

# SCILT - CISS Strategic Plan: 2024-2025

| Priority 1: Supporting the learning experience for practitioners and learners   |  |  |   |   |
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| SCILT   |  |  |   |   |
|   |  | <p><b>NIF priorities:</b></p> <p>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> <p>Closing the attainment gap between the most and least disadvantaged children and young people</p> |   |   |
| 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 cluster, LA or RIC officers. Additional series of online workshops for primary and secondary practitioners that are</p> | Early years practitioners, primary and secondary language teachers   | <p>Evaluation demonstrates a positive impact on practitioners in the following areas:</p> <ul style="list-style-type: none"> <li>development of pedagogical skills</li> <li>enhanced understanding of current issues in language education</li> <li>increased confidence and demonstrable improvement in reflective practice</li> <li>benefits gained from accessing shared practice, networking opportunities, professional discussion and enquiry.</li> </ul> <p>Workshops and programmes are fully scoped and evaluated to meet the needs of our stakeholders,</p> | <p>20</p> <p>25</p> <p>28</p> <p>29</p> |

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|  | <p>open for individual registration by in- and pre-service educators. Content of all workshops informed by stakeholders.</p> <p>As appropriate, develop up to two professional learning partnerships with a group of schools and/or clusters, RICs 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>Thornwood multilingual marvels library PLP<br/>Oct 2023 – Aug 2025</p> <p>Collaborative PLP (primary) with Comunidad Valenciana and ISPS, modelled on Eco Learning Partners. Suggested theme – Fiestas and Festivals</p> | <p>Pilot group of 10 primary schools</p> | <p>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>Thornwood multilingual marvels library PLP</p> <p>Teachers report an increased knowledge and understanding of multilingualism in the classroom and supporting multilingual learners, use of anti-racist pedagogies.</p> <p>Learning shared with a variety of audiences.</p> <p>Schools report learners benefit from the internationalisation of curriculum. And enrich their cultural understanding.</p> |  |
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|                               |   |  | Learners have opportunities to share learning.<br>Teachers have opportunities to work with counterparts in Valencia.   |  |
| Support for teachers networks | <p>Develop and build on existing Early Years Network for practitioners working within Early Level.</p> <p>Continued support of recently created network for Teachers of Italian in Scotland (TOIIS).</p> <p>Scoping for creation of Teachers of German in Scotland network.</p> | <p>Primary teachers and Early Years practitioners</p> <p>Italian teachers in all sectors across Scotland</p> <p>German teachers in all sectors across Scotland</p> | <ul style="list-style-type: none"> <li>• Increased engagement in the EY network of primary teachers and EYPs.</li> <li>• Increased interaction between practitioners sharing resources, ideas and engaging in professional dialogue.</li> <li>• Teachers and EYPs feeling more confident with language teaching in the Early Years.</li> </ul> <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 and events are well-attended, demonstrating their relevance and value to the network.</p> <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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| <p>Support for early career teachers (ECTs)</p> | <p>Further develop and evaluate subject specific professional learning for early career teachers (primary and secondary, students and newly qualified teachers)</p> <p>With support from partners, develop an ECT Languages network.</p>   | <p>ITE UG/PG Primary students</p> <p>ITE PG ML Secondary students</p> <p>NQT secondary ML teachers, NQT primary teachers</p> <p>LA officers who support NQT and PL programmes</p> | <p>Evaluations from bookable and open access ECT professional learning opportunities demonstrate a positive impact on student teachers and early career teachers in both secondary and primary sectors in the following areas:</p> <ul style="list-style-type: none"> <li>• increased confidence in teaching approaches and languages pedagogies</li> <li>• enhanced understanding of current issues in language education</li> <li>• benefits gained from accessing shared practice, networking opportunities, professional discussion and enquiry.</li> </ul> <p>Data shows usage by a widening range of teachers, establishments, and local authorities.</p> <p>Data demonstrates equitable access to our support.</p> | <p>21</p>                              |
| <p>Scotland's Language Leadership Programme</p> | <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 2027) and is recognised to be Masters level professional learning.</p> <p>Develop online communities of practice on MS Teams for current participants and also alumni.</p> | <p>(Aspiring) Language leaders in schools, local authorities and Confucius Classroom Hubs</p>   | <p>Ongoing collaboration between SCILT/ES/LANGS to offer the high-quality professional learning programme.</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>Launch of new SLLP Alumni Network.</p>   | <p>9</p> <p>14</p> <p>22</p> <p>28</p> |

