

# Gaelic Language Plan 2018-22

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REPORT ON FEEDBACK FROM PUBLIC CONSULTATION

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## Executive Summary

During the period 2nd October to 15th December 2017, the Council carried out a consultation on the second edition of the [Gaelic Language Plan](#), welcoming feedback on the draft plan from pupils and parents engaged in GME, Gaelic community groups, teachers, Gaelic cultural groups as well as the wider community. The consultation received 556 responses; 387 to the online survey, 137 letters and 32 emails. Fifty six percent of the responses to the online survey were from parents or carers of pupils in Gaelic Medium Education (GME).

Respondents were asked to comment on the content of the plan; in particular on the vision and principles, strategic themes and commitments, service standard commitments and future state actions for different age groups.

The consultation asked several open-ended questions regarding the plan, which allowed respondents to share their opinions, ideas and experiences regarding Gaelic language and community provision in the city. This report is based on all responses received by the closing date of the consultation and summarises the key themes and issues highlighted by respondents.

- Eighty six percent of respondents agreed that the Gaelic Language Plan's vision is right for the city. It is positive that the principles recognise the equal status of Gaelic in law and that the Gaelic community is thriving and growing.
- As Scotland's capital city, Edinburgh has a role in reflecting the diverse cultures of its residents and needs to take action to support Scottish identity by working collaboratively with national institutions to improve the visibility and promotion of Gaelic. A firmer stance is required regarding existing prejudice and ignorance about the Gaelic culture and language, and efforts are needed to raise awareness amongst other residents of the city of the importance of the culture.
- To achieve the vision, focus must be concentrated on the quality of Gaelic Medium Education (GME) and Gaelic Learners Education (GLE) provision before any attempts are made to increase the breadth. This will require strategic decision making, detailed plans and measurable action to ensure success.
- Exposure to the spoken language before school age is important for children's development. Respondents called for increased provision of Gaelic nursery and wraparound care. The GLP needs to acknowledge the importance of family based and adult learning too, which would encourage and allow parents to develop their language skills and practice the language at home.
- With increasing school rolls, respondents called for immediate attention to address teacher supply, quality of curriculum offered and recognition of the importance of immersion education. In addition, there were calls for clarity and certainty regarding pathways available, so that parents and children know what to expect and can progress within GME.
- Offering incentives and improving options for continuous personal development may help to attract teachers to GME / GLE, help retain existing staff or encourage teachers to retrain in Gaelic. A full-time Gaelic Development Officer should also be appointed to help deliver improved capacity and quality.
- Immersion education, along with improved community, culture and art offerings, will help people to develop skills faster and achieve the level of fluency in Gaelic needed to recognise the benefits of bilingualism.

- Additional support needs require separate attention rather than being included in extending capacity at primary. It was noted that children with additional support needs require support throughout their education and that this needs careful consideration.
- Respondents agreed that supporting co-production approaches in the delivery of community initiatives was a good idea and noted that there are committed volunteers within the Gaelic community who could offer support. The importance of community needs to be recognised more, with actions to improve community facilities and events. Consideration is required on how to increase out of school activities, so that the Gaelic language and culture is embedded further in everyday life.
- Respondents highlighted that while the GLP focusses heavily on expansion of GME provision, it lacked detail and ambition for other commitments and service standards including workplace, culture, arts and heritage, and economy. More thought is required as to the benefits of Gaelic can bring to these issues.

*January 2018*

## Background and introduction

This report provides a summary of the feedback received as part of a consultation conducted by the City of Edinburgh Council, from October to December 2017, on the second edition of the Gaelic Language Plan.

### Overview

Scottish Gaelic was spoken throughout most of Scotland at one time, and was the prevalent language in large parts of the country until the 19th Century. It is one of the Celtic languages spoken in different parts of Britain and Ireland, and is closely related to Irish and Manx Gaelic. Gaelic is now recognised as a national language, with equal status in law.

Edinburgh has played a key role in Gaelic life for centuries. Many Edinburgh place names derive from Gaelic, such as Balerno (Baile Àirneach, sloe settlement), Craigentinny (Creag an t-Sionnaich, fox rock), and Dalry (Dail Fhraoich, heather slope), indicating that Gaelic has been spoken in Edinburgh for many years.

The Council's Gaelic Language Plan (GLP) has been developed in response to Section 3 of the Gaelic Language (Scotland) Act 2005, which places a statutory duty on the City of Edinburgh Council to produce a plan every five years.

The [first edition](#) of the Gaelic Language Plan was approved in 2012, with the second edition of the plan building on the progress and lessons learnt from its delivery. This second edition of the plan focuses on developing more fluent Gaelic speakers, by offering more Gaelic learning opportunities, improving relations with Gaelic communities and building the profile of Gaelic across the city.

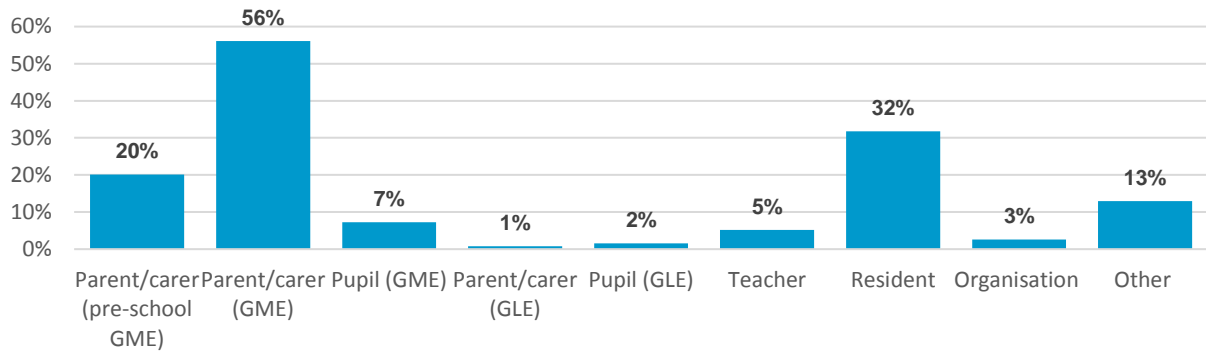
To achieve the plan, the Council is committed to working in partnership with the Scottish Government, [Bord na Gàidhlig](#) (BnG), staff who deliver Gaelic Medium Education (GME) and other Gaelic services, and Gaelic communities.

