Gaelic Language Plan (GLP)

This plan has been prepared under section 3 of the Gaelic Language (Scotland) Act 2005. Bòrd na Gàidhlig approved the plan on 3 December 2015.
1. About Education Scotland

1.1 Education Scotland was established on 1 July 2011 by the Cabinet Secretary for Education and Lifelong Learning as a key national body, supporting quality and improvement in Scottish Education, and the delivery of better outcomes for all learners in Scotland. The organisation’s status as an executive agency means that it operates independently and impartially, whilst remaining directly accountable to Scottish Ministers for the standards of its work. This status safeguards the independence of inspection, review and reporting within the overall context of the National Performance Framework. The agency is headed by a Chief Executive who is responsible to Scottish Ministers for its management, performance and future development. Predecessor organisations and teams brought together by Education Scotland are:

- HM Inspectorate of Education (HMie)
- Learning and Teaching Scotland (LTS)
- National Continuing Professional Development (CPD) Team
- Scottish Government’s Positive Behaviour Team.

HM Inspectorate of Education promoted sustainable improvements in standards, quality and achievements for all learners in Scottish education through first-hand, independent evaluation.

Learning and Teaching Scotland was the national body with responsibility for reviewing the curriculum; developing assessment to support learning; providing national guidance on the use of ICT to support education; and for policy implementation and practice development within community learning and development.

The National CPD Team provided strategic support for continuing professional development and professional review and development throughout Scottish education.

The Scottish Government’s Positive Behaviour Team supported schools and local authorities to introduce and embed approaches to promoting positive relationships and behaviour.

1.2 The work of the predecessor organisations and teams has continued within Education Scotland, with increasing collaboration and innovative joint-working across the constituent teams. Two of the predecessor organisations - HM Inspectorate of Education and Learning and Teaching Scotland – already had Gaelic Language Plans. With the establishment of Education Scotland, both plans operated until the conclusion of the Learning Teaching Scotland’s Gaelic Language Plan. The Gaelic Language Plan prepared by HM Inspectorate of Education then became an overarching plan until the creation of this new plan specifically for Education Scotland.
2. Chief Executive’s Foreword

2.1 The creation of Education Scotland’s first Gaelic Language Plan confirms our commitment to partnership working to secure and strengthen the place of Gaelic in Scotland. Education Scotland values all of Scotland’s languages. The focus of this particular plan is Gaelic in recognition of its valuable contribution to Scotland’s heritage and status as an official language of Scotland commanding equal respect to the English language. The Gaelic Language Plan is part of our Corporate Plan and helps exemplify how Gaelic becomes embedded in our role, our priorities and how we intend for Gaelic Education to be part of our positive impact on Scottish education. This Gaelic Language Plan sets our priorities for Gaelic which are articulated to our strategic objectives and also those of the National Gaelic Language Plan: Growth and Improvement, 2012-17. The development of Gaelic Education is dependent on partnership working with the Scottish Government, Gaelic organisations such as Bòrd na Gàidhlig, and groups such as Scottish Qualifications Authority.

2.2 The creation of our first Gaelic Language Plan resulted in a pause for reflection on our many successes for Gaelic Education. Over the years, we are proud to have demonstrated a strong commitment to the strategic development and innovation for Gaelic language, culture and education. Our commitment is maintained and strengthened as we establish Education Scotland. This Gaelic Language Plan shows how we will continue to contribute to the further development of Gaelic Education.

2.3 In fulfilling our strategic objectives, the generic activities we engage in are of direct benefit to Gaelic Education. Along with this, the pivotal focus we have on Gaelic takes account of:

- Gaelic Medium Education (GME)
- Gaelic Learner Education (GLE), and
- the promotion of Learning about Gaelic Language and Culture (LAGC) as part of Scotland’s identity.

Through inspection and review across all sectors of Gaelic Education, HM Inspectors have continued to provide assurance of quality and standards. We build capacity through professional dialogue and share effective practice with practitioners; and gather evidence which informs our advice to Ministers. We prioritise having an HM inspector with expertise in Gaelic Education, or an Associate Assessor, for each inspection and review of establishments with Gaelic Medium provision. A significant milestone for our aspirations for Gaelic Education was realised in the publication, ‘Advice on Gaelic Education’. This Advice recognises the very real progress being made in the provision of high-quality Gaelic Education. We are evidencing that this Advice is having impact, when used for self-evaluation, in assisting those concerned with improving Gaelic Education. It sets out what needs to happen in terms of ambitious planning to enable Gaelic to maximise the benefits afforded by Curriculum for Excellence.

2.4 Our role in leading the implementation of Curriculum for Excellence presents exciting opportunities for Gaelic. Staff across Education Scotland have provided skilled professional input for curriculum planning in early learning and childcare, primary and secondary schools and have undertaken significant development work to support the programme. Our work in taking forward Curriculum for Excellence includes supporting the senior phase for Gaelic (Learners) and Gàidhlig, as well as the translation of materials for facilitating learning through the medium of Gaelic. The report, Language Learning in Scotland: A 1+2 Approach has potential for increasing the numbers benefitting from both Gaelic Medium and Learner Education. We have produced advice on the 1+2 Approach to assist education authorities in maximising this approach to Gaelic. The award ‘Scottish Studies’ and the use of ‘Studying Scotland’
resources opens up opportunities for learning Gaelic and learning about Gaelic to all schools in Scotland. We are leading and supporting the implementation of Teaching Scotland’s Future. Education Scotland staff have taken an active role in contributing to improving all phases of teacher education. We have included clear advice on teacher education programmes for Gaelic Medium Education in our recent Aspect Review of the Education Authority and University ITE Partnership Arrangements (phase one). We work proactively with Bòrd na Gàidhlig for an improved initial teacher education, as well as building capacity for leadership within Gaelic Medium Education. Our partnership working with Social Enterprise Academy enabled teachers in Gaelic Education to receive an Award from the Institute of Leadership and Management to secure further their role as leaders of learning.

2.5 We are proud of what predecessor organisations and Education Scotland have achieved for Gaelic. We are ambitious and aspire high for Gaelic. Our staff with identified responsibilities for Gaelic Education work tirelessly to achieve positive outcomes for Gaelic. In our report, Gaelic Education: Building on the successes, addressing the barriers we said that ‘Gaelic has the potential to become an international model of best practice’. This year the HMI Lead Officer, Assistant Director and Strategic Director with responsibilities for Gaelic Education presented at a very successful conference to share key messages from the Advice on Gaelic Education. Our partners were proactive in supporting us in fulfilling this aim. Education Scotland now looks forward to working with our partners to aspire high to embed the Advice on Gaelic Education with the aim of Gaelic Medium Education ‘being an international model of best practice in the promotion of minority languages’.
3. Information about Education Scotland

3.1 Education Scotland works across the full range of education provision in Scotland, both through the medium of Gaelic and English, with children and adults: early learning and childcare settings, all types of schools including private schools, all colleges, community learning, voluntary organisations and prisons. Since coming into being in July 2011, Education Scotland has become firmly established at the heart of Scottish education. Working in collaboration with our key partners, we are determined to make maximum use of all the resources available to improve the quality of education for all Scottish learners. Being an executive agency means that we have close and direct links with Ministers and the policy departments in the Scottish Government which advise them. This means that the evidence and analysis we provide can be fed directly into the policy-making process.

