

<p>Pàipear-ullachaidh air Ath-leasachadh Theisteanasan na h-Alba - Ath-sgrùdadh Hayward</p> <p>Freagairt Bòrd na Gàidhlig</p> <p>An t-Samhain 2022</p>	<p>Briefing on Reforming Scottish Qualifications - Hayward Review</p> <p>Bòrd na Gàidhlig Response</p> <p>November 2022</p>
<p>1. Fiosrachadh mu na 4 comasan</p> <ul style="list-style-type: none"> • Tha sinn ag aithneachadh gu bheil fòcas sònraichte air a bhith air an neach-ionnsachaidh soirbheachail agus san fharsaingeachd tha sinn a’ toirt taic dhan bheachd gum bu chòir na 3 comasan eile: daoine misneachail, com-pàirtichean èifeachdach agus saoranaich chunntachail a bhith air an gabhail a-steach gu h-ìomchaidh ann am measadh. • Bidh e fada nas iom-fhillte measadh a dhèanamh air na 3 comasan eile. Tha e ro-chudromach gum bi fianais airson co-dhùnaidhean measaidh air a thuigsinn gu soilleir leis a h-uile duine agus air a togail tro phrògraman planaichte taobh a-staigh siostam an fhoghlaim. • Bheir sinn fa-near tron fhreagairt seo air fad gum bu chòir measadh sam bith air na 4 comasan a bhith a rèir na leanas: <ol style="list-style-type: none"> a) Feumaidh tuigse a bhith ann airson gach taisbeanair gu bheil Alba a’ toirt seachad foghlam an dàrna cuid tron Bheurla no tron Ghàidhlig a rèir toil pàrantach. b) Feumaidh cothroman gus na 4 comasan a leudachadh agus a leasachadh a bhith rim faighinn gu co-ionann airson sgoilearan FtG agus sgoilearan FtB. c) Bidh na goireasan agus an trèanadh uile airson sgiobaidhean foghlaim air 	<p>1. Info on 4 capacities</p> <ul style="list-style-type: none"> • We recognize that there has been a particular focus on the successful learner and broadly support the view that the 3 other capacities, confident individuals, effective contributors and responsible citizens should be appropriately included in assessment. • Assessing the other 3 capacities will be far more complex. It will be crucial that evidence for assessment conclusions is clearly understood by everyone and built up through planned programmes within the education system. • We will note this throughout the response that any assessment of the 4 capacities should demonstrate the following: <ol style="list-style-type: none"> g) An understanding across all indicators that Scotland provides education in either English or Gaelic depending on parental choice. h) Opportunities to extend and develop the 4 capacities must be available equally for GME pupils and EME pupils. i) All resourcing and training for education teams will be

an toirt seachad gu co-ionann airson siostaman FtG agus FtB.

2. Fiosrachadh mu theisteanasan, ionnsachadh agus coileanadh nas fharsainghe taobh a-muigh na sgoile

- Chuireamaid fàilte air seo ann am prionnsabal, ach bu chòir aire shònraichte a thoirt air a bhith a' dèanamh cinnteach gum faigh sgoilearan FtG cothroman ionnsachaidh is coileanadh nas fharsainghe tro mheadhan na Gàidhlig.
- Dh'fhaodte gum bi sgoiltean agus ùghdarrasan ionadail den bheachd gum bi com-pàirteachasan air-loidhne/eadar-ùghdarrasan feumail gus cur ris an raon chothroman.
- Bu chòir do Bhuidhnean Foghlaim Nàiseanta eisimpleirean de dheagh chleachdadh a thoirt seachad co-cheangailte ri solar FtG gus an gabh leasachadh a chur air adhart gu luath air feadh na dùthcha. Tha e deatamach gum bi planadh mionaideach ann airson gach cuid na roinnean FtG agus FtB gus dèanamh cinnteach gu bheil co-ionannachd solair ann.
- Tha raon de chothroman Gàidhlig ann aig ìre na coimhearsnachd, a bu chòir a chleachdadh gus cothrom a thoirt do dhaoine òga le Gàidhlig sgilean ùra fhaighinn agus aig an aon àm a bhith a' togail phròiseactan Gàidhlig stèidhichte sa choimhearsnachd.

