

SCILT - CISS Strategic Plan: 2025-2026

Priority 1: Supporting the learning experience for practitioners and learners				
SCILT				
		NIF priorities: Improvement in employability skills and sustained, positive school-leaver destinations for all young people Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children and young people		
CLPL: learning and experiences 3-18 with a focus on Scotland’s languages policy				
SCILT Projects	Summary of activities	Target audience	Outcomes	1+2 recommendations
SCILT/CISS Professional Learning offer	<p>Ongoing provision of pedagogical advice and guidance for all language practitioners through a range of professional learning opportunities. These activities will focus clearly on effecting quality learning and teaching, and all professional learning activity is underpinned by this as its primary focus.</p> <p>Annual menu of workshops for group bookings by clusters or LA officers. Additional series of online workshops for primary and secondary practitioners that are open for individual registration by in- and pre-service educators.</p>	Early years practitioners, primary and secondary language teachers, early career teachers	<p>Evaluation demonstrates a positive impact on practitioners in the following areas:</p> <ul style="list-style-type: none">• development of pedagogical skills• enhanced understanding of current issues in language education• increased confidence and demonstrable improvement in reflective practice• benefits gained from accessing shared practice, networking opportunities, professional discussion and enquiry	20 25 28 29

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	<p>Content of all workshops informed by stakeholders.</p> <p>Development and pilot of short package of two self-directed professional learning resources for colleagues to remain flexible to changing needs of profession.</p> <p>As appropriate, develop up to two professional learning partnerships with a group of schools and/or clusters based on themes identified through their self-evaluation. Learning from PLPs shared locally and nationally through, for example, case studies, events and articles. Explore possibilities for external funding as part of PLP.</p> <p>New PLPs:</p> <p>Collaborative PLP (primary) with Comunidad Valenciana and ISPS, modelled on Eco Learning Partners. Suggested theme – Fiestas and Festivals.</p>	Pilot group of 10 primary schools	<p>Workshops and programmes are fully scoped and evaluated to meet the needs of our stakeholders, and feedback is favourable. Evaluation questions are reviewed to ensure relevance.</p> <p>Data shows usage by a widening range of teachers, establishments, and local authorities. Data demonstrates equitable access to our support.</p> <p>Schools report learners benefit from the internationalisation of curriculum. And enrich their cultural understanding.</p> <p>Learners have opportunities to share learning. Teachers have opportunities to work with counterparts in Valencia.</p>	
Support for teachers networks	Develop and build on existing Early Years Network for practitioners working within Early Level.	Primary teachers and Early Years practitioners	<ul style="list-style-type: none"> Increased engagement in the EY network of primary teachers and EYPs. Increased interaction between practitioners sharing resources, ideas and engaging in professional dialogue. 	

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	Continued support of network for Teachers of Italian in Scotland (TOIIS).	Italian teachers in all sectors across Scotland	<ul style="list-style-type: none"> Teachers and EYPs feeling more confident with language teaching in the Early Years <p>Teachers of Italian feel more connected to a wider network and supported to teach and promote the language within their own context.</p> <p>Meetings, activities, events and professional learning opportunities are well-attended, demonstrating their relevance and value to the network.</p>	
	Continued support of recently created Teachers of German in Scotland network.	German teachers in all sectors across Scotland	<p>Interest in, and uptake of, Italian shows increase.</p> <p>Teachers of German feel more connected to a wider network and supported to teach and promote the language within their own context.</p> <p>Initial meetings are well-attended, demonstrating the value of this platform to the network.</p>	

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Scotland's Language Leadership Programme	<p>Continue to offer programme (SCQF 11), incorporating core and choice elements; participants supported by critical friends. This programme carries GTCS Professional Recognition (valid until 2028) and is recognised to be Masters level professional learning.</p> <p>Support online community of practice on MS Teams for current participants.</p> <p>Evidence gathering from current/aspiring participants, critical friends and local authority officers to inform future changes to the programme.</p> <p>Support SLLP Alums Network, provide two professional learning opportunities per year.</p> <p>Undertake a collaborative enquiry with a self-selecting group of SLLP alums into the impact of SLLP as a 'mode of leadership development' (Hamilton et al., 2018) and as part of 1+2 Languages policy implementation.</p>	(Aspiring) Language leaders in schools, local authorities and Confucius Hubs	<p>Ongoing collaboration between SCILT/ES Languages Team/LANGS to offer the high-quality professional learning programme for participants.</p> <p>High participant retention.</p> <p>Participants supported to achieve GTCS Professional Recognition: leadership in languages education.</p> <p>High level of retention of new and returning critical friends.</p> <p>Collect, analyse and present leadership stories from SLLP alums members to a variety of audiences.</p>	<p>9</p> <p>14</p> <p>22</p> <p>28</p>
Employability	<p>Promotion and evaluation of SLEA, SLEA – Local and SLEA – Green.</p> <p>Focus on promotion of newly-launched SLEA-Multilingual and development of strong brand identity across all branches of the Award.</p>	All sectors	<p>Schools are encouraged and supported to address SLLW through language learning and programmes of work.</p> <p>Strong SLEA submissions across all sectors and strands of the award demonstrating engagement with cultural and third sector organisations, intercultural competencies and global citizenship in a languages context.</p>	<p>10</p> <p>17</p>

