



# Gaelic Language Plan (GLP) 2022-2027

This plan has been prepared under the Gaelic Language (Scotland) Act 2005 and was approved by Bòrd na Gàidhlig on 12 July 2022.

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## Foreword

As we prepare and publish our Gaelic Language Plan (GLP) 2022-2027, we face unprecedented global challenges to our education systems. As a nation we are making significant adjustments to the way we live, work and learn. In the Gaelic sector, there is increased collaboration among all partners to support learners in sustaining their fluency and attainment in the language. Some of this impact is being achieved through innovative approaches to technology. We need children, young people, educationalists and partners to continue to adapt to changing circumstances. There is potential in “building forward” from the pandemic to adopt approaches that increase uptake for progressive and high-quality Gaelic Medium and Learner Education.

Gaelic is a growing sector of Scottish education. We have seen important system improvements during the planning period we conclude. There is a welcome expansion of Gaelic in schools, more use of technology for delivering learning in and through Gaelic, enactment of new legislation and a better understanding of immersion. There are some improvements in the secondary curriculum, for example the availability of Foundation Apprenticeships through the medium of Gaelic. More adults are learning the language. These are examples of improvements for which HM Inspectors of Education, regional and national teams within Education Scotland have had collective impact and continue to support, whilst working in partnership. However, Gaelic is a fragile, endangered language. It is a vibrant, beneficial language and medium of learning, along with its associated rich culture and heritage. The outcomes of following pathways for Gaelic in life-long education include those associated with bilingualism and multilingualism, employment, social, economic and personal benefits.

Sustaining more pace in the growth of high-quality education is fundamental to securing Gaelic's future. We need more of our learners to be going into post-school destinations fluent, with a sense of identity, responsibility and pride in Gaelic. They need to be equipped with the right skills and capacities to contribute to employment, the economy, culture as well as intergenerational transmission of Gaelic. We also need to continue to grow Gaelic (Learners), and the understanding of Gaelic as part of inclusion and diversity within the English medium sector to also contribute to the future of Gaelic. This requires a collective responsibility, with each stakeholder evidencing their impact towards national priorities.

Our new Gaelic Language Plan is part of our corporate planning and demonstrates how we continue to contribute to developing Gaelic Education. We have published our new Corporate Plan (2021-2026), which sets out how we will work towards our vision of achieving excellence and equity for all of Scotland's learners, with Scotland's educators. We look forward to further collaboration with our partners to ensure we deliver a positive impact for learners and educators in Gaelic Education. We will encourage innovation and adapt to ensure sustained improvement and high-quality learning and teaching for all learners of Gaelic across Scotland.

This Gaelic Language Plan was being prepared prior to the announcement of the educational reform in Scotland. We recognise that the results of the consultation on education reform will necessitate changes to our Gaelic Language Plan. As the implementation of the consultation on reform is progressed, this plan will enable change and support to practitioners, and others, in order that they can better support Scotland's learners. This change and support is based on use of evidence from scrutiny activity.



**Gayle Gorman**  
HM Chief Inspector of Education

# 1. Introduction

## 1.1 Information about Education Scotland

Education Scotland is an Executive Agency of the Scottish Government. We gather evidence on the performance of the education system through our various functions. We also provide professional analysis and interpret a wide range of data relating to Scottish education. In essence, we add value to Scottish education by making sense of the system in its totality.

As the Executive Agency supporting quality and improvement in Scottish education, our role ultimately secures the delivery of better learning experiences and outcomes for Scottish learners of all ages through the medium of Gaelic and English. In partnership with Scottish Government, education authorities, higher education providers, community partners and colleges, we also promote innovation in the development of the curriculum and the experiences of learners.

HM Inspectors of Education operate independently and impartially for scrutiny activities, whilst remaining directly accountable to Scottish Ministers for the standards of our work. This status safeguards the independence of inspection, review and reporting within the overall context of the National Performance Framework.

Education Scotland works across the full range of education provision in Scotland, both through the medium of Gaelic and English, with children, young people and

adults: early learning and childcare settings, all types of schools including private schools, all colleges, community learning, voluntary organisations and prisons.

Education Scotland is 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 of Scotland's learners. As an executive agency we have close and direct links with Ministers and the policy departments in the Scottish Government who advise them. This means that the evidence and analysis we provide can be fed directly into the policy-making process. We actively engage with the Scottish Government's Learning Directorate and stakeholders to shape the national education policy. In the delivery of policy we take on key roles such as joint leadership of the Scottish Attainment Challenge and supporting Measaidhean Coitcheann Nàiseanta airson Foghlam tron Ghàidhlig (Scottish National Standardised Assessments). We also lead on the development of the digital National Improvement Hub. We want to ensure that our work has a positive impact on both learners and those involved in delivery of education in Scotland.

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** – Education Scotland has responsibilities under the Education Act (Scotland) 2016 and the Statutory Guidance on Gaelic Education to support the development of Gaelic education in Scotland. 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 work with policy colleagues on a continuous basis to ensure that this happens effectively.

Further information about the work of Education Scotland can be found in our [Corporate Plan 2021 – 2026](#)

## 1.2 Organisational structure

Education Scotland is led by a Chief Executive/Chief Inspector who is responsible to Scottish Ministers for its management, performance and development. The organisational structure of the agency is set out as follows:



## 1.3 Our strategic priorities

In delivering our vision for education in Scotland, we have identified the following six strategic priorities:

- System Leadership;
- Curriculum;
- Learning, Teaching and Assessment;
- Inclusion, Wellbeing, Equity and Equalities;
- Best use of evidence and
- Culture, Values and Behaviour.

These priorities link with the National Improvement Framework (NIF) and will ensure that the work of Education Scotland is fully in line with the Scottish Government's National Improvement Framework for education. Gaelic Education is incorporated within this framework as part of the work we take forward in delivering related priorities, for example through the creation of National Standardised Assessments for Gaelic Medium Education.

The skills and expertise of our staff working through the medium of Gaelic and English are our key resource. Our people bring together specialisms of different roles and backgrounds, including HM Inspectors of Education, Attainment Advisors, 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 contracts. 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. We currently have two full-time job roles where Gaelic is an essential skill; one HM Inspector and one Senior Education Officer.

Total number of employees at Education Scotland is approximately 350 with a budget of approximately £26.6m.

Education Scotland office locations are:

- The Optima, 58 Robertson Street, Glasgow G2 8DU
- Denholm House, Almondvale Way, Livingston EH54 6GA
- Endeavour House, 1 Greenmarket, Dundee, DD1 4QB
- 48 Huntly Street Aberdeen, AB10 1SH
- 28 Longman Road, Inverness, Highland, IV1 1SF
- Our staff also work from Scottish Government locations

## 2. Context

### 2.1 Gaelic within Education Scotland

Education Scotland recognises that Gaelic is an integral part of Scotland's heritage, national identity and current cultural life. We promote this through the curriculum and professional learning as part of Scotland's identity. We are committed to working in collaboration with stakeholders and partners across Scotland to achieve our ambition for Gaelic. In our work, Education Scotland seeks to:

- Encourage the increased use of Gaelic
- Promote the acquisition and learning of Gaelic
- Promote a positive image of Gaelic

As the national agency for education improvement, we have a key role in leading the development of national guidance on the curriculum, learning, teaching and assessment and in supporting its implementation by practitioners. We produce national guidance which is applicable to both English and Gaelic Medium Education. Our work includes giving strategic direction to the continued development of the curriculum for Gaelic Medium Education (GME), Gaelic Learner Education (GLE) and Learning about Gaelic Language and Culture (LAGC). Throughout the plan we refer to the Gaelic sector as encompassing these three elements.

Education Scotland offers a range of support from across our distinct functions to practitioners delivering Gaelic Education. Our commitment is to work more closely and collaboratively with all involved in improving Scotland's education system which includes Gaelic Education. We utilise our staff who have expertise in Gaelic and



those with a remit for Gaelic effectively to contribute to achieving the best possible outcomes and improved learning experiences for our children and young people.

## 2.2 Gaelic in Scotland

### *Gaelic language*

At the time of the 2011 census (currently the most up-to-date), 87,100 people aged three and over in Scotland (1.7% of the population) had some Gaelic language skills. Of these 87,100 people:

- 32,400 (37%) had full skills in Gaelic, that is could understand, speak, read and write Gaelic
- 57,600 (66%) could speak Gaelic
- 6,100 (7%) were able to read and/or write but not speak Gaelic
- 23,400 (27%) were able to understand Gaelic but could not speak, read or write it.

