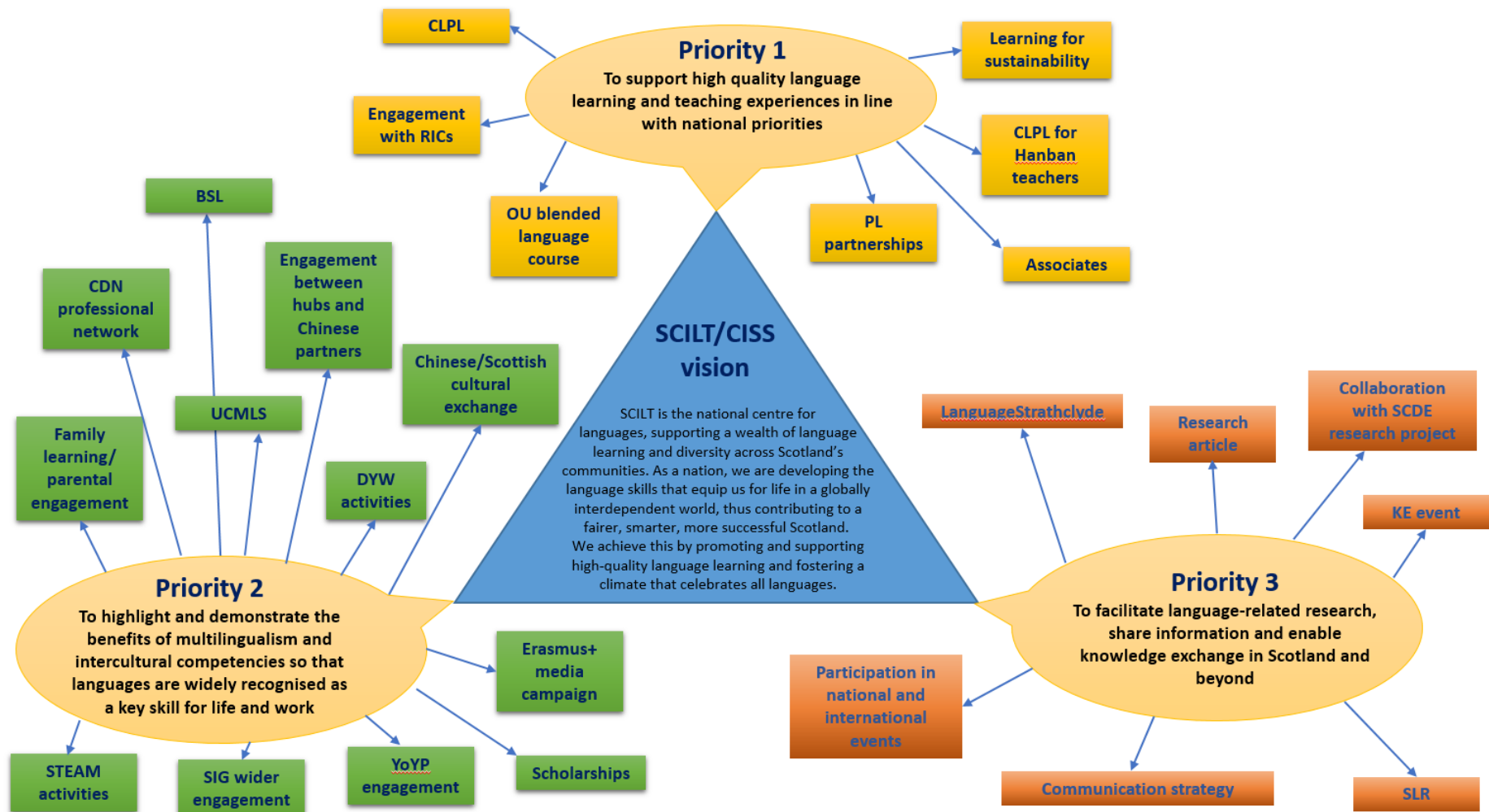


SCILT/CISS Strategic Plan 2018-2019



Priority 1: to support high quality language learning and teaching in line with national priorities

