

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

### Summary Report for April 2016 – March 2017

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

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## Editorial

Welcome to SCILT's annual report of our activities 2016/17 and the strategic plan for 2017/18.

Over the last year, we have refocused our activities so that they align better on current educational drivers namely the National Improvement Framework and Developing the Young Workforce. There has been a redesign of the professional learning menu to take this and the publication of the new benchmarks into account. However, it has become clear that we need to look closely at how we offer professional learning opportunities, not just the content of what we offer. To this end, we piloted five practitioner enquiry projects in five local authorities and this is something we will build on in session 2017/18.

Over 2016/17 we have built our Business Languages Champion programme so we now have successful projects running in around a quarter of all secondary schools in the country. A statistical analysis of this work indicates that the BLC projects can represent an important contributing factor towards encouraging language uptake in the senior phase. Over the course of 2017/18 we will look at ways of leading the increasing numbers of projects more strategically, so that schools are empowered and supported to develop their own links and projects, with SCILT adopting a more consultative role. This will be achieved by closer collaboration with organisations such as Skills Development Scotland and by the creation of a "toolkit" that will provide advice and guidance to schools about how to develop sustainable and meaningful business links. In addition to this, we plan to create a series of short promotional video clips that highlight the importance of languages in the workplace and feature business leaders themselves talking about how language skills are important to them.

As an organisation, we have decided that it is imperative that we develop the way we work to suit the needs of the profession in the latter stages of implementation of the 1+2 policy. The Train the Trainer programme was redesigned in July 2016 with a much sharper focus on leadership skills. In 2017, rebadged as the 1+2 Language Leadership Programme, it has undergone major reform that includes a variety of speakers from partner organisations and takes into account Education Scotland expertise on the benchmarks and the place of languages within the National Improvement Framework.

In the interests of sustainability, we have turned our gaze beyond the recommendations of the policy itself towards creating the climate where language learning becomes "the norm". In 2017/18 we will, therefore, focus our activities around building **capacity**, creating **agency** and developing **confidence** in the profession that will last well beyond the full implementation date of 2021.

With closing the attainment gap in mind, we have supported our Confucius Classrooms to run "China Club" programmes that use the learning and teaching of Mandarin and Chinese culture as a means of targeting children and young people in danger of losing out. Excellence and equity of provision is a theme that cuts across the CISS self-evaluation document "Self-evaluation for self-Improvement" that we commissioned Fiona Pate HMI to develop for use across our Confucius network. This emphasis placed on quality will ensure the maximum impact for learners from the joint investment from Scottish Government and Hanban.

Partnerships have always been important to us. The collaboration between UCMLS and SCILT has been particularly fruitful for both organisations and building on this success, a similar network for FE colleges has been started. In autumn 2017, SCILT, the Open University and Edinburgh College will pilot new blended and distance learning courses for primary teachers in French, German and

Spanish. If proven successful this will be rolled out nationally the following year in order to provide a flexible, cohesive and quality assured programme of language learning that will allow teachers to undertake their learning at a time and in a place of their choosing. This will enhance teacher confidence, taking absolute beginners to A1 level in 30 weeks.

SCILT's partnership with the National Parent Forum Scotland will result in the publication of "Languages in a Nutshell" in 2017 with a view to fully engaging parents with the benefits of language skills and how best to support their children's learning. Likewise, family learning is writ large in the 2017/18 plan with the establishment of a working group to take forward these activities and the launch of four new "specialist Confucius Classrooms" – a first in the world – hosted by the Royal Conservatoire, Scottish Opera, Edinburgh Zoo and the Scottish Schools Football Association. These new classrooms will allow CISS to have an impact on wider society through community based learning.

New partnerships, too, figure highly in 2017/18 with a particular focus on developing MELTS activities in collaboration with SSERC and working with National Museums Scotland to further their educational outreach programme. Similarly, our partnership with SCEL will be developed with one of our development officers seconded to them one day each week. This will increase our expertise and capacity for developing teacher enquiry, advocacy and leadership for languages and help us consider how better to use online learning as a means of empowering the profession.

Linking closely to the Strategic Implementation Group's strategic plan, the SCILT team is able and ready for some significant changes to how we work in 2017/18: a more targeted approach to our professional learning activities, working with the seven inter-authority areas; a more strategic alignment with the regional DYW officers to develop the programme of business brunches; a series of Professional Learning Partnerships that will support cluster collaboration while keeping our development officers in touch with the realities and challenges of the classroom.

Change can be painful but growth is always worth seeking. SCILT and CISS embrace continuous improvement so we can achieve our mission of promoting and supporting the realisation of high quality language learning within a climate which celebrates all languages. Building on the success of 2016/17, we look forward to the challenges ahead of us in the next year.

13 April 2017



Antonia Macleay

## 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

#### Primary Professional Learning

Primary CLPL	2014 - 2015	2015 - 2016	2016 - May 2017
<b>Engagements</b>	14 local authorities Multiple visits to six local authorities Total number of CLPL engagements = 46	21 local authorities Multiple visits to 11 local authorities Total number of CLPL engagements = 59	12 local authorities Multiple visits to six local authorities Total number of CLPL engagements = 47
<b>Popular workshops</b>	i) Strengthening literacy skills through PLL x 6 ii) Progression in PLL x 5 iii) Exploring resources, creative ideas x 5 iv) Embed it early x 5	i) First steps in PLL x 23 ii) Developing literacy skills x 12 iii) Whole school strategy x 7	i) Next steps in primary languages x 7 ii) First steps in primary languages x 4 iii) Developing literacy across languages x 3
<b>Early career teachers</b>	ITE engagements (all undergraduate, different models) Strathclyde, Glasgow, Stirling, Moray House  NQT (different models) at three local authorities	ITE engagements (different models) UHI Strathclyde and Dundee (postgrad), Stirling (undergrad)  NQT (different models) at six local authorities	ITE engagements (different models) UHI and Dundee (postgrad) Strathclyde (postgrad and undergrad), Glasgow, Stirling and Moray House (undergrad)  NQT (different models) at two local authorities
<b>Cross-sector</b>	Tackling transition together x 2	Tackling transition together x 5	Wider achievement x 2 How good is your transition x 3

To address the occasional mismatch between the needs and expectations of delegates noted in the previous report, we began to roll out online registration for our CLPL workshops in January 2016. The online registration process includes the workshop descriptor and dates - especially important for two part inputs – and the opportunity to inform workshop facilitators of ‘burning questions’. In fact the ‘burning question’ is only rarely used, but PDOs always try to respond appropriately when it is.

Feedback from participants is collected via a short, qualitative post-event online survey. In terms of quantity, we tend to receive less feedback than previously when paper forms were issued to all attendees, to be filled in at the end of a workshop. However, the quality of feedback is constructive and tends to have a greater relevance towards informing our future work. The link to the survey is sent out to attendees in the days following the workshop. Recently we began piloting the use of QR codes to allow for immediate access to the survey at the end of the workshop. We will be collecting further data from survey participants 2/3 months after the initial engagement to collect information about longer term impact of SCILT professional learning opportunities on practitioners and learners.

While we continue to have a high number of bookings from local authorities, over the past two academic sessions, there have been a marked number of primary bookings that have subsequently been cancelled most often due to low take up. This situation led us to review and relaunch the CLPL menu in January, where we would normally have waited a full academic year. In order to clearly demonstrate the relevance of language learning in relation to other priorities, revised primary workshop descriptors make more explicit reference to NIF, the Scottish Attainment Challenge and GIRFEC. Specifically, the temporary withdrawal of the 'Assessing progress in primary languages' workshop from the menu is due to the delay of the publication of the ML benchmarks.

In addition, we have also begun to make plans in partnership with OU Scotland to collaborate on a different model of CLPL which will incorporate online, language-specific input from the OU and face-to-face primary languages pedagogy from SCILT. This will be piloted in Edinburgh next academic session.

We also hope to collaborate with Education Scotland on some online professional learning opportunities.