Highland, Eilean Siar and Glasgow City are the local authority areas with the largest numbers of people with some Gaelic language ability; with almost half (49%) of those with some Gaelic language skills nationally, and 70.3% of people who used Gaelic at home, living within these three local authorities.

The proportion of people aged three and over with some Gaelic language skills was highest in Eilean Siar (61%), Highland (7%) and Argyll & Bute (6%). In Glasgow City it was 1.7%, while this is the same as the national average, it represents a high density of Gaelic speakers within one geographic location. Of the people who were Gaelic speakers, 40% reported using Gaelic at home nationally, although the proportion varies geographically from 22.1% up to 79.2% according to how widely Gaelic is used in the local community.

In the households that had adults with some Gaelic skills, the incidence of Gaelic-speaking ability among children was 37.8% for children aged three to four, 48.6% at ages five to 11 and 46.3% at ages 12 to 17. However, at both the primary school and the secondary school stage the largest group of Gaelic speakers lived in households where no adult had any Gaelic skills (36.1% at ages five to 11 and 39.3% at ages 12 to 17).

## 2.3 Gaelic Education

Gaelic Medium Education (GME) is an intrinsic part of Scottish education and enables children and young people to achieve fluency in Gaelic. The entire curriculum is delivered through the medium of Gaelic with children and young people progressing from early years through primary education and into secondary education. Gaelic Learner Education (GLE) is distinct from GME in



that it is delivered to children and young people in English Medium Education as part of a 1+2 approach to languages. Education Scotland works in partnership with other educational agencies and public bodies such as The Scottish Qualifications Authority (SQA), Skills Development Scotland (SDS), The General Teaching Council, e-Sgoil, universities, colleges and teacher education institutions, such as Sabhal Mòr Òstaig and The University of the Highlands and Islands, to support the development and growth of Gaelic education in Scotland.

*Sgoil-Àraich, primary and secondary education*

A breakdown of GME provisions, teachers and children and young people numbers can be found in Tables 1. A breakdown of Gaelic Learner Education secondary provision can be found in Table 2. A map of the locations in which Gaelic primary and secondary education is delivered across Scotland can be found in Figure 1 below.

**Table 1**

Gaelic Medium Education in Scotland (2020-2021)	No. of Delivery Locations	No. of Teachers / Staff	No. of children and young people
Nursery	52	136 FTE	995
Primary	61	238 FTE	3801
Secondary	32	110	1476

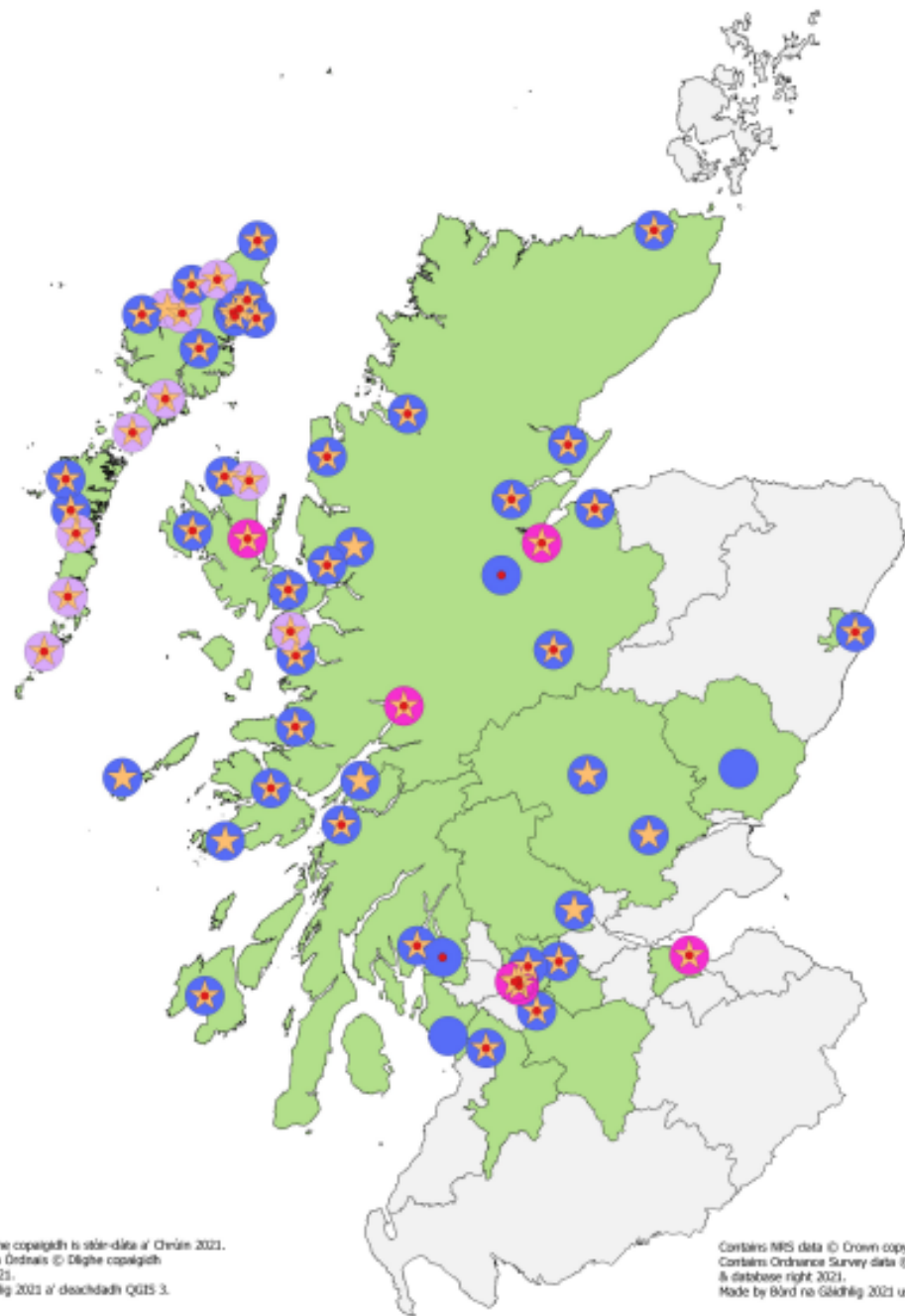
**Table 2**

Gaelic Learner Education in Scotland (2020-2021)	No. of Local Authority Areas	No. of Delivery Locations	No. of Teachers / Staff	No. of young people
Secondary	8	32	57	3599

Figure 1

### Foghlam tron Ghàidhlig 2020-21 Gaelic Medium Education

- Bun-sgoil Ghàidhlig                      GME primary school
- Bun-sgoil le sruth FtB                    GME primary with English stream
- Bun-sgoil le sruth FtG                    Primary school with GME stream
- Le sgoil-àraich FtG na cois                With associated GME nursery
- ★ FtG aig S1/2/3 gu h-ionadail            GME in S1/2/3 delivered locally
- Comhairle le FtG a-ghnàth                Local authority with regular GME



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 Made by Bòrd na Gàidhlig 2021 using QGIS 3.

## **2.4 The Gaelic Language (Scotland) Act 2005**

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 equal respect to the English language.

One of the key features of the 2005 Act is the provision enabling Bòrd na Gàidhlig to require a public authority to prepare a Gaelic language plan. This provision was designed to ensure that the public sector in Scotland plays its part in creating a sustainable future for Gaelic by raising the status and profile of the language and creating practical opportunities for its use.

This document is Education Scotland's Gaelic Language Plan prepared within the framework of the Gaelic Language (Scotland) Act 2005. It sets out how we will use Gaelic in the delivery of our functions, how we will enable the use of Gaelic when communicating with the public and key partners, and how we will promote and develop Gaelic.

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 National Gaelic Language Plan and the Guidance on the Development of Gaelic Language Plans.

## **2.5 National Gaelic Language Plan 2018-23**

Education Scotland supports the aim of the National Gaelic Language Plan 2018-23 that "Gaelic is used more often, by more people and in a wider range of situations."

