SCILT/CISS Strategic Plan

2017-2018

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

Our vision:

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

Within this vision our priorities are:

1. 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
2. To **promote** language learning as a key skill that benefits Scottish society, creating clarity and consistency about the importance and benefits of multilingualism
3. To build effective and efficient collaborative **partnerships** in Scotland and beyond
4. To facilitate, generate and share **research and information** nationally and internationally
5. To provide an **effective, well-managed service** which empowers us to be at the forefront of language education

Priority 1. Support teachers, local authorities, families and communities to create the climate where all languages are valued as a key skill for life and work

Action 1 – career-long support for teachers at all stages of their careers	Examples and illustrations	SIG Priority area	Outcomes
Outreach professional learning programme	Supporting schools and clusters with advice and guidance. Supporting teachers with a wide range of professional learning opportunities.	Professional Development	• The key messages of 1+2 clearly and consistently disseminated to schools, local authorities and wider society. • New strategies developed for a means of targeting our CLPL activities, using the seven inter-authority areas to ensure reach to the maximum number of teachers. • Secondary schools supported with clear suggestions and examples of how L3 can be successfully delivered as an entitlement for all within the BGE. • Primary teachers' confidence in subject knowledge for teaching languages improved to make language learning and teaching sustainable. • Secondary teachers' confidence in appropriate teaching approaches improved to assist smooth transitions. • Advocacy for language learning to be built by strengthening leadership skills and empowering the profession. • SCILT engages fully with Gaelic learning profession and community, helping to ensure Gaelic's place within the suite of languages
Professional learning partnerships	Building on existing professional learning opportunities that SCILT/CISS offers, participating PDOs will work closely with an agreed cluster of schools over a ten week period, starting in August/September 2017. This aims to support practice and evidence-based professional learning with a supportive and collegiate approach.	Professional Development	
Online language courses	Pilot of blended and distance online language courses developed in partnership with Edinburgh College and the Open University. Courses starting September 2017.	Professional Development	
Conferences and events	International conference for Chinese and Scottish educators with a focus on finding common solutions to common challenges (Sept 2017). Inter-authority regional events with a focus on effective planning for L3 in secondary schools (7 events, June 2017).	Professional Development/ Curriculum	
The 1+2 Languages Leadership Programme	The flagship national leadership programme in collaboration with Education Scotland for July 2017	Professional Development	

			taught in schools.
	will focus on the development of colleagues' capacity to lead and deliver the 1+2 approach to languages. The programme has been reinvigorated to meet the needs of the profession in the later stages of the implementation of the 1+2 policy.		
Development of a range of ways to recognise and share teachers' professional learning	May include GTCS professional recognition, publication, knowledge exchange events and seminars.	Professional Development	
Case studies	A minimum of 5 new case studies published by Aug 2017 will focus on contextualised learning, the use of digital technology and the maintenance of language diversity. Further case studies to be developed throughout the year linking to such areas as literacy development, family learning and developing the young workforce.	Communication and Engagement	
Support for Gaelic	Currently applying for GLAIF funding for a 0.2 FTE post to support Gaelic.	Professional Development	
Action 2 – support for FE/HE/TEI	**Examples and illustrations**	**SIG Priority area**	**Outcomes**
Further development of LinC network	Representative from FE colleges and SCILT will consider and share strategies for ensuring that language learning becomes available to all young people in vocational education. Based on the success of collaboration with UCMLS, SCILT will lead a minimum of cross-sector activities throughout 2017 that will impact positively on learners in schools and colleges.	Collaboration	• Cross-sector collaboration and engagement to achieve the conditions that will make the recommendations of 1+2 achievable and sustainable. • Languages reinvigorated in FE colleges supporting vocational education, widening access to universities and developing alternative pathways for post school language learners. • Language learning is recognised as a core employability skill that all young people should
Develop Chinese language and	Throughout 2017/18, in collaboration with three	Collaboration	

culture in FE colleges	FE colleges, CISS will develop a plan for the introduction of Chinese language, culture and business links to the FE sector.		have the opportunity to develop.
Action 3 – support for engagement with families and communities	**Examples and illustrations**	**SIG Priority area**	**Outcomes**
Developing opportunities for family learning and parental engagement	A range of new parent-focused activities including publication of "Languages in a Nutshell" by December 2017 and a minimum of two parental events throughout 2017/18 that showcase the benefits of language learning.	Communication and Engagement	• Parents become active advocates for language learning as they are given clear information about the benefits that language learning will bring. • Language learning has a positive impact on schools, communities and families by developing inter-generational literacy, thus impacting favourably on the attainment gap. • Up-to-date information easily accessible that supports entitlement to language learning for all. • A wide range of communities have the opportunity to engage with Chinese culture and language. • People of all ages have the opportunity to learn about Chinese language and culture through the contexts of the arts, science and sport. • Language learning impacts positively on wider society.
Languages and inclusion	Adding to *Languages for All* section of the SCILT website. Survey conducted into teacher, learner and parent attitude to languages and entitlement for all.	Curriculum	
Develop partnership with National Museum of Scotland	CISS will support the museum with the development of its educational outreach programme linked to the launch of its new South East Asia Gallery in 2019. The activities will focus on family learning and engaging families across the country with museum artefacts and the learning of Mandarin.	Collaboration	
4 specialist Confucius Classrooms	CISS will be in a position to confirm the status of 4 new "specialist" Confucius Classrooms by the end of session 2017/18 that will enhance the community education outreach programmes of the Royal Scottish Conservatoire, Scottish Opera, the Scottish Schools Football Association and the Royal Zoological Society of Scotland.	Collaboration	