### **Support for early phase teachers**

CLPL sessions have been delivered by the primary team in six TEIs to both undergraduate and postgraduate student teachers. This has increased since 2015 as we have taken a proactive stance in approaching the TEIs to offer our support focusing on high quality PLL pedagogy and aiming to raise confidence in teaching another language which compliments universities' existing programmes. We also respond to individual requests from students who are undertaking research projects related to languages and the 1+2 policy in particular.

*"Thank you! I feel more informed about what 1+2 might look like in schools (and what I might be able to observe in placement) and my role in presenting this approach to young children, and where to go for resources. What I take away from today is that it is the ethos and attitude that is really important."*

**PGDE Student, UHI**

*"The session gave me a better understanding of how the 1+2 policy will be in practice. I'm really excited by the idea of increasing interest in languages and other cultures."*

**BEd student, Glasgow University**

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 recently conducted research with representatives from Scotland's TEIs looking at current provision in a) language subject knowledge and b) languages pedagogy in both undergraduate and postgraduate primary ITE courses. This will establish a base-line of provision that will link with the STEC languages sub-group's systematic literature review which has been commissioned to look at

languages education in ITE internationally. The aim is to develop a harmonised approach to language learning and pedagogy across Scotland's TEIs ensuring that all new primary teachers enter the profession feeling confident and competent to deliver languages in the context of 1+2.

**Next steps:**

The ADES 1+2 report (June 16), UCMLS 1+2 survey (Sept 16) and regional hub meetings (Jan/Feb 17) all highlighted that work has still to be done to ensure that all early phase teachers have the skills and confidence required to deliver high quality language learning in schools. SCILT will continue to build relationships with course leaders at TEI institutions, and we have already negotiated input with UWS for the forthcoming academic year. We will support universities as they develop models for primary languages within their ITE courses.

**Secondary Professional Learning**

Secondary CLPL	2014 - 2015	2015 - 2016	2016 - May 2017
<b>Engagements</b>	<ul style="list-style-type: none"> <li>• 23 local authorities</li> <li>• Total number of engagements = 38</li> </ul>	<ul style="list-style-type: none"> <li>• 18 local authorities</li> <li>• Total number of engagements = 35</li> </ul>	<ul style="list-style-type: none"> <li>• 14 local authorities</li> <li>• Total number of engagements = 23</li> </ul>
<b>Popular workshops</b>	<ol style="list-style-type: none"> <li>1. The new Higher: Recycling, not rewriting! x 24</li> <li>2. Creative and innovative approaches to assessment in N4 and N5: building on the BGE! x 6</li> <li>3. Modern Languages for Life and Work x 4</li> </ol>	<ol style="list-style-type: none"> <li>1. Effective practice in modern languages for advanced learners x 6</li> <li>2. Skills development and progression in the BGE x 4</li> <li>3. Contextualising learning in the BGE x 4</li> </ol>	<ol style="list-style-type: none"> <li>1. Language for Life and Work Award x 5</li> <li>2. Assessment in the BGE x 4</li> <li>3. 1+2 in the secondary context x 3</li> </ol>

This session we have delivered 17 CLPL workshops across 14 different local authorities. There are requests for another 7 CLPL workshops.

The most popular workshop has been **“1+2 in the secondary context”** which we have delivered in 6 local authorities. This workshop will be rolled out across the seven inter-authority improvement partnerships in conjunction with Education Scotland in June.

We have continued to support colleagues with the implementation of the new national qualifications, although requests for these workshops have reduced considerably, as practitioners become more confident with the qualifications. Practitioners, however, are looking at strategies to improve uptake in the senior phase and we have had two requests for this workshop.

The workshop on the Modern Languages for Life and Work Award has proved popular as teachers look at wider accreditation and the role modern languages has to play in the *Developing Scotland's Young Workforce* agenda. We have also delivered eight workshops on the Business Language Champions programme in two local authorities and at six other events.

A number of practitioners are also revisiting the broad general education and we have delivered several workshops on assessment and moderation in the BGE.

We have also been involved in 23 transition workshops with several requests pending.

The workshops for the most part have been very well received and the feedback has been overwhelmingly positive.

*“This was a fantastic session which was planned and delivered in a careful and thoughtful manner. The information given was extremely useful and the focus was clearly on how to help the classroom practitioner to develop this award within the school setting. Thank you.”*

**Languages for Life and Work Award, secondary teacher, Highland**

*“Excellent event, great presentation and very good dialogue throughout event.”*

**1+2 in the secondary context, secondary teacher, Moray**

### **Next steps:**

We continue to evaluate the CLPL we provide so we can offer a wide range of different professional learning opportunities that challenge thinking and create positive outcomes for learners in all sectors. This year has shown a decrease in uptake for our workshops which may, in part, be explained by increased teacher confidence in realising the demands of the new qualifications and the perception amongst the secondary sector that the 1+2 policy only affects primary schools. We will therefore, take another look strategically at how we engage with teachers and stakeholders in terms of our professional learning programme. Working with local authority partners, we will consider a more targeted approach, organising events in each of the seven inter-authority areas.

### **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. 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 literacy skills, interdisciplinary learning, employability skills, health and wellbeing, widening access to Mandarin and learning for sustainability. The development of these workshop sessions has been in collaboration with a range of national partners.

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

- Interesting, interactive, supportive, informative
- Inspiring
- I will share my learning with colleagues to support their teaching

From evaluative research, there is a clear impact upon the confidence and willingness of teachers to embrace and deliver Mandarin. Our professional learning is most effective when the sessions are active and the content can be adapted to a teacher's own context. Teachers are observing positive impact upon their own learners as a result of their professional learning which has increased their understanding of how it can be linked and integrated within their specific context. In turn, 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 in Scotland, England and Wales which allows us to share practice with colleagues from different sectors and in different areas of education.

In November, we had our very first 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 connected our revised professional learning menu more closely with the priorities of the National Improvement Framework. We plan to add a session to our menu for parent councils and to pilot a parent/carer Mandarin Business Brunch to inform parents about the relevance of Mandarin and to provide advice about how they can support their children to learn the language. We will have another mentor training day with additional national partner involvement as it is evident that successful coaching and mentoring is crucial to the improvement of the Hanban teachers' professional skills and attributes, impacting directly on outcomes for children and young people. This focus on professional learning has won CISS 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 capitalise in our efforts for continuous improvement and in our ambition to become a model Confucius Institute that will lead teacher education for Hanban across Europe.

**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 increase our contact with local teachers in 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.

In order to create coherence and ensure we are providing the desired and required support, we will survey the teachers and conduct focus groups. This is very important as this is the group of teachers with the most diverse range of professional needs and educational contexts. In the next session, we intend to strengthen the support we offer GTCs registered teachers of Mandarin in Scottish schools in order to support and develop their professional skills, knowledge and understanding.

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

SCILT has developed a new area of the website called 'EAL and bilingualism'. This section has information, support materials, guidance, resources and signposting for both parents and teachers of bilingual children. Not only does it focus on providing support for helping pupils to develop their English language, it also provides support and research based advice promoting the benefits of bilingualism and maintaining mother tongue language(s).

In collaboration with Bilingualism Matters and Glasgow City Council EAL Service, we delivered four workshops in Inverness, Aberdeen, Glasgow and Edinburgh which were all oversubscribed. Evaluation of these events showed that 97% of respondents felt their professional learning needs were met, highlighting research evidence, practical strategies and information on supporting/promoting bilingualism as particularly valuable aspects of the sessions.

*"The three 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."*

**Teacher, Glasgow**

*"Very well structured course and invaluable for teachers who have a number of bilingual pupils in their class. Personally, being bilingual myself, I found I could relate to a lot of what was discussed during the course. It would be beneficial for many more teachers to attend this event as it is so relevant for so many pupils."*

**Teacher, Aberdeen**

#### **Next steps:**

We will include this workshop in the CLPL menu to offer to local authorities. We are currently working 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.

### **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.

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.

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

SCILT has supported Gaelic through engagement with various national groups. During TTT last year, we were able to form a Gaelic speaking group and deal with Gaelic specific issues as part of our work. This year, SCILT has secured the support of Stòrlann so we can exemplify resources for the delivery of L3 to an audience that may not necessarily consider Gaelic.