We are committed to achieving this aim by focussing our work, on these three headings:-

- Increasing the use of Gaelic within our organisation and encouraging more people to use Gaelic, more often when they interact with us
- Increasing the opportunity for people to learn Gaelic as part of our day-to-day operations
- Promoting a positive image of Gaelic whenever we can as part of our day-to-day operations as an organisation

## **2.6 Internal Gaelic Capacity Audit**

Education Scotland conducted an online internal audit to understand the Gaelic skills, interest and awareness that exist across the organisation. The online survey was promoted to all Education Scotland colleagues through our staff newsletter.

The response to the survey gives us a current profile of our staffing.

Further details of the audit are detailed in Appendix 1.

## **2.7 Consultation on the Draft Gaelic Language Plan**

Education Scotland received six responses to the public consultation on the draft plan. Respondents welcome our offer to strengthen quality and improvement in the Gaelic sector and commented positively on the availability of: translated resources, the career-long professional learning opportunities we offer and the focus of Gaelic in our inspections.

The main points to address arising from the responses were as follows:

- More emphasis on the impact for the Gaelic curriculum at secondary level, particularly in having more pathways through the medium of Gaelic and Gaelic (Learners), with these not just being through e-Sgoil;
- More sharing of practice on our online services and in other ways;
- Increased opportunities for practitioners to collaborate on quality and improvement of Gaelic Education, for example moderation and assessment;
- Increased visibility and impact of Gaelic in all Regional Improvement Collaboratives and Plans;
- Ensuring equity in access to technology, eg hardware and delivery including through e-Sgoil; and
- Education Scotland's digital strategy should include advising schools on technology required and best practice in organising digital lessons.

## **2.8 Key Principles**

### ***Equal respect***

Under the terms of the 2005 Act, Bòrd na Gàidhlig works with a view to securing the status of the Gaelic language as an official language of Scotland, commanding equal respect to the English language. The Bòrd in turn expects that public authorities will demonstrate in their plans how the principle will be achieved and maintained in practice.

In order to demonstrate equal respect, Education Scotland will ensure the language is part of our operations and services and will be delivered to an equal standard and quality as those we provide in English.

### ***Active offer***

Education Scotland will make an active offer of our services for Gaelic to our employees and the public. This will ensure that where Gaelic services are made available by us, Gaelic users are made aware of their existence, and are actively encouraged to use them.

This will take the responsibility away from the individual to ask for the service and will give Gaelic users the confidence to know that their needs will be met if that is their choice.

We will aim to ensure that our Gaelic language services are as accessible as our English language services.

### ***Mainstreaming***

The key aim of the National Gaelic Language Plan 2018-23 is that Gaelic is used more often, by more people and in a wider range of situations. In order to achieve this aim, the normalisation or mainstreaming of Gaelic as part of the day-to-day fabric of modern Scottish life is a key action and public authorities are central to this.

Education Scotland will ensure that opportunities for the public and our staff to use Gaelic are normalised, in support of the National Gaelic Language Plan 2018-23 aim that Gaelic is used more often, by more people and in a wider range of situations.

## **3. Plan Commitments: High-level aims**

Bòrd na Gàidhlig's aim is that Gaelic is used more often, by more people and in a wider range of situations. Education Scotland's agreed high level aims, of which there are seven, articulate this overarching aim.

### ***Increasing the use of Gaelic***

High-level Aim	Work collaboratively with teachers and other practitioners in schools, local authorities and Regional Improvement Collaboratives (RICs) to provide resources and programmes of professional learning focussed on Gaelic Medium Education/Gaelic Learner Education at national, regional and local level, drawing on evidence and intelligence from our scrutiny and other activities.
Desired Outcome	Increased knowledge, skills and confidence amongst teachers and practitioners across sectors in delivering a curriculum for GME and GLE.

	<p>Embedding further into practice the <a href="#">Advice on Gaelic Education</a> to improve outcomes for children and young people.</p> <p>Continued use of <a href="#">The Statutory Guidance on Gaelic Education</a>.</p> <p>Practitioners will have access to the high-quality resources we produce and translate to Gaelic along with professional learning activities which will enhance learning, teaching and assessment in both GME and GLE. These approaches will contribute to building a confident profession for Gaelic education.</p> <p>Increased planning, and formal assessment of the impact of planning, for Gaelic education across all RICs.</p>
Current Practice	<p>We continue to collaborate with local authorities and schools to offer strategic direction on embedding A Curriculum for Excellence for GME, GLE and LAGC.</p> <p>We provide information to practitioners regularly through our newsletters, briefings and social media channels regarding resources, professional learning opportunities and the support available for the curriculum from Education Scotland and partners. Our communications promote a positive image for Gaelic.</p> <p>Through working regionally and nationally we promote improvement in GLE and GME across the system.</p> <p>A Northern Alliance Regional Improvement Collaborative working group for Gaelic has been established. The group's role is to take forward the workstreams connected to the RIC plan.</p> <p>We ensure priorities for Gaelic are included in the National Improvement Framework (NIF) work plans for assessment and moderation.</p> <p>We support the delivery of the Measaidhean Coitcheann Nàiseanta airson Foghlam tron Ghàidhlig (MCNG), Scottish National Standardised Assessments for GME, through outreach events in local authorities and schools. We oversee the quality assurance of content.</p> <p>We deliver assessment and moderation support events nationally in different locations, specifically focussing on skills in Gaelic.</p>

	<p>We deliver a range of professional learning sessions for Gaelic at national conferences, local events and online.</p> <p>Working with colleagues across directorates and regional teams, we make available translations of key learning materials for GME 3-18, GLE and LAGC.</p> <p>We continue to promote the use of digital technologies such as the use of Glow and associated digital tools.</p> <p>During the period of school closure due to the global pandemic, we supported parents/carers with learning at home, in a project entitled <a href="#">Scotland Learns</a>. This provided parents/carers with weekly learning activities through the medium of Gaelic in the following areas: Literacy and Gàidhlig; Numeracy and Mathematics; Health and Wellbeing and cross-curricular learning. We provided <a href="#">parents/carers</a> and <a href="#">practitioners</a> with weekly newsletters, offering bespoke advice and promoted the <a href="#">immersion opportunities</a> provided by Gaelic organisations to support learning at home. <a href="#">Advice for parents/carers</a> was published on supporting learning at home, particularly when parents/carers were not themselves speakers of Gaelic, informed by evidence from scrutiny activities.</p>
Actions Required	<p>We will continue with our current practice and also:-</p> <ol style="list-style-type: none"> <li>1. Work collaboratively with all local authorities and RICs, and provide practical advice and support which takes account of the needs of learners in GME and GLE, including immersion and the recovery period.</li> <li>2. Work with RIC leads and Senior Regional Advisors to promote Gaelic education and encourage collaboration on joint projects.</li> <li>3. Take forward agreed priorities arising from the RIC plans which supports and promotes improvement in GME and GLE. Education Scotland will support that strategic planning and work in partnership with Bòrd na Gàidhlig's Education Team to deliver further progress towards the National Gaelic Language Plan.</li> <li>4. Ensure Gaelic features in national initiatives that are linked to the National Gaelic Language Plan for which resources and professional learning will be made available.</li> </ol>



	<ol style="list-style-type: none"> <li>5. Provide opportunities for collaborative working amongst practitioners, through the medium of Gaelic, with a focus on assessment and moderation.</li> <li>6. Support secondary curriculum development, working with partners such as e-Sgoil, Stòrlann, SQA, further and higher education, Bòrd na Gàidhlig and SDS, with resources and professional learning, to expand the learning through Gaelic available to young people across Scotland. This will contribute to increased confidence in using Gaelic.</li> <li>7. Support the expansion of GME Early Learning and Childcare hours through providing advice and professional learning bespoke to ELC settings through total immersion including childminders and to work in partnership with GME providing early years agencies.</li> <li>8. Use events and invites for conferences, which may be digital, from our partners to drive improvement through the sharing and promotion of best practice in Gaelic Education.</li> <li>9. Promote and further develop our online professional learning community for Gaelic education.</li> <li>10. We will establish a working group for Gaelic Education across all RICs to replace and build on the work of the Northern Alliance RIC working group for Gaelic.</li> <li>11. Work with the Professional Learning Directorate to ensure Professional Learning and Leadership programmes, such as Into Headship, include content bespoke to Gaelic Medium Education at an increased pace. We will work with a range of partners to strengthen and develop leadership referencing agreed annual targets. Consideration should be given to programmes being articulated to the Gaelic sector.</li> <li>12. Facilitate the sharing of best/effective practice and further encourage engagement and collaboration among practitioners. We will showcase best practice every year at the Scottish Learning Festival.</li> <li>13. Work with partners, Gaelic groups and local authorities to promote usage of Gaelic in different contexts.</li> </ol>
Target Date	All of the actions above will be taken forward each year of the lifetime of this Gaelic Language Plan.
Responsibility	Regional, Scrutiny and National Improvement Directorates.