3. Sgilean agus Comasan

- Ann am prionnsabal, dh'fhaodadh a bhith a' gabhail a-steach fiosrachadh mu sgilean agus comasan san ìre às Àirde a bhith a' cur ris a' phròiseas measaidh.
- Bu chòir aire shònraichte a thoirt do sgilean agus comasan tro mheadhan na Gàidhlig, a' gabhail a-steach co-ionannachd chothroman do sgoilearan

provided equally for the GME and EME systems.

2. Info on awards, learning and wider achievement outside school

- In principle this would be welcome, however specific attention should be paid to ensuring that all GME pupils are provided with wider learning and achievement opportunities through the medium of Gaelic.
- Schools and LAs may conclude that online / inter-authority partnerships will be useful to extend the range of opportunities.
- National Education Agencies should provide best practice exemplars relating to GME provision so that development can take place rapidly across the country. It will be essential that there is detailed planning in place for both the GME and EME sectors to ensure there is parity of provision.
- There are a range of Gaelic-language opportunities at community level, which should be accessed to enable young Gaelic-speakers to gain new skills whilst at the same time building community based Gaelic projects.

3. Skills and Competencies

- In principle including information on skills and competencies in the Senior Phase could augment the assessment process.
- Particular attention should be evidenced regarding skills and competencies through the medium of Gaelic, including parity of opportunity to evidence



FtG a bhith a' toirt sgilean agus comasan am follais tro mheadhan na Gàidhlig.

- Dh'fhaodadh seo a bhith mar phàirt de dh'fhianais airson teisteanas ach feumaidh na slatan-tomhais agus am pròiseas measaidh a bhith gu tur soilleir agus a-rithist feumaidh sgoilearan FtG na h-aon chothroman fhaighinn tron Ghàidhlig, 's a gheibh sgoilearan FtG tron Bheurla.

4. Cothromachadh nas fheàrr a thaobh measadh a' gabhail a-steach ion-chur thidsearan / Deuchainnean san Ìre às Àirde agus Pròifilean Didseatach.

- Ann am prionnsapal, bidh e na bhuannachd a bhith a' sireadh raon de bhunaitean fianais gus coileanadh a thaisbeanadh seach a bhith dìreach an urra ri fianais bho dheuchainnean mar a tha cùisean an-dràsta.
- Tha àite ann airson fianais bho dheuchainnean san Ìre as Àirde ach bu chòir cothromachadh nas fheàrr a bhith ann san t-siostam gus an urrainn portfoliothan fianais a bhith a' cur nas cunbhalach ri measadh coileanadh. Tha e ro-chudromach gum bi soilleireachd iomlan ann a thaobh dè a thèid a mheasadh a thaobh fianais nach eil stèidhichte air deuchainnean agus mar a nithear seo.
- A-rithist, bu chòir na h-aon chothroman a thoirt do sgoilearan FtG is a th' aig daoine òga ann am FtB gus coileanadh a thaisbeanadh tron Ghàidhlig agus bu chòir na structaran a tha a dhìth gus seo a lìbhrigeadh a chur an gnìomh aig an aon àm ri structaran FtB.
- Dh'fhaodadh pròifilean didseatach a bhith nan tùsan fianais luachmhor. Bu chòir làn shoilleireachd air stiùireadh a thaobh chruthan agus ion-chur a thoirt seachad le goireasan agus stiùireadh airson an dà chuid FtG agus FtB a tha air a lìbhrigeadh

skills and competencies through Gaelic for GME pupils.

- This could be included in award evidence however the criteria and assessment process must be absolutely clear and again GME pupils must be afforded with the same opportunities through Gaelic, as EME pupils will receive through English.