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	Evaluation and development of the DYW Live workshop programme of inputs to support uptake across languages, including further expansion to cover ASN and ongoing teacher CLPL development.	All sectors	<p>K/E opportunities in place to share practitioners' learning.</p> <p>Continued strong attendance from schools across the country leading to attitudinal change towards languages at key stages and at options points.</p>	
Support for school – university liaison	<p>Consolidation and development of an integrated programme of activities (Language Explorers Scotland, Language Ambassadors Online, Moving Forward with Languages) linking initiatives around school/university liaison, raising aspirations and awareness of pathways in languages beyond school and supporting uptake.</p> <p>Moving Forward with Languages series of conferences hosted between SCILT and university partners, in-person and online, to support H/AH learners across all languages.</p> <p>Year 4 of the Language Explorers Scotland Programme (university mentoring programme).</p> <p>Collaboration with university partners across Scotland on training, support and facilitating of SCILT-hosted bookable online Language Ambassador sessions.</p>	BGE learners, Higher/ Advanced Higher candidates, Secondary teachers, university lecturers	<p>School and university staff develop an understanding of the standards and expectations of each other's contexts.</p> <p>Learners benefit from expert advice and support on languages, and the opportunity to learn about university life.</p> <p>Improvement and expansion of the mentoring programme in 2025-26. Young people in BGE report increased motivation to continue language study into Senior Phase and beyond. Online provision of programme ensures equity of access.</p> <p>New Language Ambassadors are trained and new and continuing Ambassadors are engaging with organised sessions. Both schools and Ambassadors report benefits of engaging with the programme: schools report that young people are more motivated and inspired to</p>	16 19 23

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			learn a language. Ambassadors report benefits of participation for their own development.	
Support for multilingual learners and heritage languages	<p>Extend and consolidate partnerships with external organisations across Scotland and internationally.</p> <p>Seek out opportunities to engage mainstream primary schools with local complementary schools to highlight home, heritage and community languages within their context as part of L3 provision.</p> <p>Engage in knowledge exchange events with external organisations to share current and emerging practice.</p> <p>Continue to cross-promote professional learning opportunities for heritage languages with external organisations.</p> <p>Incorporate exemplification and guidance for supporting teachers of multilingual learners into SCILT professional learning offer.</p>	<p>Teachers, parents & carers, learners and community groups</p> <p>Mainstream teachers working in all sectors via SCILT bulletin and social channels</p>	<p>SCILT develops a range of opportunities to share the benefits of multilingualism and encourage engagement with community groups (e.g., through SLEA Multilingual Award).</p> <p>Enhanced and mutual opportunities for knowledge exchange activities created.</p> <p>Scope opportunities to create an Arabic Teaching Council for Scotland with the dual purpose of sharing practice amongst complementary school Arabic teachers and raising the profile of the DTW Arabic programme.</p>	<p>32</p> <p>33</p>
Learning partnerships				
SCILT Projects	Summary of activities	Target audience	Outcomes	1+2 recommendations