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|   | <p>Develop opportunities for alumni to share their ongoing languages leadership journey.</p> <p>Evidence gathering from current/aspiring participants and local authority officers to inform future changes to the programme</p>   |  |  |                               |
| Employability                           | <p>Promotion and evaluation of SLEA, SLEA – Local and SLEA – Green.</p> <p>Development of the brand identity towards a Partnership Award rather than strictly Employability-focused, incorporating a newly-created Multilingualism Partnership Award.</p> <p>Evaluation and continuation of the DYW Live workshop programme of inputs to support uptake across languages, including expansion to cover ASN and further teacher CLPL development.</p> | <p>All sectors</p> <p>All sectors</p>  | <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 intercultural competencies and global citizenship in a languages context.</p> <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> | <p>10</p> <p>17</p>           |
| Support for school – university liaison | <p>Establishment of an integrated programme linking current and planned initiatives around school/university liaison and uptake, ensuring greater continuity and progression.</p>  | <p>Secondary/ university teachers/Higher, Advanced Higher and candidates</p> | <p>School and university staff develop an understanding of the standards and expectations of each other's curriculum.</p>  | <p>16</p> <p>19</p> <p>23</p> |

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|   | <p>Workshops/conferences hosted between SCILT and University partners to support H/AH learners</p> <p>Year 3 of Scotland’s Languages Explorers 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> |  | <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 2024-25. Young people report increased motivation to continue language study into Senior Phase and beyond. Online provision of programme ensures equity of access.</p> <p>Language Ambassadors have been trained and 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 learn a language. Ambassadors report benefits of participation for their own development.</p> |                               |
| <p>Support for bi-lingual learners and heritage languages</p> | <p>Continued partnership with Bilingualism Matters.</p> <p>Continued outreach to complementary schools to support and showcase their work and familiarise them with mainstream provision.</p> <p>Scope the professional learning needs of teachers in complementary schools.</p>  | <p>Teachers, parents, learners and community groups.</p> <p>Mainstream teachers working in all sectors via SCILT</p> | <p>Enhanced and mutual opportunities for knowledge exchange activities created.</p> <p>A cohesive plan is in place for appropriate tailored support for teachers working in complementary school settings, with input from partners working in complementary language schools. Community based teachers report positively on their inclusion in this process. Teachers working in mainstream settings have</p>  | <p>31</p> <p>32</p> <p>33</p> |

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|                                     | <p>Engage with fora with Bilingualism Matters and ALL/HHCL for mainstream and complementary school educators to meet and share ideas, practice, and celebrate learning.</p> <p>Continue to cross-promote professional learning opportunities for heritage languages with organisations such as Bilingualism Matters and ALL/HHCL.</p> <p>Incorporate exemplification and guidance for supporting teachers of bilingual learners into SCILT professional learning offer i.e. SLLP, early career teachers.</p> <p>Pilot programme for secondary school Polish run in partnership with one school initially to offer B1-equivalent qualification to heritage learners in the Senior Phase (S5 and/or S6).</p> | <p>bulletin and social channels.</p><br><br><br><br><br><br><br><br><br><br><p>S5/S6 Polish heritage learners in mainstream schools</p> | <p>the opportunity to be included in collaborative activities.</p> <p>SCILT develops a range of opportunities to share the benefits of bi- and multilingualism.</p><br><br><br><br><br><br><br><br><br><br><p>Raise profile of Polish in Scotland. Encourage more awareness of bi- and multilingualism. Opportunity to gain additional qualification and reinforce cultural identity. Build on established links with Sikorski Club and Polish community in Scotland.</p> |                                   |
| <p><b>Learning partnerships</b></p> |  |   |   |                                   |
| <p><b>SCILT Projects</b></p>        | <p><b>Summary of activities</b></p>  | <p><b>Target audience</b></p>   | <p><b>Outcomes</b></p>  | <p><b>1+2 recommendations</b></p> |

