The Highland Council
Comhairle na Gàidhealtachd

Foghlam Gàidhlig:
Dòigh-obrach Chomhairle na Gàidhealtachd

Gaelic Education:

The Highland Council Approach

Updated November 2018

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Introduction

This policy document provides information, support and best practice regarding Highland Council's Gaelic Education provision. Document contents will be amended and updated as required, in response to changes in legislation and taking account of feedback from pupils, parents/carers, school staff and multi-agency professionals. Therefore, for the most recent version of this document or to access the various digital hyperlinks herewithin, reference should be made to the following website: http://www.highland.gov.uk/downloads/download/32/school_policies.

The policy sets out expectations for the delivery of Gaelic Education, which consists of Gaelic Medium Education (GME or fluent Gàidhlig) and Gaelic through the 1+2 Language Learning Approach, which may be referred to as Gaelic Learner Education (GLE or learner Gaelic). Delivery models are based on national guidance from Education Scotland and Bòrd na Gàidhlig.

Guiding Principles

GME and GLE Gaelic Education approaches are delivered within early learning and childcare settings, throughout primary and secondary school years and through to undergraduate and postgraduate studies. Provision is underpinned by the Gaelic Language (Scotland) Act (2005), the Education (Scotland) Act (2016) and the Statutory Guidance on Gaelic Education (2017).

Language is central to our cultural heritage and national identity and essential for supporting a diverse and inclusive society. This is reflected through statutory requirements to:

➢ **Protect and promote the use of Gaelic and**
➢ **Improve language learning so that it is a normal, expected part of school education for all children in Scotland by 2021.**

CONTENTS

1   LEGISLATION: INCLUSION, ENTITLEMENTS AND ASN

Scotland's main language by custom and usage is English, with Gaelic, Scots, British Sign Language and minority languages making up the country's other main language groups. The Gaelic Language (Scotland) Act (2005) gained royal ascent in June of that year, confirming Gaelic as an official language of Scotland.

Highland Schools use effective partnerships with parents and carers to support the learning and development of all young people. This includes identifying and assessing a learner's additional support needs (ASN) and working alongside relevant Support Service professionals, when required. Children and young people are also involved in planning and reviewing levels of support, whenever possible. The standardised approaches that underpin this process are detailed within Highland Practice Model Guidance, which meets the legislative requirements of Getting It Right for Every Child (GIRFEC), first published by The Scottish Government in 2008 and reinforced through the Children and Young People (Scotland) Act 2014. The Highland Council was a national pathfinder for this development work and the Highland Practice Model is embedded across Care and Learning establishments within the Highland Council area.

Highland Council's requirement to identify, assess and provide for a child or young person's ASN applies equally to pupils in Gaelic Education, just as it does to all children and young people in Scotland. The Statutory Guidance on Gaelic Education (Bòrd na Gàidhlig, 2017), Additional Support Needs: A Collective Resource for GME (Stòrlann, 2017) and Audit on Additional Support Needs In Gaelic-Medium Education & Staff Training Needs Analysis (Bòrd na Gàidhlig, 2017) address the specific challenge of ASN in GME, recommending that steps should be taken to improve provision for children and young people who require additional support in their learning. Highland Council and its partners are committed to supporting developments in this area, actively engaging in local and national projects on an ongoing basis.

For further details regarding Highland Council's support for pupils with ASN in GME, please refer to the Highland Council policy document, Meeting Additional Support Needs in Gaelic Medium Education: Identification, Assessment and Support Strategies (insert hyperlink after publication). The aforementioned guidance should be used in conjunction with Highland Practice Model Guidance; The Highland Practice Model – delivering Additional Support for Learning and Guidelines on Bilingual Working.

2   HIGHLAND COUNCIL GAELIC EDUCATION: A SUMMARY

The Highland Council commits to giving equal respect for Gaelic and English on the basis that both languages are essential components of Highland life. We recognise the educational, artistic, cultural, social and economic importance of Gaelic in underpinning our place in the modern world and its value to our future, in addition to the significant and positive contribution it has had on our past.