3.2 The skills and expertise of our staff are our key resource. Our people bring together a rich mix of different roles and backgrounds, including HM Inspectors, curriculum development specialists, development officers, corporate services specialists, analysts, and experts in research, information, communications, technology and other areas. We maintain a blend of permanent employees and staff who join us for periods of time on full- or part-time secondment. This blend helps ensure that we can combine deep national expertise with continuously refreshed thinking and approaches representing the best education practice in schools, colleges and other education delivery contexts. An Assistant Director, and an HM Inspector of Education who is also a Lead Officer for Gaelic Education, have a part-time direct responsibility for the strategic leadership of Gaelic. We also have recently appointed a full-time Senior Education Officer for Gaelic to be part of that team to lead specifically on developments for learning, teaching and assessment. The two latter posts require fluency in Gaelic.

3.3 To achieve our mission for Scottish Education, including Gaelic Education, we will draw on a number of distinctive strengths which result from our role and position in the system and the resources, including staff expertise, available to us.

- **Our national and cross-sectoral reach** - We can provide a service of advice, support and evaluation of education which is based on substantial engagement across all areas of the country. There is scope for national comparison, inspiration and cross-fertilisation covering the full age-range from 3-18 through to adult learning.
- **Our trusted objectivity** – As a result of our independence from the providers of education, and the strong governance arrangements which ensure our inspection judgments are free from inappropriate external influence of any kind, we can provide highly trustworthy evaluations of education practice and its impact.
- **Our access to knowledge and expertise** – Whilst by no means a monopoly, we have direct access, through our staff and Associate Assessors who work with us, to a high concentration of some of the most successful practitioners and practice knowledge in Scotland. We also have the ability, which we aim to develop further, to act as a knowledge hub drawing together knowledge from research, from our own evaluative activities and from practice, as a resource for all educators in Scotland.
- **Our link with national policy** – Drawing on the strengths above, we have a unique evidence base to draw on in our role of providing advice, guidance and support to Scottish Ministers and their officials as they review, develop and generate new policy. We have strong working relationships with policy colleagues on a continuous basis to ensure that this happens effectively.

We believe that, taken together, these strong features highlight the unique contribution that Education Scotland can make as we implement our corporate and Gaelic Language Plans.
However, our success depends on effectively combining our contribution with those of all of our partners, with a joint focus on improving Gaelic Education.

3.4 To assist with inspection and review of Gaelic provision 3-18, we have Associate Assessors who are headteachers, depute headteachers or work within local authorities. Associate Assessors are full members of inspection teams on an occasional basis. For this role, they undergo rigorous training and as a result should be able to build capacity for Gaelic Education within their own schools and local authorities. Periods of secondment and contract for officers helps ensure that we play a key role in helping with the career-long professional learning of education professionals of Gaelic across Scotland. In doing so, we recognise that we are assisting with a current priority of providing leadership roles for those directly involved in Gaelic Education.
Our ambition and vision for Scottish education **is summarised by**

**Scottish learners will progress in one of the most effective education systems in the world, renowned for the ability of national and local partners to work flexibly together to achieve high-quality and equitable outcomes for all.**

Our ambition and vision incorporates a number of key dimensions:

- **‘Scottish learners …’**
  - learner-centred
  Our vision statement sets a high level of ambition and places the learner at the core of everything we do.

- **‘…one of the most effective education systems in the world renowned …’**
  - world view - national and international ambition
  Our vision is for education in Scotland to be globally-renowned for its success, widely acknowledged as being one of the best education systems in the world. Our ambition for Gaelic Education is outlined in our ‘[Advice on Gaelic Education](#)’ and the report, ‘[Building on the successes, addressing the barriers](#)’ in which we said that ‘Gaelic has the potential to become an international model of best practice’.

- **‘…achieve high-quality and equitable outcomes for all.’**
  - a focus on better, more equitable outcomes for learners
  Our vision has a strong focus on improving outcomes and on doing so in ways which seek to eliminate the inequity which currently exists amongst learners from different backgrounds and from particular vulnerable groups.

- **‘…renowned for the ability of national and local partners to work flexibly together…’**
  - partnership working
  Our vision reflects our commitment to playing a lead role in promoting strong partnership working amongst the key partners supporting and delivering education in Scotland, and promoting a vision and ambition which is not simply for ourselves but one which is shared widely by our partners and the users of education services.
5. Setting Education Scotland’s GLP within a national framework

5.1 Education Scotland recognises that Gaelic is an integral part of Scotland’s heritage, national identity and current cultural life. We will promote this through the curriculum and professional learning as part of Scotland’s identity. We recognise this in the way we define Gaelic Education. There is a need to ensure sustainable and ambitious development of Gaelic. We are committed to working with stakeholders and partners to achieve this aspiration. In our work, Education Scotland will seek to:

- enhance the status of Gaelic;
- promote the acquisition and learning of Gaelic; and
- encourage the increased use of Gaelic.

5.2 Education Scotland recognises that the various priority areas identified in the National Gaelic Language Plan will be primarily implemented through our Gaelic Language Plan but that opportunities will arise to promote and develop the language through existing policy measures. Education Scotland will examine current policy commitments to identify areas where Gaelic can be pro-actively incorporated and the priorities of the National Gaelic Language Plan initiated through additional methods. We see this development as corresponding to the normalisation principle which aims to include Gaelic as an everyday part of life in Scotland. In the formation, renewal and monitoring of policies, Education Scotland will ensure that the impact on Gaelic will be in line with the National Gaelic Language Plan.

5.3 One of the key features of the Gaelic Language (Scotland) Act 2005 is the duty placed on Bòrd na Gàidhlig to prepare a National Gaelic Language Plan. The purpose of developing a National Plan is to ensure that there is a comprehensive and widely understood overview of what actions are needed to ensure a sustainable future for Gaelic, and which bodies should take those actions. The ultimate goal of the National Plan is to stabilise and then grow the number of Gaelic speakers in Scotland. The National Gaelic Language Plan identifies four interlinking aspects of language development which need to be addressed, and within them sets out a number of development areas. Education Scotland, as appropriate to our remit, will support and promote activity relevant to acquisition, use, status and corpus of Gaelic.

5.4 Education Scotland’s Gaelic Language Plan is prepared within the framework of the Gaelic Language (Scotland) Act 2005 and is embedded within our Corporate Plan. It sets out how we will use Gaelic in carrying out our business, how we will enable the use of Gaelic when we interact with stakeholders and partners, and how we will promote the development of Gaelic. We recognise that the development of Gaelic Language Plans by public bodies such as Education Scotland is a key component of the 2005 Act. We recognise that our Gaelic Language Plan will help to formalise and communicate to staff, partners and stakeholders what our policy is in relation to the development of Gaelic, and what services in Gaelic they can expect to access from us.

5.5 Education Scotland aims to build further on current partnerships to support the work of our Gaelic Language Plan. Partnership working is central to achieving a number of key benefits, including greater targeting of resources, greater coherence and the tackling of what our report¹ on Gaelic Education refers to as ‘barriers’ to Gaelic Education. To help achieve the targets in our Gaelic Language Plan, we invite productive collaboration from partners such as Scottish Government, General Teaching Council for Scotland (GTCS), Scottish Qualifications Authority

¹ Gaelic Education: Building on the successes, addressing the barriers, Education Scotland June 2011
(SQA), Bòrd na Gàidhlig, Scottish College of Education Leadership (SCEL), Stòrlann, National Library of Scotland and local authorities.

