



Guidance on responding to City of Edinburgh Council's draft Gaelic Language Plan

This document has been produced by Comann nam Pàrant Dùn Èideann and Parent Council Bun-sgoil Taobh na Pàirce to assist parents in responding to Edinburgh Council's draft Gaelic Language Plan 2018-22(the GLP).

When is the deadline for responding to the GLP consultation?

Friday 15th December.

Important Links:

The draft Gaelic Language Plan -

https://consultationhub.edinburgh.gov.uk/ce/gaelic_language_plan/user_uploads/city-of-edinburgh-council---gaelic-language-plan-2018-to-2022---v22---final-draft-for-public-consultation.pdf

The online response portal -

https://consultationhub.edinburgh.gov.uk/ce/gaelic_language_plan/

[Comann nam Pàrant's blog with help and advice](https://cnpduneideannblog.wordpress.com)

<https://cnpduneideannblog.wordpress.com>

Why should I respond?

The GLP sets out Edinburgh Council's plans for the development of Gaelic in Edinburgh over the next five years and covers key areas including visibility of the language, education, and culture and the arts.

We really need you to respond to the consultation to show that you support the positive development of Gaelic in Edinburgh. The co-production group will use the data to finalise the Gaelic Language Plan indicating which of the options the Council will commit to for the next five years. The number of responses to the consultation (positive and negative) could also be used as evidence of whether Edinburgh residents support future investment in Gaelic. **Numbers really count, so every response matters!**

Gaelic-medium education is at a crucial stage of development and this consultation presents a great opportunity to shape its future direction. This plan will form the basis of what happens to Gaelic in Edinburgh over the next five years, so this is our chance to have our say.

About this guidance

The guidance below provides screen shots of the online response survey to aid parents and members of the Gaelic community in responding to the GLP consultation.

Example text has been provided which reflects some of the views that have been put forward by parents in meetings to discuss the GLP. This may prove useful in aiding you in thinking about your own response.

Remember that you don't have to answer every question, and you don't have to provide rankings for the actions if you do not wish to. You can simply skip any questions that you don't feel you can answer.

Letting us know

We would be grateful if you could let us know if you have responded. If you can let us know who you are and what classes your child/children is/are by emailing ihaverespondedtoglp@gmail.com.

Page 1: Introduction



Gaelic Language Plan 2018-22

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Introduction

The Gaelic Language Plan 2018/22 (GLP) can be found [here](#). Please read this before responding to the following survey.

1. What is your email address?

If you enter your email address then you will automatically receive an acknowledgement email when you submit your response.

Email

me@mail.com

2. How are you responding to this consultation?

Please tick all that apply.

► GME / GLE definitions

- Parent / carer of child at pre-school GME provision
- Parent / carer of pupil at GME school
- Pupil at GME school
- Parent / carer of pupil at GLE school
- Pupil at GLE school
- Teacher
- Resident
- Organisation (please state below)
- Other (please state below)

Organisation

Other

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Page 2: Vision and principles

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Vision and Principles

The plan is based on the following vision and principles:

[Vision and Principles](#)

3. To what extent do you agree or disagree with the following statements about the vision and principles?

	Strongly agree	Agree	Neither agree nor disagree	Strongly disagree	Don't know
The vision is right for the city	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The principles support the vision and will help to deliver it	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The vision is easy to understand	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The principles are easy to understand	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The vision is achievable	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Please use the space below for any comments or suggestions about the vision and principles

The principles reflect well that the Gaelic community is diverse and thriving. The community is also growing with new young speakers. The principles rightly reflect the equal status in law of the language. The special status of Edinburgh as our capital city should be reflected, with a commitment to work with national institutions to improve visibility and promotion of the language.

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4. Please use the space below for any comments or suggestions about the visions and principles.

Vision- The vision is very positive about support for Gaelic.

Principles -The principles reflect well that the Gaelic community is diverse and thriving. The community is also growing with new young speakers.

The principles rightly reflect the equal status in law of the language. The special status of Edinburgh as our capital city should be reflected, with a commitment to work with national institutions to improve visibility and promotion of the language.