Highland Council supports Gaelic Education in different ways:

- Gaelic in the Home, Early Learning and Childcare
- Gaelic Medium Education (GME/ Fluent Gàidhlig)
- Gaelic 1+2 Language Learning Approach (Gaelic Learners)

↓ Gaelic in the Community and Adult Education

Gaelic in the Home, Early Learning and Childcare

Highland Council continues to support and develop existing partnerships, using resources to encourage and support parents or carers of children attending early learning and childcare settings to learn Gaelic through parent language classes.

It is vitally important for parents/carers that are not confident in using Gaelic to recognise that this is not a barrier to their child's route to multilingualism through GME. By supporting the development of children's first language(s)/oral language at home, a learner's potential to acquire and develop the cognitive advantages of multilingualism is significantly enhanced. These benefits are transferrable across an individual's repertoire of languages. Therefore, by developing home language skills, children and young people in GME can be supported to develop their linguistic capacity in two or more languages simultaneously, working towards balanced, age appropriate competence across those languages and enhancing the potential for academic success throughout their education and beyond into their lifelong learning journey.

Ongoing engagement and collaboration with parents that have young children supports the delivery of services that provide access to Gaelic for children, young people and their families. Encouraging attendance and participation in a range of Gaelic family events such as the Gaelic Family Learning Week project also supports this process.

Furthermore, Local Authority Gaelic Community Learning and Development Officers seek to sustain and increase the percentage of learners transitioning into Gaelic education by promoting and raising awareness of multilingualism and the benefits of GME, particularly for families who live in areas where opportunities already exist to attend Gaelic medium provision within the local community. Gaelic learner experiences are available through early learning and childcare settings, commissioned parent and toddler playgroups and through its childcare services; predominantly in areas where primary GME exists or where a decision in principle has been taken to set up provision in response to demand.

Gaelic Medium Education (GME/Gàidhlig)

To protect the future of Scottish Gaelic and support its growth and development, GME was formally launched in the 1980s. Central Primary School in Inverness became The Highland Council's first GME setting, providing Gàidhlig (fluent) immersion, where children absorb the language through pupil learning experiences. The model is now widely adopted nationally, where Highland is currently the largest provider of GME. All Gaelic education is important; however GME is seen as the best hope for the survival of Gaelic and is therefore a Scottish Government priority; where all aspects of Curriculum for Excellence (CfE) are delivered through the medium of Gaelic language. Section 6 details the "Total Immersion" and "Immersion" educational approaches used in GME.

The Highland Council presently offers GME through 15 early years and childcare settings; additionally there are 3 Gaelic Partner Centres. 20 primary school settings provide GME. 12 secondary school settings offer GME, where Gàidhlig (fluent) is taught as a discrete subject and additional subjects may be offered through the medium of Gaelic. In the Senior Phase of secondary school, an entitlement exists for Gàidhlig to be available as a National Qualification for GME pupils, through the Scottish

Qualifications Authority (SQA) exams. Settings may also offer formal qualifications in additional subjects through the medium of Gàidhlig.

Gaelic 1+2 Language Learning Approach (Gaelic Learners)

Highland Council delivers Primary Language Learning for Gaelic (PLL Gaelic), which superseded Gaelic Language in the Primary School (GLPS). This is delivered as part of the 1+2 Language Learning Approach, a statutory entitlement for Scottish learners by academic year 2020/21. This entitlement can be met through any language, with many Highland settings selecting Gaelic. The 1+2 model is delivered from primary 1 through to the end of secondary 3, as part of a pupil's Broad general education (BGE).

For the purposes of the 1+2 Language Learning Approach, the language of classroom instruction is referred to as Language 1 or L1. Children and young people are exposed to an additional language from primary 1 (Language 2 or L2). A further language (or languages) is/are introduced from primary 5 (Language 3 or L3). The introduction of L3 should not be at the expense of L2. **In the Highland Council area, 23 primary schools have selected Gaelic as L2 and 66 have selected Gaelic as L3**. In secondary settings L2 and L3 Gaelic are referred to as Gaelic Learner Education (GLE).

In most cases L2 remains the same for learners throughout their BGE. However, primary and secondary schools may elect to offer flexibility with L3 selection from one year to the next. Also, where staffing and timetabling allow, pupils may be given the opportunity in secondary 1 to swap their L2 for the L3 that was studied in primary school. This is permitted when pupils have been taught the same L3 in P5, 6 and 7 by a PLL trained teacher/specialist and have experienced the language to CfE 2nd Level.

