

| <p>Foghlam - Frèam-obrach Leasachaidh Nàiseanta - Co-chomhairle air cruinneachadh meudaichte dàta airson leasachadh Freagairt Bòrd na Gàidhlig 11 Iuchar 2022</p> | <p>Education - National Improvement Framework - A consultation on enhanced data collection for improvement Bòrd na Gàidhlig Response 11 July 2022</p> |
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| <p>Ceist 1: Tha na molaidhean againn airson nam prìomh tomhaisean adhartais airson a' beàrn coileanaidh co-cheangailte ri bochdainn a dhùnadh stèidhichte air uimhir de àrd-phrionnsabal. A bheil prionnsabal sam bith eile a dh'fhaodadh a bhith ann?</p> <p>Freagairt 1: Tha.</p> <p>Tha aire a dhìth airson cànan(an) a' phàiste, a' gabhail a-steach 1) cànan(an) an dachaigh agus 2) cànan(an) fhoghlaim - thoir a-mach agus mìnich mar: lìbhrigeadh an Fhoghlaim tro meadhan na Beurla no na Gàidhlig gu sònraichte aithnichte agus air a chlàradh thar comharran. Bu chòir seo a ghabhail na Gàidhlig a-steach anns an dà roinn. Tha buaidh aig an dàta seo air a h-uile àrd-phrìomhachas, viz.</p> <ul style="list-style-type: none"> • leasachadh ann an coileanadh, gu sònraichte ann an litearrachd agus àireamhachd (le ìrean de litearrachd na Gàidhlig na dragh do bhuill coimhearsnachd a' chànain), • a' dùnadh a' bheàrn choileanaidh eadar a' chlann agus nan daoine òga as bochda agus as beairtiche (leis an amas airson inntigeachd co-ionnan aig a h-uile neach do dreachdan agus cultar na Gàidhlig), • leasachadh ann an slàinte is sunnd na cloinne is nan daoine òga (leis gu bheilear den bheachd gu bheil an dà chuid buaidhean slàinte is buaidhean sunnd aig dà-chànanachas), agus • leasachadh ann an sgilean obrach agus cinn-uidhe sheasmhach, adhartach airson luchd-fàgail na sgoile airson a h-uile duine òg (far a bheil sgilean Gàidhlig na riatanas no-riarachte ann am margaid na h-obrach, gu h-àraidh ann an roinn mar foghlam, na | <p>Question 1: Our proposals for the key measures of progress towards closing the poverty related attainment gap are based on a number of key principles. Are there any other principles that should be included?</p> <p>Answer 1: Yes.</p> <p>Attention is required to the language(s) of the child, including 1) home language(s), and 2) language(s) of tuition – omit and define as: delivery of Education through medium of English or Gaelic specifically recognised and tracked across indicators. This should include Gaelic in both categories. This data impacts on all the key priorities, viz.</p> <ul style="list-style-type: none"> • improvement in attainment, particularly in literacy and numeracy (with levels of Gaelic literacy being of concern in the language community), • closing the attainment gap between the most and least disadvantaged children and young people (with the aim of equal access for all to Gaelic careers and culture), • improvement in children and young people's health and wellbeing (with bilingualism widely held to have both health and wellbeing benefits), and • improvement in employability skills and sustained, positive school-leaver destinations for all young people (with Gaelic skills being an unsatisfied requirement in the job market, especially in such areas as education, media and, |

