

Scotland's National Centre for Languages Newsletter



Business Brunches 2019



Welcome to the SCILT newsletter

Editorial

Dear colleagues

Welcome to the summer 2019 edition of the SCILT newsletter. It doesn't seem so long ago that 2020 seemed like science fiction and now here we are readying ourselves for the challenges of a new decade. This year saw the departure of two of our professional development officers as secondments ended for both Janette Kelso and Louise Whyte. They have both been committed professionals who have dedicated their time, expertise and skills to supporting the languages community in Scotland and beyond. I'm sure you'll join with me in wishing them good luck with their new endeavours.

The SCILT office, as always, is a hive of activity as we plan and develop the year ahead. With a renewed focus on our professional learning offer for the coming year, SCILT is working on a range of ways that will support Scotland's teachers of languages wherever they may be. Thanks to all of you who took the time to give us feedback and make suggestions. The input from our stakeholders is invaluable if we are to meet the needs of the profession effectively.

Our revised menu of professional learning workshops is available for local authorities and groups of schools to book. Furthermore, we are planning to broadcast a series of webinars throughout next session in which you can either participate live or view later at a time and place of your choosing. The webinars will be advertised in the SCILT e-bulletin as will the series of regional events we are planning to support the senior phase, so look out for these opportunities in session 2019/20.

This newsletter also contains some interesting articles about Professional Learning Partnerships that have been developed with schools and local authorities over the last year. These

offer a collaborative and enquiring means of challenging thinking, considering practice and bringing about improvement. Whatever your professional learning needs, the SCILT team is ready and able to offer support, advice and guidance, so please get in touch.

Finally, I'd like to thank you, the languages community for your resolute determination to ensure that language learning remains an important aspect of Scotland's 21st century curriculum. I had the privilege of speaking to 150 youngsters who attended the final of 'Espacios Increíbles' at the University of Strathclyde this term. I was impressed by their level of Spanish and by their ability to speak and use the language effectively, without being dependent on over-rehearsed scripts and rote-learning. What struck me most, however, was their creativity, their huge enthusiasm for language learning and their desire to be able to explore the world. This is what we all want as educators; a generation of young people who have the skills and confidence to be able to take their place in the world, able to find their voice and able to expand their horizons all without damaging the rights of others across the world who, like us, call this planet home. My great respect goes to their teachers and the thousands like them across the country – if the Scottish education system produces young people like that, then we are definitely doing something right!

Have a wonderful and well-deserved summer holiday colleagues and the SCILT team hopes to see you all in the new session.



Fiona Mackay, Director

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Languages beyond school

At the University of Strathclyde, SCILT has a number of partnerships with key organisations in Scotland, UK and further afield.



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Disclaimer - SCILT's newsletter is published twice a year and contains contributions from schools, local authorities and cultural organisations. It provides a forum for contributors to share some of the interesting work being carried out by the languages community across Scotland. SCILT, however, does not necessarily endorse or promote the practice described in these pages.

SCILT News

Brendan Rodgers kicks off Living Languages series

On Monday 18 February, staff and students of modern languages were delighted to welcome Celtic manager Brendan Rodgers to the University of Strathclyde. The event marked the launch of the 'Living Languages' series, which will see professionals from a range of fields talk about the importance of languages in their careers.

Brendan, who already speaks Spanish and Italian and has a background in Irish Gaelic, is currently learning French. In a wide-ranging and relaxed conversation with Strathclyde's Cédric Moreau, Brendan gave a number of fascinating insights into the importance of communication skills and cultural awareness in his role as a coach. It was interesting for students to hear how even simple gestures, such as learning how to say 'good morning' in Slovakian or Croatian, can make players feel more settled in their surroundings. He also revealed that by using Spanish and French on the training pitch, he is able to connect with players on different levels, and enhance their performance levels. Equally fascinating were his observations that footballers,

like students, often have vastly different ways of learning, and that a key part of his job, like that of a teacher, is to find the most effective techniques to suit each individual in the squad.

The discussion was then opened up to the audience, which also included teachers and pupils of modern languages from primary and secondary schools associated with Strathclyde's Language Ambassadors programme. Brendan fielded many questions on a broad range of topics, including the importance of young British and Irish players learning other languages to enrich their careers and life experience. He even answered some questions in Spanish ... timely practice for the press conferences in Valencia later in the week!

For more information on the Living Languages series, contact Cédric Moreau c.moreau@strath.ac.uk or Paul Hare paul.hare@strath.ac.uk.

Paul Hare, SCILT



Broaden your horizons with languages



For the second year running, SCILT, in partnership with Developing the Young Workforce Ayrshire, ran a series of three business language events aimed at S3 to S6 pupils across the Ayrshire authorities during the months of September, October and November 2018.

The events took place at Prestwick Airport, where 244 pupils from 21 schools in Ayrshire had the chance to network with a variety of professionals who use language skills in their job role, such as Alex Begg, Choice Language, IBM, KF German Translations, Language Within, Project Trust, Skills

Development Scotland, Supreme Tours and The Park Hotel Ayrshire.

Pupils went on to hear from a series of inspiring presenters who shared their personal journey with languages. Presentations included representatives from ARCS Partnership, easyJet, Scottish Football Association and Radio Lingua.

Feedback from schools who attended:

- “It gave my pupils real life examples of how people need languages and the messages were very clear from each presenter.”

- “It was great to get our views about languages reinforced by someone who is not paid to teach them. It opened up a few other career possibilities other than becoming a language teacher.”
- “It has opened my pupils’ eyes to the competitive job market and how working hard at languages can really be worthwhile and improve their job prospects.”

Emma Mclean, SCILT

Building with lingo: launch of Languages in a Nutshell

Pupils and parents from three primary schools in North Ayrshire joined a group of senior citizens at the Harbour Arts Centre in Irvine on 15 November 2018 to celebrate family and intergenerational language learning. The event opened with keynotes from Education Scotland and the National Parent Forum of Scotland (NPFS), and marked the launch of the new 'Languages in a Nutshell' leaflet, which has been produced by NPFS in partnership with SCILT, Scotland's National Centre for Languages.

Pupils and parents/carers from Springside and Loudoun Montgomery primaries in Irvine and St Winning's Primary in Kilwinning, together with a group of senior citizens who have worked with St Winning's pupils to learn Spanish, enjoyed a programme of interactive workshops supporting family and intergenerational language learning. The event was organised by North Ayrshire Council in partnership with SCILT and NPFS.

'Languages in a Nutshell' is one in a series of Nutshell leaflets produced by NPFS. Aimed at parents and carers, this leaflet explains how the Scottish Government's 1+2 Approach to language learning will be put into practice and why learning other languages is so important. Deputy First Minister John Swinney said: "My congratulations to the National Parent Forum of Scotland and Scotland's National Centre for Languages on the launch of this new 'Languages in a Nutshell' leaflet, focusing on the 1+2 Approach and the significance of language learning.

"Languages open up a world of opportunities to young people; having the ability to communicate with others is key to individual future success and in our increasingly globalised economy. That is why the Scottish Government is committed to ensuring that all young people receive their full entitlement to learning two additional languages between primary one and their third year of secondary school."

Fhiona Mackay, Director of SCILT said: "All parents and carers want the best for their child. Language learning contributes to building stronger, more cohesive communities in which our children can flourish. It offers youngsters a new way of thinking and exploring the world around them and helps lay the important building bricks that will support their learning throughout their life."

Angela Noble, North Ayrshire Council said: "North Ayrshire is delighted to host the launch of 'Languages in a Nutshell'. Family learning is at the heart of everything we do and parental engagement in children's learning makes a difference."

If you are interested in ordering this leaflet for your school please visit our Leaflets page: <https://www.scilt.org.uk/LearnersParents/Leaflets/tabid/1875/Default.aspx>

Clare Mouat, SCILT



Espacios Increíbles

Spanish and architecture prove to be a winning combination in an exciting new cross-sector partnership with schools and the University of Strathclyde.

The project

For the project 'Espacios Increíbles', based on the TV show 'Amazing Spaces', secondary pupils have been designing 'un espacio increíble' for a location in Bolivia or Chile, with whom the Department of Architecture at the University of Strathclyde run exchange programmes for undergraduate students. Through this project, pupils have researched and found out about both countries, looked at photos taken by students at the university whilst on their exchanges abroad and completed reading and listening activities developed for the project. On completion of their research they designed an 'espacio increíble' for their chosen country and presented their final design to their classes in Spanish.

Our partners

SCILT worked in partnership with the Department of Architecture at the University and with teachers across two subject areas – languages and design and technology – in five schools across three challenge authorities to develop this cross-sector interdisciplinary project:

- Clydebank High School (West Dunbartonshire)
- St Margaret Mary's (Glasgow)
- St Matthew's Academy (North Ayrshire)
- St Peter the Apostle (West Dunbartonshire)
- St Thomas Aquinas (Glasgow)

Partnership roles

Teachers in participating schools led on the development of lessons and resources for the project, whose inspiration came from the programme 'Amazing Spaces'. Through their participation, there has been inter-authority moderation to ensure all

resources developed met with national benchmarks at level 4 for languages and technologies. The project also sought to ensure that young people 'make well informed choices about learning opportunities and pathways and relate these to possible future careers' (HWB 4-20a) by giving them an insight into other further education pathways which exist and are not exclusively language based.

A pupil in a partner school said of the project: "I have enjoyed the project because it has developed my creative as well as team work skills. This experience has made me reflect upon my subject choices and reconsider my options."

At the end of the project all resources, lessons and activities will be made available via the SCILT website for you to use in collaboration with design and technology departments in your own context. Watch this space for an article from the winners on their experience of the project!