5.6 Education Scotland’s Gaelic Language Plan has been prepared in accordance with statutory criteria set out in the 2005 Act, and having regard to the development areas in the National Gaelic Language Plan and Guidance on the Development of Gaelic Language Plans. Education Scotland is an Agency of the Scottish Government. As such, Education Scotland’s plan complements the Scottish Government’s Gaelic Language Plan.
6. Structure of Education Scotland’s Language Plan

Introduction
This chapter provides background information to the Gaelic Language (Scotland) Act 2005 and its main features. An overview is provided of the key statutory provisions relating to the preparation of Gaelic Language Plans under the 2005 Act. A brief overview of the structure of Education Scotland and its main areas of operation is also provided.

Our strategic objectives as commitments to Gaelic Education
This chapter sets out how we develop and support Gaelic in our core business.

Core Service Delivery Commitments
This chapter sets out how Education Scotland will use, and enable the use of Gaelic in relation to its main business functions.

Implementation and monitoring
This chapter sets out how Education Scotland will help implement the National Plan for Gaelic.

Implementation, Monitoring and Review
This chapter sets out how the implementation of our Gaelic Language Plan will be taken forward, how implementation will be monitored, and how lessons from monitoring will be used in reviews to inform improvements.
7. The Gaelic Language (Scotland) Act 2005 as a framework for preparation of Gaelic Language Plans

7.1 The Gaelic Language (Scotland) Act 2005

7.1.1 The Gaelic Language (Scotland) Act 2005 was passed by the Scottish Parliament with a view to securing the status of the Gaelic language as an official language of Scotland commanding respect equal to that of English language. One of the key features of the Gaelic Language (Scotland) Act 2005 is the provision enabling Bòrd na Gàidhlig (the Scottish Government’s principal Gaelic development body) to require public authorities, such as Education Scotland, to prepare Gaelic Language Plans. This provision was designed to ensure that the public sector in Scotland plays its part in creating a sustainable future for Gaelic by raising its status and profile and creating practical opportunities for its use.

7.2 The requirement to prepare a Gaelic Language Plan

7.2.1 The requirement for Education Scotland to prepare a Gaelic Language Plan was initiated by Bòrd na Gàidhlig issuing a formal notice to that effect under section 3 of the Gaelic Language (Scotland) Act 2005. Education Scotland was issued with a notice in March 2012 and was asked to tentatively submit its Language Plan by March 2013. In discussing this date, there was a recognition that the arrangements for creating and establishing Education Scotland were not sufficiently advanced stage to enable a Gaelic Language Plan to be written. It was then decided that the approval of an extension to September 2013 was the best option. The Gaelic Language Plan prepared by HM Inspectorate of Education then became an overarching plan until the creation of this new plan specifically for Education Scotland.

7.3 Key considerations when preparing a Gaelic Language Plan

7.3.1 The Gaelic Language (Scotland) Act 2005 sets out a number of specific criteria which must be taken into account by bodies preparing Gaelic Language Plans. These are undernoted and are designed to ensure that Gaelic Language Plans which are prepared are comprehensive, consistent and appropriate to the particular circumstances of the body preparing it.

<table>
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<tr>
<th>Criteria</th>
<th>Rationale</th>
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<td>(i) the extent to which the persons in relation to whom the authority's functions are exercisable use the Gaelic language, and the potential for developing the use of the Gaelic language in connection with the exercise of those functions</td>
<td>This consideration is designed to ensure that the Gaelic Language Plans prepared by public bodies take account both of the existing number of speakers within their area of operation, and their potential to develop the use of the language. Generally speaking, the expectation is that public bodies with significant numbers of Gaelic speakers within their area of operation will develop stronger Gaelic Language Plans.</td>
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<td>(ii) statutory guidance on the preparation of Gaelic Language Plans published by Bòrd na Gàidhlig under section 8 of the Gaelic Language (Scotland) Act 2005</td>
<td>Bòrd na Gàidhlig has published statutory guidance under section 8 of the Gaelic Language (Scotland) Act 2005, which provides advice on how Gaelic Language Plans should be structured, and on the content which public authorities should consider including in their plans.</td>
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<td>(iii) the National Plan for Gaelic</td>
<td>The National Plan for Gaelic is a statutory document produced by Bòrd na Gàidhlig under section 2 of the 2005 Act. The National Plan offers a holistic overview of Gaelic</td>
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development needs, covering language acquisition, language usage, language status and language corpus issues. It sets out priorities for Gaelic development, and identifies bodies which can contribute to achieving them.

| (iv) any representations made to the public body preparing its plan about how it uses Gaelic | This provision is designed to ensure that public authorities take into account the views of interested parties in the preparation of their Gaelic Language Plans. The principal means used by Education Scotland of obtaining these views was by public consultation. |
| (v) the principle of equal respect | Bòrd na Gàidhlig’s guidance states that giving Gaelic equal respect does not automatically mean identical treatment for Gaelic and English, or that a particular level of Gaelic provision must be made available in all circumstances. Instead, it encourages public authorities to endeavour, whatever the particular linguistic landscape they face, to be supportive and generous to Gaelic development and to prepare their Gaelic Language Plans with a view to facilitating the use of Gaelic to the greatest extent that is appropriate to their individual circumstances. |
8. Our strategic objectives as core commitments to Gaelic

8.1.1 Education Scotland is committed to the promotion of high standards and the sharing of best practice as part of its core business. This part of our Gaelic Language Plan sets out Education Scotland’s commitment to the development of Gaelic as part of our strategic objectives. These sit within the targets set in our Corporate Plan 2013-2017 from which Gaelic Education will also benefit. The purpose of this approach is to foster a better understanding of Education Scotland’s role for the strategic development of Gaelic Education. Our partners also need to be committed to working collaboratively and productively with us to create a climate of ambition for Gaelic Education. For all the following commitments regarding bilingual services and resources we will demonstrate equal respect for Gaelic and English and make an active offer.

Strategic Objective 1: Build a world-class curriculum for all learners in Scotland

<table>
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<tr>
<th>Proposed outcome</th>
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<tr>
<td>Continue to build a curriculum for all learners in Gaelic Education</td>
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**Summary of current practice**
For this strategy we have been embracing the totality of curriculum, learning, teaching, assessment and support across all contexts in which Education Scotland works, including educational establishments, communities, with partners, with learners from early years through to lifelong learning, and their parents/carers. This strategy is seeking to improve the lives of all of our citizens by involving everyone who has a stake in having a world-class curriculum in building it. Our strategy seeks to raise achievement and improve life chances for all and, in so doing, build confidence and trust in a modern, vibrant and ever-relevant curriculum. Our strategy has a strong focus on promoting and securing full alignment across national policy imperatives, including the Scottish Government’s public sector equality duties and the associated equality outcome on education, and is underpinned by them. We are working to build and support a learning system in which the strong collective engagement of a highly professional workforce creates a *virtuous cycle of improvement*. This learning system has learners at the centre and relies on a high-quality professional workforce to make it work. We have had a particular focus on 1+2 Language Approach, the senior phase, ‘Advice on Gaelic Education’ and assessment.

