

Round table discussions

INN LAC meeting 2022

Thursday 1 September

10.50 – 11.30	Round table 1: Developing employability skills
	<p>It is widely acknowledged that young people will need a wider range of language skills and greater intercultural understanding than is currently the case in order to become effective participants in a future global workforce.</p> <p>In this round table, we will explore how we as national centres can promote the importance of multilingualism, and the associated intercultural competencies that go alongside this, to a broad range of careers.</p> <p>Please consider the following questions:</p> <ol style="list-style-type: none"> 1. How have you promoted the development of employability skills through languages? 2. How successful has this been? 3. What next steps do you plan to take?

11.30 – 12.10	Round table 2: Encouraging sustainability and global citizenship
	<p><i>Learning other languages enables children and young people to make connections with different people and their cultures and to play a fuller part as global citizens.</i></p> <p>As this quote from the Scottish Government's Curriculum for Excellence: Modern Languages Principles and Practice document shows, languages classrooms are uniquely positioned to incorporate Sustainability Education and Global Citizenship into teaching and learning. Learning a language in school offers a window into other cultures, traditions, ways of life and ways of thinking, making learners aware in a very real way of their interconnectedness with the wider world, both socially and environmentally. This gives an ideal forum to tackle issues such as climate, social justice, equality and the environment in a naturally-occurring way.</p> <p>In this round table, we will discuss how this can look in practice, sharing experience and ideas.</p> <p>Please consider the following questions:</p> <ol style="list-style-type: none"> 1. To what extent is sustainability/global citizenship integrated into your national curriculum? 2. Have you engaged in promoting sustainability/global citizenship through language learning? If so, how? 3. How could this be developed further? 4. What challenges might there be?

	5. Are there ways in which we can collaborate together on this?
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14.50 – 15.30	Round table 3: Providing an effective service nationally
	<p>In this round table, we will discuss how to provide a well-managed service through looking at the areas of operational planning, monitoring and evaluation, event management and promotion. This session is hosted by members of the Professional Services team.</p> <p>Please consider the following questions:</p> <ol style="list-style-type: none"> 1. Who are your main funders? And what (if any) are the challenges faced by this type of financing? 2. What strategies do you have in place for planning, monitoring and evaluating projects? 3. What virtual platforms, tools and/or features have you successfully used to host online events, meetings and/or courses? What 3 key points did you have to consider during the pandemic to increase audience participation and engagement? 4. Who is your main audience? And what strategies have you successfully used to reach them to promote your work and opportunities?

Friday 2 September

10.50 – 11.30	Round table 4: Facilitating transitions and liaison between sectors
	<p>In the Scottish education system, transitions are “the moves children and young people make from home to an early learning and childcare (ELC) setting, from there to primary, from stage to stage, from primary to secondary, between schools and from secondary to further education and beyond. Transitions and changes are part of everyone's life. The vast majority of children and young people look forward to moving on. However, transitions can be challenging and support from parents and staff can help transitions go more smoothly.” – Parentzone Scotland</p> <p>Please consider the following questions:</p> <ul style="list-style-type: none"> • What is a key transition phase in your system? (e.g., Early years – primary? Primary – junior secondary? Junior secondary – senior secondary? Senior secondary – university?) • What 3 things work well in terms of communication between partners involved? • Name the top 3 obstacles to smoother transition in this area? • Is there any outside agency in your country to support this liaison? • Can you identify an area of transition that you might like to collaborate on? Who could you learn from? Could you work with another partner to overcome a shared obstacle?

11.30 – 12.10 Round table 5: Supporting diversity, equity, and inclusion

There are so many constantly changing threads that weave into these very broad topics. At SCILT, we are responding to a social evolution that needs to be reflected in languages education. This poses significant challenges, especially for language teachers, since we are working across different linguistic landscapes, borders, and also attitudes to change.

- Which areas of diversity, equality and inclusion currently concern your practice as a language learning organisation:
 - Please order these in terms of significance to your context, placing the most important topic first and the least important last:

Disability and access (relating to physical, mental and learning disabilities)	
Additional support needs	
Anti-racism	
De-colonisation	
Gender identity and gender-neutral language	
LGBTQI+ awareness	
Gender equality	
Religion	
Multilingualism	
Other... (please add suggestions from your own contexts)	

- Is there one element of current practice that you feel is progressing well and that you would like to share a brief overview of?
- Which area do you feel needs most development?
- Have you identified an area on which you could collaborate with a partner?