SCILT is represented at GLAN meetings and is part of the network of Gaelic practitioners. SCILT's involvement in this network is crucial to disseminate information to local authority colleagues and to consult on important matters of Gaelic development and policy. We use Gaelic examples in our workshops to promote the language and have provided support for Gaelic practitioners. A part of our work here 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 and Business Brunches. SCILT also enjoys a close working relationship with ES Gaelic staff, having consulted on case studies, hosted a CLPL event on Glow and launched a competition recently. The impact of this work is not yet clear but will be quantifiable by the number of hits on the Glow site and the number of entrants into the competition.

The EAL and bilingualism section also has a new tab with links to community groups which allow families who share the same languages and cultures to meet regularly.

SCILT is represented on the new Japanese Language Group which, with the support from the Japanese Consulate amongst others, aims to promote the teaching and learning of Japanese language and culture, specifically as L3. A conference was organised by the group in Aberdeen in autumn 2016 with many pupils, teachers, and wider community in attendance. The event showcased the variety of rich experiences and activities taking place across the country to raise awareness of

the values of teaching Japanese in a creative, interdisciplinary way, and to encourage more schools and LAs to consider incorporating Japanese into their 1+2 strategy.

**Next steps:**

SCILT will be linking with Highland Council on grammar production grids for Gaelic in the coming months. We will continue engagement with Gaelic community and support where possible. We will also consider the potential for further work with local authority development officers and Bòrd na Gàidhlig on educational strategy. We also intend launching a 'Supplementary School Support Platform' (such as that of Multilingual Manchester) to assist community-run supplementary schools that teach languages such as Polish, Arabic, Chinese, Turkish, and others. The initiative will encourage HE/FE staff and students to get involved with local supplementary schools and help in the development of resources as well as training. It will also help encourage parents and pupils to cultivate home languages as a valuable skill. A further Japanese conference is being planned for autumn 2017 in Edinburgh. This will reach a larger, central-belt educational audience and incorporate wider engagement from businesses and industry.

**Train the Trainer**

The Train the Trainer (TTT) programme is now just one element of a broader leadership development workstrand. The programme undergoes regular review in a bid for ongoing improvement. See above for participation and professional recognition awards.

As implementation of the 1+2 approach to language learning has progressed, the focus of TTT programme has changed from purely primary languages pedagogy to leadership of change which had involved inputs from the Scottish College of Educational Leadership (SCEL), General Teaching Council for Scotland (GTCS) and other external speakers.

The Recall Days have been very interesting in terms of giving SCILT an insight into the varied roles and impact TTT participants have had following their participation in the Summer School element of the programme. That said, despite having made the initial commitment to the TTT programme in attending the Summer School in June 2016, the number of participants for the upcoming Recall Day is very low. The underlying reason may be revealed - SCILT is in the early stages of consultation with Researchers in the School of Education, University of Strathclyde in relation to a research project into the impact of the Train the Trainer programme.

As part of the leadership development strand, in November, 2016 SCILT hosted the National 1+2 Development Officer Day in partnership with Education Scotland. In the morning UCMLS presented a lecture and Q&A with Prof Angela Scarino, University of South Australia about language policy development in Australia. In the afternoon SCILT and Education Scotland facilitated solution-focused discussions amongst Development Officers in the seven education regions about issues identified in ADES review.

From October 2016 to June 2017: SCILT held a collaborative practitioner enquiry pilot involving development officers and practitioners in six local authorities across the country. Under the raising attainment umbrella three small-scale projects are currently underway investigating primary-secondary transition; effective teaching in multi-composite classes; impact of out-of-school language learning opportunities for school refusers.

**Next steps:**

We hope to continue developing the leadership development workstrand further in partnership with other stakeholders. The Train the Trainer programme will be rebranded and relaunched in session 2017/18 as the **1+2 Language Leadership Programme**.

### **LanguageStrathclyde**

In partnership with the School of Education at University of Strathclyde, SCILT hosted *LanguageStrathclyde: A conversation about Language Learning* on 10 June 2016. This afternoon featured a varied programme of seminars led by language practitioners, students and academics. Content covered various strands of language learning including bilingualism, motivation and translanguaging.

#langstrath was attended by 85 people with a range of roles in languages education across Scotland. Participant evaluations showed that the event was very well received, in particular the seminars about outdoor language learning and translanguaging. SCILT/CISS staff led five of the twelve seminars on the programme: outdoor learning; learner voice enquiry project; professional learning for teachers of Chinese; impact of Mother Tongue Other Tongue competition; introduction to Scottish Languages Review.

#### **Next steps:**

We will work in partnership with the School of Education to run a similar event again in June 2017. Amongst others, we intend that the practitioners involved in the SCILT's Collaborative Practitioner Enquiry Pilot will present at this event.

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

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

During 2016-17 SCILT again supported the British Council Scotland Language Assistants Team. We helped to organise the national induction at the end of August 2016, and contributed to two of the sessions (Learn a new language; Making an impact). A new feature this year was the inclusion of the Cultural Organisations in language-specific sessions, which was very much welcomed. We also invited all local authority representatives who were hosting MLAs to attend, which was taken up by a number of them – again felt to be a worthwhile feature.

Each year we encourage the language assistants to implement one or more projects during their stay in Scotland, and with this in mind, provide lots of support in the first half of the assistantship, via follow-up twilight sessions (face-to-face or via online platforms).

Because we have found from previous years that teachers are not always using language assistants effectively we also held a number of mentor workshops. Unfortunately, we still get reports of language assistants being under-used. To counter this in the longer term, we now arrange 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). To date we have held sessions at the universities of Aberdeen, Dundee, Edinburgh and Strathclyde. Feedback has been consistently positive.

#### **Next steps:**

On one occasion a GET assistant attended and asked to be involved in future training sessions that we have planned. There is a slight conflict of interest here, since the GET scheme is effectively a competitor programme to the British Council scheme, but we will review the set-up for the coming session.

### **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 and it is something that we would hope to be able to develop and continue in the future.

The 2015/16 session saw 33 GETs support German in classrooms across 14 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.

*“The department has really enjoyed working with our GET this year as in previous years. She has been a great help and made a real difference to the pupils she has worked with”*  
**GET host teacher, Midlothian**

### **Next steps:**

We will continue to work with the University of Mainz, the German Consulate and the Goethe-Institut to support this programme. We hope to see an increase in requests close to the initial level of interest in the 16/17 session; however some local authorities are still wary of confirming before they receive news on funding.

### **Hanban teachers**

Our Hanban teachers continue to benefit from a range of relevant learning opportunities facilitated by the Confucius Institute for Scotland's Schools and their colleagues in schools across Scotland. This year we have taken a much more joined up approach with a major focus upon an effective reflection process as a means of making the transition from teaching in a Chinese to a Scottish context. This includes a very structured programme of learning tailored to the needs of first and second year Hanban teachers which is carefully planned to incorporate individual and group reflection, the sharing of learning experiences and sessions from CISS facilitators and guest speakers. The teachers are all issued with a handbook which explains their professional learning sessions, deadlines for assignments and pathways which lead to the choice of gaining a certificate of professional learning endorsed by CISS, the University of Strathclyde and the GTCS, or masters modules. Our second year Hanban teachers are currently completing their own practitioner enquiry research which they will share with colleagues from both Scotland and China. The research will also be shared internationally at the Hanban global conference in China in December 2017.

To support the evaluation process, the teachers are familiar with the GTCS Standards for Hanban teachers and they refer to these in mentoring sessions and in their own reflective reports. The mentor sessions themselves are supported by local authorities who allow their mentors to attend the mentor training day and time for the sessions to take place. CISS evaluates both the professional learning and mentoring afforded to Hanban teachers at regular intervals. Some of the feedback from Hanban teachers includes the following statements:

- It is wonderful for making progress for future teaching
- The CLPL sessions help me improve my professional actions
- CLPL sessions are really useful for us all to improve ourselves
- We got to know more about the Scottish education system and this helped me to think more about the differences between the two systems
- I found out about how pupils can direct their own learning

**Next steps:**

We will organise another mentor training day with national partners and start to flip learning by using video recordings to enhance our CLPL sessions. We intend to gather practitioner enquiry research posters from the second year Hanban teachers and share them at conferences and with future teachers. Additionally, we will create presentation research posters with our Hanban teachers who have conducted their own practitioner enquiries and share their findings locally, nationally and internationally.