**Actions required**
Continue to give a strategic direction to the development of the curriculum for Gaelic Learner Education(GLE), Gaelic Medium Education(GME) and Learning about Gaelic Language and Culture (LAGC) to include:
- information on Gaelic Education in the curriculum and other relevant sections of our online services
- supporting schools in building a four-context GME curriculum, particular at the secondary stages, that provides coherence and progression while schools await further solutions to staffing shortages
- building an area of Education Scotland’s online service that supports schools with designing a four-context GME curriculum and learning for GLE and LAGC which is a platform that links to other partners’ websites and commitments for education in their Gaelic Language Plans
- define further and support total immersion and immersion as a continuum for learning in GME
- monitoring how well the broad general education and the senior phase are providing
young people with opportunities for development of skills, knowledge and understanding in GLE, GME and LAGC and preparing them for qualifications and awards in the senior phase

- promoting the use of the digital technologies to provide high-quality learning through the medium of Gaelic and for GLE and LAGC ensuring that as Glow evolves, that online spaces in which young people learn are available through the medium of Gaelic
- building an area of Education Scotland online service in which we will share best practice from inspection to encourage schools to be self-improving. This will address key issues such as increasing numbers and transitions, also encourage schools and education authorities to share with us their best practice in GME, GLE and LAGC through the online professional learning communities on Glow
- continue to use events such as the Scottish Learning Festival and invites for conferences from other partners to drive improvement in Gaelic Education.
- continue to develop 1+2 Language Approach for GLE, GME and LAGC
- work with Modern Languages pilot to establish more case studies that evaluate and review the impact and benefits for Gaelic Education of a 1+2 Language Approach

**Target Date**
Immediately, from start date of this plan for all actions.

**Lead Responsibilities**
Lead Officer and Senior Education Officer for Gaelic Education.

**Actions required**
Review and amend all resources provided to support developments in the senior phase.

**Target Date**
Immediately, from start date of this plan for all actions.

**Lead Responsibilities**
Senior Education Officer for Gaelic working with Senior Education Officers in other curricular areas.

**Actions required**
Include information on GME, GLE, LAGC and bilingualism on Education Scotland’s online service as a platform that links to other partners’ websites. This will include, for example Parentzone and Early Years section.

**Target Date**
Immediately, from start date of this plan for all actions.

**Lead Responsibilities**
Lead Officer and Senior Education Officers for Gaelic Education working with Lead Officer for Parental engagement and Comann nam Pàrant.

**Actions required**
Ensure that Education Scotland’s online Gaelic service has helpful information that links to other partners’ websites.
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<tr>
<th><strong>Target Date</strong></th>
<th>Immediately, from start date of this plan for all actions.</th>
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<tbody>
<tr>
<td><strong>Lead Responsibilities</strong></td>
<td>Lead Officer and Senior Education Officer for Gaelic Education working with officers in other areas.</td>
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<tr>
<td><strong>Actions required</strong></td>
<td>Continue embedding GME within Education Scotland reports, including Curriculum Review Reports and Aspect Reviews on Teacher Education.</td>
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<tr>
<td><strong>Target Date</strong></td>
<td>Immediately, from start date of this plan for all actions.</td>
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<tr>
<td><strong>Lead Responsibilities</strong></td>
<td>Lead Officer and Senior Education Officers for Gaelic Education working with others across the organisation.</td>
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<tr>
<td><strong>Actions required</strong></td>
<td>Working with other teams and work streams, support developments in raising attainment, Scottish Survey of Literacy and Numeracy for GME and the Scottish Attainment Challenge.</td>
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<tr>
<td><strong>Target Date</strong></td>
<td>Immediately, from start date of this plan for all actions.</td>
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<tr>
<td><strong>Lead Responsibilities</strong></td>
<td>Senior Education Officer for Gaelic working with officers for assessment and moderation and the Scottish Government and SQA.</td>
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<tr>
<td><strong>Actions required</strong></td>
<td>Support developments in improving provision for children and young people who need support in their GME learning.</td>
</tr>
<tr>
<td><strong>Target Date</strong></td>
<td>Immediately, from start date of this plan for all actions.</td>
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<tr>
<td><strong>Lead Responsibilities</strong></td>
<td>Senior Education Officer for Gaelic, Lead Officers for ASN and the Lead Officer for Gaelic Education</td>
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<tr>
<td><strong>Actions required</strong></td>
<td>Working with other teams and work streams make available translations of key learning materials for GME 3-18 and key learning materials for GLE and LAGC.</td>
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<td><strong>Target Date</strong></td>
<td>Immediately, from start date of this plan for all actions.</td>
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<tr>
<td><strong>Lead Responsibilities</strong></td>
<td>Senior Education Officer for Gaelic working with Senior Education Officers for curricular areas,</td>
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including with Stòrlann.

**Actions required**
Establish a new structure of curriculum review board, with the involvement of stakeholders, parents, learners and other partners, including industry that will ensure the curriculum remains relevant and capable of delivering high-quality learner outcomes.

**Target Date**
In line with timescale for other curricular areas

**Lead Responsibilities**
Senior Education Officer for Gaelic

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### 8.2 Strategic Objective 2: Promote high-quality professional learning and leadership amongst education practitioners

**Proposed outcome**
Practitioners have access to high-quality professional learning and leadership

**Summary of current practice**
For this strategy we are supporting 3-18 provision in a full range of areas. We do this through organised events, engagement visits and inspections. Our publications are also designed to support professional learning.

**Actions required**
Ensure that our work on Teaching Scotland’s Future in driving forward the agreed implementation programme, including initial teacher education, career-long professional learning and educational leadership includes Gaelic Medium Education (GME). This will include a professional learning community for all those involved and/or interested in GME.

**Target Date**
Immediately from start date of this plan for all actions.

**Lead responsibilities**
Lead Officer and Senior Education Officers for Gaelic Education with assistance from Lead Officers and Development Officers for Teacher Education working with Professional Learning Adviser.

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**Actions required**
Work with our partners to provide high-quality career-long professional learning through the national professional learning library on Glow that addresses local and national priorities, and promotes best practice.

**Target Date**
Immediately from start date of this plan for all actions.

**Lead Responsibilities**
Senior Education Officer for Gaelic working with the Professional Learning Adviser
**8.3 Strategic Objective 3: Build the capacity of education providers to improve continuously their performance.**

**Proposed outcome**
Education providers who demonstrate that their performance is continuously improving.

**Summary of current practice**
This objective aims to ‘build the capacity of education providers to improve their performance continuously’. Evidence suggests that the education system in Scotland is ‘good’ but with the help of our partners we want it to become a ‘great’ system. We want to build and support a learning system in which the strong collective engagement of a highly professional workforce creates a virtuous cycle of improvement. This has learners at the centre and relies on a high-quality professional workforce to make it work. For this, we will ensure that the approaches and tools we promote for the purposes of self-evaluation in Gaelic Education are aligned closely to a context for Gaelic. We support access to effective practice, analysis and data to inform self-improvement activities and provide specific professional learning to help them use data effectively to improve performance. Our support for self-evaluation supports the provider’s own work in facilitating innovative practice and leading change and improvement. It also enhances the provider’s ability to make more precise and valid judgments on the quality and effectiveness of their own work and allows for access to a wider range of skills, knowledge and information.

Where a well-established and highly effective improvement culture exists, practitioners are proactive in looking to others for new ideas that challenges their practice and supports the continuous improvement process.

**Actions required**
Ensure that the approaches and tools we promote for the purposes of self-evaluation and self-improvement are reviewed regularly and updated to ensure they are fit for purpose for Gaelic Education.

**Target Date**
Immediately from start date of this plan for all actions.

**Lead Responsibilities**
Lead Officer for Gaelic Education with Lead Officers in self-evaluation, early learning and childcare settings, primary, secondary and special.
**Actions required**
Enhance the ability of local authorities and community planning partnerships to drive their own improvement for Gaelic Education, including by reviewing how Validated Self-Evaluation could be better used for improving Gaelic Education.

**Target Date**
Immediately from start date of this plan for all actions.

**Lead Responsibilities**
Network Support Team, Lead Officer Education Authorities working with Lead Officer for Gaelic Education.