### Consultation activity and response

In 2017, the Council carried out a public consultation on the second edition of the GLP asking for feedback on the draft plan from pupils and parents engaged in Gaelic Medium Education (GME) and Gaelic Learners Education (GLE), Gaelic community groups, teachers, Gaelic cultural groups, as well as the wider community.

The Council conducted an online survey, available in both Gaelic and English, to allow interested individuals and groups to provide their comments and suggestions. The majority of responses submitted were from existing members of the Gaelic community, particularly parents or carers of pupils from Gaelic Medium Education (GME).

**Online consultation response**  
(respondents able to select more than one option)



In total, 387 responses to the online survey were submitted. During the consultation period, the Council also received 137 letters and 32 emails regarding the draft GLP.

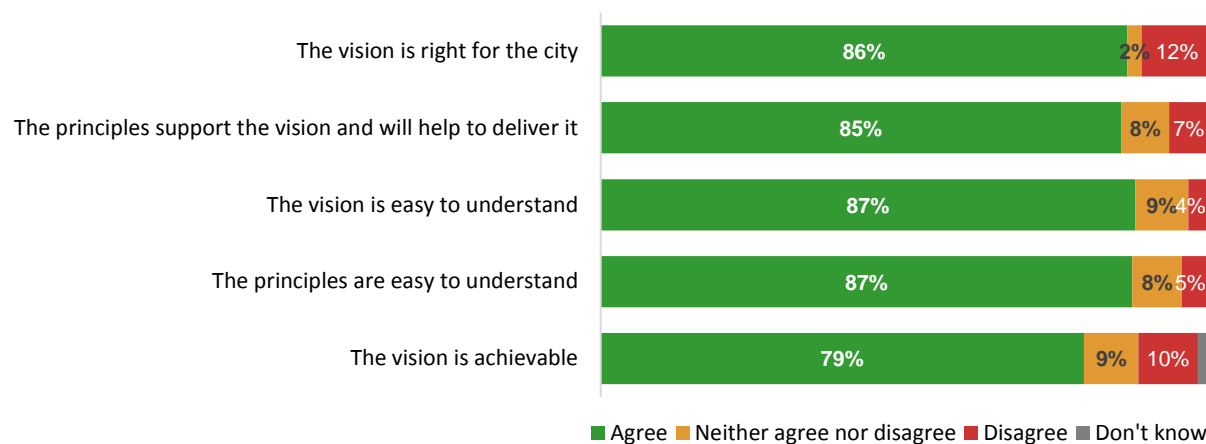
Responses received in Gaelic were translated by the Council’s Interpretation and Translation Service (ITS). ITS translated 23 submissions to the Gaelic version of the survey and 8 letters / emails received in response to the consultation.

This report is based on all responses to the online survey, letters and emails received by the closing date of the consultation – 15 December 2017.

## Main report

### Vision and Principles

The majority of respondents believed that the vision of the GLP is positive, with the principles recognising the equal status in law of the Gaelic language and that the Gaelic community is thriving and growing.



While the majority of respondents had links to GME, GLE or Gaelic organisations, 14% of respondents to the online survey stated that they were responding to the consultation solely as residents of the city. Views regarding the GLP in this group were more negative. Only 24% of this group agreed that the vision is right for the city; with many stating that they felt developing the GLP should not be a priority, that it was part of a politically driven policy, reflected the interests of academics and a small group of the city and that resources should be focused on necessary universal services such as wider education, health and social care, refuse collection and street cleaning.

As Scotland's capital city, it was acknowledged that Edinburgh has a role in reflecting the diverse cultures of its residents. Those who were more negative about the GLP questioned why the city should focus its attentions on Gaelic, which was viewed as a historic culture that never had status in lowland history, over other languages such as English, Polish, Urdu, Chinese etc. It was argued that these communities were larger than the Gaelic community in the city, and that they would benefit more from support. It was suggested that resources would be better focused on providing modern language training in schools, which could be put into practical use.

A counterargument from those supporting the GLP was that Gaelic is one of the city's diverse cultures and that, as the capital, Edinburgh must take action to support Scottish identity. It was suggested that the city should commit to working with national institutions to improve the visibility and promotion of the language. In addition, the city needs to be firmer in its stance regarding Gaelic and the GLP should include detail on how the city will address existing prejudice and ignorance about the Gaelic language and culture, and what efforts will be taken to help those not involved in GME or GLE understand the importance of it.

In order to achieve the vision, it was argued that there must be focus first on the quality of GME / GLE provision before any attempts were made to increase the breadth, and that this would require strategic decision making with detailed plans, measures of success and the right level of support.

## Strategic Themes and Commitments

Overall, there was support for the strategic themes and commitments detailed in the draft plan. The majority of respondents felt that they were well thought out and comprehensive. However, some respondents felt that the theme of Education was more detailed and that there was more emphasis on this theme throughout the plan than on the others. It was suggested that more work was required on developing the other commitments and that there needed to be a stronger commitment to increase the visibility of Gaelic in the city and integration into everyday life.