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| <p>meadhanan agus, nas motha, dreuchdan eadar-theangachaidh agus leasachaidh).</p> <p>Ma dh'fhaodte gum bi an àrd-phrìomhachas a bharrachd a bhith:</p> <p>Co-ionannas nam buil eadar siostaman tro mheadhan na Beurla agus na Gàidhlig.</p> | <p>increasingly, translation and development posts).</p> <p>The additional key priority might read:</p> <p>Equality of outcome between English-medium and Gaelic-medium systems.</p> |
| <p>Ceist 2. Am bu chòir na dà fo-sheòl airson làthaireachd agus às-dùnadh ann an àrd-sgoiltean a bhith air am brosnachadh do phrìomh sheòlan?</p> <p>Freagairt 2: Bu chòir</p> <p>Taobh a-staigh siostam tro mheadhan na Gàidhlig - tha bogadh na sgoile na pàirt dha-rìribh cudromach ann an togail agus neartachadh sgilean Gàidhlig an sgoileir agus coileanadh dà-chànanas cothromach. Faodaidh neo-làthaireachd droch bhuaidh a thoirt air comas cànanachan chan e a-mhàin an sgoilear a tha an sàs gu dìreach, ach cuideachd air a' chlas gu lèir (gu tric ioma-bhuidheann ann am foghlam tro mheadhan na Gàidhlig) nuair a thilleas an sgoilear sin don sgoil.</p> | <p>Question 2. Should the two sub-measures covering attendance and exclusion at secondary schools be promoted to key measures?</p> <p>Answer 2: Yes</p> <p>Within the Gaelic-medium system, school exposure is a vital component in the acquisition and reinforcement of a pupil's Gaelic language skills and achievement of balanced bilingualism. Non-attendance can have a serious impact on the facility with language of not only the pupil directly concerned, but also on that of the whole class (often multi-cohort in Gaelic-medium education) on the return to school of that pupil.</p> |
| <p>Ceist 3: Am bu chòir dàta air misneachd, ath-leumachd agus cosnachadh bhon cunntas-sluaigh Slàinte is Sunnd ùr a bhith air an gabhail a-steach ann am basgaid nan tomhaisean?</p> <p>Freagairt 3: Bu chòir</p> <p>Tha rannsachadh air sealltainn gu bheil ceangal dìreach aig sunnd ri ioma-chànanas agus cultar, mura h-eil e furasta. Tha e coltach, mar eisimpleir, gu bheil buaidhean ann airson clann dà-chànanach le mion-chànan (Müller et al. 2020) agus airson luchd-ionnsachaidh soirbheachail (Sadeghi & Abolfazli Khonbi 2020). Faodaidh seo a bhith fìor airson coimhearsnachd sgapte air an cheanglachadh tro na meadhanan ùra (Nair & Vaishnav 2021).</p> <p>Müller et al. 2020.....Müller, Lisa-Maria et al., 'Bilingualism in the family and child well-being: A scoping review', <i>International Journal of Bilingualism</i> 24:5–6, 1049–1070</p> | <p>Question 3: Should data on confidence, resilience, and engagement from the new Health and Wellbeing census be included in the basket of measures?</p> <p>Answer 3: Yes</p> <p>Wellbeing has been shown by research to have a direct link to multilingualism and culture, if not a straightforward one. It would appear, for instance, that there are benefits for bilingual children with a minority language (Müller et al. 2020) and for successful learners (Sadeghi & Abolfazli Khonbi 2020). This can be true for a dispersed community linked through the new media (Nair & Vaishnav 2021).</p> <p>Müller et al. 2020 Müller, Lisa-Maria et al., 'Bilingualism in the family and child well-being: A scoping review', <i>International Journal of Bilingualism</i> 24:5–6, 1049–1070</p> |