## ***Increasing the learning of Gaelic***

High-level Aim	<p>Ensure that Education Scotland’s Digital Strategy supports Gaelic, including support for delivery of the curriculum through e-Sgoil. Increase the digital resources (e.g. video and audio clips) that are available in Gaelic for GME, GLE, LAGC. Provide online pre-inspection questionnaires in Gaelic, and ensure Gaelic is included in any further digitisation of the inspection process.</p>
Desired Outcome	<p>As part of Education Scotland’s digital transformation, we will ensure a higher profile for Gaelic across all of our digital services.</p> <p>Education Scotland’s digital services will support bilingual publication.</p> <p>Practitioners will have access to an increased number of Gaelic digital resources to support learning, teaching and assessment. For example, resources that support delivery across the curriculum.</p> <p>We will support and promote the use of technology to add value to curriculum delivery for GME, GLE and LAGC, contributing to equity of provision and resources for learners through e-Sgoil, GLOW and SDS.</p>
Current Practice	<p>Our corporate web channels can support bilingual resource publication. We have an identified area for Gaelic Medium Education on the Education Scotland landing page.</p> <p>We promote the use of digital technologies through the use of Glow tools.</p> <p>We continue to highlight best practice in GME and make available on the National Improvement Hub.</p> <p>We provide professional learning sessions digitally on supporting practitioners with the effective delivery of online learning and teaching.</p> <p>We have an online Professional Learning Community which incorporates a Yammer group for educators of Gaelic. This group facilitates collaboration amongst educators.</p> <p>We have created a repository of Gaelic resources available from Education Scotland and partners, known as a Wakelet, which can be accessed <a href="#">here</a>.</p>

	<p>Education Scotland promotes the work of e-Sgoil through our communications and social media channels.</p> <p>We are working with e-Sgoil as part of the National e-Learning offer, which will provide new opportunities for GME and GLE teaching and learning in Scotland.</p> <p>Continue to work with partners such as Skills Development Scotland to support and increase Gaelic in the curriculum and explore opportunities for working with partners on collaborative projects.</p> <p>Education Scotland supported regional working/the National Digital Learning and Teaching Strategy for Scotland by leading a session with e-Sgoil at the launch of the Northern Alliance Virtual Learning Hub. This demonstrated how teachers can use technology for collaboration and professional learning.</p>
<p>Actions Required</p>	<p>We will continue with our current practice and work to achieve the following actions as Education Scotland’s digital transformation and the work of e-Sgoil evolves.</p> <ol style="list-style-type: none"> <li>1. Ensure the update of our digital services includes support for Gaelic as part of future procurement of design and build activity.</li> <li>2. As part of the new Transformation Programme to improve our online services, we will work with the digital services teams to begin to review existing services to assess readiness for bilingual publication and produce an action plan of priorities.</li> <li>3. Include Gaelic users as part of user research activity in the development of our digital services.</li> <li>4. Strengthen our partnership arrangement with e-Sgoil to improve equity for any learner in GME and GLE anywhere in Scotland.</li> <li>5. Engage with the Gaelic sector to identify video and audio clips for voice-over that will be most beneficial in supporting learning and teaching.</li> <li>6. Tag/reference clips so as to make them easily accessible to practitioners.</li> <li>7. Aim to accelerate the rate of progress in developing Gaelic Medium Education in the secondary sector.</li> <li>8. Work with key partners on a collective strategy for developing Gaelic education at secondary level.</li> </ol>
<p>Target Date</p>	<p>By end of year 1 – Actions 1, 3, 5, 6, 7, 8, 9, 10, 11  By end of year 2 – Actions 1, 2, 5, 6, 7, 8, 9, 10, 11  By end of year 3 – Actions 4, 5, 6, 7, 8, 9, 11</p>

	By end of year 4 – Actions 5, 6, 7, 8, 11 By end of year 5 – Actions 4, 6, 7, 8, 11
Responsibility	Digital services teams working with Regional, Scrutiny and National Directorates.

High-level Aim	Engagement in wider leadership for improvement along with partner agencies such as Bòrd na Gàidhlig / Scottish Qualifications Authority (SQA) / Skills Development Scotland (SDS) / Stòrlann Nàiseanta na Gàidhlig (Gaelic educational resources body), with the aim of maximising the potential of Curriculum for Excellence and ensuring excellence and equity for all. Particular emphasis on individualised / personalised curriculum pathways through the medium of Gaelic for young people, the secondary curriculum and the 1+2 approach to languages.
Desired Outcome	<p>Strong collaborative partnerships between Education Scotland and partner agencies, to achieve high-quality provision for Gaelic education and support, improved attainment and positive destinations for young people.</p> <p>Continuing the production of resources which is intelligence led, informed by the gathering of evidence from our engagement with the Gaelic sector.</p> <p>Education Scotland's online digital services will continue to host helpful information that links and meets our statutory requirements in promoting Gaelic Education and linking to partners' websites.</p> <p>Increased pace of progress of the secondary Gaelic curriculum with improved continuity at secondary stages in terms of learning Gaelic and learning through Gaelic.</p>
Current Practice	<p>We meet with partners and stakeholders regularly and provide updates on our work to connect our work to national priorities.</p> <p>We work jointly with partnership organisations including Scottish Government, Bòrd na Gàidhlig, Social Enterprise Academy, SDS, Stòrlann, Sabhal Mòr Ostaig, Comann nam Pàrant, Comann Luchd-Teagaisg Àrd Sgoiltean (Gaelic Secondary Teacher's Association - CLAS), Aberdeen University and e-Sgoil.</p> <p>We share information from Education Scotland and partners with the Gaelic sector through our newsletters and</p>

	<p>Briefings on Gaelic education, and other social media channels.</p> <p>We provide valuable support to Gaelic organisations to assist with realising the aims of the National Gaelic Language Plan.</p> <p>We support the implementation of the National Gaelic Language Plan.</p> <p>We provide advice and guidance to schools and local authorities in planning curriculum pathways for learners.</p> <p>Continue to work with partners and stakeholders to provide high-quality career-long professional learning that addresses local and national priorities and promotes best practice.</p> <p>Continue to use events and invites to conferences, which may be digital, from partners to drive improvement in GME and GLE.</p>
<p>Actions Required</p>	<ol style="list-style-type: none"> <li>1. Work alongside schools and local authorities, with partners, to support senior leaders with how they may adopt the approaches outlined in the Advice on Gaelic Education, leading to improved pathways for children and young people in GME 3-18. This will include promoting the use of learning through technologies such as e-Sgoil and the sharing of effective practice.</li> <li>2. Provide support to schools across Scotland on teaching Gaelic (Learners). This will take the form of advising on creating learning pathways for Gaelic (Learners) which will lead to an increase in the number of children and young people learning Gaelic.</li> <li>3. Provide scrutiny evidence and intelligence to partners and stakeholders which is constructive and clearly identifies the needs of schools to improve outcomes for children and young people. This will inform professional learning activities and resource requirements.</li> <li>4. Support schools by developing continuous and coherent progression pathways from primary BGE through to secondary BGE and into the Senior Phase; for both GME and GLE.</li> <li>5. The Professional Learning Directorate will work with the GME sector, local authorities, the Scottish</li> </ol>

	<p>Government and other partners to co-design leadership programmes, at all levels, which are responsive to needs and will strengthen the capacity for leaders and practitioners in Gaelic education.</p> <p>6. Support leaders and practitioners to develop their skills in delivering professional learning for others which is focussed on the curriculum, leadership for, and of, learning, teaching and assessment within and across curriculum areas, subjects and sectors. We will engage with partners to support this work.</p> <p>7. Collaborate with Bòrd na Gàidhlig to ascertain the impact of strategic planning for secondary GME and how it may be used for regional collaboration.</p>
Target Date	<p>By end of year 1 – Actions 1, 3, 5, 6, 7</p> <p>By end of year 2 – Actions 2, 3, 5, 6, 7</p> <p>By end of year 3 – Actions 2, 3, 4, 5, 6, 7</p> <p>By end of year 4 – Actions 1, 3, 4, 6, 7</p> <p>By end of year 5 – Actions 1, 3, 6, 7</p>
Responsibility	Scrutiny, Regional and National Directorates working with stakeholders and partners.