In the Senior Phase (secondary 4 - secondary 6) and when the same L2 has been delivered throughout a pupil's BGE, opportunities should be made available for the L2 language to be available as a National Qualification through the SQA. This is currently provided for Gaelic/GLE in 13 Highland Associated School Groups (ASGs).

The 1+2 Language Learning Approach and GME

For GME schools/departments the application of the 1+2 Language Learning Approach is slightly different. Firstly, in GME the language of instruction is Gaelic; so for the purposes of 1+2 data collection L1 is considered to be Gaelic (it is noted that in many cases Gaelic will not represent the main language in the family home). In GME English represents L2, which through the 'Total Immersion' approach, (See Section 6) is introduced as part of the curriculum in GM 3 or GM 4. A further additional language (L3) is also introduced from GM 5 onwards.

Education Scotland provides 1+2 guidance within the following publications:

A 1+2 approach to language learning from Primary 1 onwards

LANGUAGE LEARNING IN SCOTLAND: A 1+2 APPROACH Further guidance on L3 within the 1+2 policy

Advice on Gaelic Education Gaelic Learner Education: curriculum 3-18 and Language Learning in Scotland: A 1 + 2 Approach

The Role of Gaelic Education 3-18 in 'Language learning in Scotland: A 1+2 Approach

Gaelic in the Community and Adult Education

Gaelic Community Learning and Development Officers actively seek to provide opportunities to encourage and increase the use of Gaelic in our Highland communities. This involves the support of new community partnership development plans and links with existing groups in order to promote and support an inclusive approach to Gaelic use, in addition to providing opportunities to develop individual language skills. Officers also continue to support and advise community groups in relation to Gaelic development and usage.

3   PLACING REQUESTS AND GME

The Highland Council's duty regarding placing requests is defined by the Education (Scotland) Act (2016) and Additional Support for Learning Act (as amended 2009). For enrolment in a school outside of a family's area, please refer to the Highland Council Placing Request Guidance. This document clearly sets out the parental right to request that a child/children is/are educated in a school other than the catchment area school, through a placing request. This process requires parents/carers to enrol children in the catchment area school in the first instance. The Highland Council operates an Online Placing Request Application Form, which guides parents/carers through this process. Alternatively parents/carers can visit relevant schools, which can provide a paper copy of the application form on request. Placing Request Guidance provides criteria upon which school admission decisions are based, which are important to note, based in order of the following priorities:

1. Pupils living within the Highland Council region

2. Pupils living within the geographical catchment of the school concerned

3. Certified medical reasons or additional support needs which could best be served in that school

4. Siblings of pupils currently in attendance at the school

5. Religious belief (denominational schools only)

6. Educational courses not available at catchment area school

7. Attendance at associated primary school. (Secondary 1 requests only)

8. Proximity of home to school

9. Road safety/ease of travel

Additional information, relative to placing requests and GME is included in the Statutory Guidance for Gaelic Education (2017), which was prepared under Section 9 of the Gaelic Language (Scotland) Act (2005). These documents provide details regarding parental rights and the processes involved in requesting an assessment of the need for Gaelic Medium Primary Education.

Foglam Gàidhlig: Dòigh-obrach Chomhairle na Gàidhealtachd
Gaelic Education: The Highland Council Approach

The Highland
Council
Comhairle na
Gàidhealtachd

4   SCHOOL TRANSPORT FOR GME

Transport for GME schools/departments is provided on the basis of defined GM catchment areas, where these have been established, or otherwise on the basis of defined entitlement areas, based on groupings of existing primary school catchments within each Associated School Group (ASG). These arrangements are based on the principles of providing entitlement to transport to GME for Highland pupils, whilst also providing transport as efficiently as is possible. There are areas where there is no entitlement as the distances involved would be excessive. Where there are ASGs or other areas without any local provision of GME, any identified parental demand for GME would be assessed in accordance with the Education (Scotland) Act 2016. Designated entitlement areas are subject to review on an annual basis, to reflect changes in GME provision across The Highland Council region.