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| <p>Nair & Vaishnav 2021.....Nair, Pradeep, & Vaishnav, Deepak Kumar, 2021, 'Media Use and Well-being: Understanding the Interplay in the Context of Tibetan Youth in India Amid COVID-19 Crisis', <i>Asia Pacific Media Educator</i> 31:1, 50–62</p> <p>Sadeghi & Abolfazli Khonbi 2020 ...Sadeghi, Karim, & Abolfazli Khonbi, Zainab, 2020, 'Connecting the dots to see the whole: Learner variables, wellbeing and coping strategies in student narratives', <i>Innovations in Education and Teaching International</i> 57:1, 86–96</p> | <p>Nair & Vaishnav 2021 Nair, Pradeep, & Vaishnav, Deepak Kumar, 2021, 'Media Use and Well-being: Understanding the Interplay in the Context of Tibetan Youth in India Amid COVID-19 Crisis', <i>Asia Pacific Media Educator</i> 31:1, 50–62</p> <p>Sadeghi & Abolfazli Khonbi 2020...Sadeghi, Karim, & Abolfazli Khonbi, Zainab, 2020, 'Connecting the dots to see the whole: Learner variables, wellbeing and coping strategies in student narratives', <i>Innovations in Education and Teaching International</i> 57:1, 86–96</p> |
| <p>Ceist 4: Aig an àm seo, is e an tomhas de choileanadh anns an àrd-ìre na Teisteanasan Nàiseanta a choilean daoine òga aig an àm a dh'fhàgas iad an sgoil (SCQF ìrean 4, 5, agus 6 – 1 no barrachd nuair a dh'fhàgas iad an sgoil). Am feum sinn tomhaisean eile a chur ris gus coileanadh agus buileachaidh nas fharsainghe a chòmhdach?</p> <p>Freagairt: Feumaidh</p> | <p>Question 4: At the moment, the measure of achievement in the senior phase is the National Qualifications achieved by young people at the point which they leave school (SCQF levels 4, 5, and 6 – 1 or more on leaving school). Do we need to add other measures to cover wider achievement and attainment?</p> <p>Answer: Yes</p> |
| <p>Ceist 5: Ma thuir sibh feumaidh airson Q4, tha cuid roghainnean airson beachdachadh air an stèidheachadh anns a' bhocsa "tuilleadh fiosrachaidh" fodha. Ach, bhiomaid a' cur fàilte air molaidhean sam bith eile airson tomhaisean a bharrachd.</p> <p>Tuilleadh Fiosrachaidh: <u>Roghainn 1</u> Airson freagairt ri fios air ais bho chleachdaidhean, agus gus a' bhun fianais a leasachadh air buileachadh nan coileanasan agus sgilean nas fharsainghe mar pàirt den Churraicealam airson Sàr-mhathais, chaidh slat-tomhais ùr 'teisteanasan SQA gu lèir' a leasachadh a ghabhas a-steach Teisteanasan Nàiseanta, (Cùrsaichean Nàiseanta, Sgilean airson Obair) agus teisteanasan SQA eile (Duaisean Sònraichte, Àrd-ìre Nàiseanta, Nàiseanta – Àite obrach, Teisteanasan Nàiseanta, Duaisean Adhartas Nàiseanta, Duaisean Leasachaidh Proifeasanta, Teisteanasan Dreuchdail Albannach, Cùrsaichean Nàiseanta gun ìre). Faodaidh mion-fhios a bhith air a lorg ann an roinn 6.3 foillseachadh Coileanadh agus Cinn-uidhe Tòiseachaidh Luchd-fàgail na Sgoile. Tha an slat-tomhais 'teisteanasan SQA gu lèir' a' mìneachadh co-roinn luchd-fàgail na sgoile a fhuair grunn pasan (m.e.</p> | <p>Question 5: If you answered yes to Q4, some options for consideration are set out in the "more information" box below. However, we would also welcome any other suggestions for additional measures.</p> <p>More information: <u>Option 1</u> In response to feedback from users, and to improve the evidence base on the attainment of broader achievements and skills as part of the Curriculum for Excellence, a new 'all SQA qualifications' measure has been developed which includes National Qualifications (National Courses, Skills for Work) and other SQA qualifications (Customised Awards, Higher National, National – Workplace, National Certificates, National Progression Awards, Professional Development Awards, Scottish Vocational Qualifications, Ungraded National Courses). Details can be found in section 6.3 of the School Leaver Attainment and Initial Destinations publication. The 'all SQA qualification' measure details the proportion of</p> |



aon pas no barrachd, dà pas no barrachd msaa) aig ìre sònraichte SCQF no nas fheàrr thairis air na teisteanasan gu lèir a tha air am mìneachadh gu h-àrd. Dh' fhaodadh aon mheasgacha(i)dh(ean) de pasan agus ìrean SCQF a bhith air an cleachdadh.

