

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

## Summary Report for April 2017 – March 2018

Scotland is a multi-cultural society where many languages are spoken. This includes indigenous, Scottish languages and those originating from further afield.

### Our vision:

The SCILT/CISS mission is to promote and support the realisation of high quality language learning in schools and wider society. We play our part in ensuring that all languages and cultures are valued, that life-long language learning is recognised as a key skill for life and work, thus creating the conditions so that language learning is seen as the norm. Fully contributing to the university's global approach to knowledge exchange, our vision is one where language skills make a significant contribution to a fairer, smarter and more successful Scotland.

### Within this vision our priorities are:

- To **support** teachers, local authorities, families and communities to create the climate where all languages are valued as a key skill for life and work
- To **promote** language learning as a key skill that benefits Scottish society, creating clarity and consistency about the importance and benefits of multilingualism
- To build effective and efficient collaborative **partnerships** in Scotland and beyond
- To facilitate, generate and share **research and information** nationally and internationally
- To provide an **effective, well-managed service** which empowers us to be at the forefront of language education

## Contents

<b>Supporting teachers, local authorities families and communities .....</b>	<b>5</b>
Professional Learning Programme.....	5
Professional learning for primary practitioners.....	5
Support for early phase teachers.....	7
Professional learning for secondary practitioners.....	8
Case Studies .....	9
Languages and inclusion .....	9
Professional learning in Confucius classrooms .....	10
Support for local teachers of Chinese.....	11
Support for teachers of English as an Additional Language .....	12
Advice and guidance for careers officers.....	12
Support for heritage/community/minority languages .....	13
1+2 Languages Leadership Programme .....	13
Support for parents.....	14
Professional Learning Partnerships (PLP) .....	15
Support for native speakers in schools.....	15
Partnership with British Council (Scotland, Language Assistants Team).....	15
German Educational Trainees.....	16
<b>Promoting language learning as a key skill that benefits Scottish society.....</b>	<b>17</b>
Developing Young Workforce activities.....	17
Business Language Champions .....	17
Business Brunches.....	17
Promotional events.....	18
Visits to China.....	19
Teacher immersion visit to Beijing.....	19
Pupil immersion visit.....	20
Hanban-funded Confucius classroom hub trips to China .....	20
Visits for university students.....	20
Competitions, programmes and events for children and young people.....	21
Scholarships .....	21
Chinese New Year Tour .....	21

Language Linking, Global Thinking.....	22
Word Wizard Competition.....	22
Mother Tongue Other Tongue.....	23
<b>SCILT/CISS working in Partnership .....</b>	<b>24</b>
SIG Wider Engagement Group.....	24
Languages Network Scotland (LANGS) .....	24
Partners in China.....	25
Partnership with University Council for Modern Languages Scotland (UCMLS) .....	25
Languages in Colleges (LinC) .....	26
SCILT/CISS Associates.....	26
National Museum of Scotland .....	27
Specialist Confucius Classrooms .....	27
<b>SCILT/CISS sharing key research and information .....</b>	<b>28</b>
Website.....	28
E-bulletin.....	29
1+2 newsletter .....	29
Communicating with wider society .....	30
SCILT and CISS newsletters .....	30
Scottish Languages Review and Digest .....	31
Research.....	31
<b>Providing an effective and well-managed service .....</b>	<b>32</b>
Leadership and quality assurance of Confucius Classroom hubs .....	32
Planning and quality improvement.....	32
Funding .....	32
SCILT.....	32
CISS.....	32
British Council MLA programme.....	33
Staffing.....	33
SCILT.....	33
CISS.....	33
Roles and responsibilities .....	34
Senior Management Team.....	34

---

SCILT team.....	34
CISS team .....	36
Procedures and handbook.....	38
Staff development .....	38
Staff and leadership development days .....	38
Strategic planning and collegiate time.....	38
Action plans.....	39
Safety, health and wellbeing.....	39
Staff weekly updates.....	39

## Supporting teachers, local authorities families and communities

### Professional Learning Programme

SCILT continues to offer a menu of professional learning activities free of charge to all local authorities in Scotland.

#### Professional learning for primary practitioners

Primary CLPL	2016 - 2017	2017 – 2018
National programme	OU/SCILT in development	OU/SCILT Teaching Primary Languages Pilot, 50 participants over 9 local authorities
Engagements	12 local authorities Multiple visits to 6 local authorities Total number of CLPL engagements = 47	8 local authorities, 3 regional improvement collaboratives Multiple visits to 4 local authorities and 1 regional improvement collaborative Total number of CLPL engagements = 20
Popular workshops	<ul style="list-style-type: none"> <li>• Next steps in primary languages x7</li> <li>• First steps in primary languages x4</li> <li>• Developing literacy across languages x3</li> </ul>	<ul style="list-style-type: none"> <li>• Whole school 1+2 strategy x6</li> <li>• Assessing progress in primary languages x4</li> <li>• First steps in primary languages/Next steps in primary languages/Raising attainment: developing literacy skills across languages/Supporting learners with additional learning needs x2 ea.</li> </ul>
Early career teachers	NQT (different models) at two local authorities	NQT (different models) at three local authorities
Cross-sector	<ul style="list-style-type: none"> <li>• Wider Achievement x2</li> <li>• How good is your transition x3</li> </ul>	<ul style="list-style-type: none"> <li>• Shared understandings of progression in languages across the BGE, P1-S3 x3 regional improvement collaborative</li> <li>• Contextualising language learning x1 regional improvement collaborative</li> <li>• How good is your transition? X1</li> </ul>

This academic session we have continued to refocus the Primary CLPL provision. The Teaching Primary Languages programme was developed and piloted in collaboration with Open University Scotland with 50 participants across 9 local authorities.

Recognising the need for greater flexibility in professional learning, SCILT and the OU have collaborated on 30-week blended learning course for primary teachers. The course has two strands

covering primary languages pedagogy together with learning a language of each teacher's choice. It involves a flexible mix of self-study, online tutorials, reflective blogs and face-to-face day schools. The mixed-mode delivery allows teachers in the most rural and remote areas to engage with high quality professional learning. It also meets the needs of busy teachers, trying to strike a work/life balance around other commitments. The course is geared towards primary practitioners, however, secondary teachers who teach at primary level may find the course of value.

The programme offers a combination of OU Languages at A1 level and SCILT primary languages pedagogy at Masters level. Mid-point evaluation has been undertaken and this will inform the review of the programme ahead of the next, national cohort. Evaluation has been positive and feedback indicates impact at all levels. For example, 89% of participants stated that their confidence to teach languages has improved because of the course. Concerns raised about managing workload will be addressed in the 2018/19 session of the programme.

Teachers have told us the following:

- *I love the strategies I have learned from the course and use them when I can.*
- *A hugely positive impact! I have never taken part in CPD which was this long-running before. It encourages you to keep your own learning relevant and in the forefront of your mind and, more importantly to keep using it so that it isn't just forgotten but becomes part of everyday practice.*
- *The course is having a huge impact on my confidence to teach another language. Starting from scratch and learning alongside the pupils has been very humbling.*
- *It has been useful to have links to things that I would not have found myself, useful to apply the suggested ideas in class and useful to pick up ideas from colleagues who are going through the same process.*

Feedback has also highlighted that the course is having an impact beyond the classroom:

- *We are setting up an after school Spanish club.*
- *As language leader in the school, this course will better prepare me down the line to fulfil my role more effectively.*
- *I run a French Committee every fortnight for P5 - 7 children who are interested. They are helping to set up displays around the school. We have also established a link with a school in Paris.*
- *I have begun to make more home school links for language inspired by fellow practitioners on the course.*

Outcomes from the Practitioner Enquiry Pilot 2017-18 are now being shared. A collaborative enquiry into supporting language learning in multi-composite primary classes by colleagues in Aberdeenshire and South Lanarkshire was published in Issue 33 of the Scottish Languages Review.

Two projects from the Practitioner Enquiry Pilot were shared at the LanguageStrathclyde knowledge exchange event hosted by SCILT and the School of Education, University of Strathclyde in June 2018:

1. Supporting language learning in multicomposite primary classrooms.
2. Pupil and teacher experiences of progression in language learning in P7 and S1.

A professional learning partnership with a family learning focus in North Ayrshire Council is complete with practice and findings being shared nationally. A second professional learning partnership with a

focus on developing literacy skills across languages is in the early stages of development with West Lothian Council.

**Next steps:**

To survey practitioners and local authority representatives about professional learning needs. To develop and facilitate a range of webinars aimed at supporting teachers in the development of primary languages pedagogy. We expect to continue to scale back face-to-face workshops.

To launch the online language learning programme nationally to all primary teachers. Two additional languages, German and Mandarin, will be included and we will develop immersion opportunities for participants in partnership with the consulates and Hanban. We also hope to achieve the award of Professional Accreditation for the programme from GTCS.

**Support for early phase teachers**

CLPL sessions have been delivered by the primary team in five TEIs to both undergraduate and postgraduate student teachers. This has slightly decreased since 2016 ( $n=6$ ) but has included a sustained, on-going input with the University of Strathclyde PGDE cohort of 300+ students. This input involved a lecture, three seminars and online materials for each PGDE primary trainee teacher meaning that they all had a richer and more in-depth experience of primary languages pedagogy before commencing their probation year.

We also responded to individual requests from students who are undertaking research projects related to languages and the 1+2 policy in particular, for example around the impact of e-twinning on primary languages.

In addition to this, we have supported local authorities in delivering input to newly qualified teachers on the 1+2 approach, language learning and language pedagogy. We have delivered these CLPL sessions in three local authorities this year.

**Next steps:**

SCILT will continue to build relationships with course leaders at TEI institutions and agree inputs for the forthcoming academic year. We will support universities as they develop models for primary languages within their ITE courses including the LENS tool and framework that was produced by the SCDE languages group.

We will promote input for NQTs to local authority representatives at LANGS meetings.