Page 3: Strategic themes and commitments

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Strategic Themes and Commitments

The GLP 2018-22 sets out six strategic themes underpinned by commitments, the aim of these are to improve and expand the provision of Gaelic Medium Education (GME) for 0-18 years.

► Strategic Themes and Commitments - Summary

5. Do you have any comments or suggestions in relation to the six strategic themes and commitments?

Overall the strategic themes and commitments are positive.
Education – there should be a commitment to providing certainty of pathway for children within GME, i.e. in ensuring that children can transition with certainty from one stage to the next.
There should be a commitment to the continuing growth and development of Gaelic

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5. Do you have any comments or suggestions in relation to the site strategic themes and commitments?

Overall the strategic themes and commitments are positive.

Education – there should be a commitment to providing certainty of pathway for children within GME, i.e. in ensuring that children can transition with certainty from one stage to the next.

There should be a commitment to the continuing growth and development of Gaelic education and the Gaelic language in Edinburgh. Alongside this, families want to see a focus on the quality of the Gaelic education being delivered, and a recognition of the entitlement of children in GME to an immersion education.

Supporting co-production approaches in the delivery of community commitments is a good strategic idea as it has been shown to work effectively with education.

Edinburgh Council's GLP should also include a commitment to increase the visibility of Gaelic in the city.

Culture and Arts and Heritage - there should be much more ambition and detail in relation to this commitment. It will be very difficult to achieve the vision of the GLP without an ambitious arts strategy. The GLP currently focusses on children going through GME. Those children cannot become confident adult speakers of the language if it is confined to a language of the classroom.

Page 4: Service Standard Commitments

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Service Standard Commitments

The GLP proposes a number of service standards in relation to improving Gaelic provision and support in the city.

[▶ Service Standard Commitments - Information](#)

6. Do you have any comments or suggestions in relation to the service standard commitments?

The service standard commitments are positive in that they aim to increase the visibility of Gaelic in the city, and are sensitive to the children who are being raised as Gaelic speakers.

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6. Do you have any comments or suggestions in relation to the service standard commitments?

The service standard commitments are positive in that they aim to increase the visibility of Gaelic in the city, and are sensitive to the children who are being raised as Gaelic speakers.

Page 5: Current State, Engagement Outcomes and Future State Actions for Pre-0 to 6 month



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Current State, Engagement Outcomes and Future State Actions for Pre-0 to 6 months

► Summary of the Current State and Engagement Outcomes

7. Please rank the following future state actions in terms of priority for GME for Pre-0 to 6 months.

► Details of the future state actions

Action 1	1	↓
Action 2	4	↓
Action 3	2	↓
Action 4	3	↓

8. Please use the space below for any comments or suggestions about the actions for Pre-0 to 6 months.

2. It is difficult to rate the actions in order of importance, as it will be necessary for a number of different actions to take place simultaneously to achieve the aims of the GLEP

The most important aspect of education at this very early stage is to ensure that families have an awareness that Gaelic is part of the education system, and that they

9. Are there any specific actions that you think are necessary which have not been included for Pre-0 to 6 months? Please provide details in the space provided below.

3. Consider best practice in the delivery of other minority languages elsewhere in Europe.

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8. Please use the space below for any comments or suggestions about the actions for Pre-0 to 6 months.

It is difficult to rate the actions in order of importance, as it will be necessary for a number of different actions to take place simultaneously to achieve the aims of the GLP.

The most important aspect of education at this very early stage is to ensure that families have an awareness that Gaelic is part of the education system, and that they are able to access opportunities to learn the language and participate in Gaelic community events.

9. Are there any specific actions that you think are necessary which have not been included for Pre-0 to 6 months? Please provide details in the space provided below.

Consider best practice in the delivery of other minority languages elsewhere in Europe.