Tha na statistaigean sin air an ainmeachadh an-dràsta mar Statistiaigean Deuchainneach, a' nochdadh gu bheil iad gan leasachadh agus fo ùmhlachd ath-sgrùdadh stèidhichte air fios air ais fiosraichte bho luchd-cleachdaidh.

Roghainn 2

Tomhas de choileanadh ann an teisteanasan dreuchdail. Tha roinn 6.1 foillseachadh Coileanadh agus Cinn-uidhe Tòiseachaidh Luchd-fàgail na Sgoile a' gabhail a-steach tomhas airson teisteanasan 'dreuchdail' a-mhàin. Eu-coltach ri prìomh thomhaisean NIF a thaobh coileanadh luchd-fàgail na sgoile agus an tomhas 'teisteanasan SQA gu lèir' a tha air a mhìneachadh gu h-àrd, chan eil an tomhas seo a' toirt a-steach coileanadh ann an Teisteanasan Nàiseanta ach tha e a' dèanamh fòcas air teisteanasan dreuchdail. Gu sònraichte, tha an tomhas a' gabhail a-steach Teisteanasan Nàiseanta, Teisteanasan Nàiseanta Àrd-ìre, Teisteanasan Dreuchdail na h-Alba, Duaisean Adhartas Nàiseanta agus Sgilean airson Obair. Tha e a' sealltainn co-roinn luchd-fàgail na sgoile le aon pas no barrachd aig ìre SCQF ainmichte. Tha co-roinn luchd-fàgail na sgoile le aon pas no barrachd aig ìre 5 SCQF no nas fheàrr air a chleachdadh mar Prìomh Chomharra Coileanaidh airson Leasachadh Sgioba-obrach Òg na h-Alba.

Freagairt 5: Tha tomhaisean an dà chuid coileanasan farsaing (Roghainn 1) agus teisteanasan dreuchdail (Roghainn 2) sònraichte airson siostam tro mheadhan na Gàidhlig; agus tha teisteanasan ceangailte ris a' Ghàidhlig sònraichte airson nan tomhaisean. Bu chòir a h-uile pìos dàta iomradh a thoirt air a' cho-theacsa m.e. taobh a-staigh siostaman tro mheadhan na Beurla no tro mheadhan na Gàidhlig.

Ceist 6: A thaobh tomhas adhartais taobh a-muigh na sgoile, am bu chòir an àireamh sa cheud de luchd-fàgail

school leavers who attained a number of passes (e.g. one pass or more, two passes or more etc.) at a given SCQF level or better across all of the qualifications outlined above. One or more combination(s) of passes and SCQF levels could potentially be used.

These statistics are currently labelled as Experimental Statistics, reflecting that they are undergoing development and subject to revision based on informed feedback from users.

Option 2

A measure of attainment in vocational qualifications. Section 6.1 of the School Leaver Attainment and Initial Destinations publication contains a measure covering only 'vocational' qualifications. Unlike the existing NIF key measures on school leaver attainment and the 'all SQA qualifications' measure outlined above, this measure does not include attainment in National Qualifications but focuses on vocational qualifications. Specifically, the measure includes National Certificates, Higher National Qualifications, Scottish Vocational Qualifications, National Progression Awards and Skills for Work. It shows the proportion of school leavers with one pass or more at a given SCQF level. The proportion of school leavers with one pass or more at SCQF level 5 or better is used as a Key Performance Indicator for Developing Scotland's Young Workforce.

Answer 5: Measures of both broad achievements (Option 1) and vocational qualifications (Option 2) are of significance for the Gaelic-medium system; and Gaelic-related qualifications of significance for the measures. All data should clearly reference the context i.e. within the English-medium or Gaelic-medium systems.