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| <p>Multilingual Approaches</p> | <p>Consolidate and build on the work that explores the use of creative pedagogies to support multilingualism in the classroom. Launch MtA Live to include:</p> <ul style="list-style-type: none"> <li>• In-person (launch) event and online equivalent</li> <li>• 3 x online MtA Live events for learners</li> <li>• Additional workshop to support Early Career Teachers</li> </ul> <p><b>Subject to a successful funding bid</b>, we will continue to work with partners (UoG &amp; BM) in order to support the development of multilingual pedagogies using art and arts-based methods with a focus on LfS.</p> <p>AHRC bid submitted with outcome due around June '24.</p> | <p>Practitioners and pupils across all sectors</p> | <p>Practitioners, including early career teachers are more confident and motivated to adopt new approaches to support multilingualism in the classroom, with an increased number using art and creative pedagogies in the classroom to address this.</p> <p>Strong and positive engagement with teachers and learners in all MtA Live workshops.</p> <p>Learners feel all languages and cultures are valued and are confident and motivated to use and share their languages and cultures with others.</p> | <p>2<br/>9<br/>22<br/>23</p> |
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| <p>Classics for Tomorrow: Re-appraising the Greek and Roman Presence in the Secondary School Curriculum<br/><b>(funding dependent)</b></p> | <p>Project exploring the relevance of Classics in today’s world, as a tool for sustainability, social mobility, diversity and inclusion among teenage pupils.</p> <p>Bring fresh perspectives on secondary school Classics, by conducting comparative research in ten European nations (UK, Belgium, Cyprus, Denmark, France, Greece, Italy, the Netherlands, Norway and Slovenia).</p> <p>By fusing historical, political, socio-economic and policymaking perspectives, CfT will provide a multidimensional picture of past experience, present challenges and future possibilities for Classics Education.</p> | <p>Policymakers, teachers, school leaders, parents and learners</p> | <p>A significant outcome will be the future discussion of, and decisions relating to, public policy on national Levels.</p> <p>Findings will appear in a project website, policy briefings and four books.</p> |  |
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| <p>Languages in a Learner-Centred Curriculum: Investigating and Supporting Change in Language Teachers' Professional Identities in Wales and Scotland</p> <p><b>(funding dependent)</b></p> | <p>A comparative study across Scotland, Wales and Ireland of the structural factors, that help and hinder uptake of languages.</p> <p>To identify the opportunities and obstacles in curricula-making that affect language uptake in the Welsh, Scottish and Irish contexts.</p> <p>To build bridges between communities of practice in Wales, Scotland and Ireland, bringing together teachers, language advisors, careers professionals, educationalists.</p> | <p>Policymakers, researchers and practitioners across Scotland, Wales and Ireland</p> | <p>Develop an evidence base and recommendations to inform senior school leaders, careers professionals, local government leaders, national policymakers, politicians and business leaders.</p> <p>Equip teachers and other language professionals to advocate collectively for languages.</p> |  |
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| <p>Francofoot/<br/>Calciamo</p> | <p>British Academy-funded project: Addressing the gender gap in language uptake through interdisciplinary learning.</p> <p>Create an interdisciplinary network of teachers of Languages and Physical Education who will reflect on and respond to the Scottish curriculum's emphasis on interdisciplinary learning. Co-create new interdisciplinary digital resources to support take up of French and Italian, including amongst boys.</p> <p>Promote a national competition using the resources to schools across Scotland. Evaluate the impact of the project on participants in six schools (three cohorts of French, three of Italian).</p> | <p>Secondary BGE learners of French and Italian</p> | <p>Research-informed planning and evaluation leads to an effective model of delivery.</p> <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>Evaluations completed indicating increased engagement and motivation amongst learners and schools involved.</p> |                            |
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| <b>Quality improvement</b>      |  |   |   |                            |
| <b>SCILT Projects</b>           | <b>Summary of activities</b>   | <b>Target audience</b>                              | <b>Outcomes</b>   | <b>1+2 recommendations</b> |
| <p>Improving quality</p>        | <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>  | <p>All staff</p>                                    | <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> <p>Systems consistently used for effective and regular monitoring and discussion of action plans.</p>   |                            |

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|   |  |  | 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<br><br>Submit nominations/applications to appropriate award schemes | SCILT/CISS staff   | Recognition of expertise of/within the PS and PD team, potentially through: <ul style="list-style-type: none"> <li>• Faculty/university comms and recognition initiatives</li> <li>• LGBTQ+ Charter</li> <li>• Education Scotland endorsement for CET professional learning programmes</li> </ul> |                            |
| <b>CISS</b>   |  |  |   |                            |
| <b>SIG priority:</b> professional development and collaboration; communication and engagement |  | <b>NIF priorities:</b><br>Improvement in employability skills and sustained, positive school-leaver destinations for all young people<br><br>Improvement in attainment, particularly in literacy and numeracy<br><br>Closing the attainment gap between the most and least disadvantaged children and young people |   |                            |
| <b>CLPL: learning and experiences 3-18</b>  |  |  |   |                            |
| <b>CISS Projects</b>  | <b>Summary of activities</b>   | <b>Target audience</b>   | <b>Outcomes</b>   | <b>1+2 recommendations</b> |
| Support for GTCS registered teachers of Mandarin  | Two face- to-face professional learning events for GTCS teachers of Mandarin with a third online one run by teachers   | GTCS teachers of Mandarin  | Teachers understand the key messages around up-to-date language education.  | 24<br>28                   |