### Home and Early Years

Respondents were pleased that the strategic themes and commitments for Home and Early Years focus on quality of provision, and that the importance of family learning is acknowledged.

It was recognised that exposure to the spoken language before school age is important and that increased provision of nursery and wraparound care is necessary. Some respondents reported personal experiences of children missing out on nursery terms due to the high demand and lack of spaces. Nursery and wraparound care are vital components for GME, as they allow children to develop their skills and normalise the use of Gaelic before school. An additional commitment to explore the role of the private sector in supporting Gaelic choice and provision would be welcomed (e.g. partner provided nurseries).

Other suggestions included improving communication through health visitors and child library services; e.g. by introducing local playgroups, including Gaelic songs and poetry in early years and toddler groups and Bookbug packs, and raising awareness amongst families that Gaelic is a part of the education system and opportunities exist for them to access and participate in not only this but community events.

### Education

Respondents asked for clarity in relation to the 3% increase for education provision. It was asked whether this was in relation to the numbers accessing GME or GLE or if it referred to the range of subjects available, and whether 3% was enough.

There is a clear demand for GME that needs to be met. With increasing school rolls, respondents called for immediate attention to address teacher supply, quality of curriculum offered and recognition of the importance of immersion education.

Suggestions for additional actions to be considered as part of the GLP include:

- Work with Bòrd na Gàidhlig and the Scottish Government to develop policies that will support immersion in GME, for example the introduction of language support assistants to GME classrooms.
- Develop a coordinated response involving Bòrd na Gàidhlig and the Scottish Government on how best to meet the needs of all pupils irrespective of ability.

In addition, there needs to be certainty regarding pathways available, so that parents and children know what to expect and understand how they can progress within GME.

The plan needs to acknowledge that there are adults in the city who would like to develop their skills or learn the language. In addition, parents of children in GME / GLE should be supported in developing their own skills to allow the language and culture to be practiced at home, to further support their children's development.



An adult learning programme, and full-time nursery and wraparound care provision, will help families choose or access GME. In addition, respondents recognised the need for a GME secondary school and for provision to be made available across the city to improve access. However, before expansion can be considered the issues surrounding teacher supply and quality of curriculum must be addressed. Suggestions included adding Gaelic history, sport and music as curriculum subjects.

The issues surrounding teacher supply were raised numerous times throughout the consultation. Respondents felt that more needs to be done to encourage Gaelic teachers to move to the city and suggested incentives should be used to attract them to roles or retrain as Gaelic teachers. In addition, it was suggested that a full-time Gaelic Development Officer should be appointed to help deliver improved capacity and quality.

Teaching staff need to be supported with their development and it was suggested the city works with teacher training institutions to provide opportunities for continuous professional development. The Council should also commit to supporting staff through allowances which can be used to help them maintain and improve their language skills.

Additional support needs should not be included within the actions relating to extending capacity at primary. This requires a separate section as children with additional support needs require support throughout their education.

Concerns were raised about the introduction of entrance requirements and admission criteria for GME. It was felt that the equal status of the language means that students should have the right to be educated in either language they choose, and that admission criteria could potentially create further barriers to growth. Some respondents reported experiences where the current admission criteria and cut-off dates in place had prevented children from accessing GME, even though their families were committed or siblings had already secured access.

While GME and GLE provision have been grouped together in the plan's principles, it was suggested that both are important and deserve separate acknowledgement in the plan as the delivery of each requires different resources and approaches. GLE requires its own development plan to ensure children in Edinburgh are given the opportunity to learn both national languages.

### Community

It was agreed that supporting co-production approaches in delivery and performance management was a good strategic idea, and that there are committed volunteers within the Gaelic community who the Council could draw upon for support. Co-production in Education was highlighted as an example of effective work and it was felt that lessons from this approach could be drawn on. In addition, the creation of a Gaelic Youth Manifesto was welcomed to provide opportunities for young people outwith school.

While supporting Sradagan to expand provision for children and young people in GME is noted as a commitment, it was felt that there should be a separate section of the GLP covering support for out of school activities. It is important that community is promoted and that further opportunities are provided outwith schools so that children learn that Gaelic is not only a language used at school. Feedback from respondents indicated that Sradagan is their only Gaelic language out of school activity.

It was felt that the creation of a Gaelic community centre would be beneficial, that more community events should be held, provision of bilingual children's books in libraries and better promotion of the

culture through television, radio etc. Gaelic speakers would like to be able to incorporate their language in everyday situations such as buying goods or boarding public transport. It was suggested that setting a goal for introducing small, everyday phrases in Gaelic could be set to help normalise and promote its usage.

### Workplace

Improving road and other signage should be done in consultation with heritage bodies to ensure a broad selection is bilingual and that it doesn't just cater for tourist sites. Introducing bilingual signage across the city at iconic sites, locations and on public transport will help to highlight the importance of Gaelic heritage and normalise it in everyday life. Some respondents also suggested that including phonetic spelling would help people develop better awareness and knowledge of the language.

### Culture & Arts and Heritage

Respondents felt that this area needed to be more ambitious and detailed. Culture and arts were recognised as crucial elements in the development of confident speakers, and that the plan should not rely so heavily on education to achieve this.

The city needs to be dynamic and innovative in its promotion, with respondents suggesting the creation of a Gaelic culture hub, Gaelic Culture Festival, the appointment of a Gaelic Arts Officer, more options for Gaelic music and drama, hosting events across the city and increasing the visibility of the Gaelic culture and opportunities for engagement.