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**Actions required**
Provide Gaelic versions of key self-evaluation documents to encourage professional dialogue through the medium of Gaelic.

**Target Date**
Immediately from start date of this plan for all actions.

**Lead Responsibilities**
Lead Officer and Senior Education Officer for Gaelic.

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**8.4 Strategic Objective 4: Provide independent evaluation of education provision**

**Proposed outcome**
We aim to have a robust evidence base on all aspects of Gaelic Education from inspection and review.

**Summary of current practice**
This strategy aims to provide independent evaluation across all sectors of education as part of inspection and review. In all of these, we respect the role of Gaelic and ensure that staff with sufficient expertise are involved in our evaluative activities. We always ensure that there is an evaluative comment about Gaelic in all our publications resulting from our inspection and review activities.

**Actions required**
Continue to carry out programmes of independent inspection, review and continued engagement, school consultations and other evaluation activities, consistent with our inspection and review principles and code of practice. In doing so, continue to have an HMI or AA with expertise in Gaelic Education on all inspections and other evaluative activities of Gaelic Medium provision in early learning and childcare setting, school, college and community learning and development and whenever possible for Gaelic Learner provision. In deciding on arrangements for continued engagement, ensure that cognisance is taken of the strengths and development areas of GME provision, with the continued involvement of an HMI or AA with expertise in Gaelic Education.

**Target Date**
Immediately from start date of this plan for all actions.

**Lead responsibilities**
Assistant Director: inspection and review, colleges and community learning and development
working with HMI Lead Officer for Gaelic Education, early years, school years, colleges, community learning and development, and Area Lead Officers.

### Actions required
Ensure that knowledge from inspection, review and other evaluative activities is used for improvement purposes and available, as appropriate, to providers and practitioners at local level.

### Target Date
Immediately from start date of this plan for all actions.

### Lead Responsibilities
HMI Lead Officer for Gaelic Education

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### Actions required
Ensure that the process of inspection and review is in itself an effective intervention that supports evaluation, improvement, professional learning and capacity building for Gaelic Education.

### Target Date
Immediately from start date of this plan for all actions.

### Lead Responsibilities
HMI Lead Officer for Gaelic Education and Inspection and Review Strategy working with all HM Inspectors and Associate Assessors.

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### Actions required
Continue to provide a Gaelic version of inspection letters and reports of Gaelic Medium provision and ensure that evaluative comments are made about Gaelic Education in inspection letters.

### Target Date
Immediately from start date of this plan for all actions.

### Lead Responsibilities
Assistant Director: Inspection and review, Sector Lead Officers, Managing Inspectors working with Lead Officer for Gaelic Education

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### Actions required
Ensure that updates to Inspection Advice Notes and/or the ‘Advice on Gaelic Education’ sets expectations for Gaelic Education.

### Target Date
Immediately from start date of this plan for all actions.

### Lead Responsibilities
Assistant Director: Inspection and review working with Lead Officer for Gaelic Education
# 8.5 Strategic Objective 5: Influence national policy through evidence-based advice

## Proposed outcome
Contribute to national policy from our evidence-based advice.

## Summary of current practice
Our work on Gaelic Education covers all aspects of education and is based on inspection evidence. We make significant and valuable contributions to discussions on policy. Currently our work is making significant contributions to the provisions of the forthcoming guidance from the Education (Scotland) Bill/Act 2016. We also provide very valuable support to Gaelic organisations to assist with the National Gaelic Language Plan and to strategies, for example that for Teacher Education and the Early Years.

## Actions required
- **Proposed outcome**: Contribute to national policy from our evidence-based advice.
- **Summary of current practice**: Our work on Gaelic Education covers all aspects of education and is based on inspection evidence. We make significant and valuable contributions to discussions on policy. Currently our work is making significant contributions to the provisions of the forthcoming guidance from the Education (Scotland) Bill/Act 2016. We also provide very valuable support to Gaelic organisations to assist with the National Gaelic Language Plan and to strategies, for example that for Teacher Education and the Early Years.

## Actions required
- **Proposed outcome**: Contribute to national policy from our evidence-based advice.
- **Summary of current practice**: Our work on Gaelic Education covers all aspects of education and is based on inspection evidence. We make significant and valuable contributions to discussions on policy. Currently our work is making significant contributions to the provisions of the forthcoming guidance from the Education (Scotland) Bill/Act 2016. We also provide very valuable support to Gaelic organisations to assist with the National Gaelic Language Plan and to strategies, for example that for Teacher Education and the Early Years.

### Actions required
- Analyse and synthesise key evidence from all our engagement, development, and inspection and review activities to generate high-quality, impartial advice and guidance on the development, implementation and further review of national policy in an appropriate medium. These will be made available through the medium of Gaelic and English.

### Target Date
Immediately from start date of this plan for all actions.

### Lead responsibilities
HMI Lead Officer for Gaelic Education.

### Actions required
- Publish Advice for Gaelic Education and establish a rolling programme of support.

### Target Date
February 2015 with support ongoing.

### Lead Responsibilities
HMI Lead Officer for Gaelic Education.

### Actions required
- Ensure that we provide well-timed professional education advice on issues of national priority for Gaelic Education and to ensure relevant contributions to a range of cross-cutting policy areas.

### Target Date
Immediately from start date of this plan for all actions.

### Lead Responsibilities
HMI Lead Officer for Gaelic Education.

### Actions required
- Engage widely with partners and stakeholders to ensure our advice is informed by an appropriate range of perspectives and views, including with parents/carers of those in Gaelic Education.
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<th><strong>Lead Responsibilities</strong></th>
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<tr>
<td>HMI Lead and Senior Education Officers for Gaelic Education.</td>
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<th><strong>Actions required</strong></th>
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<tbody>
<tr>
<td>Continue to support partner groups designed to shape national policy. Currently these include National Steering Group for Gaelic Education, Early Years Strategy, Teacher Education, and Language Academy.</td>
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<th><strong>Target Date</strong></th>
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<td>Assistant Director, Lead Officer and Senior Education Officers for Gaelic Education.</td>
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<th><strong>Actions required</strong></th>
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<tr>
<td>Ensure that Gaelic Education is included in national policy and initiatives as relevant.</td>
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<th><strong>Target Date</strong></th>
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<tr>
<td>Assistant Director, Lead Officer and Senior Education Officers for Gaelic Education.</td>
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9. Gaelic in our service delivery

9.1 In its statutory Guidance on the Development of Gaelic Language Plans, Bòrd na Gàidhlig identifies one of the key aspects to normalising the use of Gaelic to be in creating the conditions for its use in public life. Bòrd na Gàidhlig has identified four core areas of service delivery that it wishes all public bodies to address when preparing their Gaelic Language Plans. These are:

Identity: corporate identity
signs

Communications: reception
telephone
mail and e-mail
forms
public meetings
complaints procedures

Publications: public relations and media
printed material
websites
exhibitions

Staffing: training
language learning
recruitment
advertising

9.2 Education Scotland recognises that each of these four corporate functions can play an important role in raising the profile and visibility of Gaelic, and of creating practical opportunities for Gaelic speakers and learners. This section of our Gaelic Language Plan sets out what Gaelic provision will be made in relation to each of the functions. Account has been taken of the statutory requirements of the Gaelic Language (Scotland) Act 2005, and to the Bòrd na Gàidhlig’s Guidance on the development of Gaelic Language Plans. The Guidance states that, in general terms, the expectation is that in those geographical locations in which the percentages or numbers of Gaelic speakers is greater, the scope of the Gaelic Language Plan will be wider and the level of commitments in it will be stronger. Education Scotland operates across all areas of Scotland and, as such, we will adopt the same level of provision to all of our areas of operation.