4. Better balance around assessment including teacher input / Examinations in the Senior Phase and Digital Profiling.

- In principle seeking a range of evidences bases for demonstrating achievement will be beneficial rather than solely relying on examination evidence as at present.
- There is a place for examination evidence in the Senior Phase but a better balance in the system should be created whereby portfolios of evidence could more regularly contribute to assessed achievement. It will be crucial that there is absolute clarity around how and what will be assessed relating to non-examination based evidence.
- GME pupils once again should be provided with the same opportunities as young people in EME to demonstrate achievement through Gaelic and the necessary structures to deliver this should be in place at the same time as the EME structures.
- Digital profiles could be a very valuable source of evidence. Absolute clarity on guidance regarding formats and input should be provided with



bho thoiseach iomairt sam bith. Bu chòir Pròifil Didseatach sa Ghàidhlig a bhith ri fhaighinn do gach sgoilear ann am FtG.

5. Roghainnean sùbailte ann an cuspairean agus teisteanasan (teicneòlas/cruthachail/acadaimigeach)

- Ann am prionnsabal, bu chòir an roghainn as fharsainge 's a ghabhas a bhith air a thoirt seachad, le slighean soilleir ann do dhaoine òga gus an cuid ionnsachaidh a thoirt air adhart.
- Tha feum èiginneach air obair-leasachadh air Foghlam Coitcheann Farsaing agus aig an Ìre as Àirde airson FtG agus bu chòir seo a bhith air aon de na prìomhachasan as cudromaiche a dh'fheumas na Buidhnean Foghlam Ùr a lìbhrigeadh. Bidh toradh a' Cho-chomhairleachaidh Nàiseanta air Gealltanasan Riaghaltas na h-Alba a thaobh na Gàidhlig is na h-Albais agus Bile nan Cànanan Albannach (a thàinig gu crìch san t-Samhain 2022) air leth cudromach ann a bhith a' dèanamh cinnteach gu bheil ro-innleachd nàiseanta air a stiùireadh leis an Riaghaltas ann gus leasachadh FtG san àrd-sgoil a sgaoileadh gu luath air feadh na dùthcha le targaidean agus clàran-ama soilleir.
- Tha e ro-chudromach gun toir Alba seachad co-ionannachd chothroman thar a' churraicealaim an dà chuid do sgoilearan FtG agus FtB agus gum bi sgoiltean agus ùghdarrasan ionadail a' sealltainn gu soilleir mar a tha iad a' toirt seachad seo. Bu chòir do Bhuidhnean Foghlaim Nàiseanta taic a bharrachd agus eisimpleirean de dheagh chleachdadh a thoirt seachad gus am bi fiosrachadh mu leasachadh air a cho-roinn eadar agus taobh a-staigh nan Ùghdarrasan Ionadail.

resources and guidance for both GME and EME sectors delivered from the start of any initiative. Construction of a Digital Profile in Gaelic should be available for all GME pupils.

5. Flexible choices in subjects and qualifications (tech/creative/academic)

- In principle the widest possible choice should be provided with clear pathways for young people to develop their learning.
- GME BGE and Senior Phase development requires urgent attention and this should be at the forefront of the required developments from the new Education Agencies. The outcome of the National Consultation on Gaelic conducted by the Scottish Govt (concluding in November 2022) will be pivotal in ensuring that there is a Govt. led national strategy for GME Secondary development rapidly rolled out across the country with clear targets and timelines.
- It will be essential the Scotland provides parity of opportunity across the curriculum for both GME and EME pupils and that schools and LAS demonstrate clearly how they are providing this. National Education Agencies should provide additional support and best practice examples so that information on development is shared across and within LAS.



6. Duaisean aig deireadh Foghlam Farsaing Coitcheann

- Leis gu bheil 2 ìre againn a tha eadar-dhealaichte ach co-cheangailte ann an solar Àrd-sgoile: Foghlam Farsaing Coitcheann agus an Ìre as Àirde, bhiodh e na bhuannachd nan robh aithneachadh coileanadh co-cheangailte ris an dà ìre soilleir.
- A-rithist bidh stiùireadh soilleir air susbaint agus co-ionannachd eadar cruthan FtG agus FtB ro-chudromach.