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<p>Sustainable Designs for Living and Learning: Embedding Multilingualism into Learning for Sustainability (SDLL)</p> <p>AHRC funded project</p>	<p>SDLL – Phase/Year 1</p> <p>Continue to work with the SD (SDLLL partners (UofG, Scotdec, BM, Creative Glasgow) and partner schools to support the development of a whole school approach towards designing multilingual and sustainable learning environments. This will involve embedding multilingual arts-based practices within the framework of permaculture design to align with LfS education.</p> <p>Phase/Year 1 activities</p> <ul style="list-style-type: none"> • Conduct survey (with all mainstream primaries in Scotland) and qualitative interviews to map how LfS and multilingual agendas have been integrated in schools. • Research teams (UoG/UoS), local artists, Scotdec and staff in 3 partner schools will engage in an interdisciplinary learning programme that will share expertise and strengthen capacity through participation. • Facilitate monthly workshops for teachers and pupils to design arts-based activities that integrate multilingual practices with permaculture principles. 	<p>Primary learners, practitioners, school leaders, support staff</p> <p>Policy makers, stakeholders, language practitioners, artists, early career researchers, parents and wider public</p>	<p>Educators having enhanced knowledge, skills and resources on multilingual sustainable practices.</p> <p>All partners having knowledge of and confidence in working within interdisciplinary partnerships.</p> <p>Policymakers and local stakeholders beginning to use research-informed evidence to support Scottish schools on multilingual sustainable practices.</p> <p>Learners having increased knowledge, awareness and multilingualism within an LfS context.</p> <p>Parents and wider public have greater understanding of the role of multilingualism through sustainable practices.</p>	<p>2</p> <p>9</p> <p>22</p> <p>23</p>
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	<ul style="list-style-type: none">• Facilitate engagement sessions with parents.• Core research team to engage in knowledge exchange events.• Exhibition of children’s work.			
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Francofoot/ Calciamo	<p>Build on the work of the British Academy-funded project: Addressing the gender gap in language uptake through interdisciplinary learning.</p> <p>Promote new interdisciplinary digital resources to support take up of French and Italian.</p> <p>Make these resources available in Spanish and German.</p> <p>Support these resources with teacher CLPL.</p> <p>Promote a national competition using the resources to schools across Scotland.</p>	Secondary BGE learners of French, Italian, Spanish & German	<p>Teachers are better equipped to motivate learners through enriched contexts for learning.</p> <p>Resources and materials have been produced and made available to schools to support learning. Development and moderation activities carried out by staff involved.</p> <p>Successful expansion of the project materials and competition to include German and Spanish.</p> <p>Evaluations completed indicating increased engagement and motivation amongst learners and schools involved.</p>	
Quality improvement				
SCILT Projects	Summary of activities	Target audience	Outcomes	1+2 recommendations
Improving quality	<p>Programme of activities and links to share practice and assure quality and equality across inputs to schools/LAs.</p> <p>Ongoing focus on systems for monitoring progress across the organisation.</p>	All staff	<p>All SCILT work monitored and evaluated including opportunities for peer-to-peer collaboration.</p> <p>Effective gathering of evidence from a range of sources informs SCILT/CISS planning.</p>	

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			Systems consistently used for effective and regular monitoring and discussion of action plans. Effective communication through protected time for collegiate activities.	
Recognising quality in SCILT/CISS	Proactively seek opportunities for recognition and endorsement of the work of PS and PD teams in SCILT/CISS within and outwith University of Strathclyde.	All staff	Recognition of expertise of/within the PS and PD team, and involvement in faculty/university initiatives.	
Chinese language learning and experiences 3-18				
Chinese Projects	Summary of activities	Target audience	Outcomes	1+2 recommendations
Support for GTCS registered teachers of Mandarin Lead: KL CCEd: XZ	Two professional learning events for GTCS teachers of Mandarin, one in-person and another online one run by teachers. Continue working with focus group of lead GTCS registered teachers to steer the direction of professional learning and support. Facilitate a professional learning network to share resources and provide peer support. Develop sustainability of the GTCS Mandarin teachers' workforce. Offer support for University of Strathclyde CCEd in Mandarin including preparation for immersive experience leading to full GTCS registration.	GTCS teachers of Mandarin	Teachers understand the key messages around up-to-date language education. Teachers report positively on the support offered and provide evidence of impact in their classrooms. Teachers benefit from participation and engagement in mutual collaboration and development. Online platforms (Teams/Padlet) to share resources, experiences and practice.	24 28

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<p>Support for Chinese Exchange Teachers (CETs):</p> <p>Professional learning programme</p> <p>Lead: KL</p>	<p>Continued implementation and evaluation of two-year programme of professional learning and development for Chinese exchange teachers.</p> <p>Evaluate the professional learning programme for year two Chinese exchange teachers.</p> <p>Hybrid approach in place to support the learning and teaching of Mandarin, including a series of webinars and one face-to-face workshop.</p>	CETs	<p>CETs report feeling supported by their learning.</p> <p>Reports from schools indicate a positive impact on teachers' practice and on learners' experiences.</p> <p>Improvement in the quality of learning and teaching of Mandarin by the CETs as evidenced by observed lessons.</p>	<p>21</p> <p>24</p> <p>28</p> <p>30</p>
<p>Support for Chinese Exchange Teachers (CETs):</p> <p>Framework of progression</p> <p>Lead: SL</p>	<p>Review and amend progression framework to ensure BGE coverage.</p> <p>Ongoing training and promotion to ensure understanding and effective implementation of framework.</p> <p>Framework links to peer-reviewed teaching materials, produced by CISS and appropriate to age and stage.</p>	CETs	<p>CETs have guidance from which they plan consistent and cohesive series of lessons appropriate to age and stage.</p> <p>Schools report positively on how the framework supports a progressive learning experience for learners.</p> <p>Teaching materials are in use with learners and teachers report success using it.</p> <p>Long term evaluation of impact of the Framework initiated.</p>	<p>6</p> <p>8</p>
Learning partnerships				