Priority 2. Promote language learning as a key skill that benefits Scottish society, creating clarity and consistency about the importance and benefits of multilingualism

Action 1 – promoting languages in schools, FE and HE	Examples and illustrations	SIG Priority area	Outcomes
Communications and press strategy	Funding bids submitted in partnership with the French, Spanish and German consulates and other international partners by March 2018 that, if successful, will allow us to mount a multi-media campaign promoting the importance and benefits of language learning to a target audience of 15-25 year olds.	Communication and Engagement	• Language uptake is improved in the senior phase and beyond school. • Language skills are valued by young people as a key skill for life and work.
Action 2 – Developing Young Workforce	**Examples and illustrations**	**SIG Priority area**	**Outcomes**
Development of a DYW toolkit for languages, working in partnership with regional DYW officers	This toolkit will support teachers so that they can plan and develop their own DYW activities and will include online links with business partners, promotional videos and relevant case studies.	Collaboration	• Every school has access to support in order to develop their own business links and run promotional events. • Stakeholders are clear about how language learning in schools develops employability skills in line with the aims of DYW. • Children and young people get to experience language learning in a meaningful and relevant context. • Challenge and enjoyment provided by DYW creates motivated learners who choose to continue with their languages learning into the senior phase and beyond. • Language learning is seen as "the norm" in schools and wider society and as a useful skill
Evaluation of DYW activities	SCILT will evaluate its DYW activities with a view to making them sustainable and to ascertain to what extent they can effect positive uptake of language qualifications in the senior phase.	Communication and engagement	
Digital language learning opportunities	Linking with SDS, SCILT will investigate securing funding from businesses that will allow schools to develop multi-lingual "digital trails" for use in the hospitality industry.	Curriculum/ Collaboration	
Advice and guidance for careers officers/pastoral support teachers	Working with SDS, SCILT will develop a document by December 2017 that will inform those responsible for career guidance about the skills,	Communication and engagement	

	possibilities and opportunities beyond school for those with languages skills.		that complements other areas of the curriculum.
MELTS activities	The partnership with SSERC will be strengthened throughout 2017/18 to include joint professional learning activities and programmes for schools that focus on MELTS. It will include at least one MELTS event.	Collaboration	• Language uptake is improved in the senior phase and beyond school.

Priority 3. Build effective and efficient collaborative partnerships in Scotland and beyond			
Action 1 – partnership with schools and local authorities	**Examples and illustrations**	**SIG Priority area**	**Outcomes**
Official launch of nine primary Confucius Classrooms	Complementing the work of existing local authority hubs, these new hubs will extend the resource, facilitating the learning of Mandarin in both sectors.	Curriculum	• The additional resource will build capacity for Mandarin as a viable L3 in both primary and secondary schools.
Action 2 – partnership with national agencies and organisations	**Examples and illustrations**	**SIG Priority area**	**Outcomes**
Strategic partnership developed with Scottish Centre for Educational Leadership	A SCILT development officer will be seconded 0.2 FTE to SCEL from August 2017.	Collaboration	• SCILT team will be at the cutting edge of the latest research in educational leadership, impacting positively on the language leadership programme and practitioner enquiry project in particular. • SCILT's use of online professional learning will be improved, allowing teachers to undertake professional learning at a time and place of their choosing.

SCILT/CISS associate members	A database of SCILT/CISS associates will be compiled and budget allocated to allow associates to be released to contribute to events, projects, etc.	Collaboration	• SCILT/CISS will have access to active practitioners when planning either a project or piece of work where we require additional capacity, expertise or advice. • SCILT/CISS will embrace closer links with the profession and the most up-to-date classroom practice
Action 3 – international partnerships	**Examples and illustrations**	**SIG Priority area**	**Outcomes**
Shandong Province	Supported by Scottish Government's MoU, CISS will engage with Shandong Province as its major cultural partner in China.	Collaboration	• Visits to Shandong, in particular to the birthplace of Confucius, will be offered to Scottish young people and teachers. • Teachers of Chinese will have access to high quality online professional learning and will have an online space that will allow them to share ideas, strategies and materials internationally.
Online platform to support the learning and teaching of Mandarin	Working with the Massachusetts Institute of Technology, CISS will develop an online platform that will support the professional learning of teachers of Mandarin across the world.	Collaboration	