## **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.

Demand for business links has increased significantly this session. We are currently supporting over seventy schools across twenty-two 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 and Scone Palace. 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:

*Alex Begg and Co with Queen Margaret's School in Ayr*

*"I am still on a high after our tour this morning. It was certainly a good promotional tool [for languages] because we are all talking so positively about it.... It is so valuable to the pupils to have an insight into the world of work. We can talk about it to a certain extent in school but our trip this morning was invaluable."*

***Principal Teacher, on return from the visit to the company***

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:**

An in-depth evaluation of the programme is required, as some of the projects are now well established. We will consider, in particular, if the projects encourage a change in attitude towards language learning and if they are having a positive impact on uptake. We would also aim to measure the impact the BLC has had in improving employability skills such as writing CVs, interview skills, etc with a particular focus on addressing the attainment gap. We also intend to work increasingly with primary schools, supporting them in setting up meaningful contexts for language learning appropriate to the age and stage. Furthermore, we have begun to forge links with Travel and Tourism students in the City of Glasgow College and are currently working towards fostering relationships with the FE sector in the coming year.

**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) 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.

The events took place in Glasgow, Edinburgh, Dundee, Aberdeen and Inverness.

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 who attended one of the events said:*

*“Today’s event was a fantastic opportunity. It has given my pupils a deeper appreciation that language learning is not just about the words but that being able to speak a language can break down so many barriers in so many different ways, including our own perceptions of people and countries.”*

*Another pupil commented:*

*“The quality of speakers was brilliant and the event made me realise how my language skills really are important. I know now that I should seriously consider carrying on with languages next year.”*

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 hope that working in conjunction with UCMLS will allow us to sustain the Business Brunch events on an annual basis. We will seek to evaluate the impact of such events, as part of our promoting languages strategy. In the next session we will explore the possibility of working more closely with the regional DYW offices with a view to co-organising future events. This, as well as our continued collaboration with UCMLS will allow us to ensure sustainability of future Business Brunches, enabling SCILT to take on a more strategic role and allowing us to innovate and develop new DYW activities. We are already considering ways of empowering teachers to create their own business links and activities and discussions are underway about the development of a “toolkit” that would support the DYW agenda with a focus on Modern Languages.

### Promotional events

An increasing number of schools from across Scotland have requested support for events which promote languages. Whilst it is difficult to determine the long-term impact on the uptake in languages, evidence does suggest that practitioners feel supported and young people find them inspiring.

*"I'm more enthusiastic to learn new languages now...."*

**S3, Perth Academy**

*"They [languages] can change your life and they can help you get a better job"*

**S3, St John's RC School, Perth**

Such is the value placed on promotional events by modern languages staff and the contribution they make to the wider school DYW agenda, many of these events have now run for four years in succession. Several schools are now extending the promotions to include speakers from the business community, such as at South Queensferry High School:

*"I thought the event was inspiring ... I also thought it was interesting.... Before the event I was not considering taking a language, but now I feel it will definitely help me in later life."*

**Queensferry High School, S2 pupil**

<b>Promotional engagements 2013</b>	2 secondary	0 primary
<b>Promotional engagements 2014</b>	9 secondary	1 primary
<b>Promotional engagements 2015</b>	31 secondary	12 primary
<b>Promotional engagements 2016</b>	33 secondary	4 primary

### Next steps:

Schools will be encouraged to build on the links they have established and consider expanding this to other stakeholders, such as parents and the wider community. We are currently planning evaluation methods to measure the impact.

### Visits to China

#### Teacher immersion visit to Beijing

In July 2016 the teachers' immersion course, hosted at the Beijing Language and Culture University, took place for the third year in succession. Twenty teachers from both the primary and secondary

sectors subscribed to the course and we have been able to offer free follow-up Mandarin classes to the participating teachers on their return. Some teachers have gone on to attend HSK classes, with the aim of sitting HSK 4 in one case. This is gradually contributing to building capacity in schools for Mandarin, especially supporting L3 in the primary sector and BGE in the secondary sector, although the impact on learners has still to be fully evaluated.

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

*"I enjoyed the classes and feel I have a better understanding of the basics of Mandarin."*

*"I plan to design a programme of work for children who no longer attend school and are disengaged with learning."*

*"My authority will run a project which will be about Chinese culture and language as fun way to integrate school-refusing pupils back into some form of learning."*

#### **Next steps:**

In order to improve accessibility to learn Mandarin for learners across Scotland and to ensure progression, we are now in the process of launching 21 primary hubs to underpin the work of the existing secondary hubs. This will involve offering the immersion course again, so that teachers can support and work effectively with the Hanban teachers in our schools and the wider communities, thereby increasing the exchange of knowledge of language and culture between pupils and teachers from both countries. This is in line with one of the education targets of the Scottish Government's *China Strategy*. Owing to the deepening partnership with the Tianjin Education Commission, the visit in July of 2017 will move to the Tianjin Normal University. We continue to explore the possibility of achieving professional recognition for the teachers who take part in the visit and the programme of language lessons. Call back days where teachers share the impact of their learning will help us evaluate this activity and decide on any changes that we might make.

#### **Pupil immersion visit**

We continue to send Scottish young people to China each summer to take part in the immersion course in Beijing and Tianjin. Since our first visit in 2012, the numbers of young people attending has increased from 65 participants in 2012 to 133 in 2016. By moving the visit to Tianjin, we have developed and strengthened our relationship with Tianjin Education Commission. The bespoke award developed by the SQA continues to provide the 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 the language lessons are not always sufficiently personalised to meet the needs of all the young people and we are taking steps to address this as far as we can. Despite this, we have evidence that the immersion visit is inspiring young people to continue learning Mandarin to a high level. For example, over 50% of the 2016/17 cohort of Tianjin Scholars have previously taken part in the visit.

#### **Next steps:**

Scottish Government has a memorandum of understanding signed with Shandong Province. As a result, we have begun to develop this link and in July 2017, we will add a 3<sup>rd</sup> province to the visit for the first time. This partnership will enable the young people to visit the hometown of Confucius. Tianjin will therefore be the partner responsible for language education and the partnership with Shandong will focus on culture. Hanban has changed the staff to pupil ratio for the trip to 1:10. From 2017 onwards, each hub will take part in the visit every 2<sup>nd</sup> year but will now take 10 pupils instead

of five. The criteria will also be widened to include 4<sup>th</sup> years so that no young people miss out on the opportunity. For the 3<sup>rd</sup> consecutive year we will be presenting the young people for their SQA awards through the University of Strathclyde. Taking into account the feedback we've received, we ensure that our Chinese colleagues are given information about learners' previous achievements in Mandarin, so that they can personalise the classes appropriately. We would still very much like to offer a reciprocal visit for Chinese young people to come to Scotland and we continue to look for 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. Groups from Glasgow, South Lanarkshire and Perth and Kinross visited Tianjin and Beijing in April and June 2016. CISS helps to facilitate these trips and provides key information to participating schools.

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

In 2017/2018, three hubs (Glasgow, Jordanhill and Fife) will make use of this funding to plan their own trips. We aim to facilitate a maximum of three of these trips on an annual basis.

### **Visits for students**

CISS has been working hard to develop links with the University of Strathclyde. In July 2016, CISS partnered with the Strathclyde China Institute (SCI) 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 the HSK 1 award at the end of the trip.

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

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

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

#### **China Club**

We continue to run the China Club group for pupils from Lochend Community High School, the after-school group for young people from areas of multiple deprivation. They took part in a very successful visit to China in April 2016 and they have been building on their learning since their return. We have been lucky enough to secure funding from the Scottish Ministers fund which will cover the cost of international airfare for underprivileged young people visiting China in the future. We invited hubs to apply for this funding with a view to them running their own China Club in the school year 2016-2017. The Fife hub was successful in bidding for this funding. As a result of sharing the successes of China Club, several of our Confucius Classroom Hubs are looking at ways of using the Confucius programme as an effective means of closing the attainment gap and reengaging disaffected learners and around six "China Club" inspired activities have sprung up across the country.