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Chinese projects	Summary of activities	Target audience	Outcomes	1+2 recommendations
<p>Development of partnership projects and specialist hubs.</p> <p>Lead: SL/LH</p>	<p>Communication with specialist hub to support and share their work.</p> <p>Identifying new partners for collaborative project with potential to become a specialist hub.</p> <p>Investigate the possibility of creating a ASN hub.</p> <p>Investigate British Council Collaborative Partnerships funding for arts-based project with SWJTU. (funding dependent)</p>	<p>Specialist hub staff</p> <p>New partners and schools</p>	<p>Staff in specialist hubs and project partners feel supported to serve the wider community and CISS network by developing a creative programme of events, workshops and activities.</p> <p>Opportunities developed for staff in specialist hubs and project partners to share ideas and good practice with each other, via virtual meetings and an online resource hub/ community of practice.</p> <p>Increased mutual understanding of the work of specialist hubs, project partners, and school hubs, evidenced in feedback.</p>	33
<p>Virtual Exchange Teacher Programme: Professional Learning</p> <p>Lead: KL/SL</p>	<p>Continue implementation and evaluation of a coherent programme of professional learning and development for Chinese student teachers taking part in the VET programme.</p> <p>Maintain and facilitate effective communication links with class teachers in schools taking part in the VET programme by means of an MS Team.</p>	<p>SWJTU students and staff</p> <p>Teachers and learners in Scottish schools</p>	<p>Series of informative webinars in place to support teaching and learning of Mandarin through the VET programme.</p> <p>Student teachers use materials produced by CISS (based on the Mandarin Framework) to ensure that practice can meet standards and expectations of CfE. This is evidenced through observation visits to online VET classes.</p>	<p>21</p> <p>24</p> <p>28</p> <p>30</p>

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			<p>Scottish teachers have access to all lessons and resources provided by CISS and have a forum for discussion and asking questions.</p> <p>Scottish teachers are familiar with the programme and report that they feel confident in taking part in the project. This is recorded through liaison meetings.</p> <p>Closer relationships are developed between CISS and Chinese partner universities.</p>	
<p>Virtual Exchange Teacher Programme:</p> <p>Learning and Teaching Programme</p> <p>KL</p>	<p>Ongoing monitoring and review of VETs courses and materials, including sharing of supplementary resources for follow up work in class.</p>	<p>Scottish school pupils and their teachers</p>	<p>Delivery of a programme of live-streamed Mandarin classes to Scottish BGE classes P5-7.</p> <p>3 progressive blocks of learning are available to ensure appropriate challenge and enjoyment.</p> <p>Teachers and learners report positively on the lessons and support offered.</p> <p>Mandarin offer is expanded to schools which might not otherwise have access to Mandarin learning.</p>	<p>6</p> <p>11</p> <p>13</p> <p>15</p>
Hub links with Chinese schools	Facilitate and encouraging links between Scotland and China.			
<p>Eco Learning Partners</p> <p>Lead: KL/SL</p>	<p>Ongoing review of Eco Learning Partners programme and make necessary amendments following feedback from stakeholders.</p> <p>Representatives from participating schools in Scotland and China undertake professional learning.</p>	<p>Participating primary schools from Confucius Hubs</p>	<p>Improved collaboration between Confucius Classroom Hub and partner schools in China.</p> <p>Opportunities developed for Scottish and Chinese schools to share ideas and practice with each other.</p>	<p>6</p> <p>11</p> <p>13</p> <p>15</p>