Page 6: Current State, Engagement Outcomes and Future State Actions for 0 to 3 years

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Current State, Engagement Outcomes and Future State Actions for 0 to 3 years

▶ Summary of the Current State and Engagement Outcomes

10. Please rank the following future state actions in terms of priority for GME for 0 to 3 years.

▶ Details of the future state actions

Action 1	1
Action 2	2
Action 3	5
Action 4	3
Action 5	6
Action 6	4

11. Please use the space below for any comments or suggestions about the actions for 0 to 3 years.

It is difficult to rate the actions in order of importance, as it will be necessary for a number of different actions to take place simultaneously to achieve the aims of the GLP. For example, it may not be possible to expand Crìobagan services without doing more to develop and encourage staff.

12. Are there any specific actions that you think are necessary which have not been included for 0 to 3 years? Please provide details in the space provided below.

Further actions could be taken to support families who are not able to access Crìobagan with their children due to working hours, but may wish to start learning Gaelic as a family when their children are very young.

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11. Please use the space below for any comments or suggestions about the actions for 0 to 3 years.

It is difficult to rate the actions in order of importance, as it will be necessary for a number of different actions to take place simultaneously to achieve the aims of the GLP. For example, it may not be possible to expand Cròileagan services without doing more to develop and encourage staff.

Engagement with Cròileagan families shows that they value accessibility of playgroups, certainty of progression to Sgoil-àraich, and resources to support their family learning. The actions should focus on these themes.

12. Are there any specific actions that you think are necessary which have not been included for 0 to 3 years? Please provide details in the space provided below.

Further actions could be taken to support families who are not able to access Cròileagan with their children due to working hours, but may wish to start learning Gaelic as a family when their children are very young.

Page 7: Current State, Engagement Outcomes and Future State Actions for 3 to 5 years



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Current State, Engagement Outcomes and Future State Actions for 3 to 5 years

Summary of the Current State and Engagement Outcomes

13. Please rank the following future state actions in terms of priority for GME for 3 to 5 years.

Details of the future state actions

Action 1	1	0
Action 2	2	0
Action 3	4	0
Action 4	3	0
Action 5	8	0
Action 6	10	0
Action 7	6	0
Action 8	5	0
Action 9	9	0
Action 10	7	0

14. Please use the space below for any comments or suggestions about the actions for 3 to 5 years.

It is difficult to rate the actions in order of importance, as it will be necessary for a number of different actions to take place simultaneously to achieve the aims of the GLP. It is also important to note that an expansion of Gaelic which provision is important to meet the aim of continuing to provide access to Gaelic. It is not necessarily helpful at this stage to rate one type of expansion over another. All practical options should be

15. Are there any specific actions that you think are necessary which have not been included for 3 to 5 years? Please provide details in the space provided below.

There is no specific action which recognises the importance of a Gaelic medium engagement service for olds. This is a key factor in the accessibility of nursery provision and the creation of an immersion environment.

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14. Please use the space below for any comments or suggestions about the actions for 3 to 5 years.

It is difficult to rate the actions in order of importance, as it will be necessary for a number of different actions to take place simultaneously to achieve the aims of the GLP. It is also important to note that an expansion of Sgoil-àraich provision is important to meet the aim of continuing to provide access to GME – it is not necessarily helpful at this stage to rate one type of expansion over another. All practical options should be considered.

The key point of concern to parents with children in this age group is the lack of capacity. This needs to be addressed urgently. As the data shows, younger children can be unable to access Gaelic-medium pre-school care for the full period of their entitlement. Immersion in the early years is very important in preparing the children for school and ensuring that all the children entering primary school are doing so with a solid background in Gaelic. Denying some children access to GME for a period of their education disadvantages them individually but also disadvantages their peers who may have had access to GME and makes full-immersion from C1 difficult for teachers to achieve.

In order to properly address capacity concerns, the key points to consider are location, staffing, and the existence of wraparound care on site to allow accessibility for working families.

15. Are there any specific actions that you think are necessary which have not been included for 3 to 5 years? Please provide details in the space provided below.

There is no specific action that recognises the importance of a Gaelic-medium wraparound service on site. This is a key factor in the accessibility of nursery provision and the creation of an immersion environment.