Question 6: In terms of measuring progress beyond school, should the percentage of



na sgoile a' dol gu "ceann-uidhe adhartach" nuair a dh'fhàgas iad an sgoil a bhith air a ghabhail a-steach leis an tomhas com-pàirteachaidh?

Freagairt 6: Cha bu chòir

Is dòcha gum bi cuid de luchd-fàgail na sgoile a tha a' sireadh obair ann an dreuchd co-cheangailte ris a' Ghàidhlig no tuilleadh ionnsachaidh ag iarraidh nan sgilean cànan aca a dhaingneachadh agus a leudachadh tro àm obrach no gnìomhachd saor-thoileach far a bheil iad gu dlùth an sàs sa choimhearsnachd cànan. 'S dòcha nach bi seo, ged a bhios luach mhòr ann dhaibh (agus dhan choimhearsnachd), a' toirt iomhaigh math dhen obair no ionnsachadh aca san àm ri teachd. Mar sin 's e modh-obrach nas fheàrr a bhith a' leantainn le Tomhas Com-pàirteachaidh Bliadhna an SDS.

Ceist 7: Dè eile a dh'fheumas sinn a dhèanamh gu dèanamh cinnteach gu bheil sreath nas fharsainghe de tomhaisean air an cleachdadh thar siostam an fhoghlaim, agus gu bheil a' cur luach co-ionnan annta mar tomhaisean coileanadh traidiseanta?

Freagairt 7:

Bu chòir gun tèid beachdachadh air dàta a thaobh co-theacsa cànan nan sgoilearan fa leth agus na coimhearsnachd ionadail. Faodaidh seo dàta a ghabhail a-steach air cànan an dachaigh bho cunntas-sluaigh nan sgoil, dàta cànan bho Cunntas-sluaigh na h-Alba airson na sgìre a' frithealadh (a dh'fhaodadh airson foghlam meadhan-Gàidhlig leudachadh nas fhaide na sgìre-sgoile a' chòrr den sgoil) agus dàta nàiseanta bho tùsan mar Sgrùdadh Beachdan Sòisealta na h-Alba. Mar a chaidh innse bu chòir dàta gu lèir a bhith ceangailte gu soilleir ri mar a tha Foghlam na h-Alba air a lìbhrigeadh – an dara cuid tro mheadhan na Beurla no tro mheadhan na Gàidhlig. Bu chòir gum biodh e comasach an dàta gu lèir a leantainn le bhith a' toirt iomradh air lìbhrigeadh tro mheadhan na Beurla no na Gàidhlig. A bharrachd air seo, bu chòir gum bi dàta air cànan an dachaigh agus cànan na coimhearsnachd a bhith ri fhaighinn - a' sealltainn a' bhuaidh a dh'fhaodadh a bhith ann airson togail dà-chànanach air coileanadh mar eisimpleir.

school leavers going to a "positive destination" on leaving school be included alongside the participation measure?

Answer 6: No

Some school leavers seeking a career in a Gaelic-related occupation or further study may wish to reinforce and expand their language skills through a period of employment or voluntary activity in which they are closely engaged with the language community. This, whilst being of great value to them (and to the community), may not be indicative of their future work or study. Continuing with the SDS Annual Participation Measure is therefore a better approach.

Question 7: What more do we need to do in order to ensure that a wider range of measures are in use across the education system, and that they are valued as equally as traditional attainment measures?

Answer 7:

Consideration should be given to data on the language context of individual pupils and of the local community. This could include data on home language from the schools' census, language data from Scotland's Census for the area served by the school (which for Gaelic-medium can extend beyond the catchment area of the rest of the school), and national data from such sources as the Scottish Social Attitudes Survey. As stated initially all data should clearly relate to how Scottish Education is delivered – either through the medium of English or through the medium of Gaelic. All data should be able to be tracked referencing either English or Gaelic medium delivery. In addition, home language and community language data should be available – demonstrating the potential impact of bilingual acquisition on attainment for example.