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

We are working with Fife to plan a visit to China for their young people in October 2017. We have created a link for them with a local artist who plans to work with them as part of their after-school activities. An academic study that evaluates the impact of China Club as an intervention that raises

self-esteem and aspiration is about to be published and this will be shared with Confucius Classrooms nationally and internationally.

### **Scholarships**

Offered jointly by CISS and the Tianjin Education Commission, this scholarship is the first of its kind in Europe. The 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 2017 and another cohort of 22 young people has been selected to take part in the academic session 2017/18. We continue to hold a showcase event annually where the returning scholars have the opportunity to share their experience and the skills they've 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.

### **Next steps:**

The number of scholarship places is likely to stay at 22, in line with the number of secondary school hubs. Using our newly established alumni group, we intend to track the scholars where possible to see how the experience impacts on their lives, choice of studies, future career, etc. In March 2017 the teaching will move from the Tianjin International Chinese College to the Tianjin Foreign Studies University. This is seen as a positive move to a more prestigious place of learning. We use our network of scholarship alumni to volunteer at CISS events and assist with promoting our work and vision. The cohort that will be departing in September 2017 will be given an ambassadorial role in Scottish schools via the Language Linking, Global Thinking programme. In this way, their experience will be used to inspire other learners to continue with studying Mandarin, developing their sense of global citizenship and raising aspiration in the local community.

### **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. It was first introduced as a pilot in Stirling, Falkirk and Clackmannanshire Councils in 2014.

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

Through visits to school, regular blog entries and other means of communication with the student overseas, schools are encouraged to build international links. 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 last three years and feedback has been increasingly positive:

*"They [the learners] have discovered about life in France from first hand experience, they see that a year abroad can be a 'real thing' and I am sure it will motivate some students in the future to go on one."*

The participating students are in a variety of countries including France, Spain, Germany, China, Honduras, Peru, Chile and Senegal.

### **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 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 has increased steadily in terms of numbers of pupils, schools and local authorities taking part. 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.

In 2016 we began taking steps to include BSL as a new language in the competition. We were in discussion with colleagues at Heriot-Watt University as to how we might best adapt the competition to suit BSL native users and learners. In order to develop the competition in this way we were reliant on external partners to adapt our existing materials as we do not have the relevant expertise in-house. Ultimately our partners were not able to commit the time and resources required to take this project any further at this time, although we remain open to including BSL at a later stage should circumstances change.

*“I really enjoyed this competition and it has helped me gain confidence”*

#### **Word Wizard Finalist**

*“Helped raise profile of modern languages within school. Pupils increased vocabulary and improved pronunciation”*

**Teacher**

### **Next steps:**

The Glasgow semi-final is extremely popular and as more schools enter the competition we have to limit the number of pupils that can enter each language and level. A semi-final in Edinburgh would ease the pressure on the Glasgow event and allow schools to enter more pupils, as well as providing a closer venue for schools in the east.

We will continue to consider the possibility of adding new languages, or expanding the competition to different age groups.

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

After the initial success of the pilot Mother Tongue Other Tongue competition in the Glasgow area, the project has been taken to a national scale by a total of seven workshops across the country engaging 70 teachers who took the positive messages and practical ideas around languages and creativity back to their own schools. Over 1000 pupils from P1 – S6 have now taken part in 36 languages; the project has become a real celebration of languages being learned at school and used at home. We have Jackie Kay, Scots Makar, as the MTOT patron as she feels the aims and values of the initiative resonate with her own beliefs in celebrating identity, languages, culture, literacy and diversity.

Linking the UN Rights of the Child, MTOT and PhD research into identity and bilingualism, SCILT has presented at four national conferences and has contributed to the University of Glasgow MOOC which appeared on the Futurelearn platform. The MOOC course has had over 100,000 participants from across the globe, many of whom commented positively on MTOT:

*“Brilliant idea which brings forward less common languages and cultures and gives them more power and stance in a mostly monolingual society. Never stop using your mother tongue, it helps you remember who you are.”*

**Pascal, France**

*“What a wonderful idea!! I imagine that this project encourages foreign language students a lot. In my opinion using a new language is not only learning vocabulary and grammar, but using it in “normal life” and trying to use it in special situations, such as writing poetry. Through this we lose being afraid of the foreign language and making mistakes.”*

**Mikhail, Russia**

*“This is a brilliant initiative from SCILT, just the type of project that should be promoted more widely within education. These practices not only help to preserve native languages but they also encourage foreign languages learning, hopefully promoting intercultural dialogue. Including sign language is a plus as it makes the project even more inclusive.”*

**Lucia, Mexico**

#### **Next steps:**

We are going to expand MTOT by introducing an adult category for 18-25 year olds with the support of our HE (UCMLS) and FE (LinC) partners to encourage those learning a modern language to use it creatively, and also to encourage students from any discipline who have a language other than English as their mother tongue to maintain their bilingualism and celebrate their linguistic and cultural identity through verse.

## **SCILT/CISS working in Partnership**

### **Scottish Government and Education Scotland**

SCILT/CISS funding is now overseen by Education Scotland on behalf of government, who remains the purse-holder and determines the level of grant funding the centre will receive. This reconfiguring of our partnerships has enjoyed, for the main part, a smooth transition. It should contribute to increasingly close working relationships between the three parties and a strengthened resolve to share resources and expertise.

### **SIG Education Group**

SCILT continues to make a significant contribution to the SIG education group and to achieving the aims of its strategic plan in partnership with all other members. The SCILT strategic plan 2017/18 is aligned and cross-referenced with the SIG plan and aims to develop capacity, agency and teacher confidence through explicit reference to the four key areas: communication and engagement; collaboration; curriculum; professional development.

### **SIG Wider Engagement Group**

Borne from the original 1+2 Strategic Implementation Group, the SIG Wider Engagement group was created in Jan 2016 realising that 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.

The group is growing in strength and size as we recruit members from different sectors who contribute to the expertise and influence. SCILT and Scottish Government co-chair the group to ensure that policy remains at the heart of activities. The group is action focused and quick to share resources, ideas and skills. For example, SDS and SCILT are now sharing resources to reach a wider audience; careers and guidance staff will receive advice and training on the benefits of languages and cultural agility in DYW and employability; we are exploring avenues to incorporate languages into Modern Apprenticeships.

### **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.

### **The University of Strathclyde**

SCILT and CISS have been working increasingly closely with the University of Strathclyde. We have fully contributed to the internationalisation agenda and promote the reputation of the university in Scotland and overseas. CISS co-operates with the Strathclyde China Institute and continues to co-host our Chinese Burns Supper for Chinese international students and invited guests from Scotland and China. We contribute to both PGDE and B-Ed/BA courses and are now offering courses on Chinese language and etiquette to university staff who are furthering their engagement with Chinese institutions. In September 2016 Madame Xu Lin, Director General of Hanban was awarded an honorary degree by the University of Strathclyde for her role in the development of international relations between Scotland and China, particularly in the field of educational cooperation.

We feel that our organisation and its people embody the Strathclyde University values:

- We are committed to developing ourselves and the practitioners with whom we work.
- We have developed a “no blame” culture in which people are encouraged to take measured risks and make decisions
- We all work towards a common vision and shared priorities. Leadership roles are distributed so that all team members have the opportunity to innovate, thus developing their skills and fostering their creativity.
- We work collegiately with all our partners and stakeholders within an ethos of mutual respect and collaboration.
- We are ambitious for our organisation in terms of achieving our vision of making a significant contribution to a fairer, smarter and more successful Scotland. We have high standards for the service we offer to the languages community and strive to support the delivery of high quality language learning across the country.

***Next steps:***

We are currently working with the university’s support towards the formal announcement of CISS becoming a model Confucius Institute.