### Economy

Again, respondents highlighted that this section felt thin on detail and would benefit from further thought. It was highlighted that there is currently a lack of Gaelic presence in the city's shops, businesses and public buildings.

The city should consider developing a vibrant Gaelic city quarter to maximise awareness, normalise bilingualism and create career opportunities for Gaelic speakers. Work could be carried out to develop a national strategy for workforce planning.

Research should be conducted with regards to the relationship between Gaelic culture and tourism and how this contributes towards the city's economy. It was suggested that the city should show a strong commitment to contributing towards the Gaelic Tourism Strategy for Scotland. In addition, it was suggested that the GLP should make more reference to the economic and cultural benefits that tourism can make. The Council could work in partnership with Marketing Edinburgh to promote Gaelic tourism and build the culture's brand identity.

### Service Standard Commitments

Respondents welcomed the service standard commitments. It was thought that these would help to increase visibility in the city and that they recognised, and were sensitive to, the needs of children growing up as Gaelic speakers.

However, there were some comments regarding lack of clear detail for some sections and the number of service standards that were yet to be confirmed. It was suggested that initiatives should be needs and demands based, to prioritise and ensure effective use of available funding.

Regarding improved options for Gaelic speakers when contacting Council customer services, it was questioned how people would know about these opportunities. It was felt that the Council needs to

improve communication about its GLP and be consistent in its message that it is committed to Gaelic provision in the long-term.

It was recognised that the Council will need genuine expertise in Gaelic if it is to provide services. Council staff could be offered incentives to develop their Gaelic skills and that the Council could consider making it compulsory for a certain percentage of their staff to develop these skills.

The introduction of Gaelic signage at James Gillespie High School (JGHS) was reported to have had a positive effect on the confidence and morale amongst GME pupils. As mentioned earlier, respondents believe that improving signage across the city will help to highlight the importance of Gaelic heritage and normalise it in everyday life.

While it was positive to see opportunities under communication to improve branding and web presence, themes such as social media presence, forms and other publications need to be considered too. It was suggested that Gaelic versions of significant publications (e.g. Programme for the Capital - The Council Business Plan, The Community Plan) should be made readily available, with the ability to receive translations of other Council documents on request.

It was suggested that Edinburgh Leisure should provide access to Gaelic sports and activities and the lack of any detail regarding sport provision in the GLP was highlighted.

### Current State, Engagement Outcomes and Future Actions

During the consultation, respondents were asked to consider details of the future state actions for each age group and rank them in terms of priority. It should be noted that while some respondents did rank these based on priority, feedback from a number of respondents was that it was difficult to rank the actions as they were all important, some of them were interlinked and actions needed to take place simultaneously to achieve the aims of the GLP.

In addition, several of the themes raised in the comments for each age group are also connected. Clarity on pathways for education, teacher supply, accessibility, family learning and awareness raising were important for all age groups considered. Issues already touched upon in previous sections of the GLP were again highlighted, stressing the importance respondents placed on them.

For younger respondents, it was clear that they valued and enjoyed their learning and would like more opportunities to learn subjects in Gaelic, enjoy Gaelic games during playtimes, partake in out-of-school activities and incorporate their skills more in everyday situations.

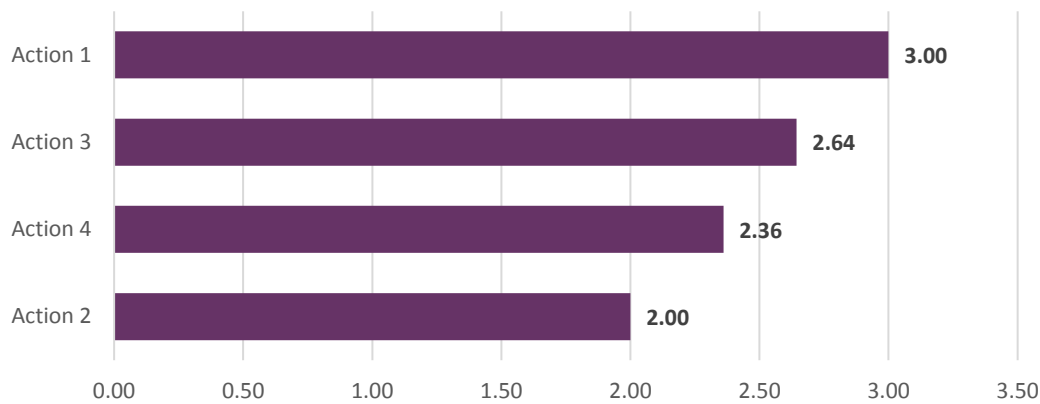
#### Pre-0 to 6 months

##### *Details of future state actions*

- Action 1 – Review and expand the provision of publicity on GME options through Council website and NHS Lothian (NHSL) service access points. Focus on improving awareness of GME pathways and the benefits of GME education. This information should clearly indicate the challenges facing parents and pupils entering the GME pathway.
- Action 2 – Deliver information and awareness raising sessions with midwives, health visitors and early-years practitioners on GME pathways, and information sources on GME. Consider the possibilities for collaboration with other organisations that promote and support early bilingualism and language learning such as Bilingualism Matters.
- Action 3 – The Gaelic Implementation Group (GIG) to co-produce and approve information on the GME educational pathway for 0-18, and develop language awareness sessions, for interested parents and children.

- Action 4 – Raise awareness of family learning resources for parents pre, and post, birth and improve engagement in Gaelic cultural activities.