Priority 4. Facilitate, generate and share research and information nationally and internationally

Action 1 – research	Examples and illustrations	SIG Priority area	Outcomes
Support for research into language diversity and multilingualism	Collaboration with University of Cambridge and other partners to ensure the Scottish context and policy is included in the research project, Multilingualism: Empowering Individuals.	Collaboration	• A 1+2 approach to language learning is viewed, particularly among other anglophone countries, as a unique and positive aspect of the Scottish curriculum.
Create opportunities for all PDOs and interested staff to take part in scholarly activities	Professional reading groups planned for all SCILT PDOs in April/May 2017 that focus on evidencing how languages develop literacy skills.	Communication and Engagement	• Evidence for how language learning promotes and enables the aims of the National Improvement Framework to be shared and understood by SCILT team so that this can empower us to argue the case for language learning.
Action 2 – information	**Examples and illustrations**	**SIG Priority area**	**Outcomes**
CISS evaluative report	By September 2017, we will publish the first evaluative report conducted by our Confucius Classrooms using the CISS document "*Self-evaluation for improvement*". This will encourage hubs to share their strengths and action points nationally so that, with CISS support, they can find common solutions for common challenges.	Communication and Engagement	• Evaluation of Scottish Confucius Classroom programme shared nationally and internationally. • Work of Confucius Classroom hubs is transparent, accountable and embraces continuous improvement. • CISS can target support and resource to best suit the needs of each Confucius Classroom.
Manage SCILT/CISS social media presence	Throughout 2017/18, we will mount a series of social media campaigns promoting different aspects of language learning and will look at how best to target specific audiences nationally and internationally. An evaluation will be carried out on the impact of this targeted approach.	Communication and Engagement	• The benefits of language learning will be shared with a wider audience. • The work of SCILT will be promoted beyond our present stakeholders, partners and followers. • The reputation of SCILT and language learning in Scotland will be enhanced internationally.

Priority 5. Provide an effective, well-managed service which empowers us to be at the forefront of language education

Action 1	Examples and illustrations	SIG Priority area	Outcomes
Development of effective systems	SCILT will consider the processes that underpin our work, ensuring that we are always working in a way that offers best value, efficiency and effectiveness. Staff handbook has been created to share practice and ensure staff understand procedures.		• Processes achieve consistent approaches to service delivery. • Robust processes for recruitment, induction and ongoing support for staff. • SCILT/CISS staff are well informed about current research, policy and educational thought so they are empowered to make the case for language learning across the country. • SCILT/CISS staff work as a team of teams, sharing information, ideas and strategies while each member has a responsibility for leadership that plays to her/his special interests and strengths. • All staff engage fully with the ADR process and are given opportunities to action their learning plans. • Communication improved across the teams and priority given to collegiate, collaborative working that enhances the service we provide to our stakeholders. • Time and space given to creative thinking that will inform and improve all our activities. • Continuous improvement of service. • Publication of annual evaluative reports and plan for SCILT to Scottish Government with CISS report for Hanban. • Effective management of SCILT and CISS
HR, staff recruitment and health/wellbeing	Continued close liaison with HR ensures that recruitment of staff is transparent, fair and in line with University guidelines and procedures. Induction process now fully implemented which follows through to pastoral support for staff in their working life. Staff encouraged to incorporate health and wellbeing practices into their working day including for example, walking, eating healthily and taking timely breaks.		
Professional Development	A working group has been set up to look at best ways of ensuring the personal and professional development of staff. Staff Development Day will be in September 2017 and two leadership development days are planned for October 2017 for all staff. An internal communication policy is being developed on the back of the 2016 staff development day. Professional reading group meetings will be organised and led each term.	Professional development	
Collegiate time	Starting in June 2017, time will be dedicated for staff to meet, think, plan and discuss their work together twice per month. This time will be protected in the diary.	Professional development	

Monitoring, evaluation and quality improvement	SCILT will develop a more reflective, collaborative and self-evaluative approach to planning for improvement, based on discussion and evidence gathering throughout the year. We will publish an annual report and strategic plan by summer 2017 and provide quarterly reports to SG/ES. By Sept 2017 CISS will publish its five year plan for the model institute and also the evaluative report for the Confucius Classrooms. This will become an annual feature of the monitoring, evaluation and quality improvement of the Confucius network in Scotland.		budgets and contracts. • Capacity built within centre to enable us to make successful funding bids. • Develop SCILT/CISS workforce through MA training scheme enabling young people to gain an industry-recognised qualification while developing their skills and expertise at work.
Diversification of funding streams	SCILT will make a minimum of two separate funding bids that will allow us to expand our activities beyond that offered by core funding.		