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| <p>Lead: KL<br/>CCEd: MRZ</p>   | <p>Continue working with focus group of lead GTCS registered teachers to steer the direction of professional learning and support.</p> <p>Facilitate a professional learning network to share resources and provide peer support.</p> <p>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.</p> |             | <p>Teachers report positively on the support offered and provide evidence of impact in their classrooms.</p> <p>Teachers benefit from participation and engagement in mutual collaboration and development.</p> <p>Online platforms (Teams/Padlet) to share resources, experiences and practice.</p> |                                |
| <p>Support for Chinese Exchange Teachers (CETs):<br/><br/>Professional learning programme<br/><br/>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>  | <p>CETs</p> | <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<br/>24<br/>28<br/>30</p> |
| <p>Support for Chinese Exchange Teachers (CETs):</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>CETs</p> | <p>CETs have guidance from which they plan consistent and cohesive series of lessons appropriate to age and stage.</p>   | <p>6<br/>8</p>                 |

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| <p>Framework of progression</p> <p>Lead: SL</p>  | <p>Framework links to peer-reviewed teaching materials, produced by CISS and 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>Support for Chinese Exchange Teachers (CETs):</p> <p>Support visits</p> <p>Lead: SL</p> | <p>A programme of support from trained SCILT/CISS colleagues and associations including virtual meetings and in-person, as part of hub visits.</p> <p>Audit CISS quality improvement processes and gather evidence through CET mentors.</p>   | <p>CETs</p>                   | <p>A timetable is in place to ensure all CETs receive at least one support visit.</p> <p>Trained PDOs and CISS associates give helpful feedback to help CETs improve their practice.</p> <p>CETs report on use of feedback and improved outcomes.</p> <p>CISS quality improvement and planning processes informed by evidence from observations</p> |                                   |
| <p><b>Learning partnerships</b></p>  |   |                               |   |                                   |
| <p><b>CISS projects</b></p>  | <p><b>Summary of activities</b></p>   | <p><b>Target audience</b></p> | <p><b>Outcomes</b></p>  | <p><b>1+2 recommendations</b></p> |
| <p>Development of specialist hubs</p> <p>Lead: SL</p>                                      | <p>Develop a more coordinated approach to sharing resources and promote integration of the specialist hubs into the wider network.</p> <p>Ongoing support for specialist hubs including one planned joint activity involving specialist hubs, showcasing specialist hub work. This would be shared with schools to increase</p> | <p>Specialist hub staff</p>   | <p>Staff in specialist hubs feel supported to serve the wider community and CISS network by developing a creative programme of events, workshops and activities.</p> <p>Data shows a wider geographical spread of schools enriching their curriculum without the need for face-to-face visitors.</p>  | <p>33</p>                         |

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|   | awareness of what specialist hubs offer and to promote IDL work.   |  | <p>Opportunities developed for staff in specialist hubs 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, and school hubs, evidenced in feedback.</p> <p>Planning in place for establishment of redeployed hub.</p>   |   |
| <p>Virtual Exchange Teacher Programme:<br/>Professional Learning</p> <p>Lead: KL/SL</p> | <p>Continuing 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>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>21</p> <p>24</p> <p>28</p> <p>30</p> |

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| <p>Virtual Exchange Teacher Programme:<br/>Learning and Teaching Programme</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 and S1-3.</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<br/>11<br/>13<br/>15</p> |
| <p><b>Hub links with Chinese schools</b></p>                                   | <p><b>Facilitate and encouraging links between Scotland and China.</b></p>  |  |  |                               |
| <p>Eco Learning Partners<br/><br/>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>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>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>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>6<br/>11<br/>13<br/>15</p> |



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| <p>Supporting uptake in National Qualifications and other accreditation</p> <p>Lead:<br/>SB/XYZ/MRZ</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 Chinese Bridge Award.</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> | <p>Schools and young people</p>  | <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> | <p>16<br/>17</p>                  |
| <p>CET arrival and pastoral support</p> <p>Lead: YYZ/KL</p>   | <p>Offer induction and ongoing programme of support for the CETs. This will familiarise them and support them with life in Scottish society. Induction will begin in Tianjin before teachers arrive in Scotland.</p>  | <p>CETs</p>                      | <p>CETs adapt easily to their new environment and are supported through any reported challenges.</p> <p>Teachers feel that their health and well-being are prioritised and fully supported.</p>  |                                   |
| <p><b>Quality improvement</b></p>   |   |                                  |  |                                   |
| <p><b>CISS Projects</b></p>   | <p><b>Summary of activities</b></p>   | <p><b>Target audience</b></p>    | <p><b>Outcomes</b></p>   | <p><b>1+2 recommendations</b></p> |
| <p>Hub support and challenge:</p>   | <p>Implement an ongoing programme of activities to provide tailored support and challenge to Confucius hubs, including</p>  | <p>Hub school staff<br/>CETs</p> | <p>Feedback from hubs - staff report satisfaction with the level of support.</p>   | <p>2</p>                          |