In the absence of a GM catchment area and in a situation where a placing request has been granted, parents/carers should be referred to Highland Council's Home-to-School Transport Policy to clarify transport responsibility. In some cases transport becomes the responsibility of parents/carers. The legal basis for school transport provision is found in the Education (Scotland) Act 1980, Sections 42(4) and 51(1), as amended by the Education (Scotland) Act 1981, Section 2, the Education (Scotland) Act 1996, Schedule 5 and the Standards in Scotland's Schools etc Act 2000, Section 37 and Determining Primary School Capacity – Guidance, The Scottish Government (2014). For a full and comprehensive overview of how the Highland Council meets these legislative requirements, please refer to the Highland Council's School Transport Policy.

5   MULTILINGUALISM

Professor Antonella Sorace* is Professor of Developmental Linguistics at the University of Edinburgh and Director of Bilingualism Matters, an information and public engagement centre which aims to bridge the gap between research and society and to help more people benefit from bilingualism. She believes that in order to support Gaelic language development, it is essential that the correct information about the benefits and challenges of bilingualism is made available to families, teachers, professionals and policymakers to enable more and more children to grow up multilingual:

> *Bilingualism children function in more than one language in their daily lives. The bilingual experience potentially brings several social, linguistic and cognitive benefits, if certain conditions are met. Bilingual children understand at an earlier age that other people may have a different perspective from their own, so they have awareness of other people's point of view. This advantage comes from children's constant experience of choosing a language on the basis of the person they talk to. People who grow up with more than one language can have a range of mental benefits that make them better at learning and more effective at dealing with complex situations. Many studies have found that child additional language learners can also benefit from the cognitive advantages of bilingualism. However, exposure to another language in the primary school years is more likely to lead to active bilingualism than in late*

adolescent/adult years, so the best 'window of opportunity' for becoming fully bilingual is early childhood.

*<u>**Bilingualism can provide children with a lot more than two languages!**</u>*

1) Social advantages:

➢ *access to two (or more) cultures*
➢ *more tolerance towards/interest in other cultures*
➢ *easier to travel, find a job later on, etc.*

2) Linguistic advantages:

➢ *early awareness of sounds, words, sentences*
➢ *enhanced language learning abilities*
➢ *earlier reading skills*

3) Cognitive advantages:

➢ *mental flexibility and adaptibility in many different situations*

Learning to speak Gaelic is a wonderful opportunity to provide children with the benefits of bilingualism and bilingualism is essential to the survival of Gaelic.

<u>Gaelic-medium Education in Scotland: choice and attainment at the primary and early secondary school stages</u> (2010) is the final report of the project <u>The Output of Gaelic Education</u>, funded by <u>Bòrd na Gàidhlig</u>. The publication was the result of research on why people choose or do not choose GME and what its effects are on pupils' attainment.

There were two main reasons why people chose GME. The first was heritage: of family, community or nation. Several linked the choice of GME to a wider interest in Scottish culture, and a belief that Gaelic is an essential part of Scottish identity. The second set was the perceived benefit of a child's becoming bilingual and that being bilingual stimulates children's learning.

Findings with regard to attainment showed that most pupils in GME, who are not exposed to English in the classroom until at least GM 3, catch up with and overtake English Medium Education (EME) pupils in their command of English.

In Science and Maths, the attainment of GME and EME pupils was broadly equal when GME pupils were compared with EME pupils of similar socio-economic status. Thus GME pupils' attainment in other areas of the curriculum does not seem to be affected by their learning subjects through the medium of Gaelic.

In short, GME is chosen for its capacity to enrich the culture of its pupils as well as for its general cognitive benefits.

Further details on Bilingualism are available in leaflet form through <u>the Highland Council</u>: *<u>Bilingualism - a lot more than two languages</u>*

*This section of guidance is published with the express consent of Professor Antonella Sorace.

6   TOTAL IMMERSION AND IMMERSION

The concept of 'immersion education', a bedrock for GME, was introduced between the late 1950s and early 1960s in Canada. Pupils were taught with three clear aims:

> *(1) to become competent to speak, read and write in French;*
>
> *(2) to reach normal achievement levels throughout the curriculum including the English language;*
>
> *(3) to appreciate the traditions and culture of French-speaking Canadians as well as English-speaking Canadians.*

Baker, 2011, p239

Across Highland, GME Immersion approaches successfully and consistently deliver positive outcomes for native and new Gaelic speakers alike; enabling children and young people to develop a multilingual and multicultural identity without loss in academic performance. Pupils are usually taught entirely through Gaelic during their first three or four years in primary school. This prioritises the development of fluency and enables pupils to secure a strong foundation in the Gaelic language. This important phase is referred to as '**Total Immersion**' and works effectively for children that are not fluent in Gaelic, the **Total Immersion** approach also greatly enhances the language skills of children who have already secured fluency.