**Tianjin Municipal Education Commission**

The partnership between CISS and Tianjin has been a very fruitful one and colleagues from Tianjin have been pleased to be jointly recognised for the quality of the work we have accomplished together. It has in particular, been strengthened by the scholarship programme, the pupils’ immersion visit and the head teachers’ visit. The relationship is now more equitable since we have offered a reciprocal visit to Scotland to colleagues from the education commission and partner schools.

***Next steps:***

The summer immersion course for teachers will be moved to Tianjin Normal University from July 2017. This change seeks to further develop and strengthen the relationship between schools, local authorities, CISS and the Tianjin Municipal Education Commission.

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

The collaboration with UCMLS has gone from strength to strength. In our second year we again made use of university locations across the country to hold poetry workshops for Mother Tongue Other Tongue, five Business Brunches (four of which were in university locations) and two regional semi-finals for the Word Wizard spelling competition. Six universities (Aberdeen, Dundee, Edinburgh, Stirling, Strathclyde and St Andrews) are participating in the Language Linking Global Thinking scheme. More universities would like to join the scheme but unfortunately we do not have the capacity required to administer a greater number of participants effectively.

With administrative support from SCILT, UCMLS has again held two meetings in each regional hub (East, West, Central and North) during September and January/February. In addition UCMLS has organised three national cross-sector events in support of the implementation of 1+2. Although feedback from the regional hub meetings has been valuable it has proven difficult to get many

teachers to attend. SCILT has responded by including a UCMLS cross-sector workshop in its CLPL menu.

### **Scottish Council of Deans of Education (SCDE)**

SCILT continues to link with the Scottish schools of education through the modern languages sub group. We have recently completed a mapping exercise of language provision throughout initial teacher education on behalf of the group. We will continue to link with the group, supporting where we can so that teachers in the initial stages of their careers are equipped to be able to teach languages effectively.

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

In June 2016, SCILT worked with the Open University to hold a conference aimed at increasing employability through language and cultural skills. The conference was aimed at, amongst others, senior managers from FE colleges to demonstrate the benefits of language learning with the aim of resurrecting languages within FE, having identified the gradual decline over the years. After this event, SCILT decided to re-establish an FE languages group, similar to UCMLS but in the college sector recognising the differing challenges and contexts. SCILT chairs this small group who have been innovative and quick to implement ideas to grow languages in the college sector and also across sectors.

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

A joint project is currently being developed between SCILT, the OU and Edinburgh College with a view to supporting the language subject knowledge of primary teachers. The 30 week course will be delivered by distance and blended learning using OU materials and face to face meetings at Edinburgh College. SCILT will be leading on methodology and learning and teaching approaches.

Two highly flexible models will be offered, one blended and one fully online, which would:

- widen access for teachers to such training, also in rural and remote areas of the country
- help harmonise the standards of language and pedagogical skills in primary language teaching across Scotland
- establish a community of practice of primary teachers teaching languages across Scotland through online collaboration
- teach digital literacy and tuition skills alongside language and language teaching skills

We believe that by working together, colleges and universities can share both the expertise of staff and a range of facilities which will enable a programme of training for in-service primary teachers across Scotland offering different models of delivery to fit around teachers' other obligations whilst at the same time ensuring they have the subject knowledge and language pedagogy skills to deliver the rich curriculum that their pupils are entitled to. This course gives teachers the opportunity to have their learning accredited through 'badging' and gain university credits for their language learning, and we are currently exploring the option of GTCS Professional Recognition.

Additionally, SCILT has already met with the College Development Network (CDN) and has gained their support and backing so that LinC can become a CDN Professional Network as of September 2017. This will bring a wealth of support, opportunities and networks to expand the group in terms

of number and expertise, and to initiate activities and strategies to increase the number of students choosing to take a language as part of their studies and increase student mobility.

## **SQA**

A memorandum of understanding was signed between SQA and SCILT in 2013. This has helped strengthen the relationship between us as national partners. We continue to provide professional learning with a focus on national qualifications, in particular support this year has focused on the Languages for Life and Work award and the Advanced Higher.

Our sharing agreement allows SCILT access to SQA data from which we can conduct statistical analysis on attainment and uptake which is shared on our website. SCILT continues to see our role as effecting positive uptake for language qualifications in the senior phase as one of our most important activities.

## **LanguageStrathclyde**

In partnership with the School of Education at University of Strathclyde, SCILT hosted *LanguageStrathclyde: A conversation about Language Learning* on 10<sup>th</sup> June 2016. This afternoon featured a varied programme of seminars led by language practitioners, students and academics. Content covered various strands of language learning including bilingualism, motivation and translanguaging.

#langstrath was attended by 85 people with a range of roles in languages education across Scotland. Participant evaluations showed that the event was very well received, in particular the seminars about outdoor language learning and translanguaging. SCILT/CISS staff led five of the twelve seminars on the programme: outdoor learning; learner voice enquiry project; professional learning for teachers of Chinese; impact of Mother Tongue Other Tongue competition; introduction to Scottish Languages Review.

### **Next steps:**

We hope to work in partnership with the School of Education to run a similar event again in 2017. Amongst others, we hope that the practitioners involved in the SCILT's Collaborative Practitioner Enquiry Pilot will present at this event.

## **University of Strathclyde - Mandarin classes**

CISS continues to offer a range of classes for different levels of learners here at the university. The number of classes has increased annually since provision started in 2014 and we now offer 16 classes. In 2015 we recruited a second Hanban volunteer teacher to work with us. We have a range of classes to support students and staff at the university, returning scholars and we also have a number of follow-up courses for teachers who have taken part in CISS trips. We have tried to offer online classes to support teachers in other geographical areas but this has been largely unsuccessful. We will revisit the idea in 2017/2018. We have been working closely with the university to provide taster courses and specialised courses for specific groups.

### **Next steps:**

We will continue to develop the classes we have on offer and increase provision where possible. We are currently piloting a number of cultural classes based around Chinese activities such as paper cutting and cookery. We hope to continue to develop links with the university and the classes we provide in partnership.

## Wider achievement

We have strengthened our link with national partners in order to combine the learning of Mandarin with opportunities for wider achievement across a range of contexts and with a wide range of learners. Over the past session we have worked with:

- The John Muir Trust
- JASS (Junior Award Scheme for Schools)
- Learning for Sustainability Scotland

This has allowed us to develop professional learning for teachers who would like to combine Mandarin and Chinese culture with a diverse range of experiences for learners, including outdoor learning and the opportunity to develop British Council core skills to help prepare young people for life and work in a globalised economy, including:

- Citizenship
- Collaboration and communication
- Student leadership
- Creativity and imagination
- Critical thinking and problem solving
- Digital literacy

Learners are supported to achieve within school, within their local communities and with their families.

By working closely with development officers, we have been able to pilot and illustrate a project between a school in China and in Scotland in which all learners received a John Muir Award certificate. The materials used for this have now been adapted into other languages and are being further developed in some local authorities. Both the JASS and John Muir Award development officers have worked closely with us to ensure that learners from other countries can also access the awards with partner schools or groups of learners in Scotland.

### **Next steps:**

We intend to increase awareness across Scotland and beyond about the opportunities for wider achievement in Mandarin through learning for sustainability. We will also support more projects between new and established hubs. We are planning parental engagement events which will allow us to highlight opportunities for Mandarin and wider achievement in families and in communities so that learning is extended beyond school.

## SCEN

Over the past session we have continued to collaborate with SCEN. We have attended SCEN board meetings and the annual conference which was hugely successful and involved many of our hub schools across Scotland. We have provided statistics about the learning and teaching of Mandarin in Scottish schools and we continue to link SCEN with new hubs so that they are included in any opportunities provided by SCEN.

SCEN has established a Chinese teacher club which brings together teachers from diverse contexts to share ideas about the learning and teaching of Chinese. We attend these meetings to offer our support and make members aware of any opportunities we can facilitate such as practitioner enquiry, our CLPL menu and business links.

SCEN has continued to collaborate with a range of partners to continue their “Learning of Chinese” project. Our role has been to support the project by working with teachers in the primary schools involved to ensure they have access to our CLPL menu and are provided with useful resources and flexible planning programmes.