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	<p>Learners in Scotland and China develop their language skills through the context of Learning for Sustainability.</p> <p>Opportunities are provided for teachers and learners in both countries to share their learning.</p>		<p>Teachers and learners report positively on the shared learning experience, the progression of language skills and enhanced understanding of issues around climate change.</p>	
<p>Supporting uptake in National Qualifications and other accreditation</p> <p>Lead: SB/XYZ/AN/CL</p>	<p>Discovering China programme will offer live-streamed teaching for learners studying, National 4, 5, Higher and Advanced Higher to schools across Scotland.</p> <p>Support for local authority hubs offering online teaching/ virtual school approaches.</p> <p>Promotion of Mandarin as part of the suite of SQA language qualifications including the presentation of the revised Chinese Bridge Award at levels 3.4.5 and 6.</p> <p>Support and advice on HSK examinations for those who wish to access them.</p> <p>Support for additional teaching colleague(s).</p> <p>An in-person visit programme for connecting online teachers with schools and learners.</p>	Schools and young people	<p>Opportunity extended more widely to those who would like to learn Mandarin.</p> <p>Encourage uptake at National 4, 5, Higher and Advance Higher in participating schools.</p> <p>Learners benefit from high quality online teaching experiences and gain the appropriate qualifications.</p> <p>Learners' achievement is showcased and celebrated on a UK stage where possible.</p>	16 17
<p>CET arrival and pastoral support</p> <p>Lead: YYZ/WG</p>	<p>Offer induction and ongoing programme of support for the CETs. This will familiarise them and support them with life in Scottish society.</p>	CETs	<p>CETs adapt easily to their new environment and are supported through any reported challenges.</p>	

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	Induction will begin in Tianjin before teachers arrive in Scotland.		Teachers feel that their health and well-being are prioritised and fully supported.	
Quality improvement				
Chinese Projects	Summary of activities	Target audience	Outcomes	1+2 recommendations
<p>Hub support and challenge: planning for improvement</p> <p>Lead: WG</p>	<p>Implement an ongoing programme of activities to provide tailored support and challenge to Confucius hubs. This will include:</p> <ul style="list-style-type: none"> • Support for submission of operational plans and evaluative reports • Regional hub in-person meetings for hub contacts • Individual hub visits on a rolling basis. • Support for CET Mentors <p>Develop a more systemic approach for gathering evidence which celebrates and shares success.</p>	Hub school staff CETs	<p>Feedback from hubs - staff report satisfaction with the level of support.</p> <p>Evidence from operational plans and ongoing hub contact meeting informs CISS officers to enable provision of tailored support.</p> <p>CISS and network of CCs collaborate to effect improvement in operational performance of hub and its network.</p> <p>CETs report satisfaction with feedback from visits.</p> <p>CISS staff better informed on the work undertaken in hubs and its impact across the network.</p>	2
Priority 2: Promotion and partnerships				
SCILT				
SIG priority: Communication, collaboration		<p>NIF priority: Improvement in employability skills and sustained, positive school-leaver destinations for all young people</p> <p>Improvement in attainment, particularly in literacy and numeracy</p>		

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		Closing the attainment gap between the most and least disadvantaged children and young people		
Professional partnerships				
Professional partnerships	SCILT will continue to work with a range of partners from across the languages community, from schools and local authorities, to academic institutions; from national organisations to international partners in both the education and business sectors. Partnerships support project delivery in a range of ways: offering practical and material support, as well as opportunities to share practice and experience.	The wider languages community	All organisations benefit from increased cooperation and joint working to promote and support language learning across Scotland. Partners report positively on the impact of these links.	33
LANGS partnership	SCILT works closely with the Languages Network to facilitate two online and one in person meeting per year.	Local authority representatives (QIOs, DOs, teachers) cultural organisations, HE/FE, language partners, businesses	Three LANGS meetings held a year. Practice is shared and key information on language policy and practice is disseminated. A forum created to bring language stakeholders together and encourage networking.	33
International partnerships				
SCILT Projects	Summary of activities	Target audience	Outcomes	1+2 recommendations
Partnership with Qatar Foundation International	Fulfilment of grant conditions. For further information see separate QFI detailed plan.	QFI/SCILT staff	Year six of Discovering the World of Arabic course amended, delivered and evaluated successfully.	2 4 13