### ***Promoting a positive image for Gaelic***

High-level Aim	In taking forward all our Strategic Priorities, ensure Gaelic is taken into consideration. Working with partners, ensure that Gaelic is included in key national policies, initiatives and events.
Desired Outcome	<p>Across Education Scotland directorates the needs of the Gaelic sector will be planned for and incorporated into work stream plans.</p> <p>Education Scotland’s role for the strategic development of Gaelic Education will be clarified as part of the ‘Faster Rate of Progress’ and other related initiatives including developments from the OECD review 2021 to support delivery of the National Gaelic Language Plan.</p> <p>Gaelic will continue to feature prominently in key national policies, such as Measaidhean Coitcheann Nàiseanta airson Foghlam tron Ghàidhlig (Scottish National Standardised Assessments) and initiatives, such as Read Write Count. National events such as the conference for Gaelic Learner Education, Maths Week Scotland, World Book Day, St Andrew’s Day, An t-Alltan, (national conference for teachers of Gaelic) and the Scottish</p>

	Education Awards. The Scottish Learning Festival will offer bespoke inputs that support GME and GLE.
Current Practice	<p>Our commitment to the development of Gaelic as part of our strategic priorities is set out within this section of our Gaelic Language Plan 2022-2027. Education Scotland is committed to the promotion of high standards and the sharing of best practice as part of its ongoing core business.</p> <p>Our work contributes to the aims of the National Gaelic Language Plan, including through our representation in the Faster Rate of Progress and other such initiatives.</p> <p>We provide professional advice on matters of national priority for Gaelic Education and those that are cross-cutting policy areas.</p> <p>We respond to requests from local authorities and RICs to give support to address the impact of Covid-19.</p>
Actions Required	<ol style="list-style-type: none"> <li>1. Whilst we continue with our Gaelic Language Plan, we will work from our corporate plan and continue to ensure Gaelic is represented in the delivery and implementation of all our strategic priorities, as outlined in the actions of this plan. Regional officers and HM Inspectors of Education will meet regularly to monitor and track progress for Gaelic.</li> <li>2. Take forward specific actions relating to curriculum development for Gaelic education emerging from the Faster Rate of Progress for Gaelic initiative.</li> <li>3. We will work collaboratively and productively with partners and stakeholders to give Gaelic a high profile at national events, taking account of the changing landscape post Covid-19 restrictions.</li> <li>4. Education Scotland will include Gaelic in our wider advocacy and respect for children and young people's rights, as set out in article 30 of The United Nations Convention on the Rights of the Child.</li> <li>5. Work with Attainment Advisors and local authorities in relation to closing the poverty-related attainment gap and ensure support and challenge is provided for GME.</li> <li>6. Provide and promote opportunities for practitioners to collaborate, learn together and build capacity.</li> <li>7. Ensure there is an awareness of and take forward research being conducted on Gaelic.</li> <li>8. Ensure we are informed on current reliable and robust research into Gaelic and education and apply it to our work.</li> </ol>
Target Date	All of the actions above will be taken forward each year of the lifetime of this Gaelic Language Plan.



Responsibility	Regional and Scrutiny directorates working with Attainment Advisors and Inclusion officers.
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High-level Aim	Increase the visibility of Gaelic at the Scottish Learning Festival (SLF) working with partner organisations such as Bòrd na Gàidhlig - Celebration of Gaelic language, heritage and culture and showcasing the impact of collaboration at local authority and regional improvement collaborative stalls within the RIC village.
Desired Outcome	<p>The experience of the global pandemic from 2020 has meant that the way in which we conduct our work may change in the future with an opportunity to do things differently. At the Scottish Learning Festival we will be an advocate for a higher profile for Gaelic through an increased number of sessions, about Gaelic and through Gaelic.</p> <p>Increased number of recorded sessions available and uploaded to our digital services.</p> <p>Greater engagement from practitioners and stakeholders to celebrate Gaelic language, culture and heritage in bringing Gaelic to a wider audience.</p> <p>Improved outcomes for children and young people as practitioners learn from each other through collaboration and networking across RICs.</p>
Current Practice	<p>Gaelic Education is part of the programme for the Scottish Learning Festival. This presents an opportunity to share findings and recommendations from scrutiny and our other intelligence gathering activities.</p> <p>We invite schools that have been recognised for their high-quality work to share effective practice.</p> <p>Partners are invited to participate in our professional learning sessions to share knowledge and expertise from their areas of work.</p> <p>We continue to make presentations from seminars and workshops available on the National Improvement Hub, through the medium of Gaelic and on Gaelic Education.</p> <p>We continue to ensure Education Scotland includes and promotes Gaelic Education as part of professional learning opportunities.</p>

	We continue to record professional learning sessions for anytime learning and promote through our networks.
Actions Required	<ol style="list-style-type: none"> <li>1. The Professional Learning and Leadership Directorate and Communication Teams will work to increase the visibility of Gaelic in communications and promotional materials.</li> <li>2. Work collaboratively with partners to increase the number of sessions on offer, which may be digital, at the SLF about Gaelic Education.</li> <li>3. Establish twilight sessions, which may be digital, at SLF. This approach will facilitate the promotion of high-quality, sharing of information, networking and sharing practice amongst practitioners in Gaelic education.</li> <li>4. Work with RICs and local authorities to showcase effective practice and collaboration within the RIC village.</li> <li>5. Work with colleagues from across regional teams to identify practice for sharing from across the curriculum. Provide opportunities to share practice and build capacity.</li> </ol>
Target Date	All of the actions above will be taken forward each year of the lifetime of this Gaelic Language Plan.
Responsibility	Scrutiny Directorate, Regional Directorate, Professional Learning and Leadership Directorate and Communications Teams working with partners.

High-level Aim	<p>Publish scrutiny evidence relating to the Gaelic sector on the new Chief Inspector's area of the Education Scotland website, including on issues bespoke to the sector.</p> <p>Support empowerment by sharing scrutiny evidence with senior leaders, teachers and partners, including at events.</p> <p>Ensure the Gaelic sector is part of the ongoing programme of thematic inspections and, as appropriate, deliver a national thematic report on key aspects of Gaelic Education during the lifetime of the plan.</p>
Desired Outcome	In taking forward our work, HM Inspectors of Education will enact the Gaelic Language (Scotland) Act 2005, particularly in playing our part in securing the status of the Gaelic language as an official language of Scotland, commanding equal respect to the English language.

	<p>HM Inspectors of Education will provide independent evaluation of the quality of Gaelic across education sectors. This will be based on our unique evidence base, including observing learning and immersion at first hand. We will use this to promote improvement, influence policy and provide assurance to service users, Scottish Ministers and the public about standards, quality and improvement in Gaelic Education. In so doing, we will strive to reduce gaps to play our part in achieving excellence, equity and equality for the Gaelic sector.</p>
<p>Current Practice</p>	<p>For a previous high-level aim, and as part of inspection and review principles and code of practice, we reviewed how well programmes of independent and further inspection, and other evaluation activities support improvement for the Gaelic sector.</p> <p>Having HM Inspectors of Education or Associate Assessors with expertise in Gaelic Education, as part of inspection and review activities gives bespoke local evidence to feed into local, national and system improvement and reporting. Our HM Inspectors of Education and Associate Assessors have high-quality communication skills in Gaelic and English. They use these skills for inspection and review activities.</p> <p>Our publication of the Advice on Gaelic Education outlines professional advice and clarifies key effective practices for the Gaelic sector. It assists educators apply some of the overarching Framework for Evaluating the Quality of Services and Organisations to the sector.</p> <p>We share our evidence-based professional advice to influence the national improvement framework, national policy and support for learners. Our findings from scrutiny support the identification of new priorities for improvement in Gaelic Education at local, regional and national level, and across all sectors of Scottish education. They influence policy, professional learning and leadership.</p> <p>We ensure improvement from scrutiny findings by participating in direct professional dialogue and engagement with staff in both scrutiny, other directorates and partners to support improvement, and wider professional learning and leadership. Our scrutiny findings impact across all of our strategic priorities, which also are a set of corporate Key Performance Indicators (KPIs). These are a defined set of quantitative measures, clearly linked to our inputs, outputs and short-term outcomes.</p>