| SIG priority: professional development and collaboration; communication and engagement | | NIF priority: improving attainment | |
|---|--|--|--|
| Task * | Summary of task activities | Target audience | Outcomes |
| CL Professional Learning Programme | Provision of pedagogical advice and guidance on 1+2 curriculum planning for all language teachers (including local teachers of Mandarin) through twilight, inset day inputs and online sessions. These events, to include webinar delivery, are based on current language priorities and needs identified by stakeholders. | Early years practitioners, primary and secondary language teachers | These offer teachers the opportunity to develop their skills in language pedagogy and offer advice on curriculum planning for 1+2. Evaluations indicate a positive impact on learners and teacher confidence. |
| Engagement with the Regional Improvement Collaboratives (RIC) | Meetings between SCILT/CISS senior leadership and representatives of the RICs who have responsibility for professional learning and improvement. Collaboration is with a view to planning effective joint professional learning in conjunction with link SCILT/CISS officers. | Key RICs representatives, and SCILT/CISS development officers Primary and secondary teachers of languages | Awareness raised amongst key influencers of what SCILT/CISS can offer to teachers. Setting up of a productive partnership between SCILT and RIC development officers which facilitates learning events which meet local needs. Evaluations of professional learning events indicate a positive impact for learners and teacher confidence. |
| OU/SCILT blended language and pedagogy course | Year one of the 30 week course rolled out nationally in French and Spanish. German and Mandarin added to the languages offered. | Primary teachers | Up to 150 primary teachers successfully complete 30 week A1 course and feel confident teaching a language with subsequent positive impact on learners. Teachers are encouraged and supported to achieve professional recognition from GTCS. Effective A2 planning in place informed by evaluation of A1. |

| | | | |
|---|---|---|---|
| | <p>Collaboration to continuously evaluate the course at A1 and to develop the pedagogy strand for A2 for session 2019/20 based on A1 evaluation.</p> <p>Training of associates to support delivery of the pedagogy strand from 2019-20 as numbers of participants increase.</p> | | <p>Associates are supported and empowered to deliver the pedagogy strand. This will increase SCILT/CISS capacity.</p> |
| Professional learning partnerships | <p>A maximum of 5 collaborative professional learning projects with schools and clusters based on themes identified through their self-evaluation. These will focus on developing professional knowledge and abilities and meeting learning needs that have been identified and agreed locally.</p> <p>Learning is shared nationally and locally through case studies, journal articles and knowledge exchange events and exploring innovation of knowledge exchange.</p> | <p>Development officers from a range of disciplines, primary teachers, secondary teachers</p> | <p>Professional learning partnerships successfully completed, evaluated and shared locally and nationally.</p> |
| 1+2 Language Leadership Programme | <p>Programme of activities focussing on developing language teachers' agency and advocacy for language learning. Summer school in July 2018, content of which is reviewed annually to reflect priorities, develops leadership skills and is followed by a reflective programme leading to professional recognition for leadership accredited by GTCS.</p> | <p>Language leaders working in schools and local authorities</p> | <p>Teachers who attend the summer school feel more able to make the persuasive case for language learning and to influence decisions at a local level.</p> <p>Participants are supported and encouraged to achieve professional recognition for leadership.</p> |
| CLPL programme for support of Hanban teachers | <p>Two year long programme of professional learning that supports Chinese exchange teachers so they can develop their professional skills, knowledge and attributes during their time in Scotland.</p> <p>Professional learning and support activities for mentor teachers.</p> | <p>Hanban teachers, mentor teachers, hub leaders</p> | <p>As a result of their professional learning programme, Hanban teachers demonstrate more effective reflection on professional practice. This is evidenced by increasingly reflective reports; 90% of school reports demonstrate a positive impact on teachers' practice and on the learners' experiences.</p> <p>Through these activities mentor teachers feel more confident to offer effective support the Hanban teachers. Mentor teachers are encouraged and</p> |