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| <p>planning for improvement</p> <p>Lead: WG</p>          | <p>support for submission of operational plans and evaluative reports.</p> <p>Develop a more systemic approach for gathering evidence which celebrates and shares success.</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> |           |
| <p><b>Priority 2: Promotion and partnerships</b></p>     |  |  |  |           |
| <p><b>SCILT</b></p>                                      |  |  |  |           |
| <p><b>SIG priority:</b> Communication, collaboration</p> |  | <p><b>NIF priority:</b> 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> <p>Closing the attainment gap between the most and least disadvantaged children and young people</p> |  |           |
| <p><b>Professional partnerships</b></p>                  |  |  |  |           |
| <p>Professional partnerships</p>                         | <p>SCILT will continue to work with a range of partners to ensure the sharing of ideas and the promotion of best practice. Partners include the LANGS group, INNLAC, Education Scotland, the SIG wider engagement network, SCDE Language Group, Bòrd na Gàidhlig, QFI, e-Sgoil, AUGB, Bilingualism</p> | <p>The wider languages community</p>   | <p>All organisations benefit from increased cooperation and joint working to promote and support language learning across Scotland.</p> <p>Partners report positively on the impact of these links.</p>  | <p>33</p> |

## SCILT - CISS Strategic Plan: 2024-2025

|   |  |  |  |   |
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|   | Matters, the Goethe Institut, and the national German focus group.   |  |  |   |
| LANGS partnership                               | <p>SCILT works closely with the Languages Network to facilitate two online and one in person meeting per year.</p> <p>SCILT/CISS is represented on the LANGS Focus Group for the planning of meetings.</p>   | Local authority representatives (QIOs, DOs, teachers) cultural organisations, HE/FE, language partners, businesses | <p>Three LANGS meetings held a year.</p> <p>Practice is shared and key information on language policy and practice is disseminated. A forum created to bring language stakeholders together and encourage networking.</p>  | 33  |
| <b>International partnerships</b>               |  |  |  |   |
| <b>SCILT Projects</b>                           | <b>Summary of activities</b>   | <b>Target audience</b>   | <b>Outcomes</b>  | <b>1+2 recommendations</b>                                |
| Partnership with Qatar Foundation International | <p>Fulfilment of grant conditions. For further information see separate QFI detailed plan</p> <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.</p> <p>Integration of partner organisations and offers into courses.</p> <p>Development of short “Introduction to Arabic” course for primary and secondary class teachers.</p> | QFI/SCILT staff  | <p>Year five of Discovering the World of Arabic course amended, delivered and evaluated successfully.</p> <p>Established team of Arabic teachers engaging with regular departmental meetings, quality assurance processes and opportunities for professional learning.</p> <p>Children and young people report progress and demonstrate positive achievement. Number of participants is increasing year on year.</p> | <p>2</p> <p>4</p> <p>13</p> <p>29</p> <p>31</p> <p>33</p> |

## SCILT - CISS Strategic Plan: 2024-2025

|  |   |   |   |                                      |
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| 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<br/>Development of SCILT's international profile</p> | SCILT PDO staff   | <p>SCILT's work is shared internationally<br/>Staff have the opportunity to network and share ideas and strategies. This informs SCILT's practice and creates possible opportunities for further funding bids.</p>  |                                      |
| <b>BSL</b>                                       |   |   |   |                                      |
| <b>SCILT Projects</b>                            | <b>Summary of activities</b>  | <b>Target audience</b>  | <b>Outcomes</b>   | <b>1+2 recommendations</b>           |
| Support for BSL                                  | <p>Promotion of BSL as an L3 language choice<br/>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>Learners report positively on the learning experience and can demonstrate the progression of their skills in BSL.</p> | <p>2</p> <p>4</p> <p>6</p> <p>11</p> |
| <b>Promotional events/campaigns</b>              |   |   |   |                                      |
| <b>SCILT Projects</b>                            | <b>Summary of activities</b>  | <b>Target audience</b>  | <b>Outcomes</b>   | <b>1+2 recommendations</b>           |
| Support for national competitions                | <p>Words for the World will be reviewed and adapted with a view to greater distinction between that and MTOT, with which it will alternate.</p>   | <p>Learners in all sectors/ parents/ EAL practitioners/ teachers in all sectors</p> | <p><b>Outcomes for all projects:</b></p> <p>Language diversity and learner achievements are encouraged and celebrated.</p>  | <p>10</p> <p>12</p>                  |

