



Education
Scotland
Foghlam Alba



Education
Scotland
Foghlam Alba



SABHAL
MÒR OSTAIG

Ionad Nàiseanta Cànan is Cultar na Gàidhlig



University of the
Highlands and Islands
Oilthigh na Gàidhealtachd
agus nan Eilean

Early learning, early gains in reducing the attainment gap in Gaelic Medium Education (GME)

Joan Esson

HM Inspector of Education

#Gaelic



Scottish Government
Riaghaltas na h-Alba
gov.scot



Do luchd-ionnsachaidh na h-Alba, le luchd-foghlaim Alba For Scotland's learners, with Scotland's educators

Objectives of the seminar

- To support strategic planning in GME, Mr John Swinney MSP, Deputy First Minister and Cabinet Secretary for Education will make opening remarks
- Share the successes and challenges of free GME Early Learning and Childcare (ELC) hours
- Share solution-focused approaches to supporting implementation, including Sabhal Mòr Ostaig's offer for the senior phase
- Encourage further planning for GME ELC



**Education
Scotland**
Foghlam Alba



Scottish Government
Riaghaltas na h-Alba
gov.scot



Mr John Swinney MSP, Deputy First Minister and Cabinet Secretary for Education

**“Gaelic must be a vital part of Scotland today
and in the future” John Swinney**

Do luchd-ionnsachaidh na h-Alba, le luchd-foghlaim Alba For Scotland's learners, with Scotland's educators



Education
Scotland
Foghlam Alba



SABHAL
MÒR OSTAIG

Ionad Nàiseanta Cànan is Cultar na Gàidhlig



University of the
Highlands and Islands
Oilthigh na Gàidhealtachd
agus nan Eilean

Early learning, early gains in reducing the attainment gap in Gaelic Medium Education (GME)

Joan Esson
HM Inspector of Education



Scottish Government
Riaghaltas na h-Alba
gov.scot



Do luchd-ionnsachaidh na h-Alba, le luchd-foghlaim Alba For Scotland's learners, with Scotland's educators

Evidence-base and methodology for this presentation on free additional hours for ELC

- HM Inspectors (HMI) and Care Inspectorate reviewed trials on different models for the implementation of 1140 hours. HMI's focus was on **Quality**.
- Reviews were based on settings' own self-evaluation. These were used to have structured conversations with a range of stakeholders.
- The evidence is largely observational in nature. For more details, see the publication: "Evaluation of the Early Learning and Childcare Delivery".
- This presentation also draws on HMI inspection evidence.

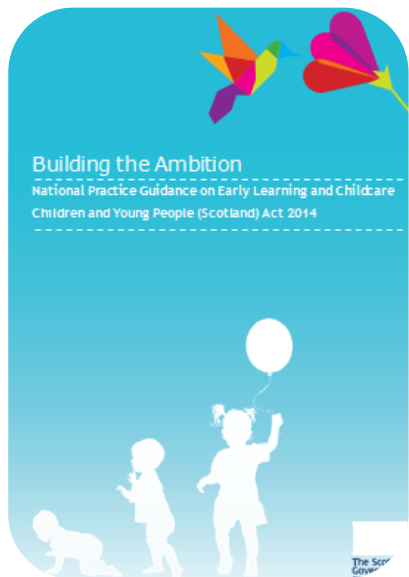
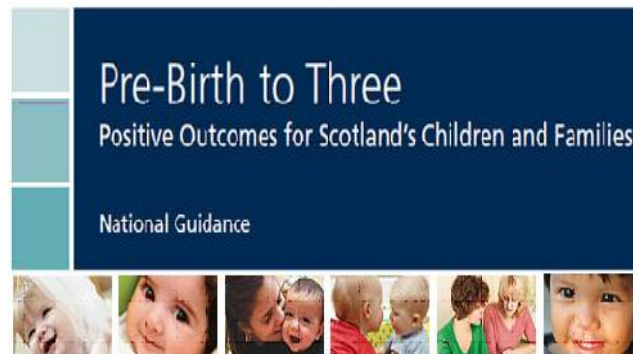
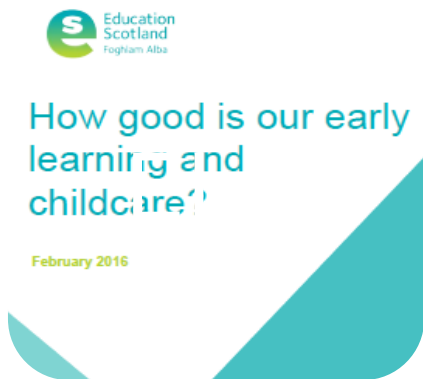
When setting-up additional ELC hours, set the vision with a clear narrative for high-quality GME