| | | | |
|---|--|---|--|
| | Self-evaluation workshops for leaders of the hubs. | | supported to apply for GTCS professional recognition for coaching and mentoring. Hub leaders, working with the Hanban teachers, produce increasingly reflective and evaluative reports on hub activities which inform future developments for the hub and for CISS. |
| Support for Learning for Sustainability | SCILT/CISS will develop a “toolkit” that provides advice and guidance on learning for sustainability in the context of language learning. It will include links to suitable materials that teachers can use to develop learners’ understanding of sustainability and global development goals. | Teachers in all sectors | Teachers report positively on practical support provided by the toolkit to plan how they incorporate learning for sustainability into their programmes of language teaching and learning. |
| Support for SCILT/CISS associates | A programme of learning will be put in to place that will support the SCILT/CISS associates in their roles. This will enable them to jointly deliver high-quality, consistent professional learning with SCILT/CISS colleagues, to an agreed level of quality. | SCILT/CISS associates | SCILT/CISS has access to the expertise of current classroom practitioners who can share up to date and relevant exemplification of practice. Through training in quality delivery of professional learning these practitioners increase our capacity. |
| Priority 2: to highlight and demonstrate the benefits of multilingualism and intercultural competencies so that languages are widely recognised as a key skill for life and work | | | |
| SIG priority: Communication and engagement, collaboration | | NIF priority: 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 | |
| Task * | Summary of task activities | Target audience | Outcomes |

| | | | |
|--|--|---|---|
| <p>Family/community learning and parental involvement/engagement</p> | <p>In partnership with NPFS, hold two events that will engage parents with the benefits language learning.</p> <p>SCILT will publish two case studies that share schools' experiences of parental involvement in language learning with their children.</p> <p>CISS will support the Specialist Confucius Classrooms to develop their programmes of community and family learning. Each of the 4 classrooms should develop an action plan.</p> | <p>Parents/carers, children, young people, teachers, development officers</p> | <p>Parents have a greater understanding of the value of language learning and of their children's entitlement to this, and how best to support their children.</p> <p>Case studies provide positive and replicable examples of parental involvement through language learning.</p> <p>Specialist hub action plans will demonstrate how they will engage with the wider community.</p> |
|--|--|---|---|

| | | | |
|-----------------------------------|---|---|--|
| <p>Language and employability</p> | <p>DYW activities</p> <p>In collaboration with DYW officers and business people, SCILT/CISS will provide 5 Business Brunches and 3 mini Business Brunches that promote languages as a key employability skill.</p> <p>SCILT will chair, supported by SIG: Education secretariat, the SIG wider engagement network and develop the format of meetings to maximise the impact of the group.</p> <p>SCILT/CISS will support promotional events that aim to raise the profile of languages and improve language uptake.</p> <p>SCILT/CISS will develop a further 10 BLC projects that provide a stimulating and relevant context for language learning.</p> <p>SCILT will develop a “toolkit” that provides advice, guidance and materials that support schools in their development of their own promotion strategies.</p> <p>Erasmus+ funded media campaign</p> <p>Funding bid is submitted to Erasmus+ on behalf of SCILT and international partners. If successful, it will fund a multi-media campaign mounted by a media company in 2018-19 that promotes the benefits of language learning. This will include the development of a website to promote languages and intercultural competency</p> | <p>Language teachers and young people</p> <p>Wider society</p> <p>15-25 year olds/parents/carers/wider community/businesses/career advisors</p> | <p>Participating young people are more aware of the link between languages and employability.</p> <p>The impact of involvement in DYW activities on young people’s subject choices is recorded and evidenced.</p> <p>New format of SIG group developed with focused meetings, clearly defined objectives and outcomes aligned with SIG education plan.</p> <p>BLC projects and activities provide teachers and learners with examples of motivating contexts for language learning linked to the world of work. This has a positive impact on young people’s attitudes to language learning.</p> <p>Schools report positively on practical support provided by the BLC programme and toolkit to develop their own range of promotional activities.</p> <p>SCILT receives funding to develop a promotional campaign. Young people in three countries are made aware of benefits of multilingualism.</p> <p>Website will showcase essential vocational skills for learners across the world.</p> |
|-----------------------------------|---|---|--|