Louise Whyte, SCILT



Language skills in the world of work

There was an impressive turnout at our fifth annual roadshow of Business Brunch events, where we welcomed over 700 pupils from S3 to S6 across 24 authorities and independent schools. The events allowed pupils to discover the relevance of languages in the business world, with the intention of encouraging learners to continue with their language studies into the senior phase of their secondary education, and beyond school.

Hosted by SCILT, in partnership with local Developing the Young Workforce groups and University Council for Modern Languages Scotland, these events took place in Aberdeen, Dundee, Edinburgh, Glasgow and Inverness over the course of December 2018 and January 2019.

Pupils were challenged with the task of browsing through various marketplace stalls and engaging with employers to find out more about local businesses, job opportunities, employability skills and the role that languages play in sectors such as hospitality and tourism, digital technology, international banks, law, engineering, creative arts, healthcare, agriculture and many more.

The day continued with a selection of presentations and interactive sessions where pupils heard from inspirational speakers who shared their own experiences about how languages benefitted them both professionally, and personally.



Attending these events provided learners with a golden opportunity to communicate directly with local businesses and gain a deeper understanding of how languages can increase both employment and personal opportunities in the future.

Feedback received from participants has shown that the Business Brunches are having a significant impact on pupils' perceptions of languages in the workplace:

- "I didn't know how helpful it was to know a second language. I learnt today how different businesses use languages and why it is beneficial to learn a language at school."
- "I learnt that languages are useful for everything, including my personal life. I also discovered that knowing a language makes you a lot more employable."

A teacher also commented:

- "All my pupils came away from the event with a renewed sense of enthusiasm for languages, and I have had emails from parents commenting how excited and

motivated pupils were in sharing their experiences of the event. It is a fantastic opportunity for pupils to be exposed to a range of different people, careers and industries."

Take a look on our Business Brunch page for further details: <https://www.scilt.org.uk/Business/BusinessBrunches/tabid/6095/Default.aspx>

Check out our Twitter page to take a look at some of the tweets received from schools who participated @scottishcilt #BB_SCILT.

Emma Mclean, SCILT



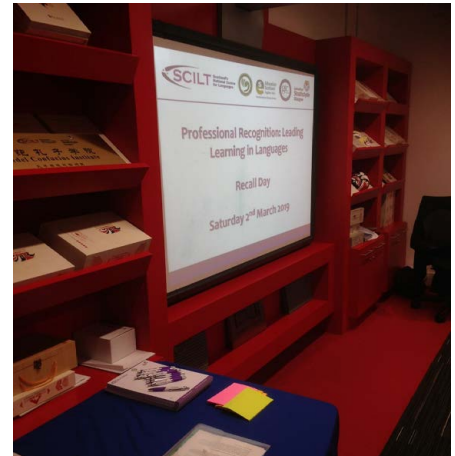
Leading language learning

One rainy Saturday in early March, some of the teachers who had attended the 1+2 Languages Leadership Programme summer school in July 2018 returned to the University of Strathclyde to share their leadership experiences since attending the course. Key themes revealed during the thought-provoking discussions included the importance of senior leadership team support, teacher confidence, progression and moderation, flexibility, persistence, resilience, and collaboration with colleagues and across stages.

These enthusiastic and committed lead language practitioners hope to achieve GTCS Professional Recognition

on submission of a reflective report in July. Since Education Scotland/SCILT's national leadership programme began in 2014, nearly 50 teachers have been awarded Professional Recognition: Leading learning in languages by GTCS.

No doubt there will be even more in the future, as at the time of publication, the teachers and teacher educators who successfully applied for a place on the 2019-20 cohort of the programme have recently received confirmation of their place on the summer school from 1-4 July. Watch the following film and follow the #1plus2 #LLP double hashtag on Twitter to find out more: <https://spark.adobe.com/video/3dGGbcPnt1dx9>



As well as this national programme, look out for details of local authority and RIC-based languages leadership development opportunities in future issues of the newsletter.

Lynne Jones, SCILT

Learner entitlement to languages in the secondary school

West Lothian and SCILT partnership

In session 2018-19, SCILT engaged in a professional learning partnership with West Lothian Council. This partnership sought to support a group of secondary schools in further developing their curriculum models to allow for meaningful and innovative delivery of L2 and L3.

Four schools have been directly involved in this partnership:

- Deans Community High School
- Inveralmond Community High School
- St Margaret's Academy
- West Calder High School

In addition, West Lothian Education and Development Officers and staff from James Young High School in Livingston have engaged with the partnership.

The journey so far...

There have been three professional dialogue sessions, hosted by West Lothian, which have been attended

by teachers, faculty heads and senior leaders. The shape of these sessions is very much informed by the needs of schools. Six sessions over the course of the school year are led in turn by SCILT, local authority staff and staff from schools themselves. To date, schools have discussed self-evaluation and improvement planning approaches.

The partnership invited Barry Smedley from Douglas Academy in East Dunbartonshire and Claire Wilson from St Thomas Aquinas Secondary in Glasgow to one of these sessions to share information and ideas, explore their curriculum maps and discuss how they have met with learner entitlement to languages in the BGE.

As we move forward, we will look at effective and innovative ways of incorporating L3 into the curriculum without taking time away from L2. Each school will continue to work collaboratively within the partnership to find a way



that best suits their local context and curriculum design.

"This professional learning partnership is contributing very positively to our collaborative culture in West Lothian. It is providing school teams with rich opportunities to work together with SCILT staff, colleagues from other authorities and fellow West Lothian schools to explore how curriculum design can maximise L2 and L3 language learning in their setting. We are extremely grateful for the high quality support provided by SCILT and look forward to the next stage of the partnership." West Lothian Council.

Louise Whyte, SCILT

Mother Tongue Other Tongue

It snowed on Saturday 16 March 2019, but that did not deter pupils, their families, friends and teachers from gathering at the University of Strathclyde for this year's Mother Tongue Other Tongue multilingual poetry competition award ceremony.

Celebrating its fifth year, the competition gives children and young people in Scotland an opportunity to demonstrate their linguistic flair, diversity and creativity. It provides a platform for those who speak a different language at home, or who learn a language at school, to 'find their voice' and use poetry to express themselves in that language.

Addressing the audience, poet and MTOT facilitator, Juliette Lee, remarked how inspiring it was and what a privilege it had been to witness the thoughts and feelings of the young people whose poems were selected for the 2018-19 anthology.

Students took to the stage to recite their poems before being presented with trophies, certificates and their own copy of the printed anthology.

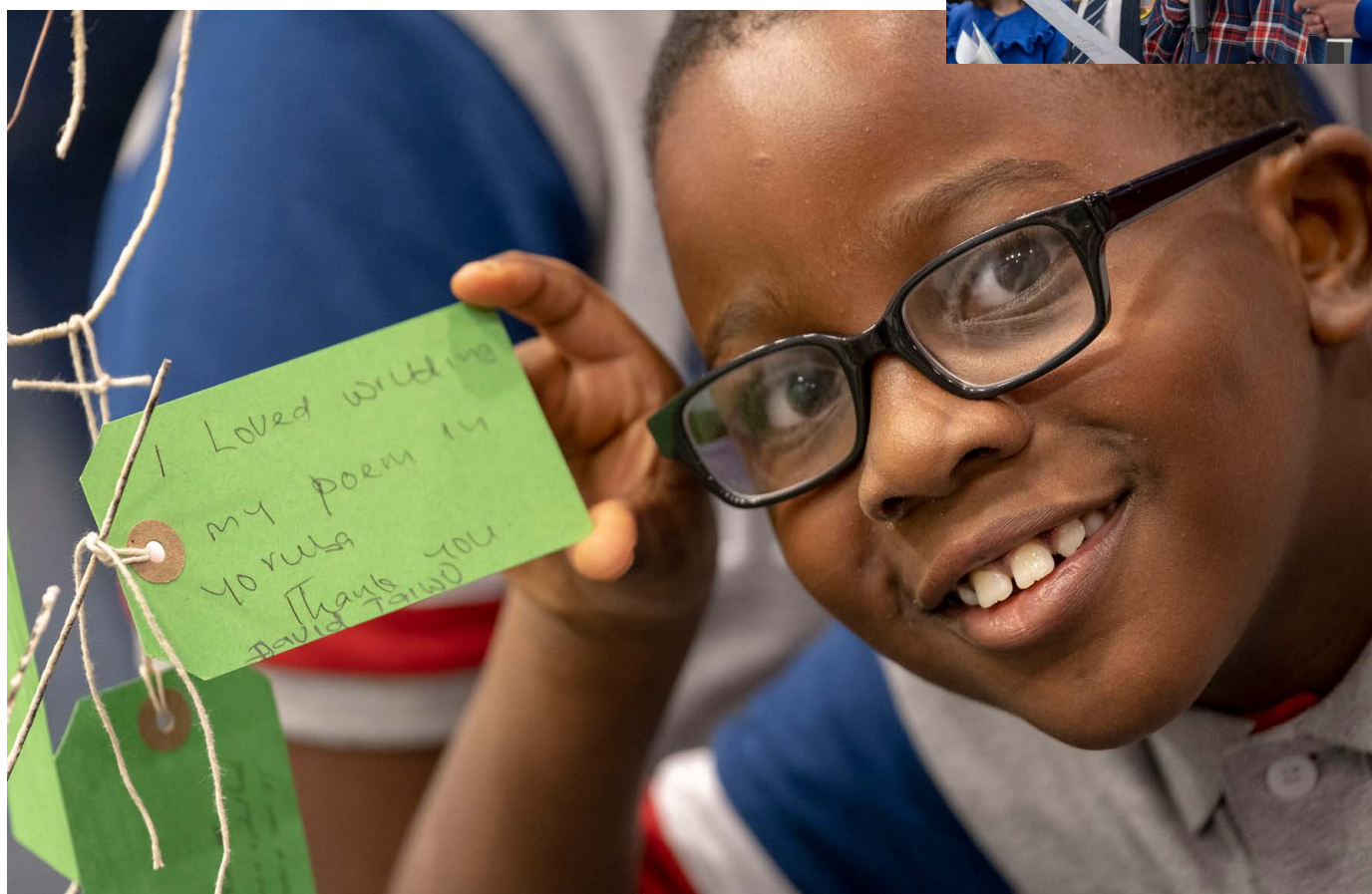
- "Children who sometimes hide their voices are given the opportunity to shine. I ♥ MTOT!" Teacher
- "Fabulous morning! The standard of poetry was truly outstanding and the maturity shown unbelievable. Great positivity!" Parent
- "I had an amazing time writing my poem and I loved being here and listening to all the amazing poems!" Pupil
- "It is humbling to read these wonderful poems written by youngsters on a range of themes such as migration, the position of women and the need to respect our planet. We can learn a lot from their words of wisdom and

thoughtfulness. Well done to each and every one of you." Fhiona Mackay, Director, SCILT