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	<p>Discovering the Arabic World programmes continue with primary and secondary schools. Secondary strand has been diversified to offer BGE and SP long and short courses. Post-beginner course is under development, along with plans to develop a curricular framework and opportunities for accreditation in Arabic.</p> <p>Integration of partner organisations and offers into courses.</p>		<p>Consolidation of Arabic teachers engaging with regular departmental meetings, quality assurance processes and opportunities for professional learning, including observations and moderation activities.</p> <p>Children and young people report progress and demonstrate positive achievement. Number of participants is increasing year on year.</p> <p>An exchange opportunity with a school in Qatar was piloted with Scottish learners involved in the DTW Arabic programme.</p>	<p>29</p> <p>31</p> <p>33</p>
Partnership with other language centres (INNLAC)	<p>Collaboration with other international partners who lead and support languages in their countries.</p> <p>Contribution to INNLAC conference.</p> <p>Development of SCILT's international profile.</p>	SCILT PDO staff	<p>SCILT's work is shared internationally, reputational capital is increased. This is important in creating opportunities for further funding bids.</p> <p>Staff have the opportunity to network and share ideas and strategies.</p>	
BSL				
SCILT Projects	Summary of activities	Target audience	Outcomes	1+2 recommendations
Support for BSL	<p>Promotion of BSL as an L3 language choice.</p> <p>With deaf tutor continue to plan, deliver and evaluate at least one block of online BSL lessons as an L3 language in primary schools.</p>	<p>Primary and secondary teachers</p> <p>Primary teachers</p>	<p>Information and work gathered is disseminated to practitioners in all sectors.</p> <p>Awareness is raised of BSL and its potential as an L3.</p> <p>Increased uptake of BSL as an L3.</p>	<p>2</p> <p>4</p> <p>6</p> <p>11</p>

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			Learners report positively on the learning experience and can demonstrate the progression of their skills in BSL.	
Promotional events/campaigns				
SCILT Projects	Summary of activities	Target audience	Outcomes	1+2 recommendations
Support for national competitions	<p>Delivery of Euroquiz in 2025-26.</p> <p>MTOT.</p> <p>Evaluation of first delivery of Our World.</p> <p>Discussion and planning regarding future direction of the project.</p>	<p>Learners in all sectors/ parents/ EAL practitioners/ teachers in all sectors</p> <p>Primary/ secondary learners</p>	<p>Outcomes for all projects:</p> <p>Language diversity and learner achievements are encouraged and celebrated.</p> <p>Links between creativity, literacy, employability and language skills made explicit to teachers and learners.</p> <p>Euroquiz and Our World continue to be offered across all 32 local authorities. Learners have the opportunity to increase knowledge and understanding of Europe as a cultural, continental and political entity (Euroquiz). Our World offers opportunities to use film and media to encourage uptake and celebrate success of language learners.</p>	<p>10</p> <p>12</p>

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Support for European Day of Languages	Continue to support schools in by promoting activities for European Day of Languages.	Teachers and learners in all sectors	Blogs demonstrate that schools positively engage with EDL and celebrate language learning.	15 17
Languages Week Scotland (1 st week February)	Further develop steering group with a view to increasing diversity of external partners to extend reach.	Teachers, teacher educators, academics, language practitioners, students, community and arts-based groups, complementary schools and media	Wider and more representative range of stakeholders are included in the leadership of LWS leading to wider and more diverse participation.	17 33
SCILT Advisory Group	<p>The organisation will benefit from the support and challenge of the Advisory Group collective expertise going forward.</p> <p>Four hybrid advisory group meetings in 2025/26.</p> <p>One board meeting (online or in-person) in 2025/26.</p>	Senior leadership	<p>SCILT and CISS receive advice and guidance on strategic direction, for example: changes in structure of Chinese funding partners.</p> <p>The consolidation of relationships with international board members and partners.</p> <p>All activities are accountable and transparent.</p>	
Professional partnerships - China				
Chinese Projects	Summary of activities	Target audience	Outcomes	1+2 recommendations

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<p>Liaison with CLEC (Centre for Language Education and Co-operation) and TMEC (Tianjin Municipal Education Commission)</p> <p>Lead: WG</p>	<p>Maintain mutual and beneficial relationships with CLEC, the Foundation and TMEC.</p> <p>Look for new opportunities to develop and nurture the partnerships.</p>	<p>CISS senior leadership and Chinese officials</p>	<p>Continued funding and positive partnership for CISS network, including collaboration between universities, school-to school liaison and opportunities for teachers and young people to visit and engage with China.</p>	
<p>Collaborative masters degree development</p> <p>Lead: FM</p>	<p>Support the design of a collaborative masters degree (working title <i>M.Sc. International Educational Practice</i>) between a Chinese partner university and University of Strathclyde. Students of this degree course will work in Scottish schools as Chinese Exchange Teachers.</p> <p>Colleagues collaborating to prepare for delivery of teaching modules.</p>	<p>Chinese university colleagues, University of Strathclyde School of Education</p>	<p>Collaborative masters degree programme designed and peer-reviewed.</p> <p>Programme ready and aim to commence first intake in September 2026.</p> <p>Work with partners in China on recruitment and funding.</p> <p>Long term aim is to achieve a consistent and reliable stream of Chinese Exchange Teachers which will be available to support Hub network, in turn leading to increased number of GTCS registered teachers.</p>	<p>21</p> <p>27</p>
<p>Support for engagement between hubs</p>	<p>Programme of visits to China and visits by Chinese partners to Scotland.</p>	<p>Scottish and Chinese teachers and young people</p>	<p>Cultural and educational links are maintained and strengthened.</p>	<p>15</p>