| | | | |
|-------------------------|---|--|--|
| <p>YoYP engagement</p> | <p>Six unpaid internships offered to language learners in the final year of school. They will have responsibility for organising and running SCILT/CISS social media targeted at young people.</p> <p>CISS Alumni Group develops a strategic plan in place which enables them to set up as a group.</p> <p>CISS Alumni group developed as a leadership opportunity for returning Tianjin scholars. The group will organise an event aimed at young people in the senior phase/FE and HE and offer an ambassadorial role for young people studying, or wishing to study, Mandarin.</p> <p>Partnership planning will be undertaken by SCILT, the OU, North Ayrshire Council and Linguo Flamingo to develop a programme of study for young linguists in S6 through blended learning. This will support them to deliver 10-week blocks of language learning to residents of care homes.</p> | <p>15-25 year olds Intergenerational</p> | <p>Interns develop their leadership and digital skills. Their direct engagement with target audience of 15-25 year olds promotes language learning as a key communication skill, while engaging them with the culture, current affairs and languages of other countries.</p> <p>Alumni group is set up, a plan is in place to support their activities. A successful event to promote the learning of Mandarin is achieved.</p> <p>Partners will devise a collaborative programme that will develop young people’s leadership skills, employability skills and resilience. The blended learning programme will be in place and ready to be piloted by June 2019.</p> |
| <p>STEAM activities</p> | <p>A conference will be held that demonstrates languages as a key employability skill with a particular focus on STEM careers.</p> | <p>DYW officers/SDS officers</p> | <p>DYW /SDS officers are enabled to raise awareness in schools of the opportunities that languages can offer young people beyond school.</p> <p>Learners in schools, colleges and universities have access to current information on the relevance of languages in the world of work including STEM careers.</p> |

| | | | |
|--------------------------|---|---|--|
| | Planning time created to allow officers from SCILT, SERCC and ESP to find out more about each other's' work and look for synergies | SERCC/ESP officers | SCILT officers develop a better understanding of the work carried out by the other organisations. Planning put in place for further collaborative STEAM work in 2019/20 |
| UCMLS | Continuation of a range of engagement activities with UCMLS that encourage cross-sector collaboration. | Primary and secondary teachers/HE staff | Collaborators have access to up-to-date information about current cross-sector activities. Teachers give positive feedback about the impact of these engagements on learners' attitudes to languages and other cultures. |
| CDN professional network | Development of an active network of FE practitioners with an interest in languages. SCILT's partnership with this group will result in a range of activities. This will include: <ul style="list-style-type: none"> • the pilot, evaluation and roll-out of the LinguaChef competition • a plan for a pilot distance language learning and pedagogy course for early years practitioners. | FE practitioners and students | A strategic collaborative plan for the FE network will be developed by the steering group and linked to SIG education plan. The network events will enable the sharing of practice and professional dialogue among participants. Positive feedback from schools indicates that learners participating in the competition will develop their language skills while gaining an insight into the food and drink industry. Effective plan in place for a course that supports students of early years education and childhood practice. |
| Support for BSL | SCILT will work with the BSL advisory group to consider ways we can promote BSL as an L3 language choice | Primary and secondary teachers | Links are developed so that information and work generated and collated by the group is widely disseminated to practitioners in all sectors. Awareness is raised of BSL among the language teaching profession and its potential as an L3. |