This section sets out the minimum level of Gaelic language provision which we commit to providing in the lifetime of the plan. For all the following commitments regarding bilingual services and resources, we will demonstrate equal respect for Gaelic and English and make an active offer.

9.3 Identity

9.3.1 Rationale

The presence of Gaelic in the corporate identity and signs of a public authority can greatly enhance the visibility of the language, and makes an important statement about Gaelic being valued and recognised. Developing the use of Gaelic through signage can also enrich the vocabulary of speakers of Gaelic and contribute to the development of the language. Education Scotland recognises the importance of creating widespread awareness of the use of Gaelic and of promoting a positive image of it.
9.3.2 Current Practice in Education Scotland

Education Scotland’s Gaelic Language Plan provides a policy underpinning the use of Gaelic in our corporate identity. Our logo and strapline are available bilingually. The bilingual logo is used universally in communication ranging from the website, presentations, publications, letterheads, compliment slips and business cards. Our consistent use of the bilingual logo promotes Gaelic on a national and international context. The bilingual strapline is only used in Gaelic contexts. Business cards of those directly leading on Gaelic are bilingual. Offices that we share with the Scottish Government will have bilingual external and entrance signs and welcome signs at reception areas.

### Key areas of development

<table>
<thead>
<tr>
<th>Key areas of development</th>
<th>Lead Responsibilities</th>
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<tbody>
<tr>
<td><strong>9.3.3 Increase the use of our bilingual strapline under the terms of ‘equal respect’. In some cases, this will need to work with any rebranding exercise.</strong></td>
<td>Communications Team, Online Team and Corporate IT Team working with Senior Education Officer for Gaelic. Any future revisions to our logo will take account of the principles of equal respect. Target Date: In some cases, the target date can be immediate. In other cases, it will be at the earliest opportunity.</td>
</tr>
<tr>
<td><strong>9.3.4 Ensure that appropriate translations are available on the intranet and Glow to enable those who wish to add more Gaelic language to personalised stationery can do so. This is in addition to the bilingual information available on all of our stationery.</strong></td>
<td>Senior Education Officer for Gaelic Target date: Ongoing</td>
</tr>
<tr>
<td><strong>9.3.5 Text in stationery, e.g. letterheads will be bilingual and demonstrate equal respect.</strong></td>
<td>Communications Team working with Senior Education Officer for Gaelic Target date: 2017</td>
</tr>
<tr>
<td><strong>Frequently used forms will be rendered bilingual, or have Gaelic titles introduced as a first step, demonstrating equal respect for Gaelic and English on a new or renewal basis.</strong></td>
<td>Communications Team working with Senior Education Officer for Gaelic Target date: 2017</td>
</tr>
</tbody>
</table>

9.4 Signs (internal and external)

**9.4.1 Current Practice in Education Scotland**

The use of Education Scotland’s logo on signs ensures a profile for Gaelic. Most of our buildings display our logo both internally and externally. Buildings that we share with the Scottish Government will only have internal signs with our logo. The Scottish Government are increasing the use of Gaelic in external signage. Offices that we share with the Scottish Government will have bilingual external and entrance signs and welcome signs at reception areas.
9.4.2 Continue to increase the use of Gaelic in all signage as they are replaced, with an initial focus on high-profile signs. Information on signs will be rendered bilingual, demonstrating equal respect for Gaelic and English, on a new or replacement basis.

Communications Team working with Senior Education Officer for Gaelic

Target date: 2017

9.5 Communications

9.5.1 Rationale

The use of Gaelic at the initial point of contact increases the visible and audible presence of the language, and contributes to the sense that the use of Gaelic is possible and welcome. In addition to raising the profile of the language, opportunities are afforded for practical use of Gaelic. The use of Gaelic in interactions with public bodies by mail, email and by telephone is important in creating practical opportunities for the use of the language, and in contributing to the sense that its use is welcome. The presence of Gaelic in a wide-range of Gaelic forms, or in bilingual forms, can also greatly enhance the visibility and prestige of the language. The preparation of Gaelic versions of forms, applications and similar documents, can also assist in expanding the range of Gaelic terminology and the awareness of the Gaelic-speaking public of such terminology. This in itself assists with the development of the language. Education Scotland recognises the importance of creating opportunities for the practical use of Gaelic in a wide-range of everyday situations and is committed to increasing its level of provision in this area.

9.5.2 Reception

Current Practice in Education Scotland

Key areas of development

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<tr>
<th>Lead Responsibilities</th>
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<tr>
<td>Senior Education Officer for Gaelic</td>
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<tr>
<td>Target Date: immediate</td>
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</table>

Senior Education Officer for Gaelic

Target Date: immediate

9.6 Mail and e-mail

Current Practice in Education Scotland

We will aim to reply in Gaelic to members of the public who write to us in Gaelic. A database has been established of those individuals or organisations who have indicated that they prefer
to receive communications in Gaelic. Most of our staff use bilingual e-mail signature and content. An automatically generated e-mail disclaimer is used bilingually in Gaelic and English.

<table>
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<tr>
<th>Key areas of development</th>
<th>Lead Responsibilities</th>
<th>Target Date</th>
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<tbody>
<tr>
<td><strong>9.6.1</strong> Encourage our staff to use bilingual e-mail signatures. This will be embedded within our activities for raising the profile of Gaelic and the induction of new staff.</td>
<td>Senior Education Officer for Gaelic</td>
<td>Target Date: immediate</td>
</tr>
<tr>
<td><strong>9.6.2</strong> Develop a trilingual e-mail strapline that confirms Education Scotland’s support for all of Scotland’s heritage languages using the terms of equal respect for all staff’s use.</td>
<td>Senior Education Officer for Gaelic and Coordinators for Scots Language with the Communications and IT Online Teams</td>
<td>Target date: December 2016</td>
</tr>
</tbody>
</table>

9.7 Complaints Procedure

**Current Practice in Education Scotland**

A Gaelic version of our complaints procedure is available on our online service. We will continue to promote its availability.

9.8 Publications

The use of Gaelic in a range of printed material can assist the development of Gaelic and increase the visibility of the language. It enhances Gaelic’s status by being used in high-profile publications, and it can help develop new terminology. The use of Gaelic in the media helps demonstrate Education Scotland’s commitment to making important information available through the medium of Gaelic. As more people access information about Education Scotland through our online services, making provision there for the use of Gaelic can significantly enhance the status and visibility of the language. Education Scotland is committed to increasing the use of Gaelic in these areas where the subject matter is of most interest to the general public or relates specifically to Gaelic issues. For further information, please see 9.10.

9.9 Public relations and media

**Current Practice in Education Scotland**

Education Scotland produces approximately over 800 press releases a year. Those that relate to Gaelic-specific themes are produced bilingually. A spokesperson is available to communicate with the media for Gaelic.

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<th>Key areas of development</th>
<th>Lead Responsibilities</th>
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<tbody>
<tr>
<td><strong>9.9.1</strong> Gaelic will have a higher profile in Education Scotland advertising and marketing campaigns. Our bilingual logo will always be used. A member of staff who is fluent in Gaelic will be available to communicate with the Gaelic media. A selection of high-profile publicity materials</td>
<td>Human Resources, Communications Team working with Senior Education Officer for Gaelic</td>
</tr>
</tbody>
</table>
will be produced in Gaelic and English, demonstrating equal respect for both languages.