In GM 3 or GM 4 the '**Immersion'** phase begins. The decision regarding when learners move from **Total Immersion** to the **Immersion** phase is informed by teachers' monitoring and tracking of progress and achievement.   In the **Immersion** phase, English is introduced as a discrete area of the curriculum, however Gaelic remains the predominant language of the classroom across the curriculum. It is not a requirement for secondary timetables to represent a full **Immersion** experience. However, when transitioning to secondary, GME pupils do have an entitlement to access Gàidhlig subject choices, within a <u>designated</u> school (not always closest secondary school).

GME addresses the needs of fluent Gaelic speakers and pupils working towards fluency. **Total Immersion** in the first three/four years and **Immersion** experiences thereafter, provides each pupil in GME with the opportunity to develop the appropriate and expected language skills – **both in Gaelic and English**. Pupils receive a comprehensive education in all aspects of [Curriculum for Excellence (CfE)](#) and work towards equal competence in Gaelic and English by the end of GM 7.

Baker (2011) makes a clear distinction regarding the pedagogy used through **Immersion** approaches, attributing the benefit of this model to 'teaching through a language' rather than simply 'teaching a language'. Successes, evidenced by Edinburgh University (2010), are widely cited by professionals and national bodies alike as core outcomes deliverable through GME:

> *...children in Gaelic Medium Education are outperforming children in English Medium in English language, as well as having fluency in another language. Children in Gaelic Medium also find learning another (third) language easier than children in English Medium.*

HMIE, 2011

These findings have long-since championed the successes of GME Immersion approaches, also cited recently within the *Statutory Guidance for Gaelic Education*, Bòrd na Gàidhlig (2017). It is important to note, this research provided a snapshot within a constantly changing educational landscape. Since the research was conducted, the permitted size of GME classes and pupil enrolment levels have increased, while pupil support has generally decreased. Also, the demographic and socio-economic profile of families and the number of pupils with identified needs welcomed into inclusive settings remain changeable variables. Highland Council promotes the advantageous opportunities for children that access GME, as a matter of parental choice; however, broadly avoids direct comparisons with English medium, a notably different context. An important exception to this approach is the examination of a broad range of assessment data when pupils reach GM 7 and P 7. This is in line with a core GME objective, that pupils work towards equal competence in Gaelic and English by the end of GM 7; therefore, comparisons of English assessment data are fair. In-depth assessment data analysis remains integral across GME, however, statistical comparisons are generally specific to an individual school or with other GME providers.

Immersion and Curriculum for Excellence

Through **Immersion** approaches GME provides a distinctly different pedagogical approach to that of English medium, yet both share many key priorities; which everyone in Scottish education should be working towards. GME schools/departments engage continually with parents, carers, partners and their local communities to ensure effective delivery of Curriculum for Excellence (CfE), through the medium of Gaelic. This is supported by an ambitious improvement agenda, tailored to the unique context of individual settings and driven by strong data, which is collated through effective pupil tracking, monitoring and assessment procedures. Quality Improvement Officers (QIOs) support the improvement agenda for each school and facilitate collegiate collaboration and the sharing of good practice, based on robust, current research. QIOs deliver training on various aspects of leadership and management, learning provision and improving outcomes for learners. In all of this work, How Good is Our School (4th Edition), Education Scotland (2015) is used as a source of appropriate benchmarks and challenge questions to allow schools to evaluate where they are in relation to national standards.

This approach is part of the National Improvement Framework (NIF), a vision based on achieving excellence and equity for all learners. Within GME this is achieved by working towards the delivery of:

- Established GME learning and teaching pedagogy and the associated principles of immersion, as discussed in Advice on Gaelic Education, Education Scotland (2015);
- Ongoing School Improvement through a programme of self-evaluation;
- High, realistic expectations, based on national Benchmarks;
- Excellent learning and teaching, supported by the Moderation Cycle and using a range of valid, reliable and relevant assessment tools and approaches;
- Appropriate, proportionate and timely Additional Support for Learning, that meets individual pupil's needs and is based on Getting it right for every child;
- Improvement in children's and young people's Health and Wellbeing;
- Improvement in Creativity, Employability and Skills and sustained, positive school leaver destinations for all young people;
- Raising Attainment for All and
- Closing the Attainment Gap

Many advantages result from children accessing GME. Each learner's opportunities are enhanced through additional language acquisition and for most learners this results in an improved capacity to develop multilingualism; transferable practical skills; multicultural awareness and an acceptance of others; and additionality in respect of culture; identity and work opportunities. Highland Schools support these outcomes through robust collaborative engagement that supports effective 3-18 partnership working and inspires learning and achievement for every individual.