	<p>Our impact from scrutiny includes improving the strategic leadership of Gaelic; leading on immersion pedagogy; and unpacking further Curriculum for Excellence, including foundation apprenticeships, Gaelic (Learners) and providing professional advice on the expansion of funded early learning and childcare to 1,140 hours.</p> <p>HM Inspectors will continue to support quality and improvement of the Gaelic sector at a local, national and regional levels during the recovery period thereby securing the delivery of better learning experiences, and excellence and equity, for learners in the Gaelic system. Our letters and reports on Gaelic medium provision make evaluative comments on Gaelic Education and support improvement.</p>
<p>Actions Required</p>	<ol style="list-style-type: none"> <li>1. Ensure existing and new scrutiny programmes are consistently delivering positive outcomes, with a common purpose resulting in equal respect for Gaelic as a sector and language. This is for learners, educators and our own staff.</li> <li>2. Ensure that our scrutiny activity enacts, applies and evaluates new legislation, policy and guidance specific to the Gaelic sector. This includes the objectives set within strategic planning, such as the Corporate Plan and Gaelic-specific national priorities.</li> <li>3. Continue to carry out and publish details of Gaelic in an annual programme of scrutiny, aligned with our Standards and Evaluation Framework, previous GLP high-level aims and demonstrating equal respect to the sector. HM Inspectors of Education or Associate Assessors with expertise in Gaelic Education will lead on these activities.</li> <li>4. Increase the breadth and depth of evidence we gather on local authority, college, community learning and development and Gaelic Learner Education. In so doing, ensure that publications on inspection incorporate the distinctive approaches of the Gaelic sector to set expectations and model equal respect.</li> <li>5. Increase the quality, breadth and depth of evidence and reporting on the Gaelic sector as part of the ongoing programme of thematic inspections.</li> <li>6. Deliver a national thematic report on key aspects of Gaelic Education during the lifetime of the plan.</li> <li>7. In deciding on arrangements for further inspection of individual provisions, ensure that the strengths and development areas of Gaelic Education impact on decisions.</li> </ol>

	<p>8. Use the findings from scrutiny to support the identification of new priorities for improvement in Gaelic Education at local, regional and national level and across all sectors of Scottish education and to influence professional learning and leadership.</p> <p>9. Work with and inform the National Research Strategy to identify best practice in education which can be used within the Scottish system.</p> <p>10. Invest in our staff, including those new to the inspectorate, so that more staff can contribute effectively to the principles of inspecting in the Gaelic sector.</p> <p>11. Provide a Gaelic version of inspection questionnaires.</p>
Target Date	Actions 1-5, 7, 8, 10: Year 1, 2, 3, 4, 5; Actions 6, 9, 11: Year 3-5.
Responsibility	HM Inspectors

High-level Aim	Support scrutiny and self-evaluation for improvement in the Gaelic sector. This will ensure continuing to be transparent in how we inspect the Gaelic sector. We will update our Advice on Gaelic Education, based on best practice in scrutiny findings and our scrutiny frameworks, as appropriate.
Desired Outcome	Educators will be more confident in evaluating the quality of their provision, with clear identification of priorities for improvement and evidence of growing quality and improvement in the Gaelic sector.
Current Practice	<p>There is no dedicated scrutiny and self-evaluation framework for the Gaelic sector. The purpose of the Advice on Gaelic Education includes assisting educators to apply it to the “How good is our ..?” series.</p> <p>The Advice on Gaelic Education has had measurable impact at local, national and system levels, and beyond.</p>
Actions Required	<ol style="list-style-type: none"> <li>1. Use the knowledge and evidence from inspection, review and other scrutiny activities for improvement purposes to update the Advice on Gaelic Education and contribute to the Chief Inspector Reports.</li> <li>2. Engage with our staff and stakeholders to embed an improved approach to quality improvement and self-evaluation, from which we can clearly evaluate the impact of our work. For this, we will look at sharing regularly our inspection evidence, including challenge questions and effective practice. We also need to ensure that our support for Gaelic Medium Education</li> </ol>

	<p>has equal respect to what international inspectorates do for similar systems of education.</p> <p>3. Share effective practice from the Gaelic sector using the same approaches as available through English.</p>
Target Date	Actions 1, 3: Years 1-5; Action 2: Years 2-5.
Responsibility	HM Inspectors

High level Aim	All commitments from the previous edition of Education Scotland's Gaelic Language Plan which remain in Education Scotland's remit will be reviewed and those not fully delivered will be carried forward and delivered.
Desired Outcome	Commitments from the previous edition will continue to be delivered.
Current Practice	Education Scotland's commitments from the previous iteration of our Gaelic Language Plan will be continued into this next plan.
Actions required	Review and monitor the actions which remain outstanding and carry forward as actions of this new edition.

## 4. Corporate Service Aims

Desired Outcome	<p><b>Logo and brand</b></p> <p>Render the corporate logo and branding in both Gaelic and English at the first opportunity and as part of any renewal process. The logo will demonstrate equal prominence for both languages.</p>
Current Practice	Our logo and strapline with our corporate plan are available bilingually. The bilingual logo is used universally in communication ranging from our online services presentations and publications. The bilingual strapline is used in Gaelic contexts and is available for use more widely.
Actions Required	Continue to increase the use of our bilingual strapline in presentations and published documents across the organisation under the terms of 'equal respect'.
Target Date	We will ensure the bilingual strapline will be used universally by 2026.
Responsibility	Communications teams working with all staff.

## ***Communicating with the Public***

Desired Outcome	<b>Signage</b> Prominent signage will include Gaelic and English as part of any renewal process.
Current Practice	Most of our buildings display our logo both internally and externally. Buildings that we share with the Scottish Government have internal signs with our logo.
Actions Required	In addition to the bilingual logo, increase the use of Gaelic in all signs as they are replaced, demonstrating equal respect to Gaelic and English, with initial focus on high-profile signs.
Target Date	Year 5
Responsibility	Communications Team and Facilities Team working with the Regional directorate.

Desired Outcome	<b>Promotion</b> Positive message that communication from the public in Gaelic is always welcome.
Current Practice	Gaelic is used by officers in interactions by telephone and/or email as required and desired.
Actions Required	We will add text to the outward facing communications areas of our online services to indicate that communications from the public in Gaelic is welcome.  Ensure all staff within Education Scotland are aware of the advice regarding the use Gaelic in bilingual signatures.
Target Date	By end of year 1 and ongoing thereafter.
Responsibility	Communications teams working with the Regional directorate.

Desired Outcome	<b>Written Communication</b> Written communication in Gaelic is always accepted (post, email and social media) and replies will be provided in Gaelic in accordance with the general policy.
Current Practice	All forms for written communications which come to Education Scotland in Gaelic are welcomed and we respond in Gaelic. Most of our staff use Gaelic in their e-mail signature.  Continue to respond to written communication in Gaelic if received in Gaelic.  Continue to encourage staff to use bilingual e-mail signatures.
Actions Required	Refresh the approach to communications and add information to our 'contact us' page on our website to highlight our



	acceptance of written communications and associated responses in Gaelic.  Promote the use of the Gaelic area on our intranet with all staff.
Target Date	By end of year 1 and ongoing thereafter.
Responsibility	Communications Team working with relevant directorates.

Desired Outcome	<b>Reception and phone</b> Where Gaelic-speaking staff can provide this service, they are supported to do so, and the service is promoted to the public.
Current Practice	Communications to us requiring a Gaelic response will be taken forward by a member of staff who is fluent in Gaelic.
Actions Required	Promote the use of Gaelic as a means of communication through our online service areas such as 'contacting us'.
Target Date	By end of year 1
Responsibility	Human resources, communications team working with Regional directorate.