You can find out more about Mother Tongue Other Tongue, the celebration event and read the 2018-19 anthology on SCILT's website.

<https://www.scilt.org.uk/MTOT/tabid/5841/Default.aspx>

Sheila Gallacher, SCILT



Professional learning: going beyond the menu

A sincere thank you to those previous workshop participants who contributed to SCILT's recent scoping exercise about the relevance of the workshops on our menu, responses have informed the content of the menu for next session.

However, did you know that the menu of free workshops is only one part of SCILT's professional learning offer? You can download a flyer detailing all the SCILT/CISS CLPL opportunities on our website: http://bit.ly/SCILTCISS_CLPLflyer

One of the most important developments has been the Teach_L programme, a blended programme run in partnership between the Open University Scotland and SCILT. It combines language learning in either French, German, Mandarin or Spanish and primary languages pedagogy. New for 2019-20 will be year 2 of the programme, running alongside the established year 1 units.

The last few years have seen SCILT's Professional Development Officers become increasingly involved in collaborative professional learning partnerships (PLPs) such as:

- **Wee Famille** with North Ayrshire Family Learning team, families and staff at Springfield Primary School, and North Ayrshire 1+2 Development Officers supporting family learning in French.
- **Strengthening literacy skills across languages** where six primary schools in West Lothian and the local authority 1+2, Literacy and PEF Officers are investigating the transferability of approaches to literacy into target language.

- **Collaborative practitioner enquiry** with Development Officers across four local authorities looking into primary-secondary transition and transferable literacy-based pedagogies.
- **Delivering 1+2 in secondary BGE** in which inter-authority collaboration has supported four secondary schools to explore and develop curricular models.
- **Espacios Increíbles/Amazing Spaces** a sustainable design challenge involving S3 pupils, design and technology teachers and modern languages teachers in secondary schools across three challenge authorities along with students and lecturers from the School of Architecture at the University of Strathclyde.

In this issue, you can read articles by my colleague Louise Whyte about two of these innovative professional learning partnerships.

Do you have an idea for a future PLP? All suggestions from clusters, local authorities, FE or HE institutions, would be warmly welcomed. We are particularly interested in collaborations related to social justice and inclusive practice, digital and/or interdisciplinary learning.

Please email scilt@strath.ac.uk with any queries or expressions of interest. We look forward to learning with you!

Lynne Jones, SCILT



News from local authorities

Euroquiz in North Lanarkshire

Twenty-one schools in North Lanarkshire Council competed in the local heat of a Scotland-wide quiz on Europe, organised by the award-winning Scottish European Educational Trust with the support of the European Parliament Office in the UK.

Pupils competed in teams of four and answered four rounds of questions on art, history, culture and sport and European institutions. After four rounds, Bargeddie Primary and Our Lady of Good Aid Cathedral Primary were the two top scoring teams who fought out a tense final round. Cathedral Primary School won the final round and will go on to represent the authority at the national final in May 2019 at the Scottish Parliament in Edinburgh.

Robert Dalzell, North Lanarkshire



Euroscola trip 2019

In January 2019 I took part in the Euroscola programme, which allows hundreds of S6 students from all over Europe to come together at the European Parliament in Strasbourg for a day of debating issues of the European Union.

Each European member state has the chance to send participants to take part in the debates and Scotland sent over twenty pupils from schools all over Scotland. We spent five unforgettable days in Strasbourg and learned so much whilst making many new friends from Scotland and across Europe.

During our stay, we visited many tourist attractions in Strasbourg, including le Cathédrale Notre Dame de Strasbourg and Petit France. We also were brave enough to try some of the local French cuisine, ate tarte flambée, and even had some sauerkraut (pickled cabbage). On the third day of our trip, we crossed le pont de l'Europe, the bridge connecting France and Germany over the river

Rhine. We spent the day in the German town of Kehl where we learned a bit more about the history between France and Germany, spent the afternoon appreciating traditional German architecture and even tried some Schnitzel!

On the official Euroscola meeting day, we headed to the European Parliament and began with a question and answer session with an MEP. This allowed us to question the work of the EU on specific topics such as immigration, the environment and the inescapable B-word – Brexit. Following this, we split into six groups for further debates on a topic of our choice, and I chose youth unemployment as I have previously felt affected by this. After debating in smaller groups we came together to listen to the ideas and solutions that each group had come up with. It was so interesting to discover the view of others from different countries and to hear their perspectives on various issues.



Overall the opportunity was a fascinating experience which I will never forget and would urge any S6 pupil in Scotland to apply for. It has allowed me a deeper insight into the bigger issues currently facing the EU, appreciation for the various cultures within the EU, and shown me how, through discussion and cooperation, solutions can be found to solve problems affecting us all.

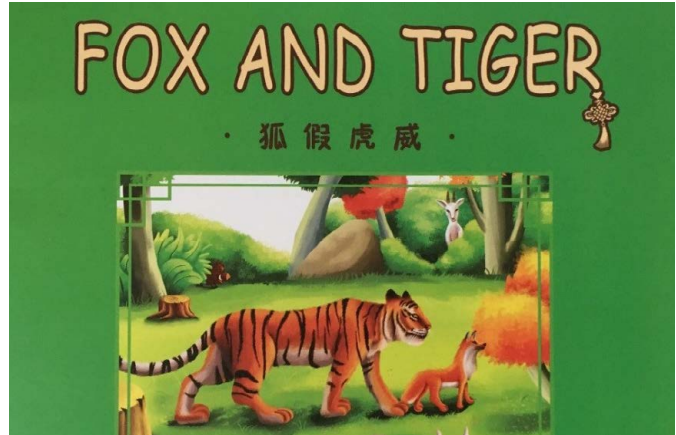
Eilidh Hunt, S6 pupil, Largs Academy

Exploring musical composition through culture

P7 classes attending Danestone, Forehill and Middleton Park Primaries in Aberdeen have been working on an exciting music project run by Shannon Stevenson. Shannon is a 4th year community music student at the University of Aberdeen and initiated this project as part of her degree. The P7 pupils compose music based on a Chinese folktale 'Fox and Tiger'. It was chosen because the pupils have been learning Mandarin as L2 and are supported by the university's Confucius Institute Hanban tutors. It was also the inspiration for Julia Donaldson's famous children's book, *The Gruffalo*. The aim of the project is to develop the pupils' understanding of Chinese language and culture through music.

In addition to collaborating with the Confucius Institute, Shannon has been working with Drake Music's Figurenotes system of notation, allowing the children to compose regardless of their previous musical experience. Shannon has secured funding from the Year of Young People Creative Funding Commission to provide resources for the programme.

The project is intended to expose the children to the arts in a fun and creative way. It is also an opportunity for them to find their own identities and give them mutual ground to communicate with their peers at the beginning of S1.



The children will compose music based on haikus inspired by a part of the story. The work will be digitally recorded and showcased to pupils, staff and parents at assembly. An exhibition at the University of Aberdeen is to be held in March and at the end of the project all participating P7 pupils will meet at the university to share their work.

Marie-Claire Lyon, Aberdeen City

Gaelic learners in the primary school conference

On Friday 8 March 2019 Deputy First Minister and Cabinet Secretary for Education and Skills, John Swinney, opened the Gaelic Learners in the Primary School (GLPS) conference at Stirling Court Hotel. Over 60 delegates from all over Scotland attended the conference, which was filmed by Education Scotland staff.

The focus of the conference was very much on the impact of GLPS trained teachers in schools. Participants attended four workshops across the day. Workshops included outdoor education with Spors Gaidhlig, Gaelic in the early years and at home with Storlann, and the impact of Gaelic on learners with teachers from Meadowburn and Abercorn Primaries.

As well as delivering the opening speech, John Swinney took time to speak to delegates and pupils from Dundonald and Kincaidston primary schools in South Ayrshire who performed Gaelic

songs. Maeve Mackinnon from Education Scotland provided an update on Gaelic learning in Scottish schools. Sandie Robb from the Royal Zoological Society of Scotland (RZSS), gave an insight into the materials she has developed to support Gaelic pupils to engage with RZSS.

As well as the presentations and workshops, various organisations

exhibited on the day including Spors Gaidhlig, Storlann, Giglets and representatives of the Glasgow Mod.

Feedback from delegates attending was very favourable and the consortium is determined to offer a future GLPS conference in 2021.