### Professional learning for secondary practitioners

Secondary CLPL	2016 - 2017	2017 – 2018
Engagements	12 local authorities Multiple visits to 7 local authorities Total number of CLPL engagements = 24	9 local authorities, 1 regional improvement collaborative Multiple visits to 4 local authorities and 1 regional improvement collaborative Total number of CLPL engagements = 17
Popular workshops	<ul style="list-style-type: none"> <li>• 1+2 in the secondary context x4</li> <li>• Modern languages for Life and Work Award x 4</li> <li>• Assessment and moderation in the BGE x4</li> </ul>	<ul style="list-style-type: none"> <li>• Developing writing skills in the BGE and Senior Phase x4</li> <li>• Assessment and moderation in the BGE; Changes to Higher; Changes to National 5 x2 ea.</li> </ul>
Cross-sector	<ul style="list-style-type: none"> <li>• Wider Achievement x1</li> <li>• How good is your transition x4</li> </ul>	<ul style="list-style-type: none"> <li>• Shared understandings of progression in primary and secondary modern languages x2 inc. 1 regional improvement collaborative</li> <li>• Contextualising language x1 regional improvement collaborative</li> <li>• Transition: building bridges to support language learning x1</li> </ul>

A series of 1+2 conferences took place in May and June 2017 in Aberdeen, Coatbridge, Dundee, Edinburgh, Glasgow, Inverness, North Ayrshire and Stirling.

Secondary teachers from all schools in the Regional Improvement Collaboratives took part.

The aim was to raise awareness of 1+2 in the secondary sector and to discuss ways of implementing it.

Delegates heard from a number of speakers, including Laurence Findlay, Director of Moray Council and Chair of ADES, Education Scotland, a business local to the area and SCILT.

Education Scotland up-dated delegates on the position of 1+2 and how it was being implemented in the primary sector. Workshop tasks included identifying challenges and looking for solutions to overcome those challenges, as well as how to build on the learning and teaching taking place in the primary sector.

The afternoon session focused on looking at curricular maps from various secondary schools across the country and discussing how they were implementing 1+2.

Feedback from the conferences was mainly positive, although there are still many challenges to overcome, in particularly those related to timetabling constraints and time for effective primary liaison.

### **Case Studies**

As schools and local authorities continue to plan for the implementation of 1+2 policy, SCILT aims to support practitioners by providing examples of 1+2 in action through its case studies. In session 2017-18 three secondary case studies were published each with their own particular focus; we hope that by providing a range exemplars to show how schools have built their L3 into the curriculum, practitioners will be able to find the best fit for their own context.

To access our case studies please visit the SCILT website ['Language learning in Scotland: A 1+2 Approach'](#)

#### **Keith Grammar**

Focus: Diversity of languages

This case study looks at how teachers across sectors have worked creatively and collaboratively to ensure that their learners are afforded their full entitlement to learning two languages.

#### **St Thomas Aquinas**

Focus: Language uptake from BGE to senior phase

This case study focuses on language uptake from the broad general education into the senior phase through a journey of self-evaluation.

#### **James Young High School**

Focus: Implementation of 1+2 Approach

This case study focuses on the partnership approach between the secondary and associate primaries in the implementation of the 1+2 policy.

We hope that schools will use these case studies to evaluate and monitor their own progress towards the implementation of 1+2 policy in their own learning communities. We welcome further examples from our colleagues, in both primary and secondary, to share how they are taking forward 1+2 policy.

#### **Next Steps:**

Case studies produced in session 2017-18 will be discussed at our summer school for the '*1+2 Languages Leadership Programme*' with a particular focus on James Young High School cluster who are piloting primary assessments for West Lothian Council.

In session 2018/19 we will produce further case studies with a particular focus on languages in primary schools.

### **Languages and inclusion**

#### **2017-18**

The Languages for all short-life working group met three times this year. This consisted of a balance of experienced practitioners from primary, secondary and special education settings from across the country and a number of academics and researchers with expertise in the field of inclusive practice.

The group:

- collated range of examples of inclusive practice; professional learning opportunities; guidance, advice and resources to support language learners with additional learning needs.
- established the 'Languages for all' section of the SCILT website
- reviewed Maximising Potential resource, developed by SCILT and Education Scotland in 2006. This resource is to be taken on by Inclusive Practice in Language Learning (incpill) blog run by Catriona Oates, Lecturer in Education, University of West of Scotland.

**Next steps:**

To keep the Languages for all area of the SCILT website updated with examples of practice, professional learning opportunities and guidance.

In collaboration with colleagues in the School of Education, University of Strathclyde to bid for Wellcome Trust small project research funding to recruit a research assistant to undertake a literature review of inclusive practice in languages education.

To host recording of recent 'Supporting language learners with dyslexia' webinar on SCILT website. Publicise as anytime CLPL opportunity via SCILT comms.

To review 'Supporting language learners with additional learning needs' workshop to specifically address 1+2 Recommendations 9, 13 and 32.

**Professional learning in Confucius classrooms**

We have continued to offer a variety of professional learning opportunities which are designed to meet the needs of teachers in different contexts as part of the Confucius programme across Scotland. This year we have redesigned the CLPL menu and considered a project or more contextual approach. This has been very well received. Professional learning sessions support the introduction, progression and sustainability of Mandarin whilst incorporating key national policies so that teachers can see the relevance and value of the sessions they select. We have a particular focus upon the Scottish Government's National Improvement Framework and Developing Scotland's Young Workforce agenda, highlighting that language skills are key to the reinforcement and improvement of literacy and communication skills. Our workshops offered in partnership with Scottish Opera have provided an interesting, real and meaningful context in which pupils can apply their language skills. This year CISS has developed a series of workshop sessions in collaboration with a range of national partners such as Historic Environment Scotland, Scottish European Education Trust, business partners, DYW groups across Scotland and Scottish Opera.

In their feedback, teachers used the terms below to describe their learning:

- Inspiring, helpful, useful practical support
- Necessary and meaningful sessions
- Help with classroom management was very good
- I learned a lot from the 3 keynote speeches and mentor/mentee input
- I liked the useful ways to collect and analyse the information about teaching and learning

- [I liked the focus on] how to improve teacher leadership
- Teaching leadership was inspiring and driven
- What to improve? Nothing, it was really good

From our feedback, there is an increasing willingness of teachers to embrace and deliver Mandarin, evidenced very much through the numerous (23) Scottish Opera workshops. Our professional learning is most effective when the sessions are active and the content can be adapted to a teacher's own context or a context such as Zheng He and the maritime Silk Road. Teachers are observing positive impact as a result of their professional learning which has increased their understanding of how Mandarin can be linked and integrated within the context of their own learners. In turn, according to our feedback, learners are better able to see the connections, have become more culturally aware and are more confident using the language in their everyday learning experiences at school.

We have also presented various workshops at conferences across Scotland and in England (eg The National ALL conference in March) which allows us to share practice with colleagues from different sectors and in different areas of education.

In November, we held our second mentor training session for mentor teachers in Scottish schools and their Hanban teacher mentees. This was facilitated in partnership with GTCS and our Professional Development providers at the University of Strathclyde.

#### **Next Steps:**

We have revised our Professional Learning Menu so that it reflects more closely the priorities of the National Improvement Framework. We have added a session for the first time to our menu designed for presentation to parent councils.

The CISS focus on Professional Learning has won us acclaim as an institute internationally. The Depute Director presented our programme of support for Hanban teachers at a forum in the Hanban World Conference, to keen interest from colleagues representing CIs across the world. Increasingly we are enjoying an international reputation as an institute for teacher education, evidenced in part by the growing number of speculative approaches made to us by teachers and volunteers who want to work with us because of our high quality programme of professional learning. This is a key strength of our organisation on which we want to continue to capitalise in our efforts for continuous improvement and in our ambition to honour the title of Model Confucius Institute.

#### **Support for local teachers of Chinese**

We have continued to maintain and support a network of local Chinese teachers. This support is given directly or indirectly depending upon their needs. We attend and participate in forums which include and involve the teachers, often speaking at conferences or at events which bring them together to discuss and share practice in the teaching and learning of Chinese.

GTCS registered teachers of Chinese have established their own network and are invited to attend professional learning sessions facilitated by the Confucius Institute for Scotland's Schools. Additionally, we offer shared sessions to both GTCS registered teachers and Chinese community school teachers. We have offered all local teachers of Chinese the opportunity of bespoke support to conduct their own practitioner enquiries which would allow for more collaboration and shared research. This is relatively new to the teachers but there is currently one enquiry being conducted in

a context which involves widening access to school refusers and reengaging them through the learning of Mandarin and the experience of Chinese culture.

### **Next Steps:**

We intend to continue to increase our contact with local teachers in the Chinese Community Schools by organising dedicated professional learning days for them throughout the year. We will continue to meet informally with GTCS registered teachers of Chinese and offer professional learning sessions at conferences and by reinforcing the opportunity that exists for them to conduct collaborative enquiries and share their findings with each other. We will, therefore, continue to support practitioners in different contexts to conduct their own enquiries as a means of reinvigorating practice.

GTCS registered teachers and primary teachers are increasingly seizing the opportunity to link the learning of Mandarin to business links and enjoy the eight Business Brunches we have held across Scotland, where Mandarin has prominent exposure.

### **Support for teachers of English as an Additional Language**

Building upon the success of the 'Bilingualism DOES Matter' series of workshops that we offered across Scotland in collaboration with Bilingualism Matters and Glasgow City Council, we recognised the need for further CLPL of this type due to positive feedback such as:

*"The sessions provided very important and useful information regarding bilingualism and helped me to understand better how I can help my bilingual pupils using different ways to support them in the classroom."*

*"Very well structured course and invaluable for teachers who have a number of bilingual pupils in their class. It would be beneficial for many more teachers to attend this event as it is relevant for so many pupils."*

Education Scotland, as part of the 'New Scots Integration Strategy', asked if SCILT would further collaborate with the EAL Service from Glasgow City Council to produce a three part on-line course that could be offered to teachers, and student teachers in TEIs, across Scotland (and potentially beyond). Therefore, this year has been spent producing the course and the materials with a view to launching it in Autumn 2018. The course will be free and open access for all via Glow.

### **Next steps:**

Next session we will finalise and officially launch the online bilingualism course. SCILT will continue to work in collaboration with FE colleges with a view to delivering input on EAL and bilingualism to courses such as Early Years Practice and Childhood Studies.