- GME ELC is high-quality learning through total immersion and play.
- It is progressive and coherent learning to enable children to hear and absorb high-quality Gaelic, all of the time, through staff's regular and skilful interactions.
- Strong, language-rich experiences enable children to learn Gaelic. They then apply and use Gaelic to fulfil all of the outcomes of Curriculum for Excellence.
- Alternative models lead to the dilution of standards. They are non-compatible with the development of strong and sustained GME.

Keep a focus on the WHY of GME

- “Education authorities have a duty to promote and support Gaelic Education” **Guidance on Gaelic Education, 2017**
- Parents opt for this form of education.
- They have a right to excellence and equity.
- This is part of reducing the attainment gap, and driving higher standards in GME.

Test change, take good account of assessment of risk



How are we doing?

How do we know?

What are we going to do now?



**Gaelic Language Plans
Service Plans
School/setting
Improvement Plans**

Top lines on leadership of change

- It is important that senior leaders guide the strategic planning of the 1140 hours.
- We saw good use of Gaelic-specific self-evaluation in which centres were able to identify for themselves improvements. This also identified that there are many challenges to be overcome for GME.
- Parents were positive about their engagement in decision-making on how the 1140 hours were implemented.

Top lines on leadership of change

- There are some increased opportunities to lead professional learning. Overall, there is a need for more tailored professional learning.
- Recruitment of high-quality staff is challenging. Sometimes children in GME are receiving less of their learning through Gaelic.
- We noted good use of the modern apprentice programme.
- We welcome the foundation apprentice in childcare being available in the senior phase.

Top lines on the leadership of the curriculum

- Children are making better progress in learning Gaelic. This could be better captured through assessment and profiling.
- Practitioners are building expertise in planning for longer hours. There is more learning outdoors, including accessing off-site locations.
- Teacher input into planning of the curriculum is useful. More is needed on continuity and coherence.

Top lines on the leadership of the curriculum

- Good partnership working and use of national programmes, such as Bookbug.
- Accommodation issues are diluting total immersion.
- In English medium, children learning some Gaelic has resulted in some parents opting for GME.

National picture: what gap are we trying to reduce?

The gap in the GME curriculum

“The gap between children from low-income and high-income households starts early. By age 5, it is 10–13 months. Lower attainment in literacy and numeracy is linked to deprivation throughout primary school. By age 12–14 (S2), pupils from better-off areas are more than twice as likely as those from the most deprived areas to do well in numeracy. Attainment at 16 (the end of S4) has risen overall, but a significant and persistent gap remains between groups.”



Source:

Joseph Rowntree Foundation : Closing the attainment gap in Scottish education
via web <https://www.jrf.org.uk/sites/default/files/jrf/migrated/files/education-attainment-scotland-summary.pdf>



Education Scotland Foghlam Alba

Denholm House

Almondvale Business Park

Almondvale Way

Livingston EH54 6GA

T +44 (0)131 244 5000

E enquiries@educationscotland.gsi.gov.uk

#Gaelic

Do luchd-ionnsachaidh na h-Alba, le luchd-foghlaim Alba For Scotland's learners, with Scotland's educators