Robert Dalzell, North Lanarkshire



Go Global in North Ayrshire

Take a culture and creative team, a 1+2 team and a children's theatre company and what do you get? 'Go Global', a theatre show specifically designed for primary school pupils, based on the 1+2 Approach, covering phrases in French, Gaelic, Mandarin, Scots, and Spanish.

It was all aboard the McDougalls tour bus as hundreds of pupils from across North Ayrshire made their way to the Harbour Arts Centre to join Max, Auntie Aggie and a host of magical characters on a globetrotting musical mission to learn the lingo!

From the highlands of Scotland, to the mountains of China, from sunny Spain to a fancy French café, pupils and teachers joined the gang on the trip of a lifetime, packed with original music and some well-known singalong songs.

One parent commented: "That was absolutely brilliant! We need more shows like this, teaching our children about places around the world."

Creative director Ruairidh Forde said, "We had great fun performing for two weeks at the Harbour Arts Centre. We welcomed early years and school groups who participated fully with the action and adventure. Through working in partnership with the Harbour Arts Centre, we were able to produce a memorable and educational live theatre experience for the young people."

The musical show is set to tour primary schools in Scotland from April 2019.

Marie Blackwood, North Ayrshire



International student cooperation at the University of Aberdeen

Aberdeen City Council schools welcomed French student teachers from the University of Grenoble-Alpes for two weeks in February 2019. Maths and science students visited secondary schools while their colleagues were placed in primary schools in the city.

On 19 February, they took part in workshops organised by secondary PGDE language students at the University of Aberdeen School of Education. They were joined by German Educational Trainees and Hanban tutors from the University's Confucius Institute.

The aim of the workshops was for Aberdeen secondary trainee teachers to introduce a language to PGDE and MA 4 primary students. They focused on some of the features of a language linked to

cultural aspects, following the model of L3. This was delivered in French, German, Mandarin and Spanish.

The feedback from the students delivering lectures and their audience

was very positive. They found it useful to compare methodology and discuss their experiences as trainee teachers in different countries.

Marie-Claire Lyon, Aberdeen City



Journey to Japan

Twelve S5 pupils from Cumbernauld Academy have been selected to go on a 10-day study tour to Japan in October 2019. The Great Britain Sasakawa Foundation fund this trip in full every year for pupils from one school in the United Kingdom; we are only the second Scottish school ever to have been picked, therefore it is a great privilege and our pupils will be ambassadors not only for the school, but for Scotland. Three teachers will accompany the pupils, along with Rory Steele, the Programmes Executive from the foundation.

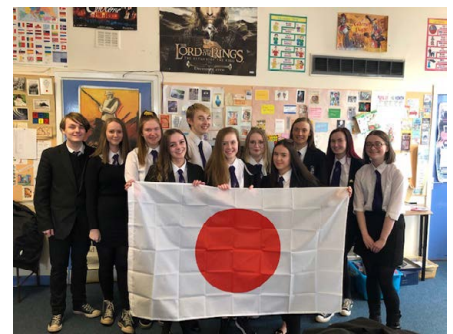
The study tour starts in Osaka, a large city towards the south of Japan, where

the pupils will stay with Japanese families, spend some time learning Kendo (a traditional Japanese martial art) and visit a senior citizen's care home, among other things. Later in the week they will take the bullet train to meet an atomic bomb survivor in Hiroshima, and tour a temple in Kyoto with a Buddhist monk, before returning to Osaka.

This opportunity is fantastic for our twelve young people, and we are sure they will make the most of it. They will come back from Japan with broadened horizons and new perspectives, which they will share with the rest of the school and the wider community, and no

doubt their adventures and experiences will stay with them for the rest of their lives. We look forward to hearing all about it!

Anne Muir, Cumbernauld Academy



Language Linking Business Thinking



Developing Scotland's young workforce through languages



The SCILT DYW Language Linking Business Thinking conference in Edinburgh on 16 November 2018 was a truly inspirational event. As a local authority, Stirling is keen to support our schools to develop key partnerships which reflect the importance of bilingualism in the workplace, and the conference presented the perfect opportunity for this. The keynote speakers provided relevant, entertaining and thoughtful examples of how their experience of languages at school has continued to positively impact on their professional lives, allowing them to explore a range of diverse career paths. Attendees also learned how universities support students into careers which allow them to continue to grow their knowledge and skills, and how they highlight to them the vast array of opportunities available to students with a background in languages.

The conference provided a welcome opportunity to discuss with colleagues how we could best introduce the SCILT DYW toolkit within our schools. Dr Meryl James, Senior Professional Development Officer at SCILT, led a productive and insightful session with DYW Leads in Stirling on how this toolkit can be used to enhance the delivery of language learning in schools and support languages teachers to meet some of the expectations outlined in the Career Education Standard. Schools in Stirling, supported by SCILT, have also committed to holding a Business Brunch in September where young people will be able to directly engage with employers and partners to help develop their understanding of the invaluable links between languages and employability.

Tracey Henderson, Stirling Council

Languages for Business symposium

More than 200 pupils from ten high schools across Forth Valley attended the Languages for Business symposium in the Falkirk Stadium. Organised by Falkirk Council Education Services, the event was designed to inspire pupils to continue studying a language to national qualification level by raising awareness of the importance of languages in a work context. The symposium highlighted how local, national and international employers view languages as key to the success of their business.

The event was opened by four S3 pupils from Graeme High School, who highlighted how learning a second

language can benefit learning now and global employability in the future.

A range of keynote speakers from Scottish Engineering, Syngenta, Glenmorangie and Clyde Escaut spoke of the importance of languages to their business and how learning a language had benefitted their career.

Pupils then attended workshops led by business people from Doosen Babcock, Lingua 24 and Powerlanguage, who use languages on a daily basis. A range of companies, organisations, and visitor attractions held stands and spoke to pupils about the practical

benefits of speaking a second language. These included the Helix, the Falkirk Stadium, SCILT, Project Trust, British Council, University of Stirling, Blackness Castle and Windsor Park School, who highlighted the benefits of learning British Sign Language.

On arrival pupils were asked whether they were considering continuing with a language to national qualification level. They were asked the same question following the event, which resulted in a 21% increase in the number who said yes.

Laura McEwan, Falkirk



Learning British Sign Language with Callander P5

When P5 at Callander Primary School were offered the chance to be taught British Sign Language (BSL), they rose to the challenge. Over a period of ten weeks, they were very fortunate to have Debbie Scanlon, a BSL tutor from Deaf Connections, join them for an hour on a Monday morning. During this time, the learners were taught how to finger spell, which they could then apply to finger spelling their name and where they live. Every week, the learners had great fun investigating new topics through British Sign Language. For example, they learned numbers, colours, weather, days of the week, types of transport and family members. The learning that took place was engaging and active, with P5 involved

in BSL bingo and sign matching games. At the end of the ten weeks, P5 undertook a showcase assembly to share their learning with the rest of the school and the wider community. During this assembly, they were able to ask each other their name, where they live and what their favourite colour is using British Sign Language. In addition, they taught others in the school some finger spelling, and some of the signs for colours, weather and transport. As a result of this partnership, P5 have had the unique opportunity to develop knowledge and experience of another language alongside developing a skill for life.

Nicola Peedle, Stirling



Mandarin immersion experiences at Culross Primary School

When we first opened as the primary Confucius Classroom for the Queen Anne Cluster at Culross, our overarching aim was to provide opportunities for as many children as possible to learn Chinese language and culture in a fun, authentic and stimulating environment. A year after opening our Confucius Classroom this is exactly what we have achieved.

Since December, 16 classes and over 480 pupils have come to be inspired through our Chinese immersion days. These days are planned in collaboration with the class teacher and our Hanban teachers Miss Han and Miss Zhang. We ensure all learning opportunities on the day are relevant, inclusive and engaging to each individual class and incorporate previous learning to ensure progression. Children learn about Chinese culture and language in a memorable way through a range of stimuli such as dance, Tai Chi, clay modelling of the Terracotta Army, chopstick games, Chinese knotting, films, drama and traditional Chinese playground games. Miss Han and Miss Zhang continually reflect on the experiences they are providing during these days and gather feedback from learners and teachers to ensure each immersion experience is better than the last.

Miss Han reflected that these immersion days have developed her pedagogy: "I have learned many different ways of teaching. This is a great experience for me because it makes me keep thinking and trying to get even better. The instant feedback from pupils and their teachers gives us a chance to improve our practice and learning opportunities.