Page 8: Current State, Engagement Outcomes and Future State Actions for 5 to 11 years

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Current State, Engagement Outcomes and Future State Actions for 5 to 11 years

Summary of Current State and Engagement Outcomes

16. Please rank the following future state actions in terms of priority for GME for 5 to 11 years.

Details of the future state actions

Action 1	11
Action 2	9
Action 3	4
Action 4	5
Action 5	3
Action 6	6
Action 7	1
Action 8	8
Action 9	7
Action 10	2
Action 11	10

17. Please use the space below for any comments or suggestions about the actions for 5 to 11 years.

17. It is difficult to rate the actions in order of importance, as it will be necessary for a number of different actions to take place simultaneously to achieve the aims of the GUP. For example, a new Bann-gill will require an increase in the number of teachers, so actions relating to recruitment and retention of teaching staff should rate just as highly as any actions relating to expansion of capacity. It is not possible to separate the two.

18. Are there any specific actions that you think are necessary which have not been included for 5 to 11 years? Please provide details in the space provided below.

18. Continuing professional development of staff needs to be considered in the GME context, with an understanding that delivering GME through Gaelic requires additional hours of teacher time and increases their workload. When Edinburgh Council considers delivering GME, it also needs to consider its supporting staff through making time for them to maintain and improve their Gaelic skills. This requires a specific action plan.

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17. Please use the space below for any comments or suggestions about the actions for 5 to 11 years.

It is difficult to rate the actions in order of importance, as it will be necessary for a number of different actions to take place simultaneously to achieve the aims of the GLP. For example, a new Bun-sgoil will require an increase in the number of teachers, so actions relating to recruitment and retention of teaching staff should rate just as highly as any actions relating to expansion of capacity. It is not possible to separate the two and to rate them differently.

It is not appropriate to include Additional Support Needs within the 5-11 Actions. Additional Support Needs requires a separate section and should be considered throughout the whole period of education. GME schools require additional resource to support Gaelic literacy in addition to other learning support needs.

An increase to primary school GME capacity is very important. This will give certainty for families who wish GME for their children. The type of school (new build or refurbishment) is not as important as ensuring there is adequate staffing to deliver an immersion education. The location is also important to ensure accessibility, as is the provision of onsite wraparound care.

The key action which requires urgent attention is to ensure there are adequate numbers of Gaelic speaking staff to deliver the GME entitlement of Gaelic immersion. This needs specific, measurable actions. The recruitment and retention of Gaelic speaking staff will require a full time Gaelic Development Officer working specifically in education.

The inclusion of Sradagan and out of school activities is not appropriate in this section. There should be a separate section of the GLP to cover support for out of school activities. Out of school activities need to be addressed separately as they are important to ensure children see Gaelic as more than a language of the classroom.

18. Are there any specific actions that you think are necessary which have not been included for 5 to 11 years? Please provide details in the space provided below.

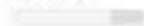
Continuing professional development of staff needs to be considered in the GME context, with an understanding that delivering CfE through Gaelic requires additional input of teacher time and increases their workload. When Edinburgh Council commits to delivering GME, it also needs to commit to supporting staff through making time for them to maintain and improve their Gaelic skills. This requires a specific action point.

Parents of children in this age group will be making decisions about secondary school. Certainty of provision around GME secondary is essential.

Page 9: Current State, Engagement Outcomes and Future State Actions for 11 to 18 years



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Current State, Engagement Outcomes and Future State Actions for 11 to 18 years

Summary of the Current State and Engagement Outcomes

18. Please rank the following future state actions in terms of priority for GME for 11 to 18 years.

Details of the future state actions

Action 1	1	0
Action 2	6	0
Action 3	3	0
Action 4	9	0
Action 5	10	0
Action 6	4	0
Action 7	8	0
Action 8	7	0
Action 9	5	0
Action 10	2	0

20. Please use the space below for any comments or suggestions about the actions for 11 to 18 years.

It is difficult to rate the actions in order of importance, as it will be necessary for a number of different actions to take place simultaneously to achieve the aims of the GLP. For example, expansion of provision of GME delivery or JGME will require an immediate focus on encouraging teachers into GME from across the school estate.

21. Are there any specific actions that you think are necessary which have not been included for 11 to 18 years? Please provide details in the space provided below.