7. Teisteanas fàgail le susbaint nas fharsainge

- Ann am prionnsapal bidh e na bhuannachd a bhith ag aithneachadh coileanadh le bhith a' cleachdadh fianais bho ghrunn thùsan agus dh'fhaodadh seo a bhith ann an teisteanas fàgail.
- Bidh e cudromach dèanamh cinnteach gu bheil luach aig teisteanas fàgail agus/no pròifil didseatach Foghlam Farsaing Coitcheann sam bith a thaobh a bhith a' dol air adhart chun na h-ath ìre ann an ionnsachadh no a bhith a' dol a-steach dhan mhargaidh obrach. Ma tha fìor bhuaidh gu bhith aig teisteanasan agus pròifilean, bu chòir an duine òg fhèin agus an sgoil aca, agus buidheann sam bith a tha a' feuchainn ris an neach òg fhadthadha no a thoirt a-steach, luach a chur orra.
- Ann a bhith a' toirt seachad chothroman airson a bhith a' coileanadh ann an diofar cho-theacsan m.e. ann an obair shaor-thoileach, obair phàighe is msaa, bu chòir do sgoiltean agus ùghdarrasan ionadail sealltainn gu bheil co-ionannachd chothroman ann eadar solar FtG agus FtB. Dh'fhaodadh seo a bhith a' gabhail a-steach, mar eisimpleir, obair com-pàirteachais ùr-ghnàthach eadar sgoiltean agus ùghdarrasan Ionadail. Bu chòir do Bhuidhnean Foghlaim Nàiseanta a-rithist taic agus comhairle a thoirt do na roinnean FtG agus FtB.

8. Buannachd do gach neach-ionnsachaidh

- Tha seo na raon leasachaidh ro-cudromach a thaobh sgoilearan FtG. Feumaidh còraichean a bhith aig

6. Awards at end of BGE

- Given that we have 2 distinct but complimentary phases in Secondary provision BGE and Senior Phase it would be beneficial to have a clear recognition of achievement relating to both phases.
- Again clear guidance on content and parity between GME and EME formats will be crucial.

7. Leaving Certificate with broader input

- In principle recognition of achievement using evidence from a variety of sources will be beneficial and this could be contained in a leaving certificate.
- It will be important to ensure that any leaving certificate and/or BGE digital profile has value in terms of proceeding to the next stage in learning or entering the labour market. For certificates and profiling to have real impact both the young person and their school and any organisation, which is seeking to employ or admit the young person, should value them.
- In providing opportunities to achieve in different contexts e.g. in volunteering work, paid work etc. schools and LAs should demonstrate that parity of opportunity exists between GME and EME provision. This may include for example innovative partnership working between schools and LAs. National Education Agencies should once again provide both the GME and EME sectors with support and advice.

8. Benefits all learners

- This is an essential area for development relating to GME pupils. The rights of GME pupils



sgoilearan FtG gus am bi e cinnteach gum faighear duaisean agus teisteanasan tron Ghàidhlig ann an siostam sam bith agus feumar fianais a thoirt seachad gu bheil na còraichean sin air an dìon.

- Bidh feum air planadh cunbhalach bho na Buidhnean Foghlaim Nàiseanta air fad agus air planadh leasachaidh bliadhnail anns a h-uile àrd-sgoil le solar FtG gus seo a thoirt gu buil.
- Bu chòir dhan bhun-bheachd gu bheil Foghlam na h-Alba air a sholarachadh tro mheadhan na Beurla no na Gàidhlig a bhith a' ruith tron smaoineachadh ro-innleachdail agus planadh leasachaidh air fad.

C1 - Yes

C2- Tha sinn ag aithneachadh gu bheil fòcas sònraichte air a bhith air an neach-ionnsachaidh soirbheachail agus san fharsaingeachd tha sinn a' toirt taic dhan bheachd gum bu chòir na 3 comasan eile: daoine misneachail, com-pàirtichean èifeachdach agus saoranaich chunntachail a bhith air an gabhail a-steach gu h-ìomchaidh ann am measadh.

