

# Review of National Plan for Gaelic

## A response from Learning and Teaching Scotland



### 1. Is the vision of the draft Plan one in which you can share?

Learning and Teaching Scotland (LTS) fully supports the vision for the Gaelic language as set out in the draft national plan. LTS recognises that a prosperous future for the Gaelic language depends on the people and institutions of Scotland taking responsibility for it as a national asset and the plan identifies Gaelic's role as a significant component of a multilingual Scotland.

LTS welcomes opportunities for engagement with the Bòrd and with other relevant stakeholders in taking forward the stated vision through the five identified action areas and their associated themes, in particular (but not exclusively) the action area 'education'.

LTS as a public authority will demonstrate further its commitment to the national plan by taking appropriate steps to prepare a Gaelic Language Plan for the organisation, taking account of and implementing the final guidance offered, which is also currently undergoing consultation.

### 2. In the light of your response to the above question, are the proposed sectoral projects essential to the meeting of the action area aims for 2012? If not, why not?

Each of the sectoral projects is pertinent as part of the process in achieving the overall aim for each action area. The dissemination of strategies, mechanisms and appropriate support structures are an imperative part of this process. A cohesive approach involving all key players, through a strategy specifically designed to tackle fragmentation and duplication, is essential.

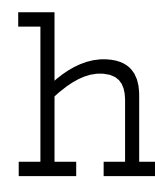
### 3. Are the outcomes for the twenty themes and the priorities for tackling them correctly outlined and prioritised? If not, why not?

**Home:** this is a critical aspect. There is a fundamental need to ensure that Gaelic speakers are aware of the benefits of bilingualism, are supported to be confident with informal usage in the home, and are aware of how this informs and supports the learning process.

**Workplace:** assuming appropriate resources are available; this aspiration could have a considerable impact on the status of Gaelic.

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The roll out of Gaelic Language Plans across public authorities, as significant employers, should assist in meeting stated priorities.

**Education:** all key priorities identified relate to desired outcomes and products. A critical aspect for consideration is the process of learning through Gaelic Medium Education, particularly the process of learning an additional language.

The development of targeted support services for Gaelic pupils could be perceived as a very high priority, which could then increase uptake by providing parents with an assurance of equality of status in Gaelic access to services.

In relation to educational resources, the expansion and development of provision of high quality and appropriate educational materials, at all levels and in a range of media, to support the quality of the teaching process is vitally important as education establishments progressively move towards *A Curriculum for Excellence*.

#### 4. In the light of your response to the above question, what projects do you view as being essential to implementing these priorities (some examples are offered in Appendix 1)?

A range of published research highlights the benefits of learning an additional language and this should be capitalised on in the promotion of Gaelic.

A critical development in education is creating learning resources which fulfil the teaching process, allowing for challenge, personalisation and choice. As *A Curriculum for Excellence* develops, this provides opportunities for stakeholders in Gaelic education to collaborate and develop Gaelic resources and to facilitate Gaelic development work which will help fulfil a wide range of learning outcomes and experiences.

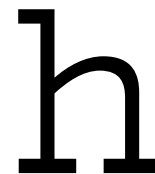
#### 5. Are the right organisations identified as being the primary players in implementing these priorities?

**Community:** a key player which is not included but who could provide a significant role are broadcasters, and specifically BBC Education Scotland.

**Communications:** the Bòrd should include LTS as a key player in communications (print, content access and interactivity) through existing structures and emerging initiatives such as GLOW.

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**6. If you are responding on behalf of an organisation, how do you see yourselves contributing to the success of the National Plan?**

LTS is currently involved in, and committed to, a number of actions in support of Gaelic e.g. :

- A Gaelic Steering Group to advise on the work of the Gaelic Development Officer and the development of national assessments
- The development of an online CPD Gaelic resource for grammar
- An *Assessment is for Learning* Development Officer supports a national Gaelic Associated Schools Group to develop *Assessment is for Learning* practice
- Hosting and further development of online services through *Gaelic Online*
- Management of Gaelic Masterclass for practitioners
- Development of outcomes and experiences for *A Curriculum for Excellence* which reflect Gaelic Medium Education.