



**Education
Scotland**
Foghlam Alba

Driving Improvements for Gaelic's Future

Joan Esson HMI

Lead Officer for Gaelic Education

Ag atharrachadh beatha tro ionnsachadh

Overview

- **Identify strengths and improvements from inspection evidence to support self-evaluation**
- **Set the scene for discussions on the strategic direction of Gaelic Education**
- **Drivers of Improvement to be discussed are:**
 - Strategic leadership of self-evaluation**
 - Practitioner leadership**
 - Immersion**
 - Early years**
 - Secondary curriculum**

Our successes

- **Practitioners', parents' and partners' commitment to developing children's fluency through immersion**
- **The growing interest in Gaelic (Learners)**
- **The growth of GME in some areas of Scotland**
- **Attainment in qualifications specific to Gàidhlig**
- **Enriching language and culture opportunities to support children's and young people's fluency**
- **Positive learners' experiences in classrooms**
- **Practitioners who are responding well to bespoke arrangements for initial training and career-long professional learning**

Driver: Strategic leadership of continuous improvement

Ag atharrachadh beatha tro ionnsachadh

There are three inter-related components of Gaelic Education:



**Gaelic Medium Education, immersion,
1+2**

**Gaelic as an additional language,
Gaelic (Learners), 1+2**

**Learning about Gaelic as part of
Scotland's identity**

“Self-evaluation is the heart beat of the school (and LA) and lifeblood of learning” MacBeath

The curriculum should have a clear rationale based on shared values, learners’ entitlements, four capacities, design principles, local circumstances, local and national advice, views of parents, raising attainment, self-evaluation, meeting the needs of groups of learners, ie those learning Gaelic and through Gaelic



Advice on Gaelic Education

- **Owned by all: tells a clear, coherent story to support improvement for excellence and equity**
- **Clear methodology for implementing change: Be clear on how, what and why to improve**
- **Practice-based not just paper-based**
- **Brings clarity and consistency to learning, teaching and assessment**
- **Provides context for other self-evaluation frameworks, eg How good is our school/ELC?**



Ag atharrachadh beatha tro ionnsachadh

How good is our provision for Gaelic?



How are we doing?

How do we know?

What are we going to do now?

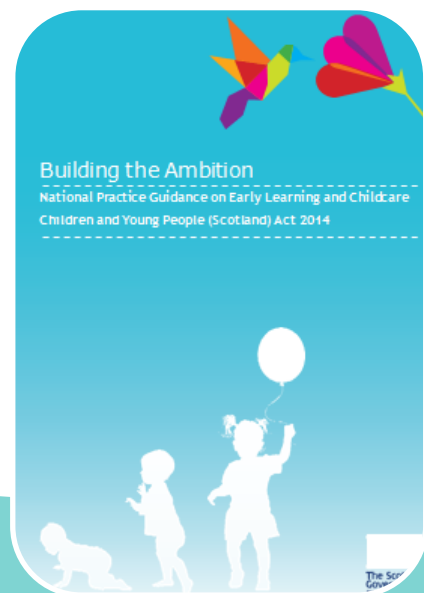


How good is our early learning and childcare?!

February 2016

**Gaelic Language Plans
Service Plans
School Improvement
Plans**

Ag atharrachadh beatha tro ionnsachadh



Driver: A framework for developing practitioner leadership

“High-quality teachers are the most valuable asset that Scotland has for securing a sustainable future for the Gaelic language. They need to be continually valued and supported in this crucial role” HM Inspectors

“Teacher leaders are passionate about learning and teaching... and ambitious for the success of children and young people in their pursuit and delivery of diverse and creative pedagogy” SCEL Framework for Educational Leadership

“...the most successful education systems ...invest in developing their teachers as **reflective, accomplished and **enquiring professionals** who have the capacity to engage fully with the complexities of education and to be key actors in shaping and leading educational change”** Graham Donaldson



- **“There are effective examples of partnerships being flexible and creative in providing initial teacher education for Gaelic Medium Education (GME) to suit local circumstances”**
 - **“Partnerships should continue to develop initial teacher education which is bespoke to Gaelic Medium Education, is delivered through the medium of Gaelic and develops leadership qualities from the start of a teacher’s career”**
HM Inspectors
-

Driver: Immersion translating to fluency and attainment

“Gaelic Medium Education is high-quality learning through immersion. Alternative models lead to the dilution of standards and as such are non-compatible with the development of strong and sustained GME”

HM Inspectors

- Learners need to experience **high-quality total immersion** as part of GME until they have a secure foundation in the language and a level of fluency that will enable them to build on the progress made in Gaelic
- Teachers' **monitoring and tracking of progress and achievement** needs to ensure that children have received **sufficient total immersion**
- A range of approaches are used in total immersion to enable children to hear and absorb high-quality Gaelic
- In delivering learning in the total immersion playroom and classroom, staff need to ensure learning which is **progressive and coherent**

Immersion across the BGE: from end of P3/beginning of P4

- In the immersion phase, the curriculum in its **entirety** continues to be taught **through the medium of Gaelic** across all four aspects of **learning in collaboration with secondary staff**
- In the immersion phase, children begin to read and write in English language and to learn at a quicker pace across the curricular areas and contexts
- Teachers plan children's learning to develop **vocabulary** connected to the different areas of the curriculum, **language skills, grammar and an appreciation of Gaelic language and culture**