There is a need to ensure that the final version of the GLP includes very specific and measurable actions to take forward the expansion of secondary GME. Without definite commitments and milestones of a plan, it will be difficult for parents to live in to a vision of secondary growth. Families will need certainty for the secondary education of their children.

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20. Please use the space below for any comments or suggestions about the actions for 11 to 18 years.

It is difficult to rate the actions in order of importance, as it will be necessary for a number of different actions to take place simultaneously to achieve the aims of the GLP. For example, expansion of provision of GME delivery at JGHS will require an immediate focus on encouraging teachers into GME from across the school estate.

The priority of parents is their children will have certainty of a much enhanced and improved Gaelic-medium experience for our children at secondary school. This would include a greater percentage of the timetable to be delivered through the medium of Gaelic. There is also the vision of a growing Gaelic-medium community at secondary school, and the vision of this community staying together in one school. Families with children in Gaelic education are entitled to expect a standard of education equal to their peers in English-medium.

There needs to be a plan to support take-up of SQA exams through the medium of Gaelic. This relies on continued support, including staff and learning resources, to ensure that pupils undertaking certification courses through Gaelic are able to complete them, and do not feel disadvantaged compared with those taking the same subject in English.

The actions should acknowledge and reflect the fact that some Gaelic courses at secondary level are still at development stage, and therefore staff will require time for course development.

The inclusion of the e-sgoil is important as it could play an important part in effective and efficient delivery of Gaelic courses. There needs to be an understanding that this could not act as a replacement for Gaelic speaking teachers, but could act as a supplement for the delivery of specific course material.

21. Are there any specific actions that you think are necessary which have not been included for 11 to 18 years? Please provide details in the space provided below.

There is a need to ensure that the final version of the GLP includes very specific and measurable actions to take forward the expansion of secondary GME. Without definite commitments and real evidence of a plan, it will be difficult for parents to buy-in to a vision of secondary growth. Families will need certainty for the secondary education of their children.

Page 10: Other comments

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Other Comments

22. Please use the space below for any other comments or suggestions about the Gaelic Language Plan.

The overall message of the draft Gaelic Language Plan is very positive for the development of Gaelic in Edinburgh. It is very encouraging to see a positive attitude and a range of ideas for building on previous success and investment. The GLP does not include a comprehensive review of progress against targets set in the previous plan. An analysis of this kind would assist with identifying areas where focus is required.

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22. Please use the space below for any other comments or suggestions about the Gaelic Language Plan.

The overall message of the draft Gaelic Language Plan is very positive for the development of Gaelic in Edinburgh. It is very encouraging to see a positive attitude and a range of ideas for building on previous success and investment.