9.9.2 Continue to make releases related to Gaelic available bilingually.

9.9.3 Education Scotland will continue to use *Gaelic Orthographic Conventions* and *Ainmean-Àite na h-Alba*.

### 9.10 Printed Material, including online services publication

**Current Practice in Education Scotland**

Education Scotland has a bilingual approach to the publication of all inspection letters and reports on Gaelic Medium Education. We have a current focus on supporting new qualifications for which we are writing materials and translating others. Publications about Gaelic Education are also made available bilingually. In addition, Education Scotland identifies key documents for making available in Gaelic to assist our staff, teachers and learners in using Gaelic for the core business of achieving improved outcomes for children and young people. For example, the Gaelic version of *How good is our school?* assists with developing the language of self-evaluation, reflection and improvement.

Our procedures whereby individuals may request a translation of our publications in languages other than English also applies to Gaelic. This is currently detailed on all our publications.

### Key areas of development

<table>
<thead>
<tr>
<th>Lead Responsibilities</th>
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<tr>
<td>Assistant Director working with the Lead Officer and Senior Education Officer for Gaelic Education</td>
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</table>

**9.10.1** We will increase the number of key documents that are produced bilingually. Education Scotland publications will demonstrate equal respect for Gaelic and English as they are created or renewed and at the first opportunity. We use the following criteria:

- A topic about Gaelic education, language and culture or closely related to Gaelic
- Relating to a matter of national importance in which Gaelic is referred to or relates directly to Gaelic
- Encourages the profession’s use of Gaelic as part of professional learning and development
- Impacts on the use of Gaelic by staff and learners in Gaelic Medium provision which is underpinned by the Principles of Immersion¹.

### 9.11 Online services

**Current Practice in Education Scotland**

Education Scotland’s online services already have a section on and about Gaelic, some of which is bilingual. There are also selected pages and publications in other areas of our online services relating to Gaelic. For example, the section on Inspection and Review contains inspection letters for Gaelic Education provision. Our online services indicate when a publication is available through the medium of Gaelic.

<table>
<thead>
<tr>
<th>Key areas of development (Refer also to targets listed as part of strategic objectives)</th>
<th>Lead Responsibilities</th>
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</thead>
</table>
| **9.11.1** Review and update our online services to ensure that Gaelic Education is promoted in all sections of the online services on and about Gaelic, *An Storas Gàidhlig*. We will link to partner websites as appropriate. | Lead Officer and Senior Education Officer for Gaelic with IT Online Team.  
Target Date: Immediate. |
| As we renew and review our online services we will demonstrate equal respect for the language. | |
| **9.11.2** In the review of content for Glow, increase the range of resources for GLE, GME, LAGC; build a Gaelic Education section; and promote Gaelic Education through Glow’s collaboration functions such as Glow meets and TV. | Head of Glow working with Senior Education Officer for Gaelic  
Target Date: Immediate. |

### 9.12 Conferences and exhibitions

**Current Practice in Education Scotland**

9.12.1 We have an established track record of including Gaelic Education on the programme for the Scottish Learning Festival to present an opportunity to give a strategic lead to Gaelic. This presents an opportunity to share our findings and recommendations from inspection and our other intelligence gathering activities. We also invite schools that we have recognised for their high-quality work to share best practice, including the day-to-day work of our Associate Assessors. Both the Lead Officer and the Assistant Director with direct responsibility for Gaelic Education, present at our partners’ conferences to contribute to building capacity for Gaelic Education. At conferences we use Gaelic in oral and written communication. An awareness of Gaelic is also maintained at Education Scotland’s staff conferences.

<table>
<thead>
<tr>
<th>Key areas of development</th>
<th>Lead Responsibilities</th>
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</table>
| **9.12.2** Continue to organise Gaelic inputs at the Scottish Learning Festivals and contribute to other partners’ conferences as invited. | Lead Officer, Assistant Director and Senior Education Officer for Gaelic  
Target Date: Ongoing |
9.12.3 Continue to provide professional learning activities for Education Scotland staff on Gaelic Education.

Lead Officer for professional learning working with Senior Education Officer for Gaelic

Target Date: Ongoing

9.12.4 A proportion of our public meetings will be held bilingually, with an active offer beforehand giving adequate time for attendees to respond.

Senior Education Officer for Gaelic

Target Date: Immediate

9.13 Staffing

Rationale

9.13.1 In order to deliver services through the medium of Gaelic, it is necessary to develop the requisite job skills and language skills of staff. The provision of language learning and awareness for staff helps promote adult Gaelic learning, and in promoting Gaelic as a useful skill in the workplace. The identification of jobs in which Gaelic is an essential or desirable skill will contribute greatly to the status of the language, and in identifying it as a positive skill to acquire. The use of Gaelic in advertising helps recognise that Gaelic should be used in public life and that Gaelic speakers have an important role to play within organisations. Whether the ability to speak Gaelic is essential or desirable, what is important is that organisations ensure that Gaelic is a genuine occupational requirement, and adopt and apply objective criteria to ensure appointments are made on a fair and consistent basis, reflecting the identified skills needs of the post.

Education Scotland recognises the importance of valuing Gaelic as an important skill for employment and identifies situations in which its use is essential or desirable. Education Scotland also recognises the importance of enabling staff to develop their Gaelic skills where they wish to do so.

9.13.2 Current Practice in Education Scotland

The skills and expertise of our staff are our key resource. Our people bring together a rich mix of different roles and backgrounds, including HM Inspectors, curriculum development specialists, development officers, corporate services specialists, analysts, and experts in research, information, communications, technology and other areas. Remits which include a direct responsibility for Gaelic includes an Assistant Director, HMI Lead Officer for Gaelic and Senior Education Officer for Gaelic. To encourage empathy to and understanding of Gaelic, we endeavour to encourage all of our staff to be supportive of Gaelic and, in some cases, apply their remits to achieving positive outcomes for Gaelic Education. There has been some Gaelic learning in Education Scotland. We have two members of staff who are fluent in Gaelic. We produce advertisements bilingually when expertise in Gaelic Education is central to the job remit.

Key areas of development | Lead Responsibilities
---|---
9.13.3 To raise awareness of Gaelic, all new colleagues will receive a copy of Education Scotland’s Gaelic Language Plan. They will also be encouraged to adopt a bilingual e-mail signature. | Human Resources working with Senior Education Officer for Gaelic.

Target: Immediate
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<tr>
<th>Code</th>
<th>Activity</th>
<th>Responsible Officer</th>
<th>Target Date</th>
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<tbody>
<tr>
<td>9.13.4</td>
<td>Continue to include an input on Gaelic Education in the induction of new colleagues to ensure that they are aware of how they contribute to the Gaelic Language Plan. For HMI, this will include an option to shadow or to visit a school that has Gaelic Medium provision.</td>
<td>Lead Officer for professional learning working with the Lead Officer and Senior Education Officer for Gaelic</td>
<td>Immediate</td>
</tr>
<tr>
<td>9.13.5</td>
<td>Continue to provide a programme of Gaelic awareness training for all key front-of-house staff.</td>
<td>Senior Education Officer for Gaelic working with Administrative Managers</td>
<td>Immediate</td>
</tr>
<tr>
<td>9.13.6</td>
<td>Make opportunities available to all staff through Scottish Government courses to learn and develop Gaelic as well as other approaches. Courses are funded by the Scottish Government and take place during work time.</td>
<td>Senior Education Officer for Gaelic working with Lead Officer for professional learning</td>
<td>Immediate</td>
</tr>
<tr>
<td>9.13.7</td>
<td>Continue to update the HMI Intranet and our online services with information about Gaelic Education.</td>
<td>Lead Officer for Gaelic Education</td>
<td>Immediate</td>
</tr>
<tr>
<td>9.13.8</td>
<td>Complete a linguistic skills survey to ascertain i) how staff’s skills in Gaelic may be enhanced further if they so desire ii) those who wish to learn Gaelic have that opportunity.</td>
<td>Communications team working with Senior Education Officer for Gaelic</td>
<td>December 2016 and ongoing thereafter</td>
</tr>
<tr>
<td>9.13.9</td>
<td>Provide induction and support for a new Senior Education Officer for Gaelic.</td>
<td>Assistant Director and Lead Officer for Gaelic Education</td>
<td>August 2016</td>
</tr>
</tbody>
</table>
10. Implementation and monitoring

10.1 Timetable
This Gaelic Language Plan has been taken forward by Education Scotland from the one previously compiled by HM Inspectorate of Education. It formally takes effect from date that it is agreed by Bòrd na Gàidhlig and will remain in place for a period of five years from the date of this draft or until a new plan has been put in place.