## SCILT - CISS Strategic Plan: 2024-2025

|                                       |   |   |  |                  |
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|                                       | <p>Promotion of The Jacqueline Munro-Lafon Essay Prize in collaboration with the Franco-Scottish Society, who run this event aimed at AH learners of French together with the Alliance Française. SCILT contribution of prizes and trophy for runners-up.</p> <p>Completion of Euroquiz and Our World 2023-24 and delivery of both in 2024-25.</p> <p>Consolidation of new network for teachers of Italian with national poster competitions in school.</p> | <p>Advanced Higher learners</p> <p>Primary/ secondary learners</p> <p>Learners of Italian at both primary and secondary levels.</p> | <p>Links between creativity, literacy, employability and language skills made explicit to teachers and learners.</p> <p>Showcase competition to celebrate achievements of Advanced Higher learners of French to maintain profile of French in the curriculum.</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>Support for language promotion</p> | <p>Continue to support schools in developing activities for European Day of Languages.</p> <p>Turing Scheme. In collaboration with International School Partnerships Scotland, apply for Turing Scheme funding as a consortium, allowing mobility across Europe.</p>  | <p>Teachers and learners in all sectors</p> <p>Educators/ learners in all sectors</p>   | <p>Blogs demonstrate that schools positively engage with EDL and celebrate language learning.</p> <p>State schools in Scotland have support in gaining access to Turing Scheme funding. International</p>  | <p>15<br/>17</p> |

## SCILT - CISS Strategic Plan: 2024-2025

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|   |   |   | mobility is encouraged and supported.<br>Application completed and project plan in place.  |                            |
| Languages Week Scotland (1 <sup>st</sup> week February) | Review first Y0-Y3 LWS Strategic Plan.<br>Establish steering group with external partners<br>Explore potential for university accreditation for student interns | Teachers, teacher educators, academics, language practitioners, students, community and arts-based groups, complementary schools and media  | Steering group agrees new three-year strategic plan 2024-25 – 2026-27<br><br>Wider range of stakeholders are included in the leadership of LWS leading to wider participation                | 17<br>33                   |
| <b>CISS</b>   |   |   |  |                            |
| <b>SIG priority:</b> Communication, collaboration       |   | <b>NIF priority:</b> Improvement in employability skills and sustained, positive school-leaver destinations for all young people<br><br>Improvement in attainment, particularly in literacy and numeracy<br><br>Closing the attainment gap between the most and least disadvantaged children and young people |  |                            |
| <b>Professional partnerships</b>                        |   |   |  |                            |
| <b>CISS projects</b>                                    | <b>Summary of Activities</b>  | <b>Target audience</b>  | <b>Outcomes</b>  | <b>1+2 recommendations</b> |
| CISS Board and Advisory Group<br><br>Lead: LH           | CISS will benefit from the support and challenge of the Board's expertise going forward.  | CISS senior leadership  | CISS receives advice and guidance in light of the changes in structure of Chinese funding partners.<br><br>The consolidation of relationships with international board members and partners. |                            |

## SCILT - CISS Strategic Plan: 2024-2025

|  | Three online and one in-person advisory group meetings in 2024/25.<br><br>One board meeting (online or in-person) in 2024/25.  |   | CISS activities are accountable and transparent.  |                            |
|--|--|---|---|----------------------------|
| <b>International partnerships</b>  |  |   |   |                            |
| <b>CISS Projects</b>   | <b>Summary of activities</b>   | <b>Target audience</b>  | <b>Outcomes</b>   | <b>1+2 recommendations</b> |
| Liaison with CLEC (Centre for Language Education and Co-operation) and TMEC (Tianjin Municipal Education Commission)<br><br>Lead: WG | Maintain mutual and beneficial relationships with CLEC, the Foundation and TMEC.<br><br>Look for new opportunities to develop and nurture the partnerships.  | CISS senior leadership and Chinese officials                                  | 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. |                            |
| Collaborative masters degree development<br><br>Lead: FM   | Support the design of a collaborative masters degree (working title <i>M.Sc. International Educational Practice</i> ) between a Chinese partner universities and University of Strathclyde. Students of this degree course will work in Scottish schools as Chinese Exchange Teachers. | Chinese university colleagues, University of Strathclyde School of Education. | Collaborative masters degree programme designed and peer-reviewed.<br><br>Programme ready and aim to commence first intake in September 2025.<br><br>Work with partners in China on recruitment and funding.        | 21<br><br>27               |

## SCILT - CISS Strategic Plan: 2024-2025

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|  | CISS colleagues collaborating with IOE colleagues to prepare for delivery of teaching modules.  |  | 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.  |          |
| Support for engagement between hubs and Chinese partners<br><br>Lead: LH | Planning for resumed programme of visits to China and visits by Chinese partners to Scotland.<br><br>Planning for resumption of HT visit in 2024.   | Scottish and Chinese teachers and young people   | Cultural and educational links are maintained and strengthened.<br><br>Young people involved deepen their understanding of China and achieve SQA accreditation for their experience.<br><br>Revitalise HT network and enthusiasm increased within hubs. | 15       |
| Scholarship programmes<br><br>Lead: AF                                   | Planning and development of scholarship programmes which offer opportunities to study Mandarin in China in 2024/25.<br><br>Ongoing planning for pastoral support for Tianjin scholars.  | Young people 17-25   | CISS is ready to offer scholarships in Tianjin.<br><br>Plan in place to ensure regular support mechanism is offered to the scholars.  | 15<br>19 |
| <b>Promotional events/campaigns</b>                                      |   |  |   |          |
| Languages Week Scotland (1 <sup>st</sup> week February)<br><br>Lead: MF  | Implement Year 3 of 3 Year Strategic Plan based on evaluation of Year 2.<br><br>Plan, facilitate and amplify national languages week celebrations.<br><br>Continue to build relationships with community and arts-based organisations | Teachers, teacher educators, academics, language practitioners, students, community and arts-based groups, | The profile of language learning and multilingualism is raised via comms and social media. Wider language community shares ideas, strategies and learning.  | 17<br>33 |