## **Information**

Desired Outcome	<b>Public meetings</b> Opportunities to hold public meetings bilingually or in Gaelic are regularly explored and promoted.
Current Practice	No Public meetings are held by Education Scotland
Actions Required	Should public meetings be developed, Education Scotland will include Gaelic.
Target Date	Years 1-5
Responsibility	Regional and Scrutiny directorates and Communications team
Desired Outcome	<b>News Releases</b> High profile news releases and all news releases related to Gaelic are circulated in both Gaelic and English.
Current Practice	News releases that relate to Gaelic-specific themes are produced bilingually. A spokesperson is available to communicate with the media in Gaelic as and when required.
Actions Required	Continue with current practice.  The media will be informed that there is a Gaelic spokesperson available as part of an active offer.
Target Date	Years 1-5
Responsibility	Human resources, Communications team, working with relevant directorates.

Desired Outcome	<b>Social Media</b> Information about content for Gaelic Medium Education distributed regularly through social media in Gaelic, and/or contain Gaelic language for all other content, guided by the level of actual and potential users.
Current Practice	We use social media to distribute key information and to highlight practice for sharing and use Gaelic language to highlight and promote Gaelic content. For example in 2020 – 2021 we published thirteen GME resource packages in support of the curriculum and learning through immersion, as highlighted in our Gaelic Language Plan end of year report.
Actions Required	<p>1. Increase the information distributed through our social media channels about Gaelic content available.</p> <p>2. We will use our social media to promote and publicise best practice for GME and GLE.</p> <p>3. Include Gaelic in information distributed through our social media channels about all content. Our monitoring report will highlight a yearly increase.</p>
Target Date	The actions above will be taken forward each year.
Responsibility	Communications team and Scrutiny, Regional and National directorates.

Desired Outcome	<b>Website</b> Gaelic content should be available on the public authority's website, with emphasis given to the pages with the highest potential reach.
Current Practice	Gaelic content is available across our online services, the National Improvement Hub, the Corporate Website, Professional Learning and Leadership, Parentzone Scotland and Glow. Gaelic content is located by entering a search for 'Gaelic'. Pages which contain related content are tagged for Gaelic for ease of location. We link to partner websites as appropriate.
Actions Required	<p>Continue to develop Gaelic content available on our online services.</p> <p>Review and renew content as and when required and ensure our services include a Gaelic section for GME and GLE.</p> <p>Gaelic content will be increased on the Education Scotland corporate website to demonstrate equal respect and increase the visibility and status of the language.</p>
Target Date	The actions above will be taken forward yearly.
Responsibility	Digital Services team, Web Services team, Communications team working with Scrutiny and Regional directorates.

Desired Outcome	<b>Corporate Publications</b> Produced in Gaelic and English, with priority given to those with the highest potential reach.
Current Practice	Education Scotland prioritises key documents for making available in Gaelic to assist our staff, teachers, practitioners and learners in using Gaelic for the core business of achieving improved outcomes for children and young people. A search for 'Gaelic' on our website identifies the documents and resources available, in addition to documents relating to our corporate functions.
Actions Required	Continue current practice.  A list of the documents that are available through Gaelic will be published annually as part of our annual report and will be increased over the next 5 years.
Target Date	The actions above will be taken forward yearly.
Responsibility	Corporate services working with Scrutiny, Regional and National directorates.

Desired Outcome	<b>Language utility</b> A process is in place to ensure that the quality and accessibility of Gaelic language in all corporate information is high.
Current Practice	A process is in place to ensure Gaelic language used in corporate information is of the highest quality. We check our translations both internally and externally to ensure Gaelic Orthographic conventions are adhered to.
Actions Required	Continue current practice.  Link with partners to ensure a consistent approach to terminology and specialist vocabulary is used.  Update our terminology glossaries regularly.
Target Date	The actions above will be taken forward yearly.
Responsibility	Scrutiny and Regional directorates

Desired Outcome	<b>Exhibitions</b> Opportunities to deliver public exhibitions bilingually or in Gaelic should be explored on a regular basis, with priority given to those with the highest potential impact.
Current Practice	We use translations or make Gaelic presentations available as part of any input at exhibitions to which we are invited. At times, we use our discretion on which language to use to ensure that important messages are relayed effectively and understood by intended audiences (e.g. SLF, An t-Alltan).
Actions Required	Continue current practice.

	We will increase our use of Gaelic at events such as the Scottish Learning Festival and An t-Alltan,
Target Date	The actions above will be taken forward yearly.
Responsibility	Scrutiny and Regional directorates.

## Staff

Desired Outcome	<b>Internal audit</b> Conduct an internal audit of Gaelic skills and training needs through the life of each plan.
Current Practice	Internal audits have been carried out to ascertain Gaelic skills within the organisation and those who wish to learn Gaelic for GLP 2015-2020
Actions Required	Take forward actions arising from the responses to the audit survey.  Survey outcomes will be used to develop Education Scotland's training and recruitment policy.  Conduct an audit of staff skills.
Target Date	The actions above will be taken forward in year 2.
Responsibility	Human resources team working with Scrutiny and Regional directorates.

Desired Outcome	<b>Induction</b> Knowledge of the public authority's Gaelic Language Plan included in new staff inductions
Current Practice	All current staff have knowledge of the organisation's Gaelic Language Plan and representation from across directorates formed a short-life internal working group to contribute to the formulation of the new Gaelic Language Plan.  Continue to include an input on Gaelic Education, emphasising the duties of individuals across the organisation in promoting Gaelic.
Actions Required	As part of the induction of new colleagues in the Regional Improvement Teams and across directorates in the organisation, ensure awareness of the plan and individual responsibilities.
Target Date	The action above will be taken forward yearly.
Responsibility	Human resources team working with Scrutiny, Regional and National directorates.

Desired Outcome	<b>Language training</b> Gaelic language skills training and development offered to staff, particularly in relation to implementing the public authority's Gaelic language plan.
Current Practice	To encourage empathy to and understanding of Gaelic, we endeavour to encourage all of our staff to be supportive of Gaelic and to promote a positive image of Gaelic as part of our work.  Staff who are learning Gaelic have the opportunity to come together to share experiences, use the Gaelic they have learned and build their confidence.
Actions Required	Sign-post those who wish to develop their Gaelic language skills to courses and online learning available.  As part of work-place professional learning, Gaelic learning by staff will take place during work hours.
Target Date	The actions above will be taken forward yearly.
Responsibility	Regional directorate
Desired Outcome	<b>Awareness training</b> Gaelic awareness training offered to staff, with priority given to directors, board members, councillors, and staff dealing directly with the public.
Current Practice	Awareness raising sessions have been offered to staff.
Actions Required	Continue current practice with staff.  Provide Gaelic awareness training on a yearly basis.
Target Date	On a yearly basis
Responsibility	Human resources team, Communications team working with Scrutiny, Regional, Corporate, Professional Learning and Leadership and National directorates.

Desired Outcome	<b>Recruitment</b> Recognising and respecting Gaelic skills within the recruitment process throughout the public authority
Current Practice	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.
Actions Required	Continue current practice and ensure Human Resources staff are aware of responsibilities.
Target Date	The action above will be taken forward yearly.
Responsibility	Human resources team, Communications team working with Scrutiny, Regional, Corporate, Professional Learning and Leadership and National directorates.

Desired Outcome	<b>Recruitment</b> Gaelic named as an essential and/or desirable skill in job descriptions in order to deliver the Gaelic language plan and in accordance with the Bòrd na Gàidhlig recruitment advice.
Current Practice	As part of the recruitment process, Gaelic is named as an essential and / or desirable skill in job descriptions of new staff, in order to deliver the actions in the Gaelic Language Plan, in accordance with the Bòrd's recruitment advice.
Actions Required	Continue current practice.  We will highlight that applications from those with skills in Gaelic will be welcome in all Education Scotland job descriptions.
Target Date	The actions above will be taken forward each year.
Responsibility	Scrutiny and Regional directorates, Human Resources team and Communications team.