### **Advice and guidance for careers officers**

We want to ensure that all young people are supported to make well-informed choices at each stage in their education. It is therefore important, as an organisation, that we share information on careers with languages that is current and up-to-date for those who have direct contact with our young people. This year via our promotional booking system, a workshop on careers with languages was organised for careers officers in East Lothian at North Berwick High School. This was an opportunity for SCILT to disseminate information to those who play a key role in discussing career pathways with young people. It gave information about where languages can take them and their importance in whichever career a young person may choose. As part of this workshop, one of our

professional development officers was requested to record a podcast outlining the benefits of language learning so that the message could be shared with learners, teachers and careers officers.

Click on the link below to view this video:

<https://youtu.be/Z1hem6W8s9g>

A careers officer who attended the workshop at North Berwick, shared the podcast in her school and reported back that it *'had been well received by pupils and staff.'*

#### **Next Steps:**

To share the message more widely on careers with languages to those providing information to young people on their future pathways, we plan to hold a conference in November. Our target audience will be representatives from Skills Development Scotland, Developing Young Workforce and Careers Officers.

#### **Support for heritage/community/minority languages**

SCILT is liaising with University of Edinburgh to create a contact list for community language schools in Scotland so that this group of practitioners and pupils can be provided with information, to support them in their activities and to be able to offer professional learning.

SCILT has supported the work of community groups such as 'Bilingual Families in Fife' and the Spanish-speaking 'Familias en Glasgow' where we kick-started collaborations between Glasgow City Council and the Wee Spanish Mobile Library project to now offer storytelling sessions in schools and EYs centres across the city. SCILT have supported Familias en Glasgow with recruitment activities and promotions. We will be able to support more community groups in this way once we have a more extensive list of these groups and established relationships.

As part of our work at SCILT, Gaelic enjoys equal status with all other languages and features in our competitions. We try to ensure that there are Gaelic speakers for in-school promotional events, Business Brunches and we have provided support for Gaelic practitioners in CLPL for teachers.

#### **Next steps:**

To establish further connections with community language groups and heritage/minority languages to support their activities and promote participation in initiatives such as Mother Tongue Other Tongue. A new Gaelic PDO will take up appointment in April 2018.

#### **1+2 Languages Leadership Programme**

In 2017-18 a review of the programme resulted in significant changes to the content and structure of the Summer School element of the programme. The changes meant greater choice for participants and brought in a wide range of presenters from across the country with expertise in languages education. An increasingly wide variety of languages was represented – French, Gaelic, German, Latin, Mandarin, Spanish.

Free places on the programme are offered to local authorities and, since 2016, also to ITE colleagues. In July 2017 we welcomed the largest cohort ever to the Summer School (n=51). The changes to the programme were very positively received by participants and the subsequent commitment to Professional Recognition award (Leading learning in languages) rose 7 fold from the previous cohort.

For 2018-19 cohort, we are piloting a change to the recruitment process. Previously, two places were offered to each local authority and participants were nominated by the local authority QIO or equivalent with responsibility for languages. Now practitioners submit an application directly to the programme co-ordinators (Education Scotland and SCILT colleagues) for consideration.

**Next steps:**

To continue reviewing and facilitating the national languages leadership programme for the remainder of the 1+2 implementation period.

To scope and design ongoing leadership support that meets professional learning needs and enables sustainable languages education across the country beyond 2020-21.

**Support for parents**

Engaging parents in language learning has featured in both the 'First Steps in PLL' and 'Whole School Strategy' workshops, where presenters have shared materials and details of emerging practice with practitioners. SCILT PDOs have also sought to engage directly with parents during cross-sector promotional events. Presentations on parental engagement have been delivered at Languages Show Live, to National Parent Forum Scotland, the Norwegian National Centre for Languages and the Scottish Parental Involvement Officer Network (SPION).

With parental involvement identified as a key factor in ensuring successful outcomes, this has been reflected in the review of the Train the Trainer programme where parental engagement is now included.

*"The parental involvement presentation was very worthwhile and has given me some ideas on how to expand our current practice to involve parents more actively rather than only as an audience."*

**TTT participant**

*"I now see it as an important part of my role to actively recruit the support of parents in their children's learning and I will be looking at ways to lead this next term."*

**TTT participant**

We have continued to develop links with a variety of national organisations representing parents and carers who promote our work via their networks. The SCILT Parental Engagement Working Group was created in March 2017 and brings together organisations and practitioners with expertise in parental engagement.

**Next steps:**

In collaboration with NPFS, SCILT will develop a "Languages in a Nutshell" leaflet for parents. The leaflet will be launched in October 2018 at a joint event in collaboration with NPFS and Northern Alliance.

Through the SCILT parental engagement working group, we will gather evidence via parent and practitioner focus groups to identify how best to support and promote family learning in languages. As part of the 'Adopt a cluster' project, SCILT will collaborate with Education Scotland colleagues and practitioners to develop a pilot programme for family learning in languages. SCILT will continue its close partnership with Education Scotland to develop materials for both Parentzone and Read, Write, Count and will provide relevant case studies for inclusion on the National Improvement Hub.

We would like to collaborate with partners to develop a 'Parents' roadshow' or family learning event, which will help parents to meaningfully engage in their child's language learning and highlight how languages can play a part in raising attainment in literacy and numeracy.

A two-year Erasmus+ bid is being planned for a project which focuses on languages and culture as transferable, vocational skills for young people 16-25, including key stakeholders such as parents.

### **Professional Learning Partnerships (PLP)**

The PLP with North Ayrshire Council (Wee Famille) will be one of three case studies focused on parental engagement and family learning which will be uploaded to the SCILT website in October 2018. Materials from the Wee Famille project will be shared on GLOW with practitioners. The materials have been translated into Spanish (Arriba Familia) and are being rolled out in 8 North Ayrshire schools by the Family Learning Team. There are plans to translate materials into Mandarin with support from CISS colleagues. The Wee Famille team presented the project at both the national Development Officer and at NPFS national conference.

Case studies on Fife's 'French for Families' programme and St Winning's intergenerational language learning project will also go live in October 2018.

Last session SCILT's Parental Engagement Working Group developed the programme for the Building with Lingo family learning event. We hope to support RICs to hold their own family learning events at local level.

As part of the CLPL scoping exercise, workshops on parental engagement and family learning proved a popular choice and this now forms part of the primary team's CLPL menu. The session aims to explore a variety of approaches to develop collaborative partnerships between practitioners, parents and families in order to support pupils and provide participants with the opportunity to outline an action plan for their school or cluster. This will enhance primary languages through parental involvement and engagement, family learning and learning at home.

The successful bid for Erasmus+ funding with the Generation Global project will enable SCILT to focus on engaging parents and carers in the third year of the project.

### **Support for native speakers in schools**

#### **Partnership with British Council (Scotland, Language Assistants Team)**

During 2017-18 SCILT again supported the British Council Scotland Language Assistants Team. We helped to organise the national induction at the end of August 2017, and contributed to two of the sessions (Learn a New Language; Making an Impact). The afternoon slot was again taken up by the Cultural Organisations in language-specific sessions, as this had proved successful in the previous year. We also invited local authority representatives to attend.

Each year, as part of her dedicated work for British Council Scotland, Hannah Doughty encourages the language assistants to implement one or more projects during their stay in Scotland, and with this in mind, she provides lots of support in the first half of the assistantship, via follow-up twilight sessions (face-to-face or via online platforms). Hannah also arranges for language assistants to meet with language students on initial teacher education programmes. The content of the session is agreed with the lecturer of the ITE student group beforehand but it usually involves a small presentation by the SCILT representative on the way assistants can be most usefully employed, followed by some joint project planning between assistants and ITE students. (NB: Assistants are

asked to seek permission from their school to attend if there is a timetable clash). During the academic session 2016-17 we have held sessions at the universities of Aberdeen, Edinburgh and Strathclyde. Feedback has been consistently positive. Finally, British Council in collaboration with SCILT regularly offer mentor workshops.

**Next steps:**

Unfortunately, we still get reports from some language assistants that they are underused so British Council Scotland is reviewing its support for the academic session 2017-18.

**German Educational Trainees**

This programme is popular with local authorities as a means of supporting the learning and teaching of German. Backed by Erasmus+ funding, the programme offers local authorities an additional means of bringing German native speakers into the classroom to help deliver the 1+2 recommendations.

The volunteers are all students of education who will become language teachers in Germany when they graduate. This means that they have already acquired a good understanding of pedagogical approaches which they can bring to their placement. The flexibility of the six month placement and the low-cost of the programme have also been greatly appreciated by the local authorities.

For the 2016/17 session we received notes of interest from 17 local authorities for over 50 GETs, however due to the delay in confirmation of 1+2 funding many authorities were unable to confirm their participation in time, or had to reduce the number of students they requested. Therefore the 2016/17 session saw 34 GETs in place in 14 local authorities.

Last year's 'Next Steps' indicated we hoped to see an increase in requests for 2017/18 close to the initial level of interest in the 16/17 session. However due to continued concerns over funding the requests for GETs has remained around the same as last year, with 31 requested in 12 authorities.

*"Our two trainees have been a great success and we would look forward to hosting more next year."*  
**GET host teacher, West Lothian**

**Next steps:**

We will continue to work with the University of Mainz and the Goethe Institute to support this programme. Due to the timing of the programme we predict that concerns over funding confirmation will always be an issue, however we hope the number of GETs in Scotland remains stable in the coming years.

## Promoting language learning as a key skill that benefits Scottish society

### Developing Young Workforce activities

#### Business Language Champions

The Business Language Champions (BLC) programme continues to go from strength to strength as schools engage with the *Developing the Young Workforce* agenda. The BLC programme also supports GIRFEC, NIF and the Attainment Challenge. For the first time this year, we are working in partnership with DYW groups in Aberdeen, Ayrshire, Edinburgh, Inverness and Perth and Kinross. We are currently in discussion with Glasgow and Fife.