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and Chinese partners Lead: WG	Planning for TMEC HT visit to Scotland in May 2025.		Young people involved deepen their understanding of China and achieve SQA accreditation for their experience. Revitalise HT network and enthusiasm increased within hubs.	
Scholarship programmes Lead: LH	Planning and development of scholarship programmes which offer opportunities to study Mandarin in China in 2025/26. Ongoing planning for pastoral support for Tianjin scholars.	S6 school leavers	Young people are offered scholarships to China. Plan in place to ensure regular support mechanism is offered to the scholars.	15 19
Chinese Projects	Summary of activities	Target audience	Outcomes	1+2 recommendations
Cultural exchange activities Lead: WG	Respond to requests from Chinese partners to host cultural exchange activities. Regular opportunities to promote intercultural understanding around Chinese New Year and UN Chinese Language Day, in collaboration with partner organisations.	Wider society, teachers, learners, parents/carers	Evaluation shows positive feedback and positive engagement and attendance data.	15 33
Alumni Group Lead: LH	CISS continue to maintain relationship with Tianjin Scholarship alumni and can offer support as and when requested. CISS will reimagine the alumni network and its working practices.	18-26 year-olds Intergenerational	The group promotes the learning of Mandarin amongst young people. Opportunities illustrated where young people can use their Mandarin in a working environment.	16

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Priority 3: Scholarship, research and, knowledge exchange				
SCILT				
		NIF priority: Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children and young people		
Collaboration on bids for research and diversification of funding streams				
SCILT/CISS Projects	Summary of task activities	Target audience	Outcomes	1+2 recommendations
Transforming Cultures of Language Learning (TransCoLL) (AHRC bid - funding dependent)	Build a supportive network of teachers across jurisdictions and educational contexts. Develop and inform this network through a year-long programme of professional learning. Build teacher confidence and capacity to effect change and improvement in their contexts. Equip teachers Scotland, Wales and Ireland to advocate collectively for languages and build communities of practice, bringing together teachers, language advisors, careers professionals, educationalists.	Practitioners across Scotland, Wales and Ireland	A sustainable international network of language teachers is created and informed by SCILT’s high-quality, evidence-led professional learning. Teachers report increased pedagogical knowledge, leading to improvement in practice. Teachers support and learn from each other’s experience and report increased confidence and capacity to advocate for themselves and their subject.	

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<p>Frontier Classics: New Directions For The Study Of Antiquity In Scotland And Northern Ireland</p> <p>(AHRC bid - funding dependent)</p>	<p>Project exploring the historical to present-day place of classical subjects in Scotland and Ireland and blazing a trail for their future.</p> <p>Research will look at the impact of different policy decisions and sociopolitical changes, followed by development of a suite of resources, a digital hub, an NPA and professional learning that will foster a strong impact of the teachings of the classical world in Scottish and Irish educational contexts.</p>	<p>Policymakers, teachers, school leaders, parents and learners</p>	<p>A significant outcome will be the development of resources which will enable classical subjects to be taught and learned in schools across Scotland and Ireland.</p> <p>Findings will appear in two key books as well as in the other outputs highlighted here.</p>	
<p>Culturally Sensitive Professional Learning for CETs</p> <p>Lead: KL</p> <p>(British Academy bid - funding dependent)</p>	<p>Working in partnership with a colleague in SloE to design and submit a bid to British Academy for a research project investigating the provision of culturally sensitive professional learning of CETs.</p>	<p>SloE CETs Chinese partners</p>	<p>Bid submitted. If successful, planned output will include producing a toolkit and holding a KE event.</p>	<p>21 27</p>

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Diversification of funding streams	<p>Collaborations actively sought for SCILT to work jointly with university/faculty colleagues on funded projects.</p> <p>Access university and external support for sourcing and applying for funding.</p>	Academics, SCILT colleagues, educators and practitioners	<p>Colleagues have increased knowledge of funding sources and opportunities.</p> <p>Colleagues are upskilled and report increased confidence for making funding applications</p>	
National and international scholarship and knowledge exchange events and activities				
SCILT Projects	Summary of task activities	Target audience	Outcomes	1+2 recommendations
Research, scholarship, citizenship and knowledge exchange activities	<p>Lead and facilitate a diverse range of knowledge exchange and scholarly activities related to a number of our initiatives or projects.</p> <p>SCILT/CISS PD and PS staff to participate in knowledge exchange, citizenship and scholarly activities within and outwith University of Strathclyde.</p>	Practitioners, local authority officers, policy makers, academics, partner organisations, members of the international languages community	<p>Data from evaluation and participation show positive feedback for KE activities.</p> <p>Online analytics (website traffic and subscribers to mailing lists) show maintenance or increase of engagements with newsletters and web materials.</p> <p>Practitioners report on benefits gained from SCILT/CISS-led knowledge exchange activities.</p> <p>KE opportunities created for members of all networks.</p>	<p>22</p> <p>33</p>