7 COMPOSITE AND MULTI-COMPOSITE CLASSES

A composite class comprises of two year groups/stages in the same classroom with a single teacher. A multi-composite class comprises of three or more stages in the one classroom with a single teacher. Highland Council conforms to Scottish Government guidance, indicating that composite classes may have up to 25 children with a single teacher. Current Highland Council policy dictates that in a GM 1-7 multi-composite class (inclusive) with over 16 pupils is presently entitled to 0.5 Full time equivalent (Fte) additional teacher support for up to 20 pupils. After which, the entitlement would be 2 Fte teachers, representing equity between EME and GME.

Advantages and Challenges of Composite and Multi-composite Classes

Advantages:

- Younger children benefit from older children modelling language;
- All children can move across a wider range of abilities through effective grouping;
- Older children learn responsibility through pastoral care;
- Peer support;
- Co-operative learning is a valuable tool;
- Stable environment;
- Children can become more independent.

Challenges:

- Balancing the differing need of pupils in the Immersion and Total Immersion phases (explained in Section 6)*;
- Managing the transition between the aforementioned phases;
- Lack of specialised training, specifically for multi-composite class teaching;
- Managing the needs of a wide spread of differing abilities;
- Ensuring adequate progression in learning;
- Meeting individual needs across the wider range of abilities;
- Meeting resource needs within a limited space;
- Teacher assessments with individuals and groups.

* See Advice on Gaelic Education, Education Scotland (2015)

In cases where classes are multi-composite, the Total Immersion experience may be extended to the end of GM 4, for example, to take account of class arrangements. This enables younger children more time to develop their early fluency in Gaelic language without possible interference from English within the classroom environment.

Composite and Multi-composite Classroom Management Considerations

Teacher	Classroom	Pupils
• Clear planning • Classroom control • Use of time • Delegation of responsibility • Adaptation of groups to suit specific activities or tasks • A mix of different teaching methods • Structured and unstructured learning • Clear communication	• Physical environment • Flexible learning environment • Easily accessible materials/resources • Structured activities • Clear routines	• Time on task • Behaviour • Relationships • Responsibilities • Clear, easily understood timetable (visual) • Clear understanding of expectations

8   ADDITIONAL RESOURCE ALLOCATION

The Highland Council provides additional support through a resource allocation model that provides both Teacher and Pupil Support Assistant (PSA) input based on identified need. PSAs may work with all pupils across a school but focus particularly on pupils with a high level of need, as directed by the Head Teacher. Occasionally, GME classes can receive access to a PSA that has been allocated to support multi-composite classes, in situations where class numbers are very high.

It is important to note that pressures exist regarding both Gaelic PSA and Gaelic ASN Teacher allocations. This is due to recruitment challenges, which can affect the identification of suitably qualified staff members that have the linguistic competence to effectively support pupils through the medium of Gaelic. The Highland Council is engaged in local and national workforce planning, recruitment and retention projects to address these areas of concern across all areas of Gaelic Education.

9   ONLINE REFERENCE TOOL

Additional Support for Learning Act, *(as amended 2009)* The Scottish Government:
http://www.gov.scot/Publications/2009/11/03140104/3

Additional Support Needs: A collective resource for GME, Stòrlann Nàiseanta na Gàidhlig (2017): https://www.storlann.co.uk/feumalachdan-taic/

Advice on Gaelic Education, Education Scotland (2015):
https://education.gov.scot/improvement/self-evaluation/Comhairle%20mu%20Fhoghlam%20G%C3%A0idhlig/%20Advice%20on%20Gaelic%20Education

Advice on Gaelic Education: Gaelic Learner Education: curriculum 3-18 andLanguage Learning in Scotland: A 1 + 2 Approach, Education Scotland (2018):
https://education.gov.scot/improvement/Documents/Gael3-16curriculum318LanguageLearning12_.pdf