## SCILT - CISS Strategic Plan: 2024-2025

|  |   | complementary schools and media  |  |                     |
|--|---|--|--|---------------------|
| CISS Projects  | Summary of activities   | Target audience  | Outcomes   | 1+2 recommendations |
| Cultural exchange activities<br>Lead: WG   | Respond to requests from Chinese partners to host cultural exchange activities.<br><br>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<br>33            |
| Alumni Group<br>Lead: AF   | CISS continue to maintain relationship with all CISS alumni and can offer support as and when requested.<br><br>CISS will reimagine the alumni network and its working practices.   | 12–25-year-olds<br><br>Intergenerational   | The group promotes the learning of Mandarin amongst young people.<br><br>Opportunities illustrated where young people can use their Mandarin in a working environment. | 16                  |
| <b>Priority 3: Scholarship, research and, knowledge exchange</b>                           |   |  |  |                     |
| <b>SCILT</b>   |   |  |  |                     |
|  |   | <b>NIF priority:</b> Improvement in attainment, particularly in literacy and numeracy<br><br>Closing the attainment gap between the most and least disadvantaged children and young people |  |                     |
| <b>National and international scholarship and knowledge exchange events and activities</b> |   |  |  |                     |

## SCILT - CISS Strategic Plan: 2024-2025

| SCILT Projects  | Summary of task activities   | Target audience   | Outcomes   | 1+2 recommendations |
|---|--|---|--|---------------------|
| Scholarship and knowledge exchange activities                               | <p>SCILT/CISS to lead, 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 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>All staff are supported to reflect on the impact of their work and the learning it generates.</p> <p>All staff are encouraged to find channels through which they can share their work and learning with others within and beyond SCILT</p> <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>Further development of existing EY languages network. Development of ECT languages network and SLLP alumni network. KE opportunities created for members of all networks.</p> <p>Ongoing record of KE activity attended/facilitated by SCILT/CISS staff</p> | 22<br>33            |
| Participation in, and attendance at, national and international conferences | SCILT/CISS team members present at or attend national and international conferences as appropriate.  | 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>  |                     |

## SCILT - CISS Strategic Plan: 2024-2025

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|   | Seek opportunities to raise international profile through partnerships and networks.   |  | SCILT/CISS team members update their own knowledge of international research.<br><br>SCILT will continue to contribute to UK and international conferences so the work being undertaken in Scotland is recognised widely.  |                            |
| Diversification of funding streams  | Collaborations actively sought for SCILT to work jointly with university/faculty colleagues on funded projects<br><br>Access University and external support for sourcing and applying for funding | Academics, SCILT colleagues, educators and practitioners | “Research Tea” hosted by SCILT to instigate and encourage SCILT’s inclusion in collegiate funding bids.<br>Colleagues have increased knowledge of funding sources and opportunities.<br>Colleagues are upskilled and report increased confidence for making funding applications   |                            |
| <b>Engagement with research publications and collaboration with research projects</b> |  |  |  |                            |
| <b>SCILT/CISS projects</b>  | <b>Summary of activities</b>   | <b>Target audience</b>                                   | <b>Outcomes</b>  | <b>1+2 recommendations</b> |
| Scottish Languages Review   | Journal reviewed and edited by SCILT.<br><br>Take SLR into new era of more diverse range of contributors and types of submissions, as set out on webpage and in editorial of Issue 37.             | National and international languages community           | Evidence from online analytical tools demonstrates the journal has an international readership.<br><br>Journal includes the latest articles of relevance to language learners and practitioners around the world.<br><br>Positive feedback from readers generated.<br><br>Wider and more diverse range of contributors and types of article (e.g. research students, practitioners). | 29                         |

## SCILT - CISS Strategic Plan: 2024-2025

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| <p>Collaborative Doctoral Award studentship (PhD)</p> | <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> <p>The student, who will spend 6-18 months based at SCILT, will carry out research into, among other areas,</p> <p>The extent to which the implementation of 1+2 has been sustainably and equitably achieved.</p> <p>The effectiveness of key transition points (primary to secondary; BGE to Senior Phase; school to university).</p> <p>The factors influencing the decision to choose Languages at Senior Phase.</p> | <p>Academics, SCILT colleagues, educators and practitioners</p> | <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> |  |
|---|--|---|---|--|