10.2 Publicising the Gaelic Language Plan
Education Scotland’s Gaelic Language Plan will be published bilingually on our online services. In addition, we shall:

- make bilingual copies of the plan available in our public offices/reception areas;
- make the plan known to employees via professional learning events and the Education Scotland intranet;
- make the plan known to other organisations third parties as deemed appropriate by Education Scotland;
- distribute copies of the plan to interested bodies;
- ask deliverers of services/goods to adhere to the principles of the plan and
- make copies available on request.

10.3 Administrative arrangements for implementation
This plan is the policy of Education Scotland and has been endorsed by the Executive Team.

10.4 Overall Responsibility
The Chief Executive will be responsible ultimately for ensuring that Education Scotland delivers the commitments set out in this plan. Responsibility has been allocated to a Lead Officer for Gaelic Education and an Assistant Director.

10.5 Resourcing the plan
Education Scotland is responsible for arranging to meet the costs of implementing its Gaelic Language Plan with support from Bòrd na Gàidhlig for some projects and resource development.

10.6 Monitoring of Implementation
Education Scotland is committed to using the findings from its monitoring to make improvements. In monitoring implementation of the Education Scotland Gaelic Language Plan, we will focus on the following areas in particular:

- the implementation of specific core commitments
- the contribution being made towards implementation of the National Gaelic Language Plan.

The overall monitoring of the plan will be the responsibility of an Assistant Director, Lead Officer for Gaelic Education and Senior Education Officer for Gaelic supported by the Head of Knowledge Management.

The Strategic Director for Strategy, performance and corporate resources will monitor recruitment, performance and staff training.
The Head of Communications will monitor the use of Gaelic in telecommunications, greetings, and interactions with the public and staff.

The Head of Communications will monitor the use of Gaelic in reports, straplines and other documentation.

10.7 Review
The Assistant Director for School Years and Lead Officer for Gaelic Education will use the findings from monitoring to review and improve implementation. These reviews should take place at least once per year. Should any review result in significant, exceptional and necessary changes to planned implementation, Education Scotland will submit the relevant review to Bòrd na Gàidhlig for approval.

10.8 Contact details
Joan Esson HMI
Lead Officer for Gaelic Education

Taigh an Raon Rèidh, 28 Rathad an Raon Rèidh, Inbhir Nis IV1 1SF
Fòn làimhe: 07786661963 Fòn: 01463 253127 Facs: 01463 253075

Longman House, 28 Longman Road, Inverness IV1 1SF
Mobile: 07786661963  Tel: 01463 253127  Fax: 01463 253075

1 The Principles of Immersion are defined in Education Scotland’s publications: Advice on Gaelic Education; Gaelic Education: Building on the successes, addressing the barriers, June 2011 and Professional learning resource: Assessing progress and achievement in Gàidhlig, January 2013.
Appendix: Information about Gaelic

National demographics – Speakers of the Gaelic language

The results from the 2011 Census show that the decline in the number of speakers of Gaelic has slowed since 2001. The total number of people recorded as being able to speak and/or read and/or understand Gaelic was 87,056. Of those 58,000 people (1.1% of the population) aged 3 and over in Scotland are able to speak Gaelic. This is a slight fall from 59,000 (1.2% of the population) in the 2001 census which compares favourably to the previous Census results which showed an 11% drop in speakers.

The results from the 2011 Census show that the proportion of the population aged 3 and over in Scotland who could speak, read, write or understand Gaelic was 1.7 per cent (87,056), compared with 1.9 per cent (92,000) in 2001. Within this group, the number of people who could speak, read, understand and write Gaelic in 2011 was 32,000, 0.6 per cent of the population aged 3 and over. This is the same proportion as in 2001.

While there are decreases in the proportion of people able to speak Gaelic across most age groups, there is an increase in those aged under 20 years who are able to speak Gaelic. In total, there was a 0.1 percentage point increase in speakers of Gaelic between 2001 and 2011 for the 3-19 age range. (For further information, please see the graph below).

Gaelic speakers by age in Scotland, 2001 and 2011

In the 2011 census, the local authorities with the highest proportions of speakers of Gaelic are Comhairle nan Eileanan Siar (52%), The Highland Council (5%) and Argyll and Bute (4%). There is also a high concentration of Gaelic speakers living in Aberdeen, Edinburgh, Greater Glasgow and Inverness.
National demographics – Gaelic Education

There are 16 local authorities in Scotland whose schools’ curriculum includes Gaelic Medium and/or Gaelic Learner Education. There are approximately 5000 children and young people who are currently benefitting from Gaelic Medium Education within 3-18 provision. There are approximately 10,000 children and young people who learn Gaelic as a first or second additional language as part of a 1+2 Approach to learning a language or as an entitlement of Curriculum for Excellence. In both Gaelic Learner and Medium Education young people have opportunities to take qualifications and awards in the senior phase for Gaelic and through the medium of Gaelic. There are approximately 20,000 children, young people and adults who are currently learning Gaelic.

For more information about speakers of Gaelic, please visit http://www.gaidhlig.org.uk/Downloads/Gaelic%20Education%20Data%202011-12.pdf

For more information to support the delivery of Gaelic in the curriculum, please visit http://www.educationscotland.gov.uk/resources/a/advicegaeliceducation.asp?strReferringChannel=gaelic&strReferringPageID=tcm:12-616195-64&class=l1+d138246
http://www.educationscotland.gov.uk/
http://learngaelic.net
http://www.cnag.org/gd/ceanglaichean?limitstart=0
Luchd-labhairt Gàidhlig 2011 Gaelic speakers

- ≤1.125% (cuibheas nàiseanta : national average)
- <15%
- <50%
- 50%+ (le labhrait Ghàidhlig : with Gaelic speaking ability)

a rèir Aonadan Rianachd Ionadail, Ìre 1
by Local Administrative Units, Level 1

Cuilbh a rèir 97 gu 14,066 luchd-labhairt Gàidhlig
Columns according to number of Gaelic speakers 97 to 14,066
Foghlam tron Ghàidhlig 2014-15 Gaelic Medium Education

- Bun-sgoil le sruth FtG: Primary school with GME stream
- Bun-sgoil Ghàidhlig: GME primary school
- Bun-sgoil le sruth FtB: GME primary with English ME stream
- Le sgoil-àraich FtG na cos: With associated GME nursery
- An cos ìòrd-sgoile le FtG: Associated with high school with GME
- Ùghdarras ionadail le FtG: Local authority with GME provision
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