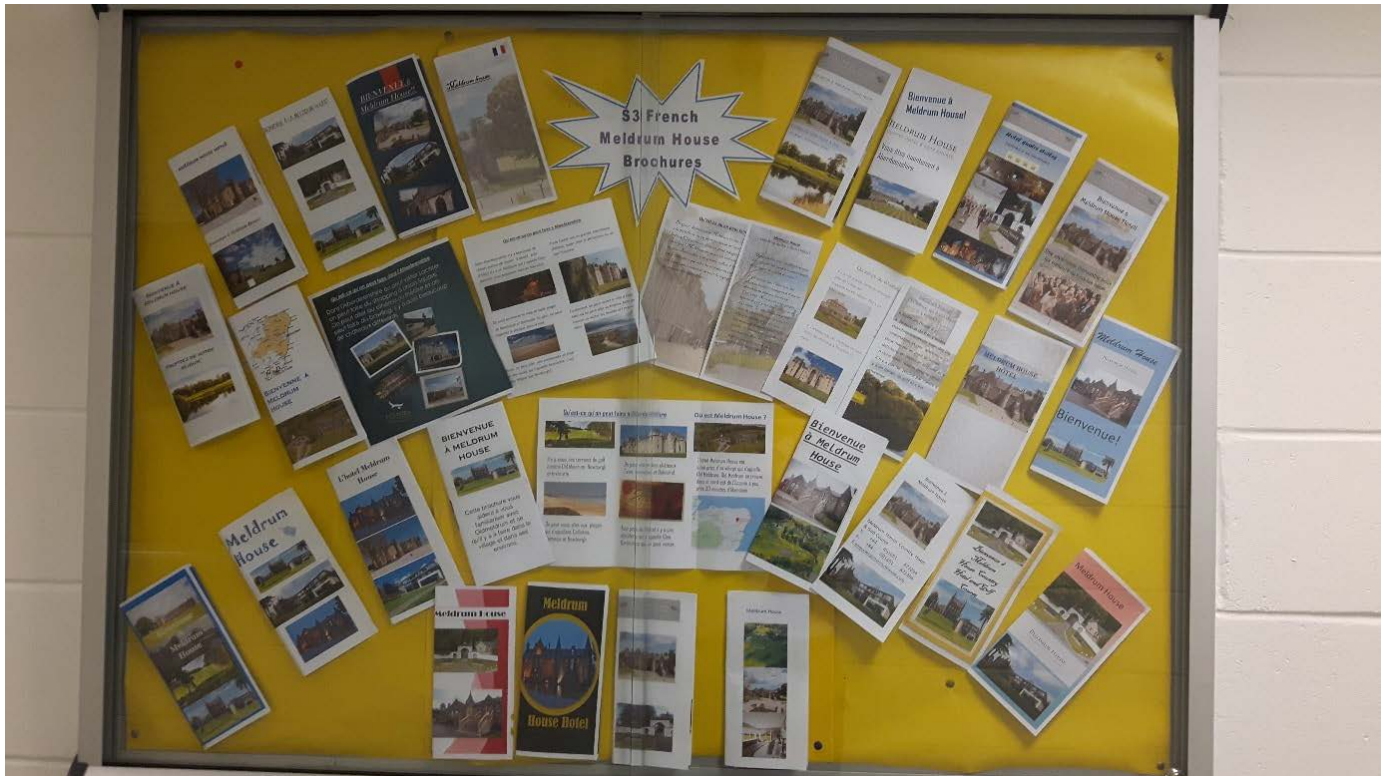
"We try to link our immersion days to learning in the children's classrooms to ensure it is meaningful and relevant. An example of this is when we taught a Primary 4 class about Emperor Qin and the Terracotta Warriors because they were learning about Scottish clans."

The feedback we have received from learners and teachers has been incredible and many have continued their learning once they returned to the classroom. We hope our immersion days continue to inspire a love and passion for learning about Chinese language and culture, as we have experienced first-hand the enthusiasm and joy from learners as they leave Culross after these immersion experiences.

Rhianna Tweedie, Culross Primary School



Meldrum Academy and Meldrum House Hotel



At Meldrum Academy, our S3 French pupils follow a course which is largely based around tourism and travel. To enhance our pupils' experience and develop their skills for learning, life and work, we thought it would be beneficial to find a business link in the tourism and hospitality sector. With the help of the SCILT Business Language Champions scheme we were able to establish a link with local hotel, Meldrum House Country Hotel and Golf Course.

As part of our link, all pupils visit the hotel and get a guided tour. Many of our pupils have never visited the hotel before and are surprised to see how luxurious some of the rooms are – particularly the one with a jacuzzi! Pupils are shown other facilities, such as the conference rooms, ballroom, cave bar and pigeon coup - where the whisky tastings take place. The tour allows pupils to develop a deeper understanding of the daily running of the hotel, the facilities available and the type

of clientele the hotel caters for. After the tour, hotel staff speak to the pupils about how important language skills are in the world of work, particularly in the hospitality and tourism industry in Aberdeenshire, where we welcome people from the world over. Pupils hear from a wide variety of staff including waiting staff, chefs and the hotel manager who share their experience of languages and working in hospitality.

Once back in class, pupils use the language that they have acquired in our tourism topic to create a brochure. These are all judged by the hotel staff, with the winning brochure being reproduced for the hotel to give to French guests. The brochures include information on the hotel's facilities and local tourist attractions. In the designing stage pupils are encouraged to ensure that their brochures look professional – thus developing their digital skills and skills for work.

Comments from teachers:

"It's a great project which really brings our pupils' learning to life!"

"It really opens our pupils' eyes to what opportunities learning languages can bring."

Comments from pupils:

"I didn't realise that such a fancy hotel existed so close to home, I thought you'd need to be in a big city to find anything like it!"

"I really enjoyed visiting and making the brochure, it made me think that there are lots of ways to use my language skills!"

"I now think that you don't have to speak a language fluently for it to make a difference to someone's holiday!"

Fraser Mearns, Meldrum Academy

Robert Burns Birthplace Museum trip

I'm Lili ZHAO, a Mandarin teacher from the Confucius Institute for primary and secondary schools in Scotland. I am based in Gardenrose Primary school in South Ayrshire and also work



in Fisherton Primary, Minishant Primary and Crosshill Primary.

One of our projects is to develop a cultural partnership with a Chinese school. We want to introduce the poet Robert Burns to Chinese pupils by sending information about his life and videos of songs and poems to them. On 13 March 2019 I went with 22 P7 pupils from Gardenrose Primary to the Robert Burns Birthplace Museum. The first stop we went to was Burns cottage. After a fun warm up, the staff organised a literacy workshop with pupils focusing on Scots. The first task was to make up an alliterative name and note down as many Scots words as possible. I am very interested in Scots and many words are still used today, such as lassie for girl, laddie for boy and braw for nice. We then visited Burns cottage, the birthplace of Robert Burns. We imagined what life was like

in the 18th century through discussion and questions. This further deepened the pupils' knowledge and affection for Robert Burns. All the pupils knew a famous work from Burns called 'Tam O' Shanter'. We followed the Poet's Path and the other famous places in the poem including Alloway Auld Kirk and Brig O' Doon.

After lunch, the staff led another workshop at the Burns Museum. Pupils were divided into six groups and answered questions in the form of panel discussions. In addition, we went into the museum and completed challenges in our groups. I now know how important the works of Robert Burns are in Scotland. That is the reason why we would like to share his words with our primary schools in China.

Lili ZHAO, Gardenrose Primary School



S6 Language Ambassadors at Portobello High School

At Portobello High School, we have recently introduced our S6 Language Ambassadors programme. In 2018-19, we have had 20 young people working with us to promote languages both in Portobello High School and at our cluster primaries in the Portobello area.

Mostly students of Advanced Higher French or Spanish, our pupils have undertaken a variety of roles, including leading house assemblies on language learning during European Week of Languages, providing in-class support for our BGE S1-S3 classes, and visiting our local primaries to lead languages lessons for primary pupils.

In December 2018, we visited our cluster primaries (Towerbank Primary, Duddingston Primary, Royal High Primary, Brunstane Primary, Parsons Green Primary) to help promote the 1+2 Approach. In advance of this, our Language Ambassadors worked with

modern languages staff at Portobello High to practise leading games and activities, which gave them the confidence to run French and Spanish storytelling sessions and mini-lessons for P2, P4, P5 and P7 classes.

For French, P2 pupils heard 'La chenille qui fait des trous' ('The Hungry Caterpillar') and learnt lots of new words for different foods in French. They enjoyed holding the different flashcards of the food and saying the words in loud and quiet voices!

Meanwhile, P4 heard 'Cher Zoo' ('Dear Zoo') and learnt lots of animal vocabulary in French. They really liked playing the game 'Beat the Teacher' and we saw some great drawings in the Pictionary game.

For Spanish, P5 pupils heard 'Oso Pardo, Oso Pardo ¿Qué ves ahí?' ('Brown Bear, Brown Bear, what do you see?') and learnt how to say different

animals and colours in Spanish. P7 learnt some useful classroom vocabulary for stationery, and enjoyed the 'Shout Out' game, which got quite competitive at times.

The Language Ambassadors have really gained in confidence and developed key skills through their participation in this programme. They have been an inspiration for hundreds of our BGE learners and indeed for the many pupils with whom they worked at the cluster primaries. With over 90 learners studying French or Spanish at Higher or Advanced Higher level, modern languages are thriving at Portobello High School. Languages continue to be popular across Edinburgh schools, helped in part by opportunities such as our Language Ambassadors programme. Vive les langues!

Bethan Owen, Edinburgh



Schools on Track



Schools on Track is a programme funded by Erasmus+ which delivers professional development for teachers and stakeholders throughout Europe. On 20 January South Ayrshire were delighted to welcome a delegation of teachers, education officers and inspectors from Montpellier in France for a two-day visit to observe teaching and learning in the authority. The visits were organised by Lynn Crossan, Quality Improvement Officer at South Ayrshire Council and Richard Tallaron, Director of LFEE based

in Edinburgh. The schools involved were Marr College, Kyle Academy and Forehill Primary School. The visitors were keen to find out how our schools implement self-evaluation and school improvement planning, wellbeing and inclusion, DYW, and violence reduction. As well as exchanging ideas with teachers and observing a variety of lessons, the visitors met with development workers, community police officers and ICT technicians. There was also a focus on the use of technology in both primary and secondary level and latest developments in the 1+2 Approach.

At Marr College our French guests were delighted to be piped into the school and then served coffee by pupils undergoing barista training. The teachers who visited the school made a video, in French with English subtitles, about their experiences:

<http://www.ac-montpellier.fr/cid139114/les-bonne-idees-educatives-observees-au-royaume-uni.html>

At Forehill Primary the visitors were extremely interested in the nurture room which pupils can access to help their emotional well-being. They were also given information on the holistic approach used within the school which tracks pupils in activities both within and outside school.