Demand for business links has increased significantly this session. We are currently supporting over a hundred schools across twenty-three local authorities (and this number is continuing to rise). We have forged strong links with Historic Environment Scotland, Visit Scotland, numerous luxury hotels across Scotland, textile companies, food and drink businesses, manufacturing plants and privately-owned attractions such as Glamis Castle. These links cover the whole range of languages.

Feedback from practitioners, learners and business people has been very positive. Many have talked about the benefits of giving young people an opportunity to see language skills as an enhancement to their employability prospects:

*"This is an invaluable experience for the pupils, particularly the impact of visiting a workplace. This was pupils' first taste of the world of work, and it was very positive."* **PT, Broughton HS**

*"Our visit certainly opened our eyes to the fact that knowing another language really can improve your chances of employability."* **S4 pupil, Holy Rood High School**

*"This project has impacted on me positively as I now am much more in touch with the history of the town that I live in and am proud to say that I have contributed to the experience of German visitors to Stirling."* **S5 pupil of German, Stirling High School**

Ultimately, the BLC programme aims to influence and support uptake of languages into the senior phase. Teachers have commented that a BLC provides an interesting and relevant context for language learning. A small-scale piece of research undertaken for this report shows there have been positive increases in ML uptake in the majority of schools we included in the analysis. Where the uptake has not improved or indeed has decreased, further investigation is required to determine the reasons for this.

#### **Next steps:**

We will continue to work in conjunction with DYW groups across Scotland to support the DYW agenda with a focus on Modern Languages and a conference is arranged for November 2018. The aim will be to share good practice and promote the value of languages as an employability skill. To that end, we plan to invite representatives from all DYW Regional Groups, Skills Development Scotland (including school-based careers officers), College Development Network, careers representatives from HE /FE and Project Trust.

#### **Business Brunches**

Over the last session we have extended our popular and successful Business Brunches, despite budgetary constraints. Working in partnership with the University Council for Modern Languages Scotland (UCMLS) and local DYW groups afforded us greater scope to provide young people with the

opportunity of engaging with the business community and HE. In this way, we were able to organise an increased number of events and increase our outreach capacity.

We held five major events in Glasgow, Edinburgh, Dundee, Aberdeen and Inverness. A further three “mini” business brunches took place at Prestwick Airport in conjunction with DYW Ayrshire. This allowed all schools in North, South and East Ayrshire to participate. This was a pilot which we will evaluate with the aim of replicating this across the DYW groups in Scotland.

Practitioners told us that they very warmly welcomed the opportunity to take part and that they felt that the learners returned to school with a reinvigorated attitude to language learning.

An initial evaluation showed an increase in the number of pupils considering continuing with their study of modern languages.

A teacher attending the event said: “The Business Brunch showed pupils that knowing a language can have a positive impact on them in a variety of ways and can help at various stages of their lives, both in and out of work.”

A pupil also commented: “I discovered that a language can be very useful when competing in the jobs market. It was fascinating to discover the practical applications of knowing a language in a work context, for example helping to negotiate with colleagues in another country.”

Two of the business leaders who took part in the business brunches and who are involved with the BLC programme, have agreed to facilitate further strategic engagement with the business community. They are now members of a 1+2 Strategic Implementation sub-group set up by Scottish Government in order to engage fully with the business voice.

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

We will seek to evaluate the impact of such events, as part of our promoting languages strategy. Our continued collaboration with UCMLS and DYW will allow us to ensure sustainability of future Business Brunches, enabling SCILT to take on a strategic role and allowing us to innovate and develop new DYW activities.

Interim findings of an evaluation of the Business Brunches indicate that they are having a positive impact on changing participant’s mind-set that “English is enough”. Immediate responses to the question, “are you intending to continue to learn a language after this academic year?” show a positive trend. We can say with a degree of certainty that immediate impact of business Link initiatives has been extremely positive overall and contributed to increased uptake in the senior phase. However, other factors affecting senior phase uptake is beyond SCILT’s control. SCILT will aim to work closely with language leaders and local development officers so they are supported to develop their own Business Brunch models at a local level.

### **Promotional events**

An increasing number of schools from across Scotland have requested support for events that promote languages. Therefore, a new system for booking promotional events was introduced in session 2017/18. This was to allow Professional Development Officers to plan their time effectively; for schools to think strategically on the organisation of promotional events; and with an increasing number of schools requesting our support at these events, to monitor our engagement activity, as a national organisation, with our key stakeholders. We shared the news of our new booking system in our weekly e-bulletin and via social media, both Twitter and Facebook, to ensure that all schools were informed and had equal opportunity to request our support at these events.

Whilst it is difficult to determine the long-term impact on the uptake in languages, a small-scale piece of research indicates that these events have had an impact on uptake in the senior phase.

Many schools report that these events have had a positive impact on language uptake into the senior phase as young people are given the opportunity to explore the importance of languages in a social, cultural and employability context. Anecdotal feedback following these events from both teachers and learners is very positive:

*“A mail to say thank you for delivering such an engaging talk to our s3 pupils. The feedback from staff and pupils is very positive. We fully appreciate your time and efforts in helping to engage and inspire our learners.”*

**Teacher, Trinity Academy**

*“Thank you for delivering an inspiring and motivating presentation to our S3. The Kahoot was also a success! Excellent feedback from our young people.”*

**Teacher, Dunblane High School**

*“All workshops were very informative. It has helped me broaden my perspective of languages.”*

*“It made me realise that learning a language can help to get a job.”*

*“It looks fun to travel and know a language.”*

In order to support schools' own promotional activities, we have commissioned a media company to create five short films, highlighting the importance of languages in a variety of employment sectors. We have also continued to expand the number of job profiles on our website that can be accessed by pupils, teachers, parents, careers advisers and organisations such as College Development Network, Skills Development Scotland and DYW groups.

### **Next steps:**

To measure the impact of these activities we will distribute a survey to all schools where an input from SCILT was given to support their promotional event in session 2017/18. Information gathered will then feed into our planned activities to support events in session 2018/19.

Such is the popularity of these promotional events we were unable to meet with all requests received. To ensure we continue to support schools in the promotion of languages we will develop a promotional toolkit which will include videos, activities and resources so schools can plan their own promotional strategies.

Many schools plan events that include a variety of speakers, activities and workshops. SCILT will gather a range of examples and include these in the toolkit for schools to choose the most appropriate fit for their context.

## **Visits to China**

### **Teacher immersion visit to Beijing**

In July 2017 CISS had 14 teachers from across the primary and secondary sectors participate in a language and culture immersion course in Tianjin, China. This is the 4<sup>th</sup> year of the course and it was hosted at the Tianjin Normal University for the first time. Participants on the course attend follow-up lessons at CISS and a number of them are working towards HSK qualifications.

The success of the course is reflected in the feedback below:

*"I will share my experiences and recommend to other staff."*

*"I will work with the Hanban teacher and hub school to try and increase Mandarin uptake in my local authority."*

**Next steps:**

In the summer of 2018, we will run a teacher immersion trip to Shanghai based at Shanghai East Normal University. The programme at the university is well-established and the uptake for this course has increased. Mandarin has also been added to the Open University pilot project with a view to building capacity across primary schools in Scotland. In the future, the immersion visit will be offered to the participants on this course and tailored to meet their needs.

**Pupil immersion visit**

In 2017 we provided the opportunity for 123 Scottish young people and teachers to visit China as part of the immersion course in Beijing and Tianjin. For the first time this visit also took in Shandong province, a province twinned with the Scottish Government. This visit included Qufu, the birthplace of Confucius. We continue to offer a bespoke award developed by the SQA which provides young people with accreditation for successful completion of the course and is now offered at SCQF 3 and 4 to take into account young people's previous learning of Mandarin. Feedback indicates that young people find this experience to be life changing but that the language lessons are not always sufficiently personalised to meet the needs of all the young people. We are taking steps to address this as far as we can. We have some evidence that the immersion visit is inspiring young people to continue learning Mandarin to a high level. For example, over 60% of the 2017/18 cohort of Tianjin Scholars have previously taken part in the visit.

**Next steps:**

In 2018 the immersion trip is going to be run at a Tianjin partner school as opposed to at the Foreign Studies University. This change should strengthen the links between schools in Scotland and in China. We cannot guarantee that Hanban will continue to support such large groups travelling together, so we are looking at ways of redeveloping our pupil immersion course so that the schools take more of an active role in organising smaller but more tailored visits. We would still very much like to offer reciprocal visits for Chinese young people to come to Scotland and we continue to look at ways of funding this.

**Hanban-funded Confucius classroom hub trips to China**

In order to strengthen the school to school links between Scotland and China, CISS has supported three schools to take advantage of Hanban funded trips in 2017/2018. Groups from Glasgow, Jordanhill School and Fife visited Tianjin and Beijing in October 2017. CISS helps to facilitate these trips and provides key information to participating schools.

**Next steps:**

In 2018/2019, the Angus hub will take part in a music trip to Tianjin and Beijing. This is a unique trip which has been tailored to meet the needs of the Carnoustie High School band. Going forward we aim to facilitate a maximum of three of these trips on an annual basis.

**Visits for university students**

CISS continues to work hard to develop links with the University of Strathclyde. In July 2017, CISS partnered with the Strathclyde China Institute (SCI) for the second time to fund a trip for students.

Nineteen undergraduate and postgraduate students and one group leader took part in the immersion trip which took place at Tianjin Normal University. They underwent an intensive Mandarin course and all achieved a qualification at the end of the trip.

**Next steps:**

CISS will support this trip again in 2018 as it aims to encourage language learning and engagement with China in wider society.

## **Competitions, programmes and events for children and young people**

### **Scholarships**

Offered jointly by CISS and the Tianjin Education Commission, this scholarship offers young people full tuition, accommodation and living allowance to study Mandarin for 10 months. The third group of scholars will complete their year of study in July 2018 and another cohort of 22 young people has been selected to take part in the academic session 2018/19. This year's group had had an ambassadorial role in Scottish schools via the Language Linking, Global Thinking programme. Our website stats show us that the scholar page is one of the most popular pages on our website. Our aim is that it is inspiring other learners to continue studying Mandarin.