Audit on Additional Support Needs in Gaelic-Medium Education & Staff Training Needs Analysis, Bòrd na Gàidhlig (2017):

https://www.storlann.co.uk/feumalachdan-taic/

Bilingualism - a lot more than two languages, The Highland Council:
https://www.highland.gov.uk/downloads/file/90/bilingualism_-_a_lot_more_than_two_languages

Bilingualism Matters (current website): http://www.bilingualism-matters.ppls.ed.ac.uk/

Bòrd na Gàidhlig (current website): http://www.gaidhlig.scot/bord/

Children and Young People (Scotland) Act, The Scottish Government (2014):
http://www.legislation.gov.uk/asp/2014/8/pdfs/asp_20140008_en.pdf

Determining Primary School Capacity – Guidance, The Scottish Government (2014):
http://www.gov.scot/Publications/2014/10/6749

Education (Scotland) Act 2016, The Scottish Government (2016):
http://www.legislation.gov.uk/asp/2016/8/pdfs/asp_20160008_en.pdf

Education (Scotland) Act 1980 (Amended 1981), UK Act of Parliament (1980):
http://www.legislation.gov.uk/ukpga/1980/44/pdfs/ukpga_19800044_en.pdf

Education (Scotland) Act 1996, UK Act of Parliament (1996):
http://dera.ioe.ac.uk/4382/2/data.pdf

Education Scotland (current website): https://education.gov.scot/

Foundations of Bilingual Education and Bilingualism. 5th Edition. Baker, C. (2011) Multilingual Matters, Bristol:
http://www.multilingual-matters.com/display.asp?K=9781847695086

Gaelic Education: Building on the successes, addressing the barriers, HM Inspectorate of Education, Livingston (2011):
https://education.gov.scot/Documents/BuildingontheSuccesses1017.pdf

Gaelic Language (Scotland) Act, The Scottish Government (2005):
http://www.legislation.gov.uk/asp/2005/7/pdfs/asp_20050007_en.pdf

Gaelic-medium Education in Scotland: choice and attainment at the primary and early secondary school stages: Output of Gaelic Education Report: Bòrd na Gàidhlig and University of Edinburgh (2010):
http://www.gaidhlig.scot/wp-content/uploads/2016/12/OHanlon-2010-Taghadh-coileanadh-FtG-CR09-05-GME-choice-attainment.pdf

Getting it right for every child, Scottish Government (2017):
http://www.gov.scot/Topics/People/Young-People/gettingitright

Guidelines on Bilingual Working, Highland Council (2014):
https://www.highland.gov.uk/downloads/download/34/policies_and_guidance_-_support_for_learners

Highland Practice Model Guidance, Highland Council (2017):
https://www.highland.gov.uk/info/1361/childcare_and_family_care/434/services_for_children_and_families/5

How Good is Our School (4th Edition), Education Scotland (2015):
https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK2_NIHeditHGIOS/FRWK2_HGIOS4.pdf

Improving Practice in Gaelic Education, Education Scotland (2010):
https://education.gov.scot/improvement/documents/gael6-improving-practice-in-gaelic-education.pdf

Language Learning in Scotland A 1+2 Approach: Further guidance on L3 within the 1+2 policy: **Education Scotland** (2015):
https://education.gov.scot/improvement/documents/gael9-l3supplementaryguidance.pdf

Meeting Additional Support Needs in Gaelic Medium Education: Identification, Assessment and Support Strategies, Highland Council (2018) (insert hyperlink after publication):

Online Placing Request Application Form, The Highland Council:
https://www.highland.gov.uk/info/878/schools/11/school_enrolment

Placing Request Guidance, The Highland Council:
https://www.highland.gov.uk/info/878/schools/11/school_enrolment/2

Policies and Guidance - support for learners (current website), Highland Council:
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10   CONTACT US

For further information regarding Gaelic Education in your local area, please contact your local Gaelic Learner Education or Gaelic Medium Education provider in the first instance. Please contact your local Care and Learning Area Education Office if you are not sure where your closest provision is. For additional details regarding the content contained within *Gaelic Education: The Highland Council Approach* Contact Us: at The Highland Council Gaelic Team:

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