

Polaisidh Foghlam tro Mheadhain na Gàidhlig

Gàidhlig-Medium Teaching Approach Policy



Updated 21/6/17

Adhbhar/Rationale

"The Educational benefits of bilingualism are well documented. It is widely accepted that children speaking two languages seem to have a greater facility for handling all aspects of the thought process. Bilingualism can also enhance a child's prospect of successfully learning other languages."

"Fios is freagairt"- Information for Parents on Gàidhlig Education, published by Comunn na Gàidhlig, 1997, P2

Foghlam Tro Mheadhain na Gàidhlig ann am Bun-sgoil Chondobhrait/Gàidhlig Medium Education in Condorrat Primary School

Gaelic Medium Education involves the use of the Gàidhlig Language for all learning and teaching, across all subjects in the Primary School Curriculum. Gàidhlig immersion methods are used initially and then English is introduced gradually as the children progress through their time in primary school. Children attending GME follow the same broad curriculum as learners in the English stream of the school. The aim is to bring the learners to the stage of 'broadly, equal competence' in Gàidhlig and English, in all the skill and subject areas of the Primary Curriculum by the end of Primary 7.

Amasan/Aims

- To promote the Gàidhlig language and culture.
- To promote the benefits of learning a second language.
- To deliver the Gàidhlig language at a time of natural learning for children.
- To promote confidence and enjoyment through active learning.
- To enhance personal and social development.
- To enable the children to acquire the Gàidhlig language through every day class activities.
- To provide opportunities for the children to take part in cultural events.

Amasan-Goirid/Objectives

- To enable our learners to speak Gàidhlig.
- To develop our learners creativity through the Gàidhlig language.
- To immerse learners in the Gàidhlig language/culture.
- To create a sense of pride in learners knowledge and use of the Gàidhlig language.
- To raise awareness of different dialects/cultures.
- To encourage tolerance of other cultures.
- To raise awareness of the Gàidhlig media and arts.
- To foster inclusion throughout the whole school.

UALLACH LUCHD-OBRACH/STAFF REMITS

MANAGEMENT TEAM

- To always positively promote the Gàidhlig language within the school.
- To recognise opportunities to promote liaison between the Gàidhlig and English stream of the school.
- To monitor and review the Gàidhlig Support for Learning programme.
- To provide support from external agencies for Gàidhlig speaking learners.
- To provide CPD opportunities for the GME staff.
- To provide an extensive and thorough Gàidhlig Medium curriculum in accordance with the CFE outcomes.

TEACHING STAFF

- To speak Gàidhlig in their class at all times.
- To positively promote the Gàidhlig Language at all times.
- To plan daily activities to meet the needs of all learners in their class.
- To liaise with colleagues and support staff.

- To plan a challenging and comprehensive curriculum for all learners in their class, in accordance with the CFE outcomes.
- To promote active learning in their class.
- To use ICT to address/improve present GME resource issues.

NON-TEACHING STAFF

- To positively promote the Gàidhlig language at all times.
- To liaise with and support all teaching staff.
- To engage with Gàidhlig speaking learners in Gàidhlig at all times.
- To help and support their child with homework tasks and make use of the online homework supports available to them.

PARENTS

- To promote the Gàidhlig language at all times.
- To liaise with all school staff.

Gàidhlig san sgoil/Promoting the Gàidhlig language in our school

As the learners of Condorrat Primary School are primarily from non-Gàidhlig speaking homes it is vital that they achieve a good grasp of the Gàidhlig language prior to them beginning to learn in English. In addition to this, we have to ensure we are giving the children enough opportunity to develop their Gàidhlig skills naturally in relevant contexts in school. This is vital, as our pupil's Gàidhlig does not develop naturally at home as it is not spoken in the homes of most of our pupils. We are therefore, recreating this natural development in our school environment.

In order to best achieve this we have put in place a Gàidhlig language development programme of guidelines for all staff on

how best to develop the Gàidhlig Language curriculum in our school.

Where any GME pupil experiences difficulties in accessing the curriculum due to their developmental/personal needs, then support for learning or outside agency support will be requested, e.g. Educational Psychologist, Speech and Language support e.t.c.

A' Chànan Ghàidhlig/Gàidhlig Language Programme

Oral Gàidhlig Language

An oral Gàidhlig language programme is in place from the Nursery to Primary seven in accordance with the CFE levels. This should be used to plan, record and assess the progression and development of the children's Gàidhlig language skills. Oral Gàidhlig language work should be used to introduce, reinforce and consolidate Gàidhlig language structures, idioms and grammar. It is through this oral work that the learner's natural ability to use the Gàidhlig language is enhanced and further develops. Particular attention should be paid to the children's pronunciation ('b/as') to ensure words are phrased correctly.

Oral Gàidhlig language work should be done-

P1-3 classes - 20 minutes every day

P4-7 classes - 30 minutes every day

* This time does not include curriculum related language work undertaken in conjunction with other classroom activities. Developing the learner's ability to verbalise thoughts and opinions using correct Gàidhlig structures will also greatly improve written work.

An Dòigh Teagaisg/Gàidhlig Medium Teaching Methodology Nursery to Christmas P3

Total Gàidhlig Immersion, where the children are consistently immersed in the Gàidhlig language. All curricular areas are taught through the medium of Gàidhlig, including homework. Learning is promoted through eye contact, body language, facial gesture, head movement, songs/rhymes and active learning. Collaborative learning approaches should be used daily to promote the learners' use of their Gàidhlig with their peers. GME staff should speak Gàidhlig at all times in the class. Where further clarification is needed for a pupil perhaps at Nursery/P1 stage, a mix of Gàidhlig/English is acceptable but shouldn't become a regular occurrence e.g Cuir ort do shoes agus jacket, Trobhad agus suidh sìos air am floor an seo.