*Future state actions ranked in terms of priority (Pre-0 to 6 months)*



*Comments regarding future state actions (Pre-0 to 6 months)*

Information for new parents should highlight the benefits of bilingualism. It was suggested that the GLP should consider best practice in the delivery of other minority languages elsewhere in Europe and that a long-term strategy for GME is required to ensure parents know what pathways are available and can make informed decisions about their children’s education from the beginning. This will also require sufficient supply of places across the city which matches demand.

The importance of family learning was highlighted and classes should also be offered to parents to help them develop their own language skills. Parents need to recognise the importance of their own learning in helping their children develop.

It was suggested that midwives and health visitors could promote Gaelic services available, and that Gaelic language lessons could be offered to them as part of their continuous professional development (CPD).

Including a Gaelic information sheet in in Scottish Government Baby Boxes and newborn packs with details on Cròileagan, providing Gaelic songs on Bookbug CDs and lyrics for simple rhyme times and introducing more Gaelic rhyme time sessions at local libraries were all examples of how awareness could be raised.

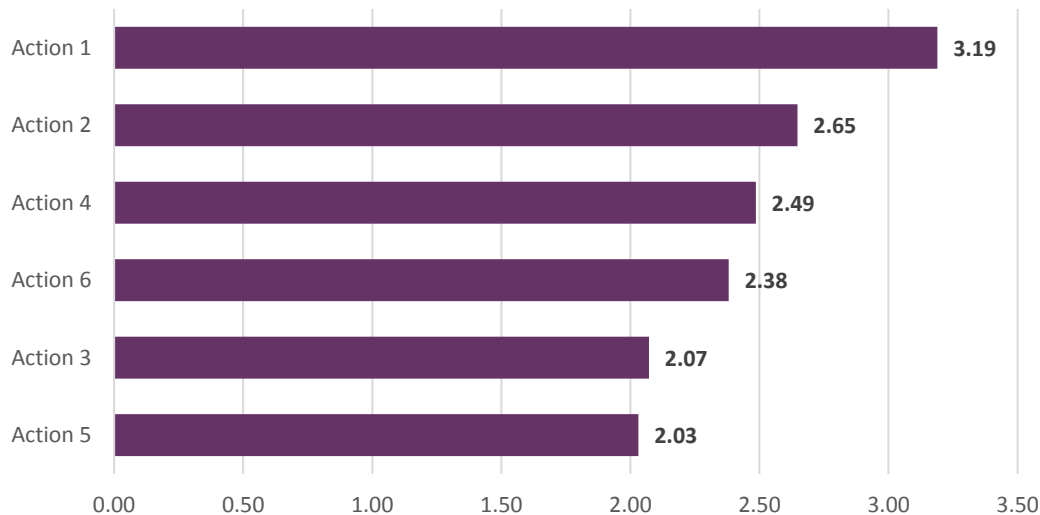
## 0 to 3 years

*Details of future state actions*

- Action 1 – Establish two new Cròileagan services in the city, one of which should be near any expanded Sgoil-àraich provision (see options below).
- Action 2 – Improve relationships with private, third sector or public sector providers to enable the proposed expanded provision.
- Action 3 – Develop reward and recognition options for staff at Cròileagan.
- Action 4 – Review and strengthen the support for families in accessing resources and opportunities to learn Gaelic, especially for children in transition from Cròileagan to Sgoil-àraich.
- Action 5 - Strengthen Cròileagan committees through improved support.

- Action 6 - Improve provision of family learning resources who children attend Cròileagan, including at least one session per week for learner families and children and at least one sessions for Gaelic speaking families and children.

*Future state actions ranked in terms of priority (0-3 years)*



*Comments regarding future state actions (0-3 years)*

Key themes raised with regards to Cròileagan were accessibility, certainty of progression, support for family learning and provision of quality resources.

As demand for Cròileagan services across the city is high, it was suggested that wider access to facilities was needed and there were calls for additional provision to be made in all areas of the city. Further action is needed to support families unable to access Cròileagan due to their working hours by providing more flexible sessions for the service. In addition, clear pathways to Sgoil-àraich and GME provision are important.

Suggestions on how to improve family learning opportunities included providing playgroups for children while parents receive basic language tuition, drop-in weekend activities for families unable to attend Cròileagan, developing Council YouTube videos showing Cròileagan and answering frequently asked questions and establishing full-time Gaelic immersion nurseries.