## SCILT - CISS Strategic Plan: 2024-2025

| <b>Outward facing communication</b> |   |                        |  |                            |
|-------------------------------------|---|------------------------|--|----------------------------|
| <b>SCILT/CISS Projects</b>          | <b>Summary of activities</b>  | <b>Target audience</b> | <b>Outcomes</b>  | <b>1+2 recommendations</b> |
| Website review                      | Information 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.  |                            |
| Communication strategy              | SCILT/CISS provides a range of helpful communications including the website, e-bulletins, newsletters, press releases, leaflets, and social media.  | All stakeholders       | <p>Feedback from practitioners and evidence provided by online analytical tools indicate the language community finds our communications informative and useful.</p> <p>Feedback enables us to identify levels of engagement and any areas for improvement.</p>  |                            |
| 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        | <p>More 15-18 year olds are engaged with language learning and understand the benefits.</p> <p>The profile of languages and language learning is raised amongst this demographic.</p> <p>Young people receive training and guidance from digital professionals.</p> <p>Young people gain experience of working in a professional environment and an understanding of professional standards for online engagement.</p> | 17                         |

## SCILT - CISS Strategic Plan: 2024-2025

| Ramshorn communication strategy  | <p>Establish online presence for The Ramshorn through social media and dedicated website.</p> <p>Create engaging content.</p> <p>Build audience.</p>   | University and external stakeholders  | <p>Raise awareness of The Ramshorn as a first-class corporate events venue in the Merchant City.</p> <p>Enhanced technological capacity in place in Ramshorn.</p> <p>Generate income through hiring out The Ramshorn to university and external groups.</p>  |                            |
|--|--|---|--|----------------------------|
| <b>CISS</b>  |  |   |  |                            |
| <b>SIG priority:</b> Communications and Engagement; Professional Development                               |  | <b>NIF priority:</b> Improvement in attainment, particularly in literacy and numeracy         |  |                            |
|  |  | Closing the attainment gap between the most and least disadvantaged children and young people |  |                            |
| <b>National and international knowledge exchange events</b>  |  |   |  |                            |
| <b>SCILT/CISS Projects</b>   | <b>Summary of task activities</b>  | <b>Target audience</b>  | <b>Outcomes</b>  | <b>1+2 recommendations</b> |
| <p>National and international conferences – organisation, participation and attendance</p> <p>Lead: LH</p> | <p>Organise and host an international symposium/conference on learning and teaching Mandarin in collaboration with University of Strathclyde.</p> <p>SCILT/CISS team members present at or attend national and international conferences as appropriate.</p> | Academics, educators and practitioners  | <p>Successful delivery of international events. Fully evaluated and with positive impact.</p> <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, and staff given opportunities to share their learning with others.</p> <p>SCILT/CISS team members update their own knowledge of international research and</p> |                            |

## SCILT - CISS Strategic Plan: 2024-2025

|  | Seek opportunities to raise international profile by reflecting on our work and sharing our learning through partnerships and networks. |                                      | supported to consider their role in generating impact.<br><br>SCILT will continue to contribute to UK and international conferences so the work being undertaken in Scotland is recognised widely.  |                            |
|--|---|--------------------------------------|---|----------------------------|
| <b>Outward facing communication</b>                        |   |                                      |   |                            |
| <b>SCILT/CISS Projects</b>                                 | <b>Summary of activities</b>  | <b>Target audience</b>               | <b>Outcomes</b>   | <b>1+2 recommendations</b> |
| Maintenance of Confucius Hub management portal<br>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<br><br>All Hubs using Portal to submit reports, operational plans and other data.<br><br>CISS benefits from streamlined Hub management and additional analytical data. |                            |
| Website review<br>Lead: AF/MF                              | Projects and Communications Officer and PDOs work with external stakeholders to review content.   | All stakeholders                     | Stakeholders report that website content is up-to-date, relevant and easily navigable.  |                            |
| Communication strategy<br>Lead: AF/MF                      | SCILT/CISS provides a range of helpful communications including the website, e-bulletins, newsletters, press                            | All stakeholders                     | Feedback from practitioners and evidence provided by online analytical tools indicate the language community finds our communications informative and useful.   |                            |

## SCILT - CISS Strategic Plan: 2024-2025

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|  | releases, leaflets and social media.<br><br>Review and overhaul CISS social media strategy to include all channels and platforms. |  | We increase our reach beyond languages community to raise awareness.<br><br>Feedback enables us to identify levels of engagement and any areas for improvement. |  |
|--|---|--|---|--|

- 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.