Clas a Trì/January in Primary 3 to June Primary 3

Gàidhlig is still the spoken language of the class at all times but English literacy work is undertaken in class with the teacher for an hour and a half each week during which the pupils focus on the English phonic sounds which are not covered through Gàidhlig phonics and they begin learning the English common words as per NLC active literacy. It is most effective if this is done every Friday as this allows for the Mon-Thurs to be used to focus on Gàidhlig literacy. This prepares our pupils to formally start learning English from Primary 4.

Clas a Ceithir Gu Seachd/Primary Four to Seven

The spoken language of the class is still always Gàidhlig. English will still be taught through the medium of Gàidhlig. We have recently re-structured our GME curriculum to allow additional time to focus on developing our learners' skills and understanding of the different types of Gàidhlig texts available to them as follows-

Term 1 (9 weeks)

Week 1, 2, 3, 4 - Gaelic Class Novel

Week 5, 6, 7 English Class Novel

Week 8 & 9 - Gaelic Non-fiction

Term 2 (9 weeks)

Week 1, 2, 3 - Gaelic Poetry/Short Stories/Plays

Week 4, 5, 6 - English Poetry/Short Stories/Plays

Week 7 - Gaelic Non-fiction/Media

Week 8, 9 - English Non-fiction/Media

Term 3 (12 weeks)

Week 1, 2, 3 - Gaelic Novel (Group Texts)

Week 4, 5, 6 - English Novel (Group Texts)

Week 7, 8, 9 - Gaelic Non-fiction/Media

Week 10, 11, 12 - English Non-fiction/Media

Term 4 (10 weeks)

Week 1, 2, 3 - Gaelic Poetry/Short Stories/ Plays

Week 4, 5, 6 - English poetry/ Short Stories/Plays

Week 7, 8 - Gaelic Non-Fiction

Week 9, 10 - English Non-Fiction

* Novels and resources have been organised and labelled in the Gaelic cupboard for all staff to use. There are old Mòd prescribed piece books filled with examples of poetry for all stages P1-Third level. (see Mrs MacLeod DHT for copies of these)

The language balance across the year in our P4-7G classes is always slightly in favour of Gàidhlig, as we consider Gàidhlig as the main language for our GME pupils. Experience has shown us that allowing our pupils to experience too much English

language too soon has a very detrimental effect on their Gàidhlig skills, which is very difficult to redress.

Sgrìobhadh Gàidhlig/Gaelic Writing

We follow North Lanarkshire's active literacy genre led approach to teaching writing. We have allocated writing genres to each stage of the school to ensure we are developing our pupils skills really well and encouraging depth and progression in their writing. The genres are taught as follows-

<u>Stage</u>	<u>Genre</u>
Primary 1G and 2G	Narrative Recount Instruction
Primary 3G	Narrative Recount Instruction Introduce - Report
Primary 4G	Narrative Recount Instruction Report Introduce - Persuasion
Primary 5G and 6G	Narrative Recount Instruction Report Persuasion Introduce - Explanation
Primary 7G	Narrative Recount Instruction Report Persuasion Explanation Introduce - Discursive

Mòr-chruinneachainn/Assemblies

If a Gàidhlig class is responsible for hosting an assembly, the assembly should be in Gàidhlig. An element of drama/role play is vital in portraying the meaning/context to the audience. When assemblies are with a stage partner or for an event, e.g. St Andrews/Nativity etc then they should be done bilingually ensuring a 50/50 balance of both Gàidhlig and English.

Cruth a Chànain/Modelling the language for learners

It is the class teacher's responsibility to ensure that Gàidhlig is always the spoken language of their GME class.

Incentives/rewards should always be used to foster the use of Gàidhlig- e.g. class/group/house points, stickers, praise, responsibilities, opportunities to take part in outside media (BBC) e.t.c.

Sanctions for continually not speaking Gàidhlig may also be used - e.g. loss of points/responsibilities, referral to DHT/HT. Staff should also be aware that over-use of sanctions may develop a negative attitude towards the Gàidhlig language.

As a positive role model for our pupils, GME staff should always speak Gàidhlig to Gàidhlig speaking staff when GME pupils are present. This promotes the value and importance of the language across the school. We cannot expect our pupils to use their Gàidhlig at all times if we as their role models are not setting a positive example to them.

Where a pupil experiences a word or phrase in Gàidhlig they are not familiar with and they struggle to decode it, they should firstly be encouraged to locate the meaning in a dictionary or their teacher should draw/describe what it is. The English translation should not be used as this completely undermines their Gàidhlig language skills by using their first

language (English) instead of utilising their Gàidhlig skills. Once pupils start depending on their English language skills in this way it is very difficult to retrain them to not do this. It also leads to pupils putting English into spoken/written work as they code-switch without realising it.

A-mach Às An Sgoil/Extra-curricular activities

To truly understand the Gàidhlig language it is vital that our learners are given every opportunity to explore and experience the Gàidhlig language outwith the direct school environment. Participation in events, Mòds, Fèisean, after-school clubs, Sports tournaments etc are paramount in developing the learners' skills and their understanding of the Gàidhlig language. By meeting other GME pupils, our pupils learn to appreciate the true value of the Gàidhlig language and appreciate the language more naturally.

OBAIR NA CLOINNE/DISPLAYS

All displays from Gàidhlig classes outwith their own class (shared areas) should be in Gàidhlig to ensure a balance of English/Gàidhlig displays throughout the school.

Displays within GME classes should be as follows-

1. Nursery to P3 - all displays should be in Gàidhlig.
2. P4-P7 - A balance of displays - 50% Gàidhlig 50% English