We continue to hold a showcase event annually where the returning scholars have the opportunity to share their experience and the skills they have developed with their parents and the new cohort of Tianjin scholars. We also run free follow-up classes for returning scholars twice a week at the University of Strathclyde. Three of our former scholars are now studying for full-time undergraduate degrees in China and many of them have gone on to study Mandarin here in the UK.

Our alumni group ran their first networking event in September 2017. Feedback from this event was very positive with a number of school pupils reporting that they felt inspired to continue on their Mandarin learning journey after having heard about the skills and opportunities learning a language can provide.

**Next steps:**

We have made a request to the Tianjin Education Commission to increase the number of scholarships on offer to 30 for 2020 onwards and hope that this request will be successful. For the first time, we were invited to submit applications for the Chinese Government scholarship for 2018 onwards. We have seven applicants hoping to get places to study their undergraduate degrees in China from September 2018. Through our alumni group we have begun tracking the scholars where possible to see how the experience impacts on their lives, choice of studies, future career, etc. The first cohort of scholars will graduate from their undergraduate degrees in the summer of 2019. In September 2018 the teaching will move from the Tianjin Foreign Studies University to Tianjin Normal University. This is seen as a positive move to a more prestigious place of learning. We continue to use our network of scholarship alumni to volunteer at CISS events and assist with promoting our work and vision and the group is planning a series of events for 2018/2019.

### **Chinese New Year Tour**

In partnership with the Cultural Division of the Embassy of the People's Republic of China in the United Kingdom and Northern Ireland, we hosted our 5<sup>th</sup> Chinese New Year event. This year our focus was on reaching more pupils by taking the performances to schools. Over 1000 young people and members of the community had the chance to see the performance. We received positive

feedback from attendees and the performers. One of our events was held at the Royal Conservatoire for Scotland, one of our Specialist Confucius Classrooms.

**Next steps:**

We hope to continue to partner and develop links with the Cultural Division at the Embassy. In 2019, we plan to run a large-scale event with fewer dates but larger audiences.

**Language Linking, Global Thinking**

Language Linking, Global Thinking is a partnership project between SCILT and UCMLS (Strathclyde, Stirling, Dundee, Aberdeen and St Andrews Universities) and the charity Project Trust.

Next year we are hoping to involve Napier and Edinburgh Universities, whilst this year we have already added 21 Scholars from the Hanban Scholarship programme. These are young people between school and university who will spend a year in China learning Mandarin.

The programme links a student during their year abroad with a designated class in a secondary or primary school, with the purpose of corresponding with the pupils. The participating students are in a variety of countries including France, Spain, Germany, Italy, China, Honduras, Peru, Chile and Senegal.

This raises awareness of different cultures and introduces the pupils to new language.

Through visits to school, regular blog entries and other mean of communication with the student overseas, schools are encouraged to build international links. The programme inspires children and young people to learn languages and develops their aspiration to work or study abroad.

This initiative has gone from strength to strength over the years and feedback has been increasingly positive:

*“Every time I mention that we have received a message from Student B, the pupils smile and are keen to see what he has written, to see his pictures.”*

*“I have found that blogging once a month is the best for me and is not a huge time commitment. The impact it has had on my experience abroad is quite tangible: whenever I do something new (even if it is as small a thing as trying a new flavour of ice cream!) I try to take photos of it because I think to myself ‘the kids in Scotland would love to see this’ so for my own memories it has been great! “*

*“We are also setting up a link between the school I am working in here and my link school in Scotland, and I know the kids over here are very excited to share their culture with the Scottish children so I would say that this link has gone above and beyond its original intentions and has had a wider impact than foreseen.”*

**Next steps:**

SCILT collaborates with the other partners to ensure that a robust evaluation of the project is undertaken. This is done on an annual basis. We will continue to consider ways of developing the project to include more students in order to meet the demands of participating schools.

**Word Wizard Competition**

This national spelling competition started in 2012 and is very popular with participating schools. The competition was originally designed as a “Spelling Bee” by Routes into Languages, but after the first year we decided to develop it to better suit the Scottish context. Currently we offer the competition

in five languages at two levels. As interest has grown we added a semi-final at the University of Strathclyde in 2015. In the 2015/16 session, in partnership with UCMLS, we added regional semi-finals at the universities of Aberdeen and Dundee, as well as Strathclyde. This has given schools the opportunity to enter who may not have been able to make the journey to Glasgow, and has provided learners with the chance to engage with HE and to visit local universities.

Following on from last year's 'Next Steps', for the 2017/18 competition we added a new regional semi-final at Edinburgh College. This eased some pressure off the very popular Glasgow event, and allowed schools to enter more pupils into each language and level, as well as providing a closer venue for schools in the east.

However, the number of schools entering the Aberdeen and Dundee semi-finals has decreased, whilst still requiring high levels of staff time to organise. In addition, colleagues in SCILT feel that the rote-learning nature of the competition is out of date, and that we could develop something that better suits the priorities of addressing the attainment challenge, and developing the young workforce.

*"I enjoyed performing in front of the crowd, but most of all watching and listening to the other languages, which was inspiring." **Word Wizard Finalist***

*"Practice for the competition has allowed pupils to increase their confidence and has allowed pupils to be competitive with each other in a different way" **Teacher***

#### **Next steps:**

The 2017/18 session will be that last in which we run Word Wizard in its current format, due to the resources involved in organising the competition, compared with the overall impact. However, we will publish the rules and word lists on our website, to allow schools or clusters to continue to run their own competitions. We will also make our materials and timeline available to universities and colleges who may wish to host regional event in their institutions. There will be a handover period during session 18/19 where we will be available to provide support to institutions hosting an event.

#### **Mother Tongue Other Tongue**

MTOT celebrates plurilingualism and promotes both mother tongue languages and additional languages, giving all children and young people an opportunity to enjoy using languages in a creative and expressive way. This year's anthology alone features 14 different languages and we had our youngest ever winners from St Bridget's Early Years Class who worked on a collective class poem in Gaelic. The initiative has been running for four years and is growing from strength to strength as this year saw the addition of a new FE/HE category allowing college and university students to participate. This year we had 197 entries from 27 schools, 1 college and 3 universities. We held the award ceremony at the University of Strathclyde instead of the Language Show Live as the latter event was not running this year. However, general consensus from the SCILT team and teachers was that the venue was more relaxed, intimate and family friendly, therefore we intend to use the same venue again next year.

#### **Next steps:**

To promote MTOT actively to minority, heritage and community languages, e.g. Gaelic, BSL, Roma by contacting supplementary language schools. Also to promote further the participation of FE/HE students through our links to UCMLS and LinC.

## SCILT/CISS working in Partnership

### SIG Wider Engagement Group

Borne from the original 1+2 Strategic Implementation Group, the SIG Wider Engagement group was created in Jan 2016 as there were many parties from the wider community interested in supporting language learning and the development of intercultural skills. Members of this group include employers, cultural agencies, business and enterprise agencies, skills and careers services, the tourism sector, universities, colleges, researchers and voluntary/social enterprise. SCILT and Scottish Government co-chair the group to ensure that policy remains at the heart of activities, and the Wider Engagement group aligns its activities with the SIG Education Group's strategic plan.

The group has grown significantly over the past two years meaning that there is a wide range of knowledge, expertise and influence represented. The group is action focused and quick to share resources, ideas and skills. For example, SDS and SCILT continue to share resources focused on DYW and employability. SCILT was invited to present at the Scottish Council for Development and Industry's annual international business summit to share key message on the importance of language and intercultural skills for businesses and the wider Scottish economy.

#### **Next steps:**

Some group members have more influence on policy and national/regional activity around languages and DYW in particular therefore a sub-group has been created to move forward this agenda. It is envisaged that the Wider Engagement will become more of a network with the aforementioned sub-group taking a more active role.

### Languages Network Scotland (LANGS)

The original LANGS under the name of COALA (Cultural Organisations and Local Authority Advisers) was established in 1995. In April 2016 after a membership vote, the name was changed to LANGS to more accurately reflect the language and networking element of the group in Scotland.

The group meets three times a year to facilitate communication between language stakeholders in Scotland. SCILT facilitates and is a key player in the organisation of the group, in consultation with the Chair of LANGS.

Membership has grown to include many of the new 1+2 Development Officers around Scotland, and the group is an active forum for discussion and exchange of relevant and current information about languages in schools and other institutions.

Since its inception the group has become a vital point of contact for dissemination of information between language networks in Scotland. Through its regular meetings around Scotland, the group has regular updates from government bodies including SCILT, Education Scotland and Scottish Government and shares information through workshops based on a theme with a keynote speaker invited to talk to the group. There is also opportunity at the meetings to include a marketplace for businesses who wish to share information with the group during the lunch break, and the afternoon is dedicated to local authority issues.

There is a LANGS Focus Group, at which SCILT is represented, which meets three times a year to plan meetings, based round language themes selected by members.

Electronic exchange of information is facilitated through the SCILT office and SCILT provides the key contact person for organising meetings, setting up and running the Focus Group Meetings and co-ordinating the events and paperwork. SCILT is responsible for maintaining and updating the LANGS database and for sending out mailings to LANGS members.

Evidence from LANGS participants gathered during the SCILT external review indicated how positively SCILT's facilitation of the network is viewed and how intrinsic it is to its success.

### **Partners in China**

In September 2017 we held a conference to celebrate 5 years of the Confucius Institute for Scotland's Schools. 150 guests from across Scotland and China attended this event which focussed on innovation, inclusion and inspiration in the Confucius Classroom hubs. The event also provided an opportunity to unveil the Model Institute plaque awarded to CISS. Feedback from the event showed that participants enjoyed the opportunity to discuss the key Scottish and Chinese drivers in education.

The partnership with Hanban remains particularly positive with Model Institute status conferred on CISS this year and funding released to support the renovation of a dedicated building for SCILT/CISS. This means that CISS has officially joined the group of 31 world-leading institutes. The visit by the First Minister to China this year included meetings with senior staff from Tianjin Municipal Education Commission (TMEC) and Hanban. This high-level visit cements the relationship between CISS and its Chinese partners and has generated a lot of goodwill between the two countries.

