend training courses. This will then feed into the annual University staff Accountability and Development Review (ADR) process through the Learning and Development section of the ADR form.

Strategic planning and collegiate time

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.

Quarterly reporting

This year all Scottish Government meetings have continued to be conducted online. The current system for quarterly reporting works well. We now include an overview document with projected

targets, requested by Scottish Government, whereby 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.

Weekly catch ups using Trello software

Online daily catch ups were introduced during the first lockdown by the Professional Services team to help with communication and to monitor the health and wellbeing of staff. 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 but remains an effective way to keep in touch while working at home.

This year the meetings have been reduced to two per week. Feedback and evaluation have proved very positive with multiple benefits to all members of staff, and we are planning to continue this as we enter a hybrid model of working.

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 quarterly reporting. Budgets for both SCILT and CISS are project-based, and action plans contribute towards effective time management and budget control.

Safety, health and wellbeing

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

Staff weekly updates

A 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 staff bull