***Next steps:***

We will continue to work collaboratively with SCEN and to attend and support SCEN events. We will ensure representation at their Chinese teacher club and support the “Learning of Chinese” project over the coming year. We will seek to help teachers in the project to become confident in introducing and sustaining the learning of Mandarin and Chinese culture in their curriculum.

**Scottish European Education Trust (SEET)**

Due to the strength of the existing partnership, the Director of SCILT has been appointed as a trustee to the SEET board. SCILT continues to advise and provide support for Euroquiz and Our Europe competitions. This has been particularly focused on ensuring sustainability of SEET’s activities in post-Brexit Scotland.

**Shandong Provincial Government**

Scottish Government has signed a memorandum of understanding with Shandong Province, China and requested that CISS endeavour to realise the development of educational links. As a result, CISS received a high level visit from the Vice-Governor and several officials representing tourism and publishing, benefitting from a donation of books from the Nishan publishing House. We now have a dedicated library which can be used by our students and those in our network of Confucius classrooms. A subsequent visit by CISS and the University of Strathclyde has resulted in a fruitful relationship with Shandong Normal University and plans are now in place for those taking part in the summer immersion visit to visit Shandong and in particular, spend time at the birthplace of Confucius.

**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 4<sup>th</sup> Chinese New Year event. This year we put on five performances of traditional Cantonese puppetry and music across 3 cities in Scotland. 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, whom we hope to partner with in the future.

***Next steps:***

We hope to continue to partner with and develop links with the Cultural division at the Embassy. In 2018 we plan to run a similar scale event. In order to minimise spend we are exploring the possibility of hosting all performances in school theatres.

## SCILT/CISS sharing key research and information

### Website

It is SCILT's ambition that we become the first port of call for languages in Scotland. Maintaining an easy to navigate, relevant and attractive website is crucial if we are to achieve this. The SCILT stand-alone website was redesigned in 2012 to have greater functionality and a fresher, more relevant layout. Since then, visits to our website have increased each year. For example, during the period August 2015 – July 2016, the SCILT website saw a 21% rise in visitors compared to the same period in the previous year. It is interesting to note that the Adult Learners section of the website saw an unprecedented rise in visitors of 182% for the period 2015/16, indicating increased engagement with wider Scottish society. The Business section of the SCILT website saw a rise in visitors of 60% over the same period. This is encouraging in light of the work SCILT is doing to support DYW in Scottish schools.

The CISS website remains part of the university's website and the look of the pages and its functionality are limited by that. However, it is easy to navigate.

We have received favourable comments about the SCILT website from practitioners:

*"Thanks for making your website such a hive of up to date information and support."  
PT Modern Languages*

We frequently evaluate both websites and discuss ways of developing them.

### Next steps:

Visits to 1+2 section of the SCILT website have seen a significant decrease over the 2016/17 period. We need to ensure that content of these pages is continually reviewed and updated. We plan to work to create clearer and more explicit references across the entire SCILT website indicating how language learning, particularly the 1+2 Approach, supports key government priorities, and how SCILT's work supports this. We hope to see increased engagement with the 1+2 section and other key areas of the website as a result of this.

Over the 2017/18 period, content will be developed to support EAL/bilingualism, languages for all and parental engagement with language learning.

The CISS website has now been scheduled by the University web team for an update as part of the university website's overhaul. The content of the current CISS website is under review and a new web template is being devised to ensure the website is more user-friendly and relevant.

### E-bulletin

The e-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. We believe that this weekly contact is invaluable in terms of our communications strategy and that it constitutes a significant support to the profession, as demonstrated by the following testimonials:

*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)***

Since April 2014 we have been using MailChimp as the distribution vehicle for the bulletin. In November 2015 a subscriber audit of the list was undertaken to ensure the database was cleaned of 'dormant' subscribers, such as MLAs who had returned to their own country and no longer required the bulletin information. On the first day following the audit 600 readers renewed their subscription. This had risen to 1218 by the start of the 2016-17 academic year, a 90% increase. The number of subscribers has continued to rise at a steady rate and at the end of January 2017 stands at 1526, a further increase of 25%. The number of subscribers does, however, fluctuate as people retire or move away and others join the profession.

MailChimp statistics show that the most popular items in the e-bulletin continue to be SCILT/CISS items followed by resources, then news from language and educational organisations (eg our partners, cultural organisations, etc). We use this information to tailor the e-bulletin accordingly and have continued to increase the number of suggested resources we feature each week as it is clear this is a popular section with our readers. We cannot fully measure readership as the e-bulletin is further disseminated by other organisations and our contacts in local authorities.

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

We will continue to ensure that the e-bulletin provides an effective information service to the languages community by monitoring the MailChimp statistics on a weekly basis.

### **Communicating with wider society**

During the period 2015/16, SCILT introduced a new communications strategy in order to raise our profile and to promote the importance of language learning more widely. We issued 27 press releases to celebrate the success of our events, including our Business Brunches, promotional events in schools, MTOT and Word Wizard. 59% 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. SCILT contributed three articles to the trade press giving a picture of language learning in Scotland.

As part of the communications strategy, our posts on social media increased in frequency and we developed a more targeted approach to content. As a result we have seen an increase in followers on Twitter (39%) and of Likes on Facebook (41%). SCILT's combined presence on Twitter and Facebook account for almost 60% of external site referrals to our website.

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

Several key points come out from analysing the types of content that see a larger amount of engagement on social media:

- Posts with good photos see increased engagement
- Posts where users could have a personal stake in a post (eg seeing yourself in a photo) see increased engagement
- Regularly posting sees an increase in engagement overall
- A more informal tone in posts sees increased engagement

We will build on these key points as we seek to develop our social media presence in line with our communications strategy over the course of 2017/18. In particular, we aim to use social media to support three targeted campaigns to raise the profile of language learning.

### **1+2 newsletter**

In response to a suggestion made by a local authority, SCILT has developed a 1+2 newsletter that is published in an electronic format each term. In order to understand more how the 1+2 newsletter was being used by Development Officers we sent out a survey to subscribers at the start of the 2015/16 session. In response to their feedback, we modified the content and means of delivering the newsletter and as a result we can see an increase in number of subscribers and in their engagement with the newsletter. 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:***

We will continue to promote the 1+2 newsletter and monitor its use.

### **SCILT and CISS newsletters**

The SCILT and CISS newsletters are published twice yearly. The most recent editions of the SCILT and CISS newsletters were published in December 2016 and May 2016 respectively, on the SCILT and CISS websites and as a paper copies. The next editions will be published in June 2017. Print copies of the newsletters are distributed at all SCILT and CISS events. The newsletters feature articles about the work of SCILT and CISS and include articles submitted from cultural organisations, local authorities and schools that showcase interesting approaches to language learning and teaching. Content in the SCILT newsletter has seen an increase in quality and quantity in the last two years due to the effort of PDOs to source interesting practice in schools and ask these schools to contribute an article. As a result, we have seen an 11% increase in numbers of people visiting the newsletter pages on the website.

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

We will continue to publish the SCILT and CISS newsletters, ensuring that they remain informative and that their content is attractive, relevant and thought-provoking. We will continue to use PDO contact with schools to source content. Going forward, the CISS newsletter will only be published in a digital format and will begin to make better use of PDOs to source 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 three issues (29-31) we have published articles from the professional perspective of the learner, teacher, teacher educator, doctoral researcher and HE practitioner, from Scotland, the UK and internationally (China, New Zealand, Australia). The wide-ranging topics included the use of innovative learning and teaching methodologies, teaching languages to children with ASN, reports on qualitative quantitative research studies, a literature review on language learning in the primary school, the Scottish Baccalaureate in Languages, as well as the issues facing Gaelic and Urdu.

As a result of our contacts with international contributors SCILT has also been asked to submit articles to a corresponding publication in Victoria, Australia, and we have made links with professionals in USA on the teaching of Mandarin.