### **Next steps:**

We will continue to provide opportunities for our Scottish hub contacts and our Chinese partners to find opportunities to share. In September 2018 we intend to invite a number of Chinese head teachers to the UK. After taking feedback from our partners at Tianjin Municipal education Commission, this visit will focus on building relationships with their partner schools here in Scotland.

CISS has just started making links with the State Administration of Foreign Affairs Experts (SAFEA). Although in its early days, we hope that further exploration of this new partnership will afford CISS and the University of Strathclyde new and greater opportunities.

### **Partnership with University Council for Modern Languages Scotland (UCMLS)**

The collaboration with UCMLS has continued to deepen. In our third year of collaboration we are offering a new course for primary teachers focussing both on language upskilling and language pedagogy, delivered jointly by staff from the Open University and SCILT. We extended the Mother Tongue Other Tongue competition to entries from further and higher education. For the first time, we held an additional third semi-final for the Word Wizard spelling competition in Edinburgh, thanks to provision offered by Edinburgh College on their Sighthill Campus. Collaboration on Language Linking Global Thinking scheme is also continuing, and we have managed to extend our support to a further two universities. Although we are starting to collaborate more with DYW partners to host Business Brunches we envisage that there will be some form of continued involvement from both FE and HE partners.

With administrative support from SCILT, UCMLS has again held two cross-sector discussion meetings in each regional hub (East, West, Central and North) during September and January/February. These talks have proved very valuable and are feeding into the UCMLS action plan review. With SCILT administrative support and in collaboration with a number of partners across Scotland, including

local authorities, libraries, charities and British Council Scotland Language Assistants, UCMLS also hosted twelve events in seven different locations as part of the Human Being Festival, under the theme 'Language Lost and Found'. These events received nationwide publicity.

### **Languages in Colleges (LinC)**

Since 2016, SCILT has helped to re-form a group for languages practitioners in FE colleges called Languages in Colleges (LinC) and liaised with the College Development Network (CDN) to establish this group as a Professional Network. This means that it enjoys the support and opportunities that the CDN offers. The network meets quarterly and is currently working on a strategic plan to drive the activity of the group. It is also a forum to share good practice and expertise with over 20 members from colleges across Scotland and relevant organisations. Seven college students submitted entries for the MTOT competition and will be sharing their poems at a CDN expo event.

#### **Next steps:**

SCILT will be working on a pilot initiative called 'LinguaChef' in conjunction with City of Glasgow College. It is a cooking competition with a language focus and will bring together languages and food in a practical way to show the links between language, culture and catering.

### **SCILT/CISS Associates**

SCILT/CISS Associates were introduced as a capacity building professional development opportunity for accomplished practitioners to ensure SCILT/CISS work is connected to and informed by current practice from Scottish classrooms.

We opened applications to join our Associates database to practitioners and languages educators in August 2017. Applications are considered by the Professional Development Team at regular collegiate meetings. Though not every application is successful, our database currently lists 15 languages educators with a wide range of experience and expertise e.g. inclusive practice, family engagement, STEM and languages. It is anticipated that SCILT/CISS Associates will be invited to collaborate with Professional Development Officers on specific projects such as the development and presentation of workshops, the review and design of materials for the SCILT website, support assessor for Professional Recognition Recall Day. Associates are paid a daily fee for their contributions to a particular project.

So far this session, a SCILT Associate who had been on the Languages for all short-life working group, recommended by her local authority, worked with a member of the Professional Development Team to develop and present a webinar entitled 'Supporting language learners with dyslexia' to practitioners in Highland.

#### **Next Steps:**

To elicit feedback from Associate(s) about their Associate experience.

To regularly share and review the Associate experience(s) in-house.

During and after the SCILT/CISS strategic planning process, to consider the skills and expertise of current Associates. Invite specific Associates to collaborate on particular work projects.

## **National Museum of Scotland**

In February 2018 we worked with the National Museum of Scotland to run a weekend of family learning. Hanban teachers based across the central belt helped to run a range of activities based around the theme of Chinese New Year. The event was attended by over 1500 members of the public. Feedback from participants was very positive with many people expressing an interest in learning Mandarin because of this event.

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

We plan to build on our partnership with the National Museum of Scotland particularly around the launch of their East Asia Gallery in 2019. The museum has asked us to return in February 2019 to run another programme of family learning.

## **Specialist Confucius Classrooms**

During session 2017/18 CISS formally welcomed four specialist Confucius classrooms into the network. Hosted by Edinburgh Zoo, Scottish Opera, the Scottish Schools Football Association and the Royal Conservatoire for Scotland, the classrooms will enhance the organisations' educational outreach programme. With a focus on family and community based learning, CISS will be able to engage with a far wider range of people than before. The addition of these new classrooms will encourage people to learn about China through the lens of science, sports and the arts. The addition of these classrooms will help CISS align more closely with the priorities of the National Improvement Framework.

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

These kind of classrooms have never been attempted anywhere else in the world, so CISS is very much spearheading this approach. Regular meetings are in place so that the specialist hubs can exchange ideas and strategies. Each classroom will develop its own action plan for session 2018/19. The impact of the classrooms will have to be carefully monitored and evaluated over the course of the next few years.

## SCILT/CISS sharing key research and information

### Website

Maintaining an easy to navigate, relevant and attractive website is crucial to SCILT engaging with its stakeholders. Visits to our website increase each year. During the period August 2016 – July 2017, the SCILT website saw a 4% rise in visitors.

Following a significant decrease in visitors to the 1+2 pages for 2015/16, the information team worked with PDOs to review the content of these pages and ensure more explicit references indicating how language learning supports key Government priorities. As a result, there has been a 21% increase in visits to these pages.

New sections of the website were created and populated during this period: an area to support community/heritage languages and an area to support languages for all.

The Business section has seen an increase in traffic of 11% and is one of the most popular sections of our website. Reasons contributing to this include number of job profiles and BLC Case Studies published and promoted during the course of the last year. Over the last year we also worked to ensure this section of the website makes explicit reference to how languages can develop the young workforce.

The content management system (CMS) was upgraded in summer 2016. The information team are continuing to work with the university web team (EWDS) to iron out issues that arose from this upgrade.

The CISS website was previously very underutilised by stakeholders and its potential for communicating with stakeholders and the public was untapped. The CISS website was upgraded in August 2017 to new templates in line with the University's website overhaul.

During this upgrade process analytics and stakeholder needs were evaluated to form the basis of the framework and content rework. New sections were created and populated to better support the Hub network, Hanban teachers, mentors and other stakeholders.

Content has been simplified and the site is now easier to navigate. Colleagues are now able to direct stakeholders to the website for information. The CISS website is now regularly updated with key dates and information.

The website now has a larger section devoted to Hanban teachers where they and their mentors can access relevant information, resources and forms. Additionally, the Tianjin Scholarship section has been expanded to support LLGT connections between scholars and their schools through blogs.

### **Next steps:**

Content needs to be continually evaluated and updated. We have earmarked the Primary and Early Years sections, particularly the pages about the benefits of language learning, to be thoroughly reviewed. These pages have seen an increase in the number of visitors over the last two years. The information team will need to work closely with PDOs to update content.

The Information Officer has spoken to EWDS about the upgrade to the appearance of the SCILT website, in particular to make it compatible to mobile devices. EWDS have stated that summer 2018 is the earliest they could begin work on this. The information team is currently keeping a note of

requirements and looking towards implementing changes in line with recommendations in the SCILT external evaluation report over a three year period.

CISS will work with the PDOs to further develop the Hanban teacher section, potentially introducing a new section with bios and photos to give Hanban teachers more representation on the website. The front page will be updated with a more comprehensive key date section.

We will continue to evaluate analytics and page hits to assess which sections need better promotion or tweaking and use social media to further promote the website.

### **E-bulletin**

The bulletin aims to provide subscribers with a weekly selection of items happening in the languages community in Scotland, the UK and beyond. It is our primary means of promoting SCILT news and events and is an important and effective means of communication with practitioners.

- *I highly value the weekly SCILT bulletins and thank you for your support provided via these (CLPL participant)*
- *Thank you for continuing to help us to disseminate our opportunities - we have had lots of interest from Scottish Schools over the last months and we are sure this is partly down to you :) (UK-German Connection)*

The number of subscribers increased by 31% over the period August 2016 – July 2017 and at the end of that period sat at 1592.

The most popular items in the e-bulletin continue to be 'SCILT/CISS news' (29%) followed by 'Resources' (25%), then 'News from language and educational organisations' (20%) (an opportunity for us to share and promote the work of our partners). 'Languages in the press' and 'Events' have a similar number of clicks (13%).

The click rate (% subscribers who follow links in the bulletin) sits steadily between 10% and 15% during the period, with an average rate of 12.3%. Mailchimp accounts for 4% of referrals to our website.

#### **Next steps:**

We will continue to monitor statistics on user engagement with the bulletin and consider the number of referrals to our website that it generates. We would like to see an increase in click rate and referrals to our website. We will also look into ways of proactively gathering qualitative feedback and further user information beyond what Mailchimp data provides.

### **1+2 newsletter**

SCILT publishes a 1+2 newsletter that is published in an electronic format each term and aims to support 1+2 Development Officers and share practice across authorities.

The most popular section of the newsletter is news from local authorities, and it is encouraging to be able to facilitate collaboration between authorities.

#### **Next steps:**

The number of subscribers has decreased by 4% and it can be challenging to source content. We will continue to promote the 1+2 newsletter and closely monitor its use. We will also consider the frequency of its publication.

## Communicating with wider society

During the period 2016/17, SCILT issued 16 press releases to celebrate the success of our events, including our Business Brunches, promotional events in schools, MTOT and Word Wizard. 50% of these press releases were published by a media outlet. Stories featuring schools with pictures were picked up by local papers. Local authority press offices were also interested in these types of story and shared them through their social media accounts. This year, SCILT did not contribute any feature/comment articles to the trade press, although we have in the past.