At Kyle Academy the visitors learnt about school improvement planning and using a whiteboard to involve all teachers and students in identifying what is working well and what can be done better. The visitors found the experience highly helpful and enjoyable and we hope to continue the partnership next year.

Fiona Normansell, South Ayrshire

Scotland Loves Languages

During the month of February 2019 Dalbeattie High School hosted a visit from partner schools in France, Portugal and Romania through an Erasmus+ project.

Thirty-five pupils and staff from the guest schools spent a week at Dalbeattie, with French as the official language for the project. As well as welcoming the Portuguese and Romanian visitors, Dalbeattie is building on its existing relationship with the Collège Emilie Carles, Ancerville, part of the Académie de Nancy-Metz in north-eastern France, which is Dumfries and Galloway's partner authority. A number of our own schools have ongoing partnerships with schools in Nancy-Metz.

Pupils and staff from all schools participated in a range of cultural and linguistic activities, as well as working on an overarching project: looking at plastic-related marine pollution. Beach cleans and analysis of soil and detritus were carried out, but there was time for fun too.

David Kerr, Scottish Borders



Rough Island, off the Solway Coast; accessible by wellies at Low Tide



Introduction to national sports



Gathering round the newly decorated Beach Tree

Singing Hands at Haysholm School

Haysholm School is an ASN school based in Irvine, North Ayrshire. The children and young people who attend are aged 5 to 18 and have severe and complex additional support needs. In 2018 North Ayrshire adopted Makaton as the L2 for children who attend ASN schools and committed to training all staff in Makaton signing. Haysholm is now a Makaton friendly school, having trained all staff to a minimum of foundation level and all teachers reaching enhancement level.

As a celebration and to further raise the profile of Makaton with parents and the wider community, Head Teacher Yvonne Gribben invited Singing Hands to kick off their 'Focus on Literacy' week on the 1 March. Yvonne said: "The use of Makaton has featured highly on the school improvement plan as an integral part of the school's Total Communication

approach. It is well-researched that signing helps to develop both children's receptive and expressive language skills, and the use of the approach within Haysholm has had a very positive impact on the development of communication skills of the children and young people. We are delighted that North Ayrshire Council have been so forward thinking and recognised the benefits of Makaton."

Before the pupils arrived, staff enjoyed a fun-filled training session with Suzanne and Tracey. Singing Hands got staff signing to some of the children's favourite picture books as well as to many familiar tunes, and even learned a few Singing Hands' originals!

Throughout the day, pupils took part in small workshops with Singing Hands and demonstrated a high level of engagement

in the learning activities, but most of all, had fun!

Haysholm will continue to develop the use of Makaton to ensure that it is well-embedded, that there is a consistency of approach and that impact on the development of communications skills for all children and young people is high.

Stacey Arneil, North Ayrshire



Spanish Thinking Team

Following a very successful Lingo Leaders pilot at the end of session 2017-2018, pupils asked for a Spanish Thinking Team to be created. The 'Thinking Teams' run in terms 1 and 3, are planned and led by a group of pupils from P3-7 and must have an impact across all stages.

The Thinking Team plan the phrases of the week before sharing at assembly and on the school website in a helpful video format to encourage parental engagement. At assembly they also teach songs for the week ahead and help class teachers keep on top of their Spanish displays. They have issued feeling cards and register ideas, both aimed at supporting check-in conversations. The Thinking Team have delivered Spanish dance tuition and were responsible for organising our European Day of Languages.

They are currently planning a Spanish celebration day where each class will



focus on a different language theme. They have asked the whole school to wear red and yellow on the day and are working with the catering staff to provide a Spanish themed lunch.

Their next steps are to provide daily routine resources to be used by all teachers that will ensure a consistent approach. They also are planning to include Spanish videos on the school Facebook page and organise a parents' Spanish event.

- "I am in the Spanish Thinking Team and I thought it was a good idea to make a Phrase of the Week display outside the P6 and P7 class." Kieva, P7
- "I am a Lingo Leader and my teacher gives us time to feedback to the class and teach the class a phrase or song." Sophie, P5
- "I like having the Lingo Leader folder because it has the Spanish words and phrases to teach the class. It also has games and song ideas that the class can use to help them learn." Alexander, P6

We are very proud of all our pupils and how well they have worked with staff to implement Spanish as our L2. All activities are pupil-led and speaking with pupils shows the impact that this hard work has had.

Rachel Patrick, Mayfield Primary School

Yoga Français à Springside

Families at Springside Primary were the first to take part in the pilot for 'Wee Famille', the French language learning programme supported by SCILT and North Ayrshire Council's 1+2 Languages and Family Learning Teams. When the opportunity for French yoga came along, families were very keen to get involved.

Angela Noble from North Ayrshire's 1+2 Languages Team facilitated two taster sessions of fun and easy French yoga which included yoga postures, breathing and relaxation alongside French storytelling. The sessions were aimed at building on the families' previous knowledge and understanding of French, exploring mindfulness and enhancing family cohesion in addition to improving family growth mind-set.

Feedback from parents and children was extremely positive with some parents feeling the benefit after only one session and others asking for more!

J'aime le yoga ! Merci Beaucoup Angela !

Tracy Devlin, North Ayrshire



Zoo day

On 20 February 2019, we were invited to visit Edinburgh Zoo to complete a project we had been working on in collaboration with the Scottish European Educational Trust (SEET) and the Royal Zoological Society of Scotland (RZSS). The project looked at the sustainability principles of Edinburgh Zoo, with a language focus. The aim was to write, film and edit a short video about this.

Before our trip to the zoo, we were visited by Sandie from RZSS and Madeleine from SEET and we were briefed on the project. We did some Mandarin language focused activities to learn more about the giant pandas and their habitats to give us some good background knowledge. Madeleine gave us a mini masterclass in filming and editing and guided us through writing a storyboard for our film. We wrote a script with English and Mandarin elements and decided to go towards a documentary parody genre.

On filming day, we arrived at the zoo and were given free rein to film what we needed. This involved going around the zoo and seeing their sustainability principles in action. There is a wide range of opportunities to be sustainable at Edinburgh Zoo. They have an excellent sustainability programme, which includes a reverse vending machine, free electric car charging points, reusable materials used in enclosures, as well as fair trade food used in the cafes and restaurants that are available on site. The zoo takes its responsibility to the natural world very seriously. We also filmed an animal montage which we used as a visual for our documentary-style voice over.

With help from Mr Hu, a teacher from the Confucius Institute of Scotland, we were able to complete our documentary filming. We were extremely lucky to see the giant pandas being fairly active and not just sleeping!

Overall it was a great project to work on, that not only challenged our Mandarin skills but also opened our minds to the importance of sustainable tourism.

二月二十日星期三我们去了爱丁堡动物园。我们看了两个大熊猫，它们那么胖！我们也看了犀牛和企鹅。在动物园，我们拍我们拍了一部电影。以后，我们编辑了我们的电影。我们玩的很开心！

Heidi, Susannah, Lucy and Lola, S3 pupils, James Gillespie's High School



News from our partners

Discover the Arabic language at Al-Maktoum College



“Two years ago, I made the decision to take up Arabic language classes at the Al-Maktoum College of Higher Education and now, I can’t wait to travel and test my new-found language skills out”, said Arabic language student, Erli Sarilita.

With over 400 million speakers across the globe, the Arabic language is listed as one of the top five most spoken languages in the world. Al-Maktoum College, based in Dundee, is one of very few higher education institutions in Scotland to offer Arabic language courses, fully SCQF credit-rated by the SQA. With a vision for multiculturalism and education, the college looks to inspire and encourage communities to consider how learning Arabic as a second language can enhance career prospects.

“I have a background in dentistry and academia however I was looking for something to make my CV stand out. Having a knowledge of more than one language, especially in my profession, is vital and means that I can communicate more successfully with different people in communities. I now realise what an important language it is”, explained Erli.

Local school pupils learned more about Arabic at SCILT’s Business Brunch events in Dundee and Aberdeen earlier this year. As part of a marketplace stall, pupils could write their own names out in Arabic with help from the college tutors. The pupils proudly wore these as name badges throughout the day.

Erli, who also attended the SCILT event, added: “Arabic is not an easy

subject, however the college’s tutors are passionate and provide fun, creative teaching environments. It was nice to share this with school pupils and the response was extremely positive.”

Al-Maktoum College is pleased to be providing such unique programmes and is continuing to grow its Arabic language provision.

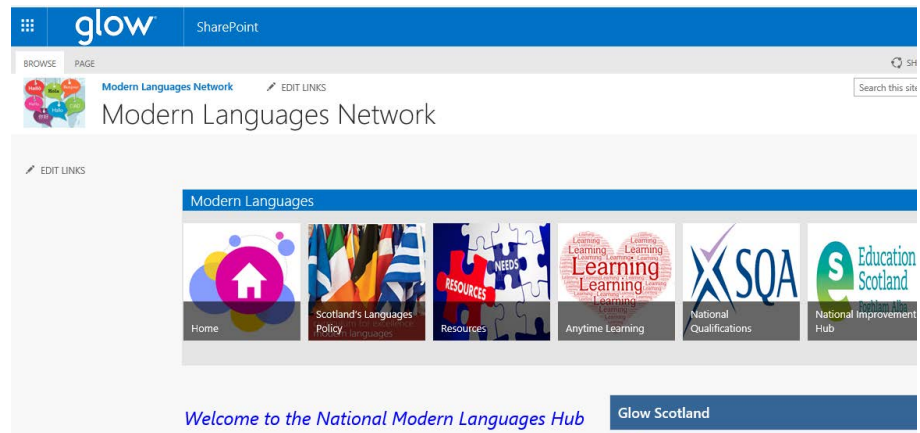
For more information, visit Al-Maktoum College’s website <https://www.almcollege.org.uk/courses/certificate-in-arabic-language-2018-19/> or email admissions@almcollege.org.uk

Shireen Mardani,
Al-Maktoum College

Education Scotland

Modern Languages Hub and Yammer

In an effort to centralise national advice, policy, guidance and resources, a new Modern Languages Hub is now available from the Glow Launchpad. The aim is to make the hub the 'go-to' place for information and support for all aspects of language learning from first level through to the senior phase. The new hub also incorporates a new Modern Languages Network feed (Yammer) to promote professional discussion with all language practitioners.