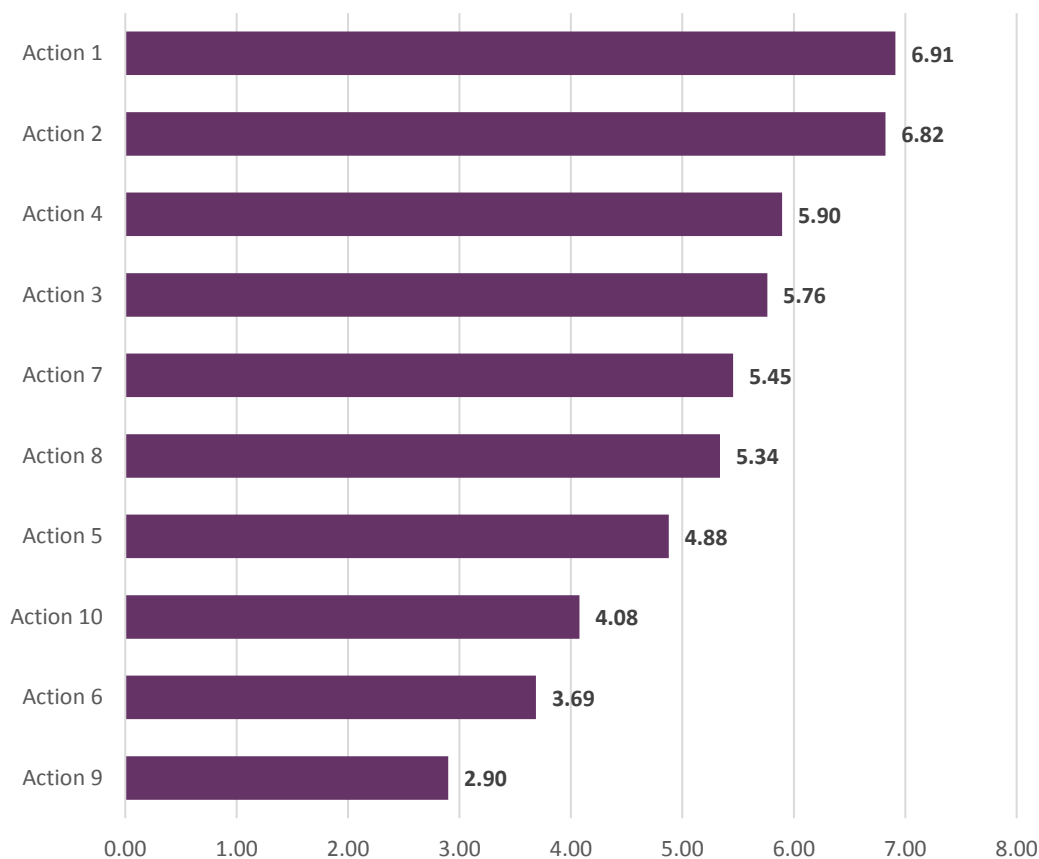
### 3 to 5 years

*Details of future state actions*

- Action 1 – Expand existing Sgoil-àraich service in the City, and recruit staff as necessary, in a standalone facility.
- Action 2 - Expand existing Sgoil-àraich service in the City, and recruit staff as necessary, in a shared facility alongside a GME facility.
- Action 3 – Expand existing Sgoil-àraich service in the City, and recruit staff as necessary, in a shared facility alongside a non GME facility
- Action 4 – Investigate a potential partner provider agreement with another provider to investigate the possibility of establishing a new Sgoil-àraich service in the City (for 3-5).
- Action 5 – Create opportunities for parents with children at Sgoil-àraich to meet and learn Gaelic linking to parent’s groups at the various Cròileagan sites.

- Action 6 – Work with Bòrd na Gàidhlig and Scottish Government to assess current national policies on GME placement criteria.
- Action 7 – Work with Bòrd na Gàidhlig and the Scottish Government to improve approaches to incentivising GME nursery staff to improve recruitment and retention. Work with JGHS to encourage GME students to consider working or volunteering in Sgoil-àraich .
- Action 8 – Work with Òrganan to expand their provision as a partner provider on the existing and new sites.
- Action 9 – Work with Fèisean nan Gàidhealtò to explore the potential for increasing access to cultural opportunities in Sgoil-àraich through their Fèisgoil.
- Action 10 - Continue to work with Stòrlann in supporting the delivery of additional support for learning in GME based on an understanding of the specific needs of children in immersion education.

*Future state actions ranked in terms of priority (3-5 years)*



*Comments regarding future state actions (3-5 years)*

The majority of respondents stressed the current lack of spaces for all pre-school children to attend Sgoil-àraich and the need for the provision to be expanded. Expansion of the service will rely on recruiting and retaining appropriate staff.

It was agreed that Sgoil-àraich has an important role in providing access to GME and that children unable to gain access can be at a disadvantage. Respondents highlighted the importance of language immersion in preparing children for school and building a solid foundation for children entering C1.

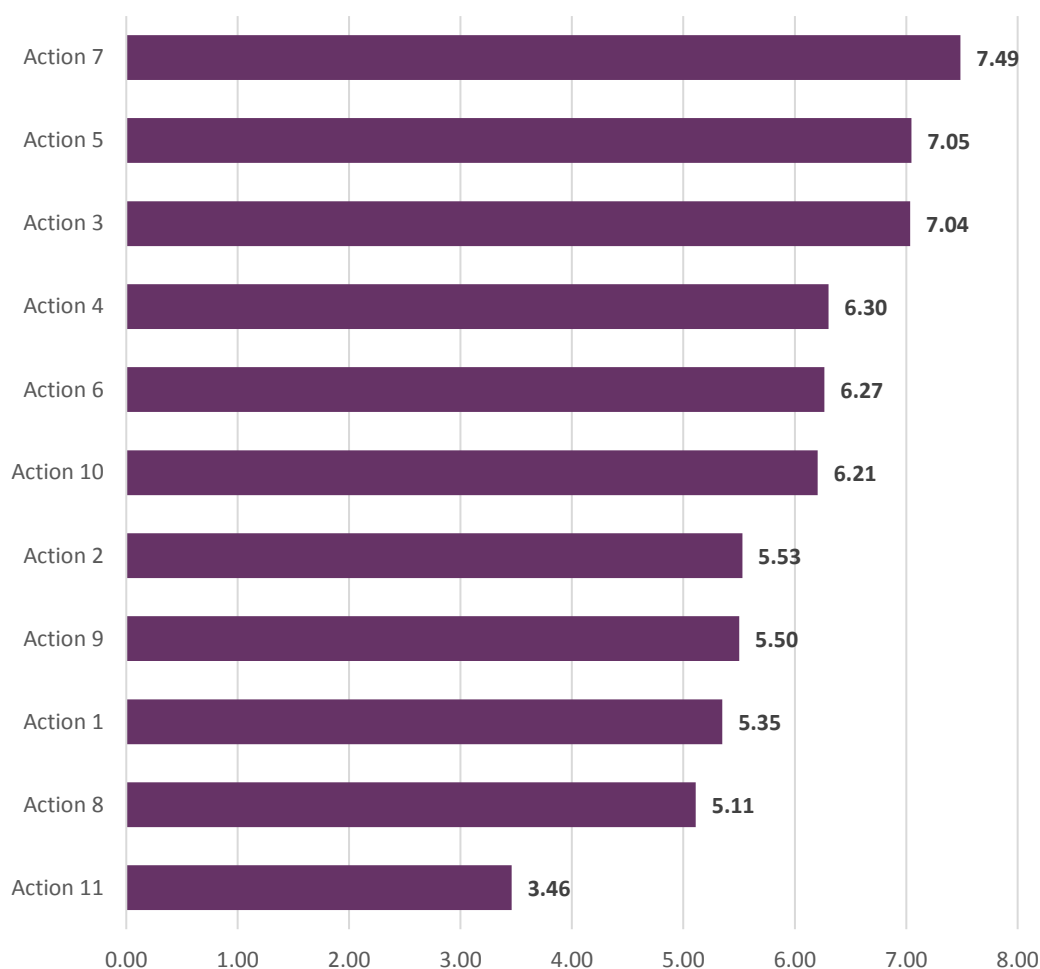
Respondents noted that there was no specific action which recognised the importance of Gaelic medium wraparound provision. Wraparound care needs to be provided for Sgoil-àraich and respondents reported that the current sessions for Sgoil-àraich are not compatible with the routines for working parent families. Sgoil-àraich needs to be accessible in terms of the hours available and locations, and wraparound care would support this.