Ceist 8: A bheil na cruinneachaidhean dàta nas fharsainghe, agus na leasachaidhean dàta ùra, gu leòr airson dèanamh cinnteach gu bheil Frèam-obrach Leasachaidh Nàiseanta a' sealltainn miannan-adhartais a' Churraicealaim airson Sàr-mhaitheas, prìomhachasan poileasaidh nàiseanta mar slàinte agus sunnd agus misneachd, agus prìomhachasan airson ath-bhuannachd agus leasachadh COVID-19, mar a chaidh moladh le Buidheann-sgrùdaidh na h-Alba?

Freagairt 8: Chan eil

Bu chòir cruinneachaidhean dàta nas fharsainghe uile a' gabhail a-steach libhrigeadh tro mheadhan na Beurla no tro mheadhan na Gàidhlig.

Ceist 9: Ciamar as urrainn dhuinn feum nas fheàrr a dhèanamh de dhàta gus gnìomhachd leasachaidh a chuireadh agus a stiùireadh aig ìre sgoile, ionadail, roinneil agus nàiseanta?

Freagairt 9:

Bu chòir seataichean dàta sònraichte a bhith air an taisbeanadh airson Foghlam Gàidhlig, an dà chuid tro mheadhan na Gàidhlig agus Luchd-ionnsachaidh na Gàidhlig, aig ìrean sgoile agus nas fharsainghe. Cha bhiodh seo cuingealaichte ri dàta le iomradh dìreach air a' Ghàidhlig, ach an dàta san fharsaingeachd a' toirt buaidh air sgoilearan ann am Foghlam Gàidhlig (mar le sgoilearan eile). Bu còir dàta gu lèir iomradh soilleir a thoirt air Foghlam tro Mheadhan na Gàidhlig no Foghlam tro Mheadhan na Beurla.

Ceist 10: Ciamar a nì sinn feum nas fheàrr de dhàta gus cuideachadh le bhith a' lughdachadh atharrachadh ann am builean a choilean daoine òga ann an diofar sgìrean den dùthaich?

Freagairt 10:

Bu chòir gun dèan an dàta e comasach coimeas a dhèanamh a thaobh a h-uile buil eadar siostaman tro mheadhan na Beurla agus na Gàidhlig. Dh'fhaodadh cùisean a bharrachd a bhith a' gabhail a-steach

Question 8: Are the existing wider data collections, and the new data developments enough to ensure that the National Improvement Framework reflects the ambitions of Curriculum for Excellence, national policy priorities such as health and wellbeing and confidence, and key priorities for COVID-19 recovery and improvement, as recommended by Audit Scotland?

Answer 8: No

Wider data collections should all reference English-medium or Gaelic-medium delivery.

Question 9: How can we make better use of data to focus and drive improvement activity at school, local, regional and national level?

Answer 9:

Specific data sets should be presented for Gaelic Education, both Gaelic-medium and Gaelic Learner, at school and wider levels. This would not be limited to data with direct reference to Gaelic, but all the wider data impacting pupils in Gaelic Education (as with other pupils). All data should clearly reference either Gaelic Medium Education or English Medium Education.

Question 10: How can we make better use of data to help reduce variation in outcomes achieved by young people in different parts of the country?

Answer 10:

The data should enable comparisons to be made regarding all outcomes between the English-medium and Gaelic-medium systems. Additional factors may include those relating to income



feadhainn co-cheangailte ri teachd a-steach agus ìrean cosnaidh, togail cànan (m.e. cànan na dachaigh eadar-dhealaichte bho chànan lìbhrigidh foghlaim agus mar sin a' bhuidh a dh'fhaodadh a bhith aig bogadh), staitistig cunntas-sluaigh co-cheangailte ri Gàidhlig mar chànan coimhearsnachd.

and employment levels, language acquisition (e.g. home language different from language of educational delivery and consequently potential impact of immersion), census statistics relating to Gaelic as a community language.



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