Support for National Qualifications

Support materials for Modern Languages qualifications have been removed from the National Improvement Hub and can now be accessed via the new Modern Languages Hub on Glow. Any practitioner without access to Glow can request these materials via Education Scotland customer enquiries: enquiries@education.scotland.gsi.gov.uk

National Modern Languages Network meeting

The National Modern Languages Network met on Thursday 7 February in Stirling,

where the speakers gave updates on languages in the broad general education, the senior phase and into higher education. In addition, there was an opportunity for colleagues to network, and to discuss and share their priorities for 1+2 over the next year. Presentations from the day are on the Modern Languages Hub in the 'anytime learning' section.

Education Scotland collaboration with University of Glasgow

At an event at the University of Glasgow on 21 February we were delighted to

receive recognition for our Astérix and Copernicus BGE materials from the Deputy First Minister and Cabinet Secretary for Education, John Swinney. The materials were produced by the Education Scotland Modern Languages Team, in collaboration with colleagues Professor Laurence Grove and Dr Elwira Grossman from the University of Glasgow. All the materials can be found on the National Improvement Hub: <https://education.gov.scot/improvement>

Shona Hugh, Education Scotland

Founders 4Schools

Teachers all over Scotland have been using Founders4Schools to organise a range of encounters focusing on the importance of languages in the world of work. By giving their young people the opportunity to directly interact and hear from those who have used languages in their career journey, in a wide range of industries, these young people are gaining an increased understanding of how language learning applies in professional life.

Founders4Schools is a free online platform to help teachers easily find people from businesses and organisations to share their experience with pupils. For employers, DYW groups and schools the insights

pages make it easy to see where and how people from the world of work have been engaging in their local community.

When setting up an event, teachers use subject area filters such as 'modern languages' to find suitable volunteers. The filters will also allow a teacher to search for a specific language and helps organise a wide range of encounter types, all of which have full curricular mapping available to download.

A great example of a languages encounter was held at Beeslack Community High School where their 'Making languages work' event saw pupils interacting with several volunteers invited to the school via Founders4Schools. Pupils were able to learn about the volunteers' careers prior to the event and they worked with teachers

to prepare a set of questions to ask the volunteers on the day.

If you are an educator or someone from the world of work who would like to find out more about Founders4Schools in Scotland you can visit our website: <https://dywscot.founders4schools.org.uk/> or email the team: scotland@founders4schools.org.uk

Sonia Russell-Watson, Founders4Schools



LFEE Europe updates

1+2 teacher training around Scotland, resources for secondary schools, Erasmus+... another full-on autumn/winter for our teams!

We are working closely with Falkirk Council to develop resources specifically aimed at secondary school colleagues. Some of the dossiers produced will be used for their primary/secondary transition, whilst others will support colleagues teaching French and Spanish from S1 to S3. Our resources are engaging, cross-curricular and incorporate a suggested element of home learning too. To find out more, please look out for our annual PowerLanguage conference, which will be held in Edinburgh on Tuesday 24 September 2019 or visit our website www.powerlanguage.net.

This winter, LFEE Europe continued to run primary language learning training around the country, with methodology, language upskilling and resources

for the class at the heart of our programmes. The formats vary, from one-off sessions to face-to-face or combined online/face-to-face training.

Back in November, we ran a training programme in partnership with Highland Council for 50 teachers from l'Académie de Versailles. This included school visits across the Highlands, which resulted in exchanges being set up between Scottish and French school children. A very exciting initiative with long-term impact.

On 2 February, a group of primary teachers came to our office in Edinburgh for their GTCS Recall Day. This marked almost the end of a year-long process which will lead to Professional Recognition by GTCS. Together with teachers who sent us their video submissions, we were spoiled to hear about the impact our courses have had on practitioners, their learners, their school and the wider community.

We heard some truly inspirational presentations, so thank you very much to all of you for your commitment to language learning and teaching!

Finally, a big well done to those Scottish schools and local authorities which submitted an Erasmus+ application to the British Council for funding to attend one of our immersion courses in France and Spain from July 2019 onwards. We very much hope to welcome your teachers soon on one of our courses! In the meantime, we are gearing up for our upcoming training in Malaga, Lyon and Montpellier from 6 to 13 April and wish all participants a great week of language learning and cultural immersion!

Please contact us for any further information at info@lfee.net or visit our website www.lfee.net.

Richard Tallaron, LFEE Europe



Pupils discover how language skills translate into jobs in world of tourism

100 pupils take part in interactive workshops highlighting career opportunities

90% of students said they now have a better understanding of why languages and communication matter in the world of work

Pupils studying languages at four schools across Perth have been given a first-hand insight into job opportunities in the Scottish hospitality and tourism sector as part of the region's £500,000 young workforce strategy.

Around 100 pupils took part in the event organised by Developing the

Young Workforce Perth and Kinross in partnership with Springboard UK, which support people into careers in hospitality, leisure and tourism.

The event was supported by seven organisations – including Willowgate Activity Centre, Historic Environment Scotland, Salutation Hotel, The Blackwatch Museum, Crieff Hydro, Perth College UHI – as well as Scotland's National Centre for Languages.

Each organisation hosted interactive workshops which highlighted real career opportunities available for young people when they leave school.

Vicki Sutherland, Head of East Region at Springboard, said: "Events like this are a fantastic way to raise the



profile of an exciting and varied industry with real job prospects, bringing together future potential recruits with industry employers. It has also highlighted the many local opportunities that exist in the sector."

Feedback from the pupils was exceptionally positive, with one pupil saying: "It has inspired me to continue my Spanish studies!" and another adding: "I had no idea just how useful languages can be in hospitality and tourism careers".

Vicki Sutherland, Springboard UK

Science in the language class

"Finding out about the wildlife of a country, the geography, investigating habitats, classifying animals, learning about life-cycles and linking all this to language learning - that's what the 'Science in the language class' series provides" says Sandie Robb, Royal Zoological Society of Scotland (RZSS) Language Project Coordinator.

'Science in the language class' is an educational programme which provides resources that link language learning to RZSS conservation projects across the world, or to the conservation breeding programmes within RZSS sites.

Our new Gaelic pack is based on four RZSS Scottish projects: Scottish wildcat action; reintroduction of the beavers; and water vole and red squirrel conservation programmes. All our packs include fun

game-based activities and introduce common vocabulary in the language of study, while learning about the conservation work.

For French and Spanish, the language packs allow pupils to investigate and discover more about French and Spanish speaking countries: the culture, geography, wildlife and language. These resources are supported by French and Spanish sessions available to book at RZSS Edinburgh Zoo.

For Japanese we have our 'Snow monkey' pack based on one of Japan's most iconic animals, the Japanese macaque. The species can be seen at RZSS Highland Wildlife Park.

'Beyond the panda' is an extensive giant panda and Mandarin programme with a

China mobile library, Mandarin outreach sessions and the first science specialist Confucius Classroom in the world!

All our resources cover Curriculum for Excellence experiences and outcomes in science, topical science, social studies, language and literacy. We work closely with SCILT and partner with the Institut français, the Japan Foundation, StampIT's Language of Stamps and the Scottish Government. Our Beyond the Panda partners are the Confucius Institute for Scotland's Schools, the Confucius Institute for Scotland and the Scotland China Education Network.

Find out more at <http://tinyurl.com/scilangclass> and <http://beyondthepanda.org.uk> or contact Sandie Robb, RZSS Language Project Coordinator srobb@rzs.org.uk

Sandie Robb, Royal Zoological Society of Scotland

SCLINGO at Bannockburn Primary

SCLINGO is a multi-disciplinary arts education project that introduces the French language to Scottish primary learners in an engaging and adaptable way, run by arts education company Capturing Creativity. Pupils collaborate to create an animation, narrated and acted out entirely in French. Alongside this, pupils create content for a website designed as a resource tool for their peers, by pupils for pupils. SCLINGO 2018 began with a storyteller telling the group a folk tale from Rwanda, a former French colony, called 'Mémé and the Lion', which became the story for the animation.

Working with SCLINGO we've had amazing opportunities to develop new skills in ICT, art, French and drama storytelling. All learners have been committed to the project and it has captured their imaginations right from the very start.

It has been a wonderful opportunity to work with our learners to explore the cultures in other French speaking countries and, in some instances, has helped to dispel the stereotypical thoughts and views they have about some of the countries.

Our learners loved researching 'Imigongo' art which originated from Rwanda. They were particularly enthused about how the tiles were originally made from cow dung! Our learners were so inspired by the story about Mémé and her grandmother from Rwanda, 'the land of a thousand hills', that they created their own artwork. They created repeating patterns using their own printing paddles and tiles and made fabrics which they hoped would be used in the animations for the story.