## 5 to 11 years

### *Details of future state actions*

- Action 1 – Expand capacity at Bun-sgoil Taobh na Pàirce through capital works and re-organising classroom space.
- Action 2 – Work with Bòrd na Gàidhlig and the Scottish Government to assess current national policies on GME placement criteria.
- Action 3 - Develop a new Bun-sgoil 5-11 in another part of the City in an existing primary school with associated transition plans.
- Action 4 – Develop a Bun-sgoil 5-11 in another part of the City, as an annex to an EME school, with associated transition plans.
- Action 5 – Develop a new build Bun-sgoil 5-11 with associated transition plans.
- Action 6 - As the growing intake comes in from the new Sgoil-àraich (which is meeting demand from the proposed new Cròileagan sites), into Bun-sgoil Taobh na Pàirce, keep the intake together in the same classes with the same teaching staff, with a view to moving them in the long term to the new Bun-sgoil 5-11 provision (see options 2, 3 and 4).
- Action 7 – Develop a local / regional action plan to improve recruitment and retention of GTCE and probationary teachers required to expand provision and improve quality through a partnership programme with Bòrd na Gàidhlig (examining the offer of enhanced LT packages, additional income sources, housing support, and mentoring in recognition of the workload demands placed on GME teachers).
- Action 8 – Engage with neighbouring education authorities to develop regional and shared services proposals.
- Action 9 - Explore options for staffing, extra resources, and associated teaching methodologies at Taobh na Pàirce to enable pupils to access E-Sgoil.
- Action 10 - Continue to work with Stòrlann in supporting the delivery of additional support for learning in GME based on an understanding of the specific needs of children in immersion education.
- Action 11 – Explore the reasons why pupils and parents choose to leave GME after their time at Taobh na Pàirce.

### Future state actions ranked in terms of priority (5-11 years)



### Comments regarding future state actions (5-11 years)

Teacher supply and retention needs to be addressed before expansion / a new Bun-sgoil is considered. It was felt that the actions relating to recruitment and retention were just as important as expansion and capacity and it was difficult to separate these issues.

There was support for additional Bun-sgoil and GME provision elsewhere in the city. It was felt that offering wider access and wraparound care would allow sensible commutes, certainty about pathways and better opportunities. However, secondary provision will also need to be considered before expansion of primary provision. Parents need certainty regarding future school provision to help make the best decisions for their children's educations.

Some respondents raised concerns regarding capacity and siblings being able to secure places at schools. It was suggested that offering a sibling guarantee should be considered.

In addition, it was suggested that other local authorities should provide funding and work with City of Edinburgh Council to provide GME for pupils who live outwith the city.