| | | | |
|---|--|--|---|
| <p>Engagement between hubs and Chinese partners</p> | <p>Links between Scotland and China built by a programme of visits to China and visits by Chinese partners to Scotland.</p> <p>CISS will develop an equity fund that supports learners with free school meal entitlement to take part in all CISS activities.</p> <p>CISS support hubs to work in partnership with their Chinese partner schools carry out projects that share learning between Scotland and China. The JASS award will be piloted between Nankai affiliated high school in Tianjin and Hillhead High School, Glasgow.</p> | | <p>Cultural and educational links are maintained and strengthened.</p> <p>Head teachers new to the Confucius programme develop their understanding of the hub network and strengthen the links to their partner schools.</p> <p>Participating young people deepen their understanding of China.</p> <p>Young people receive SQA accreditation for their experience appropriate to their level.</p> <p>CISS will ensure that poverty is not a barrier to hub learners wishing to participate in CISS activities.</p> <p>Increased people to people engagement between schools in Scotland and China</p> <p>Feedback from learners and teachers indicates that the project developed an interesting and relevant context for language learning that motivates youngsters</p> <p>Young people’s language learning accredited in Scotland and China</p> |
| <p>Chinese/ Scottish cultural exchange</p> | <p>Working with partner organisations, CISS will plan, develop and support a range of activities and intercultural events both here and in China that promote mutual understanding.</p> | <p>Wider society, teachers, learners, parents/carers</p> | <p>Scottish and Chinese people have opportunities to deepen their understanding of each other’s language and culture. All events are well attended and positively evaluated.</p> |

| | | | |
|--|---|--|--|
| Scholarships | CISS will continue to seek out and develop scholarship programmes so that young people have opportunities to study Mandarin in China. | Young people 17-25 | Young people are offered a range of short, medium and long term scholarships that encourage mobility by enabling them to study in China. These opportunities deepen understanding of Chinese language and culture. |
| Priority 3: to facilitate language-related research, share information and enable knowledge exchange in Scotland and beyond | | | |
| SIG priority: Collaboration; communication and engagement | | NIF priority: Improvement in attainment | |
| Task * | Summary of task activities | Target audience | Outcomes |
| LanguageStrathclyde | Knowledge exchange event organised jointly with Strathclyde school of education. | Language practitioners, teacher educators, researchers, students | Notable research- informed practice is shared. Event positively evaluated by participants. |
| Research article | 1 jointly written SCILT/OU article focussing on the impact of the online course on the teacher. | Academics, teacher educators, language practitioners, students | Impact of participants' learning on the OU/SCILT course evaluated through OU and shared. The article raises awareness of the course and its impact on teachers. |
| Collaboration with SCDE research project | SCILT will collaborate with the SCDE through the SIG education group to support a research project led by SCDE. | Academics, teacher educators, teachers | Data generated by SCILT will be shared with SCDE researchers |
| SCILT knowledge exchange event | 1 SCILT knowledge exchange event planned. Event will give a forum for the discussion of interesting research, theory and practice generated across the country. | Teachers, teacher educators, academics, language practitioners, students | Knowledge exchange forum planned to create time and space to share the learning of those currently working on enquiry, PLP projects and SCEL programmes. This would be subject to evaluation from participants. |

| | | | |
|---|---|--|--|
| Participation in national and international conferences | SCILT/CISS team members present on research, policy and practice at national and international conferences. | Academics, educators and practitioners | Members of staff present SCILT's work and the languages landscape in Scotland at a number of conferences. Scottish education is enhanced by showcasing to a wide audience. Networking and knowledge exchange opportunities facilitated. |
| Scottish Languages Review | SCILT reviews and edits this journal which shares the latest articles of relevance to language learners and professionals across the world. | National and international languages community | Evidence from online analytical tools demonstrates that journal has an international readership. Feedback from readers report that the journal provides a stimulus for reflection and professional dialogue. |
| Communication strategy | SCILT and CISS provide a range of communications that highlight and showcase opportunities, events and interesting practice including website, e-bulletin, newsletters, press releases, leaflets and social media. These provide a professional, regular and relevant online presence. | All stakeholders | Positive feedback and evidence provided by online analytical tools show us that the language community finds our communications a useful means of keeping up to date with developments across the country and helps us identify levels of engagement and any areas for improvement |

- Tasks have a comprehensive action plan which indicates how they will be resourced measured and evaluated. These are available to view separately.