### **Next steps:**

- Ensure as many press releases as possible have accompanying photos
- Look into expanding reach of feature/comment articles

As part of the communications strategy, we have continued to build on the success of our targeted social media approach. We have seen an increase in followers on Twitter (27%) and of Likes on Facebook (20%). SCILT's combined presence on Twitter and Facebook account for 75% of external site referrals to our website. We are also pleased with the extent of engagement with our output on these platforms.

Within the CISS team there has been a drive to utilise social media more, ensuring all events are covered on social media. We have seen an increase in engagement through this strategy.

Over the course of the next review period, we aim to increase the use of 'video' content in our social media posts. We aim to develop three targeted campaigns on social media around the importance of language learning. We were unable to attain this goal over the last year due to staff illness.

CISS will continue to ensure events and updates are publicised on its social media platforms with photos; particularly when schools are involved as this has proven to generate the most engagement. We will identify a nominated staff member to take photos at events to accompany posts.

The information team will support an internship project, which aims to see SCILT engage with the 15-25 year old demographic.

We would like to increase the number of articles we contribute to the trade press in order to give a picture of language learning in Scotland.

## SCILT and CISS newsletters

The SCILT and CISS newsletters are published twice yearly. The most recent edition of both newsletters was published in December 2017. The SCILT newsletter was published on the SCILT website and also as hard copy. The CISS newsletter is digital and was published on the CISS website and promoted to the Hub network and through social media channels. The next edition will be published in June 2018. Print copies of the SCILT newsletters are distributed at all SCILT events. The newsletters feature articles about the work of SCILT and CISS and include articles submitted from cultural organisations, local authorities, schools and (in the case of the CISS newsletter) Hanban teachers that showcase interesting approaches to language learning and teaching. Content in both newsletters continues to increase in quality and quantity due to the effort of PDOs to source interesting practice in

### **Next steps:**

We will continue to publish the SCILT newsletter, ensuring that it remains informative and that its content is attractive, relevant and thought-provoking. We will continue to use PDO contact with schools to source content.

We will continue to publish the CISS newsletter online but will continue to review the need for printing paper copies or other promotional techniques to ensure it has a good reach. We will continue to work with PDOs to generate content and evaluate through the year other strategies to generate content.

### **Scottish Languages Review and Digest**

The Scottish Languages Review and Digest (SLR) is an open-access online journal, with up to two editions per year. The SLR aims to

- provide language teachers, students, and researchers in Scotland with a strong voice in relation to all aspects of language teaching and learning;
- promote discussion amongst language practitioners across all education sectors about mutual areas of interest or concern;
- encourage greater debate between language learning theory and practice

The digest contains sections on recent language-related publications and provides links to articles from other academic journals that are free to download without subscription, such as the Language Learning Journal. There is also a summary of important upcoming language-related events and conferences.

Over the last two issues (32-33) we have published articles from the professional perspective of the learner, teacher, teacher educator, researcher and HE practitioner respectively, from Scotland, the UK and internationally (Canada and USA). The wide-ranging topics included the use of innovative learning and teaching methodologies (dual language immersion, teaching through a multilingual lens, creative texts in the language classroom) and reports on two major research projects as part of the Open World Research Initiative (Multilingualism – Empowering Individuals Transforming Societies and Creative Multilingualism). From the learner perspective we had a report from a group of undergraduate students working with refugees in Germany, and the experience of becoming an English language assistant in Quebec.

### **Research**

In each SLR edition, there is a Digest section with abstracts from recent language-learning and language-policy related reports and articles. In Issue 33 we also featured the findings of two Scotland-based research projects: a professional enquiry into teaching multilevel classes in Scottish primary school in two local authorities, and a Masters Dissertation exploring the views of primary school teachers on the implementation of the 1+2 language policy.

## Providing an effective and well-managed service

### Leadership and quality assurance of Confucius Classroom hubs

Session 2017/18 saw the first publication of the “Our Confucius Classrooms: an evaluation”, this document contains a report from each classroom based on evidence gathered from their self-evaluation process. The publication of this report will help classrooms embrace continuous improvement and by sharing their action planning will help them find common solutions for common problems. A programme of professional learning was put in place and led by Fiona Pate, Independent Consultant.

#### *Next steps*

CISS will continue to monitor the use of the self-evaluation document “Self-Evaluation for Confucius Classrooms: Putting improvement at the heart of what we do” and, taking advice from stakeholders, will continue to look at ways of supporting the self-evaluation process. Professional learning opportunities will continue so that newcomers to the network will be able to reflect on progress, gather evidence and plan confidently.

### Planning and quality improvement

During session 2017/18 SCILT commissioned an external evaluation of the organisation with a view to informing how the organisation moves forwards in light of changes in the educational landscape. The review made several recommendations and we are now in the process of developing a three-year implementation plan. The external review report is available to read on the SCILT website. Similarly, SCILT also reviewed its systems and processes this year with a view to moving towards a more evidenced based planning process that encourages a collegiate and evaluative approach to the development of projects.

- 3 year implementation plan will be devised
- Increased amount of time for planning to be ring-fenced in diary
- Action plans put in place for each project and an overview of progress shared with team at regular intervals
- Evaluation of projects will be included in the planning process from the outset

### Funding

#### SCILT

SCILT is financed by and administered through Education Scotland. SCILT receives £700,000 per annum to fund staff costs, University levy and running costs. Salary costs are approximately £536,000; University levy is £103,000 and the remainder, £61,000 is to cover non-staff costs and projects.

#### CISS

CISS is financed jointly by Scottish Government and Hanban, Confucius Institute Headquarters and administered through Education Scotland. CISS receives £754,000 per annum from Scottish Government to fund staff costs, University levy, projects, flights, hub costs and Hanban teacher costs. Approximately £625,000 is received from Hanban to cover the cost of hubs, Hanban teachers, GTCs teacher salaries and projects. Hanban also covers the in-country costs of all trips to China for pupils, teachers and headteachers.

Of the Scottish Government funding £355,000 is the approximate cost of salaries; £73,000 is University Levy and the remainder - £326,000 – funds the hubs, Hanban teacher costs, flights and some projects.

### British Council MLA programme

SCILT received £43,200 in 2017-18 from the British Council to fund the delivery of the Modern Languages Assistant programme. This was to fund 0.4 salary costs and any expenses incurred for the project. This is the last year of SCILT being involved in the project.

### Staffing

#### SCILT

	Senior Management Staff	Teaching Staff	Professional Support Staff
<b>2017-18</b>	Director (0.5)	6 Professional Development Officers (one of which is 0.6)	Senior Administrator (0.5) Information Officer 3 Administrative Assistants Modern Apprentice

#### CISS

	Senior Management Staff	Teaching Staff	Professional Support Staff
<b>2017-18</b>	Director (0.5) Depute Director Chinese Director (employed by Hanban)	2 Professional Development Officers	Senior Administrator (0.5) Project Co-ordinator Administrative Assistant Modern Apprentice 3 Chinese teachers (employed by Hanban)

## **Roles and responsibilities**

### **Senior Management Team**

#### **Fhiona Mackay: Director**

Fhiona sets the strategic direction of the centre and forms and inspires a shared vision that we all work towards. Linking closely with Scottish Government and the School of Education, Fhiona creates the conditions under which all members of the team can perform independently and effectively to achieve our common objective.

#### **Fan Lin: Depute Director CISS**

As Depute Director of Confucius Institute for Scotland's Schools (CISS), Fan is highly committed to the improvement of Chinese language teaching in Scottish education. She works with Scottish and Chinese governments, schools, local authorities, colleges and universities in Scotland, and has a good deal of experience in leadership, national policy, assessment and teaching. Fan supports the Director in providing leadership to CISS by engaging effectively at the highest level with a wide range of stakeholders, nationally and internationally, so that CISS continues to add significant value to Scottish education, the University of Strathclyde and Scottish society.

#### **Mandy Reeman-Clark: Senior Administrator**

Mandy is responsible for the overall administrative, financial and strategic running of the Centre and assists the Centre's Director and Chinese Manager/Director in liaison with Scottish Government, Education Scotland and Confucius Institute Headquarters in China. She is directly involved with SCILT's many networks and works in close liaison with SCILT's strategic partnerships, disseminating information through the Languages Network Group Scotland (LANGS). Principal roles include responsibility for administration of SCILT and CISS finances and contracts; recruitment and induction of staff and management of staff issues including health and wellbeing; overall responsibility for all outreach and national conferences and ICT support at events. This post is 0.5 SCILT and 0.5 CISS.

### **SCILT team**

#### **Sarah Macfarlane: Information Officer**

Sarah is responsible for all information services within SCILT including website, newsletter, press relations and social media. Sarah runs SCILT's enquiry service and provides information on research into languages and the analysis of statistics. She is also responsible for promotion of language learning with appropriate resources. This post is 0.6.

#### **Emma McLean: Administrative Assistant**

Emma is events management co-ordinator for SCILT and provides administrative support to the Director, Professional Development team and Senior Administrator. She line manages a member of the admin team and is first port of call for all SCILT enquiries. She is directly involved with organising Business Brunches, 1+2 Languages Leadership Programme, 1+2 regional events and supports the CLPL team in the outreach programme. She is responsible for SCILT expenditure tracking and project costings, and works closely with the Senior Administrator in all other financial processes of the centre.

#### **Sheila Gallacher: Administrative Assistant**

Part of the Information Team, Sheila is responsible for the provision of language-related news, events, teaching resources, competitions and professional development opportunities through a variety of media. This includes updating the SCILT website and maintaining a social media presence. Responsible for collating and disseminating a weekly news bulletin to SCILT's subscriber base of language professionals and practitioners throughout Scotland and further afield. This post is 0.6.

**Alice Lister: Administrative Assistant**

Part of the Information Team, Alice is responsible for assisting with enquiries, website uploads, organising events, including the Word Wizard Competition, Language Linking Global Thinking, GETs and is a vital part of the CLPL team to support the Professional Development officers in the outreach programme.

**Anna Mazzucco: Administrative Assistant**

Acts as first point of contact to the SCILT/CISS Director and provides administrative support across the centre, particularly in the lead up to SCILT conferences, staff meetings and professional learning sessions. Anna carries out high volumes of data entry and filing duties and covers all aspects of administration for SCILT, including photocopying, managing staff diaries, catering and room bookings, maintaining stock control and booking travel arrangements. Anna is also responsible for the creation and distribution of the staff e-bulletin on a weekly basis.