All learners have engaged in every aspects of the project and it has provided them with opportunities to use technology in a way they might never have. Learners had the opportunity to develop group-working skills throughout the project and they have worked together to present short drama sketches about other French speaking countries.



- "At the start of each session, we learn new French vocabulary in a really fun and exciting way!" Matthew
- "It was really fun doing all the animation work using Crazy Talk. I'd love to do something like this in the future." Sophie
- "We learned how to record and edit sound, and created sound effects to go along with the story." Andrew and Kian
- "I was the voice of Mémé and I recorded some speaking parts for the story. It was great to hear how I had progressed speaking French." Jessica

For more information on how you might bring SCLINGO to your school please contact: rory@capturingcreativity.co.uk

SCLINGO 2018 Website: <https://sites.google.com/stirlingschools.net/sclingo2018/home?authuser=1>

For past SCLINGO projects please see: <https://www.capturingcreativity.co.uk/animation>

Mrs McFarlane, Bannockburn Primary and Ronan McMahon, SCLINGO

Scots Language Trail

As part of Scotland Loves Languages week, the Harbour Arts Centre, Irvine Burns Club and the Irvine Lassies, invited P6 pupils from Glebe Primary to take a 'dauner' down the Harbourside and participate in the Scots Language Trail.

The Scots Language Trail was developed by the Irvine Burns Club with involvement from North Ayrshire schools and includes ten 'setts' formed into the pavement along the Harbourside. The 'pavement patter' setts each have their own theme, including food, the weather and animals.

The pupils from Glebe Primary had a head start as they promoted healthy living by walking from the school down to the Harbour Arts Centre. On arrival, Ian Dickson from the Burns Club gave the pupils an introduction to the history

of the Harbourside and then the pupils split into groups and headed on their way.

It was a bonnie day for a braw walk and there was some wonderful discussion on what the words could mean. Some words were better known than others and some of the adults even learned a thing or two! Notable favourites were singing the 'jeelie piece' song, practising their dance moves by 'birlin' and figuring out what the animals were out of the words 'paddock, corbie, slater and moudie'. The Irvine Lassies made wonderful tour guides and the pupils were captivated.

Some feedback from the teacher included: "Many thanks for your hospitality during our visit on Wednesday - the weather was certainly fantastic for it! Our visit gave a

valuable insight into Irvine's industrial background, which I think is important for the pupils to know about, as well as the Scots language element."

Following its success, this will now be an annual event and rolled out to more schools in North Ayrshire. 'Wha's like us?'

Alison Riggins, Harbour Arts Centre



Zoo fun with Mandarin

'Zoo fun with Mandarin' is a mini Mandarin course with a difference. The course introduces the Mandarin language while also learning about animals and Royal Zoological Society of Scotland (RZSS) projects. It is held as an intensive day course for families at RZSS Edinburgh Zoo. The sessions are interactive, and during the breaks the adults and children can enjoy the wonderful venue.

The course is for complete beginners and introduces the Mandarin language and Chinese characters. The teachers are the RZSS Language Project Coordinator and the RZSS Confucius Classroom teacher. Sessions include 'let's count the animals', which is an introduction to numbers and measure words; 'days, weeks and months', which uses numbers to express

the date; 'let's introduce ourselves', which introduces simple greetings; and 'fun and games' which uses our unique games and activities to teach participants more about the giant panda.

This family course is one of the activities offered as part of the RZSS Confucius Classroom, the first science specialist Confucius Classroom in the world!

The course will run at various times throughout the year. Contact Sandie Robb, RZSS Language Project Coordinator for further details srobb@rzs.org.uk

Sandie Robb, Royal Zoological Society of Scotland



Languages beyond school

Languages and engineering



What is your name and what work do you do?

My name is Craig Smith and I am a Manufacturing Engineer for Mitsubishi Electric Air Conditioning Systems Europe Ltd (M-ACE) in Livingston. Working as an engineer involves a variety of skills such as the ability to solve problems, manage projects and work within teams. However in order to achieve all of these tasks, good communication is a necessity.

What languages have you learned?

I currently speak English and Japanese, and I can communicate on a basic level in Polish.

How have any language skills helped you in your work or personal life?

As Mitsubishi Electric Ltd has its headquarters in Japan, communication needs to take place in both Japanese and English. This can lead to some difficulties when working with colleagues from Japan. A way of dealing with this is to train professionals to speak in both languages to eliminate the communication barrier. I was given this opportunity during my first year working for M-ACE.

I was sent to Japan for a year to learn the language and immerse myself in the culture while working in a Japanese production engineering department. I was given two months of intensive training in Japanese and then I worked for the rest of the year while communicating only in Japanese.

After leaving school, I began a relationship with a Polish girl and started to learn Polish in order to communicate with her parents.

What benefits do you think language skills bring?

Learning Japanese was difficult for me but, with perseverance and a regular study schedule, I gradually reached a point from which I could effectively work and communicate with my colleagues.

During my time in Japan, I was able to comfortably travel the country, make new friends, have new experiences and gain a great understanding of a different culture, all because I was able to communicate in Japanese.

Upon returning to Scotland, I've had further opportunities to go on business trips to Japan, my future job prospects have improved and communication with my Japanese colleagues has become easier. Constantly practising my new language skills while working also provides an additional sense of achievement and job satisfaction.

Do you have any advice for anyone considering learning a language?

When I was at school, I was always under the impression that everyone speaks English and there is no need to learn another language (this is not true). This hampered my desire to learn a new language and I now regret having had this attitude. Now, I speak Japanese for my work.

Having an additional language at your disposal opens you up to additional career choices, allows you to meet new people and can lead you down a variety of paths, which would not have been possible had you not taken advantage of this great opportunity that has been given to you.

To anyone studying a language at school, I would say to work hard at this and you will feel the benefits later in life, both in your career and beyond.

Looking for interesting contexts?

SCILT/CISS is now in its fifth year of the 'Language Linking Global Thinking' programme. The aim of the programme is to provide real, interesting, up-to-date contexts for language learning by linking a class in Scotland to a student on a year abroad. The students write blogs which provide rich pickings for teachers who want to introduce or revise vocabulary in refreshing, stimulating contexts, or who want to enhance the cultural context of language learning for their class.

Language Linking Global Thinking

A school's experience

The beginning

Our link student was Paige Hepburn, a language student from University of Stirling who was heading off to France for her year abroad. Paige and I discussed the S2 curriculum when we met for the first time last June at the University of Strathclyde. Paige then visited our school to meet the class before she left for France. This meeting helped build a relationship between Paige and the pupils from the very start of the project as it made it more 'real' for pupils.

Using the blog

Over the course of the session, Paige shared a variety of experiences as part of her year abroad, from looking for a flat to how the French celebrate Christmas.

As a class, we read Paige's blog and discussed any new vocabulary or grammar structures that pupils could use in their own work. Pupils developed their reading and dictionary skills as there was more extensive vocabulary in the blog which has been beneficial for the more able pupils. Paige's photos have also been engaging and very useful when exploring the more cultural elements of learning a language. Once pupils have understood the text, they work in groups to come up with comments and questions for Paige in a mixture of French and English. We then add these to the

comments section of the blog. Paige also kindly sent us a postcard – the pupils absolutely loved this!

What have been the benefits of the project?

Taking part in SCILT's Language Linking Global Thinking initiative this session has been an amazing experience for pupils as it has given them a real life context for language learning. It has given pupils the opportunity to read about Paige's experience living and working in France as well as discover some interesting facts about French culture. It has consolidated their learning of topics we have covered in class as well as enhancing their writing skills when commenting and asking questions about Paige's blog. Overall, this project has illustrated how enriching it is to spend a year abroad.

- "I enjoyed having the connection with Paige because it gave me a chance to learn about how French traditions differ to what we have in Scotland. We learned about Christmas in France including the famous galette des rois, Paige's daily routine as an assistante and her colocataires." Adeen
- "The project was a unique and useful learning experience which helped us understand more about la culture française. We learned new French vocabulary, traditions they celebrate, their diet etc. I liked the fact that Paige's responses were très intéressant, and I loved how much detail and effort she put into answering our questions in her blogs." Alexander

The year abroad blog

My name is Paige Hepburn and I study French and English at University of Stirling, but this year I am working as an English Language Assistant in France! I first heard about the Language Linking Global Thinking project when I was reading about the experiences of previous ELAs on my university's 'French

at Stirling' blog. Everyone who had participated in the project commented on how worthwhile it was to share their experience of living abroad with students in Scotland. It sounded like an excellent opportunity to share my enthusiasm for languages, especially French, and my interest in France with other young people in Scotland.

Through SCILT I was linked with Elena Stylianou at Hyndland Secondary School. We met at the SCILT training day which allowed us to discuss the curriculum, share ideas and SCILT encouraged us to plan the topics of our six contacts together alongside an approximate timeline for contact dates. This has served as a guide for my blog posts. Elena also gave me the course outlines of her classes which allows me to relate the content of the blog to what the students are learning.

Writing the blog posts has encouraged me to do research that I otherwise would not have done to learn more about France and French culture, which has been really interesting and beneficial. I enjoy sharing the information with the class and I particularly enjoy reading their comments and responding to their questions.

Since high school I had wanted to live and work in France for a year, so I'm happy to share information on a way to spend a year abroad. I think travel is an essential experience and languages enhance the benefits and allow greater cultural immersion. I hope that the link inspires some students to consider a year abroad, rather than viewing it as unachievable. I also hope it makes French more real to them, helping them to realise the benefits of learning a language and ultimately motivate them to continue their French studies.

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At the University of Strathclyde, SCILT has a number of partnerships with key organisations in Scotland, UK and further afield.