## **Providing an effective and well-managed service**

### **Leadership and Quality Improvement of Confucius Classroom hubs**

As the network of Confucius Classrooms expands and develops across Scotland, the need for a robust means of effecting positive and continuous quality improvement becomes ever more pertinent. To this end, CISS commissioned an HMI colleague to develop a self-evaluation tool:

#### *Self-evaluation for self-improvement in Confucius Classroom Hubs in Scotland*

Linking to HGIOS 4, the document sets out illustrations of best practice, reflective questions and possible sources of evidence that aim to encourage schools to reflect on the quality of the provision of their Confucius Classrooms and to identify next steps for improvement. In the interests of transparency and to effect inter-authority collaboration, all Confucius Classrooms will submit an annual reflective report that will be published and shared with stakeholders. This process will also help CISS tailor additional support to meet the needs of each classroom hub and to monitor and track the impact the Confucius programme is having across the country. In order to support schools in their evaluation of their Confucius Classrooms, we have offered free workshops, led by a member of HMI who is on the CISS board, so that those leading the hubs have the confidence to look honestly at their provision, to recognise key strengths based on evidence and to identify areas for improvement. The feedback from the profession has been extremely positive both for the document and the professional learning opportunity that accompanies it. In fact, many schools have decided to use the document to complement their use of HGIOS 4 when evaluating all language provision and SCILT PDOs have incorporated it into their professional learning workshops and activities. The document was discussed and shared in a forum led by the CISS Director at the Hanban World Conference in December 2016. Many colleagues commented on how far ahead of the curve Scotland is in this particular area and the document was circulated for consideration internationally.

Similarly, we have developed the process of how we gather data from the Confucius Classroom partners. Our annual financial plans and spending breakdowns now require much more in terms of information about the level of Mandarin being taught and the duration of courses as well as the schools involved in the learning and teaching of Mandarin and details of who is teaching the courses. This meant that we were able to share this data with SCEN who used it to conduct a mapping exercise of the learning and teaching of Mandarin across Scotland.

#### **Next steps:**

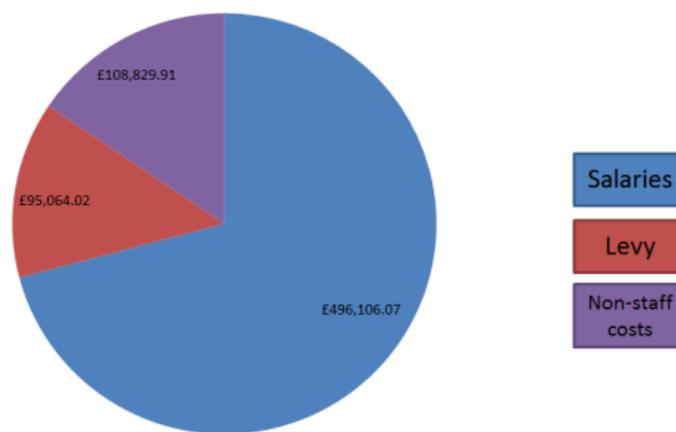
CISS will continue to review the improvement process in light of what has been achieved this year and will continue to support partners to use the quality improvement document to its best effect. We will set up workshops specifically for those schools who have newly acquired Confucius classroom status, in order to best support them as they join the network. This will include advice and guidance on quality improvement and the completion and submission of the financial plans. It is this focus on quality that recommends CISS as a model Confucius Institute and we aim to be in a position to officially announce this new status by September 2017.

**Funding information**

**SCILT**

SCILT is financed by Scottish Government and administered through Education Scotland. SCILT receives £700,000 per annum to fund staff costs, University levy and running costs.

**Breakdown for 2016-17 is as follows:**



**Scottish Government  
Funding: £700,000**

**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.

**Breakdown for 2016-17 is as follows:**

Of the Scottish Government funding £327,658 is the cost of salaries; £67,217 is university levy and the remainder - £359,123 – funds the hubs, Hanban teacher costs, flights and some projects.

### British Council MLA programme

SCILT receives £43,200 per annum from the British Council to fund the delivery of the Modern Languages Assistant programme. This is to fund 0.4 salary costs and any expenses incurred for the project.

### Staffing

#### SCILT

	Senior Management Staff	Teaching Staff	Professional Support Staff
2016-17	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
2016-17	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 2 Chinese teachers (employed by Hanban)

[See organisational chart for SCILT/CISS](#)

### Roles and responsibilities

#### Senior Management Team

##### Fhiona Fisher: 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 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. Emma is directly involved with organising Business Brunches, 1+2 Languages Leadership Programme and supports the CLPL team in the outreach programme. She is also responsible for SCILT expenditure tracking and project costings, and works closely with the Senior Administrator on all other financial processes for 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 SCILT's 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 programmes, 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: Modern Apprentice**

Provides administrative support for the Director, Deputes, Professional Development Officers and admin team. Anna is working towards an SVQ3 qualification while learning all aspects of administration with SCILT, including photocopying, provision of packs for events, diary management, room bookings and meeting management.

**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. This post is 0.6. Hannah also provides educational support to Modern Language Assistants as per agreement with British Council Scotland. This post is 0.4.

**Julie-Anne Mackenzie: Professional Development Officer**

Julie-Anne 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, supporting promotional events in schools and developing links to Gaelic and Gàidhlig.

**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**

As part of the primary team, Lynne works collaboratively with colleagues to develop, facilitate and evaluate the wide range of professional development opportunities offered to pre-service and in-service primary teachers across Scotland. In addition, Lynne has overall responsibility for the leadership development strand of SCILT's work. Amongst other things, this includes a practitioner enquiry pilot and the twelve-month long Train the Trainer programme (now 1+2 Languages Leadership Programme) which has Professional Recognition from GTCS. Lynne also co-ordinates the work of SCILT's Inclusion short-life working group. This group consists of experienced practitioners from mainstream and special education settings and academics from around Scotland and will produce exemplification and recommendations related to inclusive practice in language teaching by summer 2017.

**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; liaises with external agencies and cultural organisations to promote language learning and the international dimension; supports and strengthens SCILT's links with the tertiary education sector, in particular UCMLS and Scottish TEIs. She has additional responsibility for community and heritage languages.

**Clare Carroll: 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 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 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. 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 Burns: Modern Apprentice**

Briony provides admin support for the Director, Deputes, Professional Development Officers 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 Modern Languages Assistants. 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. 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. Jude provides support for hubs, developing and delivering CLPL as part of the Professional Development Programme for Mandarin. Jude leads projects in learning for sustainability, outdoor learning and wider achievement in partnership with other national organisations. 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.

### **Tao Fu and Zeng Yi: Mandarin Teachers**

Tao and Yi 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 was completed in summer 2016 with contributions from all staff and is a document that will be used to inform the induction process for new staff and a reminder of university and internal procedures for all existing staff members. The handbook is updated on a continuous basis and Version 2 with additional sections is already being compiled for completion in the summer of 2017.

### **Staff development**

Staff development, both work-related and personal, forms an integral part of 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 professional and 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 development day**

In November 2016 administrative colleagues, with assistance from volunteers throughout the team, ran a staff development day outwith the university. The aim of this day, which was attended by all staff, was to build better communication, stronger relationships, understanding of each others' working patterns/needs and discover what makes good communication in the working environment

to ensure a healthy work culture. The day included contributions from the team and external speakers with workshops on communication, character strengths, team building and evaluation.

The collated evaluations from this staff development day demonstrated that the staff valued and enjoyed time to interact with each other on a more informal basis, learning more about each other and how we work together as a team. Building on the success of this day, a communication policy is in the process of being written by a working group of volunteers and further staff development day is planned for September 2017. These events have been deemed to be an important part of the ethos of our centre and will become an integral part of staff development in the future.

### **Planning**

In addition to the staff development activities, part of the preparation process for next year's 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 was followed by an exercise on reflective questions and finally a session on self-evaluation for improvement with a collation of ideas on what success would look like. This planning day will feed into further opportunities for colleagues to discuss how they can as individuals, and part of a team, contribute to the SCILT/CISS strategic plan for 2017-18. A collegiate planning day is also in the calendar to inform this process and collegiate time will be built into fortnightly CLPL meetings from August 2017. This will ensure 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.

### **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.