

Sharing the vision: Advice on Gaelic Education

Joan Esson, HM Inspector of Education

Transforming lives through learning

Advice on Gaelic Education

February 2015



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- **Important information on the national context**
- **Based on evidence from inspections, reviews and validated self-evaluation**
- **Covers engagements and consultations with a wide range of stakeholders, 2012-14**
- **Describes best practice to support evaluating and planning for improvement**
- **Supports professional dialogue and learning**
- **An agenda for discussion with partners**

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The contents of the *Advice*:

- Detail of legislation and policy
- Engagement with parents
- High-quality learning and teaching
- Gaelic Medium Education
- Gaelic Learner Education
- Ethos for Gaelic
- Learners with additional needs
- Gaelic language and culture

Looking back at the successes of GME



“Gaelic has the potential to become an international model of best practice” HMI, June 2011

“Scotland’s Gaelic model could be world-leading” TESS



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**“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, 2015

If I had a wish ...

An advertisement for 'Thig gam theagasg!' (Come to the graduation!). It features a young girl in a red graduation gown and a plaid tie, smiling and holding a diploma. The text is in Gaelic. In the top left corner, there is a blue logo for 'Gabh an Cothrom' (Get the chance). In the bottom left corner, there is a small logo for 'Eòlas na Gàidhlig' (Gaelic Education). In the bottom right corner, the website 'www.teagaSg.com' is listed.

Gabh an Cothrom

Thig gam theagasg!

A bheil thu ag iarraidh dreuchd a bheir toileachas agus tlachd dhut? Ma tha, carson nach tig thu gam theagasg?

Eòlas na Gàidhlig

www.teagaSg.com

TEACHING SCOTLAND'S FUTURE

Report of a review of teacher education in Scotland

“Some aspects of learning are so central to being a teacher that they should be core elements for every student. Beyond this it is desirable to have diversity within the broad expectations of the standard, for example to enable specialism.. to take account of individual interests, prior learning and needs”

Professor Graham Donaldson



**Professional Standards
and update, professional
Review and
Development**



**Scottish Masters
Framework**

**Framework for
Educational Leadership**

**High-quality professional learning
to support teachers of GME**

“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, 2015

Children need to benefit from total immersion on the commencement of statutory education in pre-school provision as a 3-18 **continuum of learning**



“Staff 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, 2015



- 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 from end of P3/beginning of P4 onwards

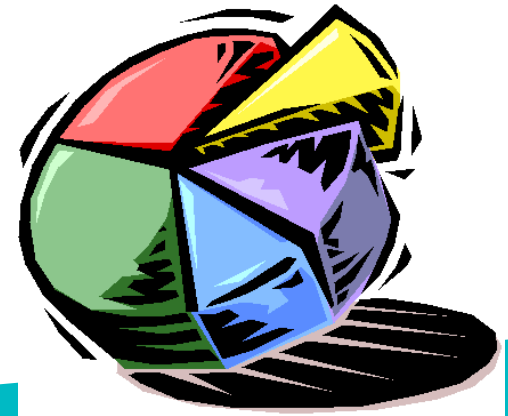
- In the immersion phase, the curriculum in its **entirety** continues to be taught **through the medium of Gaelic** across all four aspects of learning
- In the immersion phase, children begin to read and write skills in English language and to learn at a quicker pace across the curricular areas and 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**

Time is ticking on the secondary GM curriculum. Time to re-focus on maximising the totality of the GM curriculum



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 in the four contexts across secondary stages to be through the medium of Gaelic. This should include **planned and progressive immersion opportunities** to help impact on fluency



Clear rationale based on shared values, learners' entitlements, four capacities, design principles, local circumstances, local and national advice, views of parents, meeting the **needs of groups of learners**, ie those **learning Gaelic and through Gaelic**



“The totality of all that is planned for children and young people throughout their education” (*Building The Curriculum 3*)

Curriculum areas and subjects



Interdisciplinary projects and studies



Opportunities for personal achievement



Ethos, life of the school



Joint planning with **partners** - the community, community learning and development, Gaelic organisations, partners, community, universities, colleges, employers


Quality **digital learning and teaching**:
Anytime, any place learning




“Twenty-first century teachers must help to equip future generations to thrive in an environment of **fast, continuous and **fundamental change** and must themselves capitalise on potentially **far-reaching implications for teaching and learning**”**

Professor Graham Donaldson, 2013



- **Gaidhlig and GME is an entitlement in the broad general education** with 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**
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Gaelic Medium in **A 1+2 Approach to Languages**

- Gaelic is still the **first language** that children learn in the GME curriculum followed by English with pathways to secondary to the end of the bge
 - By P5, they will be introduced to an **additional language** in which they need to experience **breadth, depth and challenge** with pathways to secondary
 - The ethos of the school is more conducive to Gaelic if **all learners have an opportunity to learn Gaelic** and about the culture and heritage of Gaelic as part of Scotland's identity
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**“Gaelic Learner Education has the potential to create new speakers of Gaelic”
National Gaelic Language Plan 2012-17**

1+2: Unlock the potential



- ***A 1+2 Approach for Language Learning*** affords an important framework for increasing the number of those learning Gaelic in English medium education
- Gaelic (Learners) can be the first or second additional language
- The learning of an additional language, which might be Gaelic (Learners), is an **entitlement for all as part of the broad general education up to the end of S3**, within the languages curriculum area

- **Both Curriculum for Excellence and a 1+2 Approach promote learning Gaelic in the broad general education as a continuum of learning with opportunities for awards and qualifications in the senior phase**
- **The standard for Gaelic Learner Education(GLE) 3-18 is based on the Experiences and Outcomes and the specifications of SQA and other awards**
- **Effective transition between the primary and secondary is key for progression and continuity**
- **Curriculum design, eg specialisation, electives and master classes need to be used to increase uptake for GLE**



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