**Hannah Doughty: Professional Development Officer**

Editor for Scottish Languages Review, SCILT's electronic journal; supports and strengthens SCILT's links with the tertiary education sector, in particular UCMLS; brings relevant research, including statistical analysis of SQA examination data, to bear on SCILT's support services for modern language teachers; provides educational support to Modern Language Assistants as per agreement with British Council Scotland. This post is 0.6.

**Louise Whyte: Professional Development Officer**

Louise is responsible for providing support for secondary schools as they establish their strategy for the implementation of the Scottish Government's 1+2 policy through developing and delivering the extensive Professional Development Programme.

**Janette Kelso: Professional Development Officer**

Janette is responsible for providing secondary support for the Scottish Government's 1+2 agenda through the extensive Professional Development Programme; supporting promotional events in schools and development of the BLC programme; provision of workshops and information on the new qualifications as SQA assessor. Janette also leads on the Language Linking, Global Thinking programme and contributes to SCILT/CISS promotional events and annual conferences.

**Lynne Jones: Professional Development Officer**

A member of the Primary Team since 2012, Lynne contributes to developing, facilitating and evaluating a variety of the professional learning opportunities offered to pre-service and in-service primary teachers across Scotland. She is the SCILT lead on the 1+2 Languages Leadership Programme which is run in partnership with Education Scotland and carries Professional Recognition from the General Teaching Council Scotland (GTCS). In 2016-17 Lynne co-ordinated the 'Languages for all' short life working group through which whereby experienced practitioners and academics explored the issue inclusive practice in language teaching. This year Lynne will be seconded one day a week to

the Scottish College of Educational Leadership (SCEL) as a Tutor on their Teacher Leadership Programme. She completed a Masters in 2015, her dissertation investigating effective professional learning for languages teachers. In October 2017 Lynne begins a Doctorate specialising in supporting teacher learning. Professional interests include: pupil voice; teacher learning and practitioner enquiry.

**Angela de Britos: Professional Development Officer**

Angela is part of the primary team responsible for provision of the CLPL programme to support the Scottish Government's 1+2 agenda with particular reference to early phase primary teachers. She liaises with external agencies and cultural organisations to promote language learning and the international dimension in schools and in wider society. Angela supports and strengthens SCILT's links with the tertiary education sector, in particular UCMLS and Schools of Education in Scotland's universities. She has additional responsibility for community and heritage languages.

**Clare Mouat: Professional Development Officer**

Responsible as part of the primary team for provision of the CLPL programme to support the Scottish Government's 1+2 agenda; providing tailored support to local authorities, clusters and schools in engaging with 1+2 approach to language learning with particular reference to transition.

**CISS team**

**Fan Lin – Depute Director (see above)**

**Tian Li – Chinese Director**

Li Tian is employed by the Tianjin Education Committee, the Hanban and Confucius Institute Headquarters, and has come to Scotland to support the work of CISS. While she is in Scotland, Li Tian will be working as the Chinese Director for CISS, liaising with CISS, teachers across Scotland, the Chinese Hanban and all the Confucius Classroom Hubs. Li Tian's main responsibilities include supporting the Tianjin teachers, helping them make the most of their time, teaching, learning and developing in Scotland.

**Katie Hawkins: Project Co-ordinator**

Katie is responsible for management of all CISS projects and events and the day to day operations of the Institute. She line manages all administrative posts for CISS and is the main point of contact for all hub networks. She is responsible for setting up and overseeing China trips and the scholarship programme. She works closely with the Confucius Chinese director in managing the pastoral care of the 47 Hanban teachers living and working in Scotland as part of the programme to support schools. Katie supports the Depute with the strategic leadership of the hubs.

**Natasha Bowman: Administrative Assistant**

Natasha assists the Projector Co-ordinator with all events management within CISS and is also responsible for the CISS website, newsletter, social media and press releases. She also manages the CISS information and enquiry service. She provides administrative support to the Director and Depute Director and is responsible for CISS expenditure tracking and project costings.

### **Briony Tolland: Modern Apprentice**

Briony provides admin support for the Director, Deputes, Professional Development team while learning all aspects of administration, including photocopying, provision of packs for events, diary management, room bookings and meeting management. Briony is on a 2 year contract while completing her SVQ3 qualification.

### **Meryl James: Senior Professional Development Officer**

Meryl provides support for schools as they further develop their strategy for the implementation of the Scottish Government's 1+2 policy with particular reference to Mandarin. She also supports hubs developing and delivering CLPL as part of the Professional Development Programme for Mandarin and leads the professional learning of Hanban teachers, British Council Chinese Language Assistants and supports the Modern Languages Assistants' induction. Meryl is also responsible for developing and supporting Business Language Champion projects for hubs and works closely with the Business Brunch team in identifying speakers and stands. Most recently this has included working with DYW groups across Scotland and Founders4Schools/Marketplace, which is being rolled out nationally. This work is being undertaken in conjunction with SCILT colleagues. She leads the teacher immersion course to China and promotes follow-up Mandarin courses and teaching of Mandarin for teachers on their return. Meryl also leads on the Language Linking, Global Thinking programme and contributes to SCILT/CISS promotional events and annual conferences.

### **Jude McKerrecher: Professional Development Officer**

Jude provides support for schools as they further develop their strategy for the implementation of the Scottish Government's 1+2 policy with particular reference to Mandarin but she also works with SCILT to deliver training and adapt the projects she leads to other languages and contexts. Jude provides support for hubs, developing and delivering CLPL as part of the Professional Development Programme for Mandarin and provides advice for the launch ceremonies of new hubs. Jude leads projects in learning for sustainability, outdoor learning and wider achievement in partnership with other national organisations. She also supports existing projects which promote the learning of Chinese in schools by developing resources and ways to track progression. Jude leads the professional learning of Hanban teachers and British Council Chinese Language Assistants and has responsibility for the Hanban teacher handbook, supporting Hanban teachers to identify appropriate CLPL pathways during their time in Scotland, facilitating the smooth operation of the national mentoring process for Hanban teachers in collaboration with partners. Jude identifies examples of good practice in language education which contribute to SCILT/CISS promotional events and annual conferences. She also promotes and supports pupil immersion courses and trips to China and conducts research on behalf of CISS to ascertain impact of the projects she leads.

### **Zeng Yi, Jiaxing Du and Zhang Minrong: Mandarin Teachers**

Yi, Minrong and Jiaxing are responsible for running all the Mandarin classes within the University. These include classes for university staff, colleagues and students, follow-up classes for teachers attending the summer immersion programme, Mandarin for senior citizens, advanced Mandarin for returning scholars, China-Cultural Awareness and language taster sessions and China Club for pupils from disadvantaged backgrounds. There are plans for new classes in the next academic year.

## **Procedures and handbook**

Across both SCILT and CISS teams procedures are in place for all aspects of the centres' management and these are evaluated on a regular basis to ensure they are robust, up-to-date and appropriate. This ensures that all staff are complying with University regulations and policies but also with any internal procedures that are developed on a continuous basis with active contributions and suggestions from all staff involved.

The SCILT/CISS handbook is updated annually with contributions from all staff and is a document that is used to inform the induction process for new staff and a reminder of university and internal procedures for all existing staff members.

## **Staff development**

Staff development, both work-related and personal, forms an integral part of the SCILT and CISS work culture. A staff development fund has been allocated to allow all staff to identify and attend training, courses, meetings or trips on submission of a rationale and approval from their line manager. These new opportunities should benefit their work within SCILT and CISS as well as their own personal development. The process will also then feed into the annual University staff Accountability and Development Review (ADR) process through the Learning and Development section of the ADR form. After attending a course or participating in professional development, staff are expected to provide feedback to their line manager in 1-1 meetings, through the ADR process or by presenting to colleagues.

## **Staff and leadership development days**

To help build better communication, stronger relationships, understanding of each other's working patterns/needs and discover what makes good communication in the working environment to ensure a healthy work culture, all staff are expected to participate in an annual staff development day which is held outwith the university campus. Staff are invited to participate or contribute towards the staff development day planning meetings and delivery. The day includes contributions from the team and external speakers with workshops on, for example, communication, character strengths, team building and evaluation.

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

In addition to staff development days, leadership development days with an external speaker took place during the year. These workshops focused on a number of topics including leadership and influencing skills, personal effectiveness, time management and coping with stress and change.

## **Strategic planning and collegiate time**

In addition to the staff development activities, part of the preparation process for the annual strategic plan has included a full day of planning for staff from both SCILT and CISS, involving activities to help staff identify areas of concern, focusing on proactive measures to solve issues rather than reactive habits. This includes an exercise on reflective questions and a session on self-evaluation for improvement with a collation of ideas on what success would look like.

Planning days will feed into further opportunities for colleagues to discuss how they can, as individuals, but also part of a team, contribute to the SCILT/CISS strategic plan for the coming year. This ensures that colleagues are given regular opportunities to share information about activities to find synergies between areas of work and responsibilities, but also to enhance communication between staff members and across teams.

All Professional Development Officers are expected to attend scheduled collegiate days to ensure that everyone spends time in the office to aid effective communication with administration staff and with each other. Strategic planning, writing of action plans and sharing information takes place during this valuable time for staff to be together.

***Next steps:***

**Action plans**

These will be introduced moving forward to aid the planning process, allowing staff to record the detail of the projects they are involved in. Budgets for both SCILT and CISS are project-based and action plans will contribute towards effective time management and budget control. Action plans will be worked on collaboratively by teams involved with the project, with the main person on the project taking the lead to complete, share and monitor. Projects will be monitored through a traffic light system and will feed into a Project Summary sheet to be viewed and discussed at 8 weekly team meetings.

**Safety, health and wellbeing**

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

**Staff weekly updates**

A weekly staff bulletin is collated by administrative staff in SCILT to provide staff with updates about upcoming events, staff news, team member diary events for the forthcoming week and health and safety advice. All team members are invited to contribute to the weekly update bulletin.