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			<p>Ongoing record of KE activity attended/facilitated by SCILT/CISS staff.</p> <p>Opportunities for staff to develop their knowledge of university processes and networks, enhancing SCILT's visibility across the university.</p>	
Participation in, and attendance at, national and international conferences	<p>SCILT/CISS team members present at or attend national and international conferences as appropriate.</p> <p>Seek opportunities to raise international profile through partnerships and networks.</p>	Academics, educators and practitioners	<p>Members of staff effectively represent the work of SCILT/CISS and the languages landscape in Scotland.</p> <p>Networking and knowledge exchange opportunities are facilitated.</p> <p>SCILT/CISS team members update their own knowledge of international research.</p> <p>SCILT will continue to contribute to UK and international conferences so the work being undertaken in Scotland is recognised widely.</p>	
Engagement with research publications and collaboration with research projects				
SCILT/CISS projects	Summary of activities	Target audience	Outcomes	1+2 recommendations
Scottish Languages Review	<p>Journal reviewed and edited by SCILT.</p> <p>Publication of issues 38 and 39 by end of 2025-26.</p>	National and international languages community	<p>Evidence from online analytical tools demonstrates the journal has an international readership.</p> <p>Journal includes the latest articles of relevance to language learners and practitioners around the world.</p>	29

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			<p>Positive feedback from readers generated.</p> <p>Sustain a diverse range of contributors and types of article (e.g. research students, practitioners).</p>	
Collaborative Doctoral Award studentship (PhD)	<p>PhD project in collaboration with The University of Stirling and the University of Glasgow: An Evaluation of the Scottish Government's 1+2 Language Policy and its Relation to Uptake of Languages in National Exams.</p> <p>This is a full-time studentship for a period of 3 years and 6 months, from 1st October 2023 until 31st March 2027.</p>	Academics, SCILT colleagues, educators and practitioners	<p>Comprehensive research is generated which informs future policy and practice.</p> <p>Insights are provided into some of the key areas of concern currently in language education.</p> <p>Strategies are developed and disseminated to influence future planning.</p>	
Outward facing communication				
SCILT/CISS Projects	Summary of activities	Target audience	Outcomes	1+2 recommendations
Website review	Information Officer, Projects and Communications Officer and PDOs work with external stakeholders to review, maintain and update content.	All stakeholders	Stakeholders report that website content is up-to-date, relevant, and easily navigable.	

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Communication strategy	SCILT/CISS provides a range of helpful communications including the website, e-bulletins, newsletters, press releases, leaflets, and social media.	All stakeholders	Feedback from practitioners and evidence provided by online analytical tools indicate the language community finds our communications informative and useful. Feedback enables us to identify levels of engagement and any areas for improvement.	
Digital interns	Internship provides S6 pupils with the opportunity to gain work experience by interning with SCILT/CISS. Interns create and schedule content, as well as develop a strategy, for their own social media channels.	15-18 year olds	More 15-18 year olds are engaged with language learning and understand the benefits. The profile of languages and language learning is raised amongst this demographic. Young people receive training and guidance from digital professionals. Young people gain experience of working in a professional environment and an understanding of professional standards for online engagement.	17
Maintenance of Confucius hub management portal Lead: WG	Evaluate the Sharepoint system for hub management.	Confucius hub leaders and colleagues	Training delivered for key hub contacts in using the hub features according to evaluation data All hubs using Portal to submit reports, operational plans and other data. CISS benefits from streamlined hub management and additional analytical data.	
Ramshorn communication strategy	Establish online presence for The Ramshorn through social media and dedicated website.	University and external stakeholders	Raise awareness of The Ramshorn as a first-class corporate events venue in the Merchant City.	

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	Create engaging content. Build audience.		Enhanced technological capacity in place in Ramshorn. Generate income through hiring out The Ramshorn to university and external groups.	
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- Projects have a comprehensive action plan which indicates how they will be resourced and evaluated, and the learning shared. These are available to view separately.