Immersion across the BGE: secondary

- **Gaidhlig and GME is an entitlement to the end of the broad general education** with learning pathways to national qualifications, achievements and development of skills
- **Learners need to be using Gaelic beyond the Gaelic classroom**
- **The senior phase needs to have flexibility and choice to enable learners to continue to develop the totality of the curriculum through Gaelic to impact on fluency**
- **Monitoring and tracking needs to be checking young people's progress in Gaelic and improving their fluency as an entitlement to personal support**

Achievement of a level in GME

Immersion

Literacy through English from P7

Numeracy In GME

Literacy in GME

- Children need to have sufficient fluency to be able to demonstrate their achievement using Gaelic
- Specific advice on Gaelic Medium Education and support resources are available on the [National Improvement Hub](#)

Driver: Early years, early gains

Children are accessing GME at different stages during the early level

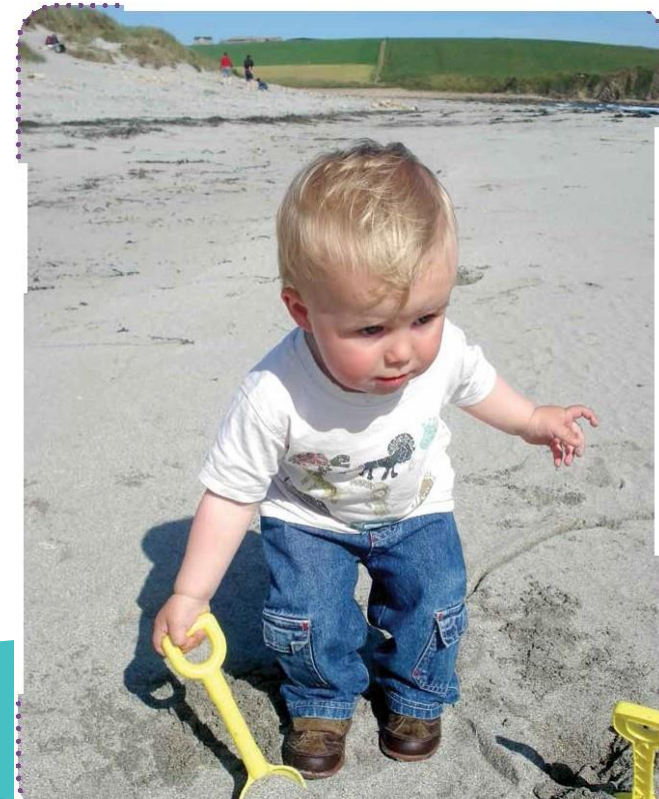
Access at P1 needs to be kept open

There is scope to improve attainment with more children accessing total immersion on the commencement of statutory education



“Staff have a key responsibility to use high-quality Gaelic. They have many roles in the Gaelic Medium playroom: **care and nurture, model Gaelic, interacting in children’s play, acting and using prompts to aid understanding, ensuring high-quality learning and teaching. Their **use of high-quality Gaelic all of the time with children is essential**”**

HM Inspectors



Free-flow play, interactions and immersion

“The curriculum is what the practitioner wants children to learn within a **caring, nurturing environment** – the **intentional promotion** of experiences and **interactions** which are important for young children to learn. These intentions must be supported by the environment” Building the Ambition



Free-flow play, interactions and immersion

“....pedagogy is about the interactions and experiences which support the curriculum and the process of how children learn. This is inseparable from what young children should learn – the content of the curriculum” Building the Ambition.

“Through play, children will access all areas of the curriculum... The regular changing of contexts for play, both indoors and outdoors, helps ensure that children’s language and vocabulary is being extended”

HM Inspectors

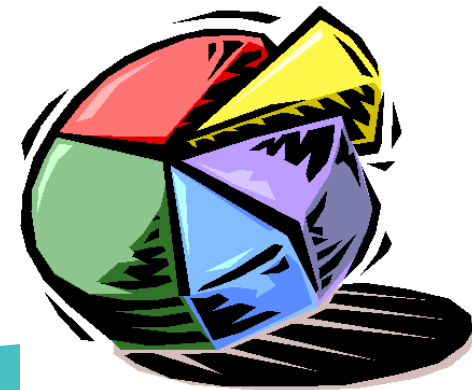


Driver: A secondary curriculum with continuity through collaboration

The primary sector currently presents the richest possibility for having high-quality immersion in a 3-18 learners' journey in GME. How can we work together to maximise this in raising attainment, improving fluency and extending provision at secondary?

**“It takes a whole village to raise a child.”
African proverb**

- An **outcome of the curriculum** is for young people to feel equally confident in the use of Gaelic and English in a full range of contexts
- The aim is for a **proportion** of learning, teaching and assessment to be through the medium of Gaelic across the four contexts at the secondary stages. This should include **planned and progressive immersion opportunities** to help impact on fluency



- The curriculum needs to be **designed and planned** across stages and contexts using the **Significant Aspects of Learning** and the **Experiences and Outcomes** to **build a curriculum that is specific to GME**
- This is the **secure foundation** on which **further fluency** is built to enable the use of Gaelic in all curricular areas and contexts
- Planning of learning, teaching and assessment needs to take account of **breadth, challenge** and **application**
- **Monitoring** and **tracking** is showing dips in fluency, what are the interventions that we suggest?
- There is **clear correlation** between **immersion, fluency, raising attainment** and the **benefits of bilingualism**

“Partnership and collaboration are significant features of a highly-effective school and a high-performing learning system” How good is our school?

**QI 2.2 Curriculum, QI 2.5 Family learning,
QI 2.6 Transitions, QI 2.7 Transitions**





Joan.Esson@EducationScotland.gsi.gov.uk

www.educationscotland.gov.uk