Desired Outcome	<b>Recruitment</b> Bilingual or Gaelic only job adverts for all posts where Gaelic is an essential skill.
Current Practice	We produce job adverts bilingually when expertise in Gaelic Education is central to the job remit.
Actions Required	Include some Gaelic in all Education Scotland job adverts.
Target Date	The actions above will be taken forward yearly.
Responsibility	Relevant Directorates, Human Resources team and Communications team

### ***Gaelic Language Corpus***

Desired Outcome	<b>Place names</b> Gaelic place name advice from Ainmean-Àite na h-Alba is sought and used.
Current Practice	Education Scotland seeks and uses place name advice from Ainmean-Àite na h-Alba and will continue to do so.
Actions Required	No new actions – continue current practice
Target Date	Years 1-5
Responsibility	Scrutiny and Regional Directorates

Desired Outcome	<b>Gaelic Orthographic Conventions</b> The most recent Gaelic Orthographic Conventions will be followed in relation to all written materials produced by the public authority.
Current Practice	Education Scotland follows the most recent Gaelic Orthographic Conventions in all written materials produced and will continue to do so.  Education Scotland will continue to link with partners to ensure a consistent use of terminology across publications.
Actions Required	No new actions – continue current practice
Target Date	Years 1-5
Responsibility	Scrutiny and Regional Directorates

## 5. Links to the National Performance Framework

As part of our work Education Scotland collects, analyses and publishes a wide range of information which contributes to the evidence gathered by the Scottish Government in monitoring progress towards achieving National Outcomes. We gather evidence which informs our advice to Scottish Ministers and the formation of policy.

We are ambitious and aspire high for Gaelic and aim to ensure our children and young people are well educated in Gaelic, attain highly and are able to contribute to society and a thriving economy for Scotland. Curriculum for Excellence provides a flexible and enriched curriculum from 3-18 and includes the totality of experiences that are planned for children and young people. The embedding of Curriculum for

Excellence should lead to high-quality experiences for learning Gaelic and learning through Gaelic, with the development of the four capacities an important feature of Gaelic. We are educating young people to be successful learners who achieve as high as possible, responsible citizens who participate in and contribute effectively to their society, confident and assured young people who know that they have skills, values and a contribution to make. Our work with key partners, schools and youth organisations will help to build the values, attitudes, knowledge, skills and confidence in young people which help them to make informed decisions, understand the benefits of having skills in Gaelic that contribute to the opportunities to flourish in Scotland.



How our priorities link with the National Performance Framework (NPF)

Education Scotland: Strategic Priorities		Link to NPF
SP1	System Leadership	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
SP2	Curriculum	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
SP3	Learning, Teaching and Assessment	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
SP4	Inclusion, Wellbeing, Equity and Equalities	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
SP5	Best Use of Evidence	1, 2, 3, 5, 6, 7, 8, 9, 10, 11
SP6	Culture, Values and Behaviour	3, 5, 6, 7, 8, 9

Full details of the National Performance Framework can be found at:

<https://nationalperformance.gov.scot/>

## 6. Links to local and regional frameworks

Education Scotland has a key role to play in supporting RICs. The educational landscape across Scotland has moved towards a regional delivery approach to improvement through collaboration and our teams are organised to meet the needs of this new landscape. Our six regional teams, led by Senior Regional Advisors (SRAs), reflect the six RICs in which local authorities work together across Scotland. Our improvement workforce is practitioner facing, working alongside the national and scrutiny functions of Education Scotland to drive improvement. The SEO-Gaelic and the Education Officer–Secondary Gaelic Curriculum (fixed term contract) have been assigned to the regional team which supports the Northern Alliance and they also work across all regional teams. The two officers (fixed term contracts) supporting the implementation and delivery of the MCNG are assigned to the South West Team. Our work with the RICs supports the aims in our Gaelic Language Plan. All officers across regional teams have had Gaelic awareness training and input outlining their responsibilities and duties in taking forward the actions in the Gaelic Language Plan. The six RICs are aware of Education Scotland’s Gaelic Language Plan and of our commitment to improving outcomes for children and young people. The Senior Regional Advisors work closely with the RIC leads and encourage the inclusion of Gaelic as part of RIC plans.

We will take forward ways in which we can impact on other frameworks such as Community Planning Partnerships and Skills Investment Plans.

## 7. Publication

Publishing and publicising the plan

*INTERNAL*

Education Scotland’s Gaelic Language Plan will be published bilingually on our online services. In addition, to raise aware of the plan with staff internally we shall:

- make the plan known to employees via professional learning events;
- publish the plan on Education Scotland’s intranet;
- announce publication of the plan in whole staff communications;
- ask deliverers of services across the organisation to adhere to the principles of the plan; and
- sign post staff to courses and online opportunities to learn and use Gaelic or further develop their skills.

## EXTERNAL

Education Scotland’s Gaelic Language Plan will be published in Gaelic and in English on our website. In addition, we will:-

- issue a bilingual press release announcing the plan;
- publicise the plan through a variety of social media platforms;
- distribute copies to arms-length organisations and other third-party organisations, explaining their role in the delivery of the plan;
- distribute copies of the plan to key stakeholders in the public, private and third sectors;
- distribute copies of the plan to relevant Gaelic organisations and other interested bodies; and
- make hard copies available on request.

## 8. Resourcing the plan

Education Scotland is responsible for arranging to meet the costs of implementing its Gaelic Language Plan and, as part of our plan, it is our duty to budget accordingly to meet costs.

## 9. Monitoring the plan

Education Scotland is committed to using the findings from its monitoring to make improvements. In monitoring implementation of the plan, Education Scotland will

compile an annual progress report. The annual progress report will be provided to Bòrd na Gàidhlig and will be made available to the public.

## 10. The Gaelic Language Plan in the public authority

### 10.1 Overall responsibility for the plan

The Chief Inspector/Chief Executive has overall responsibility for preparation, delivery and monitoring of Education Scotland's Gaelic Language Plan. They can be contacted as follows: -

*NAME: Gayle Gorman*

*POSITION: Chief Inspector/Chief Executive*

*NAME OF ORGANISATION: Education Scotland*

*ADDRESS: Denholm House, Almondvale Business Park, Almondvale Way, Livingston, EH54 6GA*

*TELEPHONE NUMBER: 0131 244 4330*

### 10.2 Day-to-day responsibility of the plan

An HM Inspector Lead Officer has day-to-day responsibility for the delivery and monitoring of Education Scotland's Gaelic Language Plan for scrutiny.

A Senior Education Officer - Gaelic has day-to-day responsibility for the delivery and monitoring of Education Scotland's Gaelic Language Plan for regional and national priorities.

The Professional Learning and Leadership Team have responsibility for leadership for Gaelic.

The Communications Team has responsibility for our communications through and about Gaelic.

The Digital Team has responsibility for our online services and the visibility of Gaelic across these services.

Enquiries on the Gaelic Language Plan can be made to:

[Enquiries@educationscotland.gov.scot](mailto:Enquiries@educationscotland.gov.scot)

### 10.3 Gaelic Language Plan implementation and monitoring group

HM Inspectors monitor progress with the Gaelic Language Plan as part of the directorate's planning process. The SEO will liaise with staff from other directorates to monitor progress with the plan.

## 10.4 Engaging with staff

Staff will receive professional learning sessions at internal events to raise awareness of the plan and the duties and responsibilities of staff in its implementation. All new colleagues will receive a copy of the plan and an input on Gaelic Education will be included as part of induction. Staff who wish to learn Gaelic or further develop their skills in Gaelic will be directed to appropriate learning opportunities.

## 10.5 Arm's length organisations and third parties.

Education Scotland will ensure deliverers of services/goods on our behalf to adhere to the principles of the plan.

# 11. Appendix 1 – Internal Gaelic capacity audit

Education Scotland conducted an internal audit of existing Gaelic capacity within the organisation. The details of the audit are as follows:

Questions asked with response rate:

### 1. Do you have Gaelic?

I am a fluent speaker of Gaelic – fewer than ten responses

I am learning Gaelic – fewer than ten responses

I do not speak Gaelic – 68 responses

### 2. Are you interested in improving your fluency of Gaelic?

Yes – fewer than ten responses

No – fewer than ten responses

### 3. Are you interested in learning Gaelic?

Yes – 34 responses

No – 34 responses

### 4. Have you any previous experience where you have had responsibility for some aspects of Gaelic Medium Education (GME) or Gaelic (Learners)?

Yes – fewer than ten responses

No – 67 responses

### 5. Please give details of any previous experience where you have had responsibility for some aspects of Gaelic Medium Education (GME) or Gaelic (Learners):

Fewer than ten responses indicated some previous experience.

**Education Scotland**  
Denholm House  
Almondvale Business Park  
Almondvale Way  
Livingston EH54 6GA

T +44 (0)131 244 4330  
E [enquiries@educationscotland.gsi.gov.uk](mailto:enquiries@educationscotland.gsi.gov.uk)

[www.education.gov.scot](http://www.education.gov.scot)