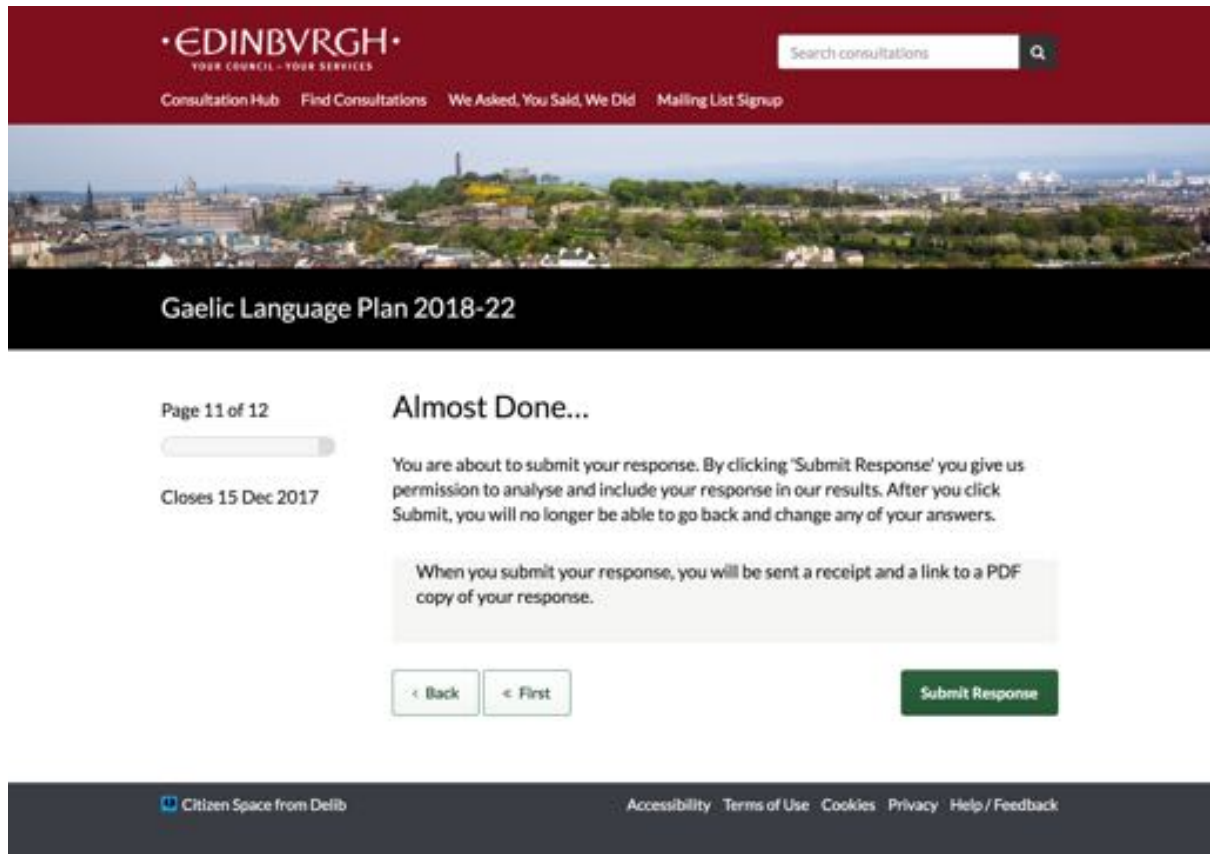
The GLP does not include a comprehensive review of progress against targets set in the previous plan. An analysis of this kind would assist with identifying areas where focus is required.

The GLP does not discuss adult learning, and there is very little mention of GLE (the learners' programme for schools). GLE is a very different pathway from GME, and requires different staffing, so does need its own area within the GLP. We would like to see more ambition regarding GLE, for example through every cluster school of JGHS delivering Gaelic as one of their 1+2 languages, and the opportunity to continue at secondary.

Support for young people to engage through Gaelic is particularly important to parents. This is something that requires more than just development of school places, it is also very important to ensure visibility and respect for the language around the city. It is important that young people see consistent positive messages about Gaelic from national institutions

in our capital (Scottish Parliament, NMS, etc.), positive messages from Edinburgh Council, and on social media.

Page 11: Almost Done



The screenshot shows the Edinburgh Council website header with the logo "EDINBURGH YOUR COUNCIL - YOUR SERVICES" and a search bar. Below the header is a navigation menu with links: "Consultation Hub", "Find Consultations", "We Asked, You Said, We Did", and "Mailing List Signup". A banner image of Edinburgh is displayed above the main content area, which is titled "Gaelic Language Plan 2018-22".

On the left side, it indicates "Page 11 of 12" with a progress bar and "Closes 15 Dec 2017". The main heading is "Almost Done...".

The main text reads: "You are about to submit your response. By clicking 'Submit Response' you give us permission to analyse and include your response in our results. After you click Submit, you will no longer be able to go back and change any of your answers."

A light grey box contains the text: "When you submit your response, you will be sent a receipt and a link to a PDF copy of your response."

At the bottom of the main content area, there are three buttons: "< Back", "< First", and "Submit Response".

The footer contains the text "Citizen Space from Delib" on the left and "Accessibility Terms of Use Cookies Privacy Help / Feedback" on the right.

Letting us know

We would be grateful if you could let us know if you have responded. If you can let us know who you are and what classes your child/children is/are by emailing ihaverespondedtoglp@gmail.com.