### 11 to 18 years

#### Details of future state actions

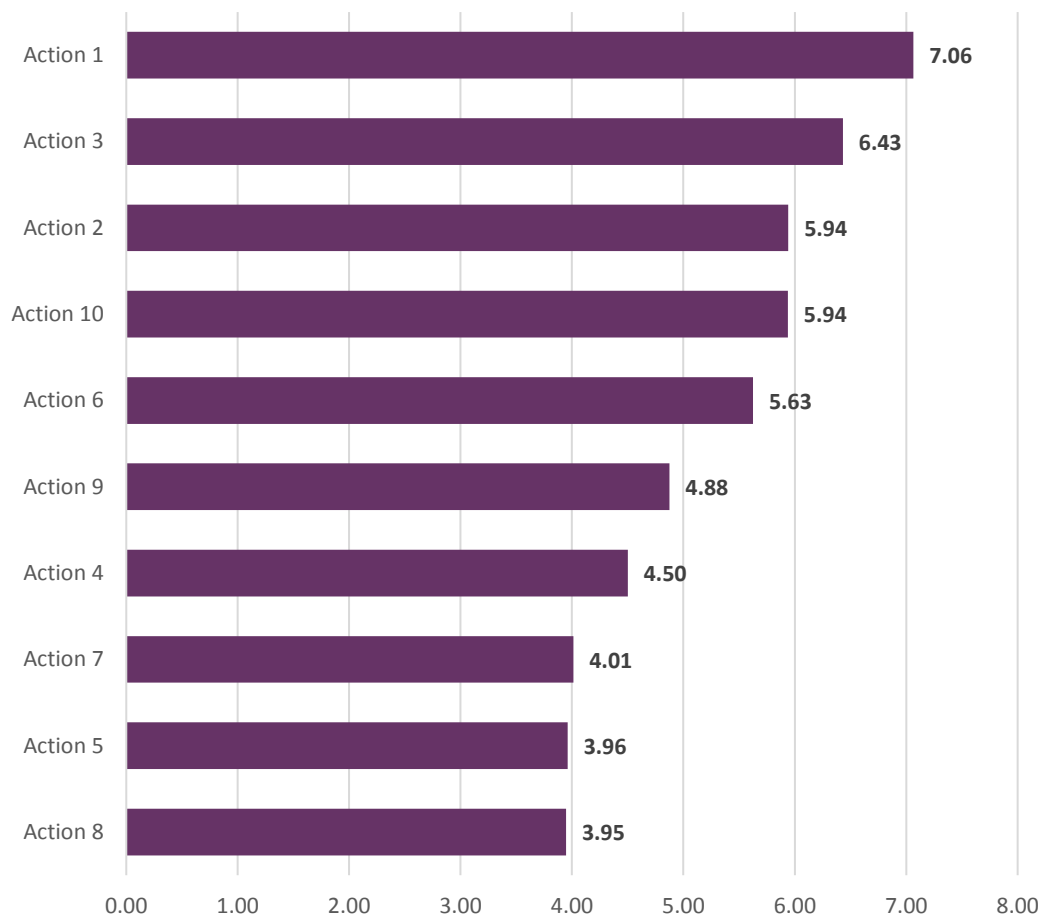
- Action 1 – Establish a new GME Unit of 3 FTE GTCE staff, with curriculum leader, JGHS (based on the Glasgow model), to improve GME provision, in line with new legal duties, and to



expand the GME curriculum base (BGE as a first stage) and recruit more GME teachers to meet demand from Taobh na Pàirce.

- Action 2 - More emphasis within JGHS and the Education Authority on equal respect for languages, with full recognition in policy making that Gaelic is one of Scotland's two national languages.
- Action 3 – Once expansion of the provision at JGHS has been delivered, examine the feasibility of moving the GME Unit to another school site to enable increasing numbers of pupils from Taobh na Pàirce, and any other GME primary school facility, to move into GME S1. In addition, any such school site would be required to develop a long-term plan to ensure the quality and sustainable (with capacity for at least 20 years) expansion of GME, and may form a through school for 3-18.
- Action 4 – GME pupils to be allocated into the same school house, and in coherent groups with registration classes (e.g. such as half a class being GME pupils).
- Action 5 – Create a more GME immersive experience at JGHS through more signage, art, and the delivery of other Curriculum for Excellence subjects through GME.
- Action 6 – Enter joint resourcing discussions with Scottish Government and Bòrd na Gàidhlig regarding secondary GME expansion options by 2022.
- Action 7 – Review and strengthen the Gaelic careers and transition options advice at JGHS (e.g. with Newbattle College or employers requiring Gaelic language skills), and ensure JGHS pupils attend the annual Siuthad conference in either Glasgow or Inverness.
- Action 8 – Explore options for timetable changes, extra resources, and associated teaching methodologies at JGHS to enable pupils to access E-Sgoil.
- Action 9 – Explore the feasibility of the use of more language assistants to improve fluency in GME pupils.
- Action 10 – Assess GME teaching capacity in teachers across the whole school estate, assess barriers for teachers moving into GME, and explore options to better utilise this resource to expand GME provision at JGHS and other relevant schools.

*Future state actions ranked in terms of priority (11-18 years)*



*Comments regarding future state actions (11-18 years)*

As previously noted, teacher supply and development needs to be addressed. Respondents also stated that more Gaelic taught subjects need to be included in timetables and consideration is needed on how Gaelic is supported in SQA exams. It was suggested that the Council could look to the Glasgow model for inspiration in developing its plans for expansion of GME.

The majority of respondents felt that it was important to keep GME pupils together as it allows them to develop and use their skills while interacting with each other, building more confident learners.

In addition, e-school options are important in supporting course delivery. Respondents suggested that technology could be explored to allow GME schools to work collaboratively online and share classes.

Schools should offer Gaelic careers advice and work in collaboration with Higher Education institutions, such as the University of Edinburgh and Sabhal Mòr Ostaig to encourage pupils to consider Gaelic-related further education and careers.

Concerns were raised by a small number of respondents about the proposal to move GME from JGHS to Drummond. It was felt that it would have been more sensible to launch consultation on the subject after the GLP had been finalised and once more detail on the proposals was available.

## General Feedback on Draft Plan

Feedback on the language used in the draft plan was that some of the content was too vague and relied on jargon (e.g. GME pathways), which was difficult for some respondents to understand. It was felt that the plan would benefit from the use of more definitive language, the inclusion of clear measures of success and detailed action plans on how it aims to achieve the commitments stated.

Including an understanding of how Gaelic in Edinburgh has changed over the past five years in terms of demographic and population reach would help to illustrate why there is a current need for investment in its infrastructure.

In addition, some respondents felt too much had been carried over from the previous plan and that a section concentrating on a comprehensive review of progress made against the targets set in the previous edition would help to identify the key areas where additional focus was required.