- Bidh e fada nas iom-fhillte measadh a dhèanamh air na 3 comasan eile. Tha e ro-chudromach gum bi fianais airson co-dhùnaidhean measaidh air a thuigsinn gu soilleir leis a h-uile duine agus air a togail tro phrògraman planaichte taobh a-staigh siostam an fhoghlaim.
- Bheir sinn fa-near tron fhreagairt seo air fad gum bu chòir measadh sam bith air na 4 comasan a bhith a rèir na leanas:
 - d) Feumaidh tuigse a bhith ann airson gach taisbeanair gu bheil Alba a' toirt seachad foghlam an dàrna cuid tron Bheurla no tron Ghàidhlig a rèir toil pàrantach.
 - e) Feumaidh cothroman gus na 4 comasan a leudachadh agus a leasachadh a bhith rim faighinn gu co-ionann airson sgoilearan FtG agus sgoilearan FtB.

to gain awards and qualifications through Gaelic must be guaranteed in any system and evidence provided that these rights are safeguarded.

- This will require coherent planning from all National Education Agencies and annual development planning in all GME Secondary provision.
- The concept that Scottish Education is provided in the medium of English or Gaelic should permeate all strategic thinking and development planning.

Q1 - Yes

Q2 - We recognize that there has been a particular focus on the successful learner and broadly support the view that the 3 other capacities, confident individuals, effective contributors and responsible citizens should be appropriately included in assessment.

- Assessing the other 3 capacities will be far more complex. It will be crucial that evidence for assessment conclusions is clearly understood by everyone and built up through planned programmes within the education system.
- We will note this throughout the response that any assessment of the 4 capacities should demonstrate the following:
 - j) An understanding across all indicators that Scotland provides education in either English or Gaelic depending on parental choice.
 - k) Opportunities to extend and develop the 4 capacities must be available equally for GME pupils and EME pupils.
 - l) All resourcing and training for education teams will be



f) Bidh na goireasan agus an trèanadh uile airson sgiobaidhean foghlaim air an toirt seachad gu co-ionann airson siostaman FtG agus FtB.

C3 - Chuireamaid fàilte air seo ann am prionnsabal, ach bu chòir aire shònraichte a thoirt air a bhith a' dèanamh cinnteach gum faigh sgoilearan FtG cothroman ionnsachaidh is coileanaidh nas fharsainghe tro mheadhan na Gàidhlig.

- Dh'fhaodte gum bi sgoiltean agus ùghdarrasan ionadail den bheachd gum bi com-pàirteachasan air-loidhne/eadar-ùghdarrasan feumail gus cur ris an raon chothroman.
- Bu chòir do Bhuidhnean Foghlaim Nàiseanta eisimpleirean de dheagh chleachdadh a thoirt seachad co-cheangailte ri solar FtG gus an gabh leasachadh a chur air adhart gu luath air feadh na dùthcha. Tha e deatamach gum bi planadh mionaideach ann airson gach cuid na roinnean FtG agus FtB gus dèanamh cinnteach gu bheil co-ionannachd solair ann.
- Tha raon de chothroman Gàidhlig ann aig ìre na coimhearsnachd, a bu chòir a chleachdadh gus cothrom a thoirt do dhaoine òga le Gàidhlig sgilean ùra fhaighinn agus aig an aon àm a bhith a' togail phròiseactan Gàidhlig stèidhichte sa choimhearsnachd.

C4 – Yes

C5 - Ann am prionnsabal, dh'fhaodadh a bhith a' gabhail a-steach fiosrachadh mu sgilean agus comasan san ìre as Àirde a bhith a' cur ris a' phròiseas measaidh.

- Bu chòir aire shònraichte a thoirt do sgilean agus comasan tro mheadhan na Gàidhlig, a' gabhail a-steach co-ionannachd chothroman do sgoilearan FtG a bhith a' toirt sgilean agus comasan am follais tro mheadhan na Gàidhlig.
- Dh'fhaodadh seo a bhith mar phàirt de dh'fhianais airson teisteanas ach feumaidh na slatan-tomhais agus am pròiseas measaidh a bhith gu tur soilleir agus a-rithist feumaidh sgoilearan FtG na h-aon chothroman fhaighinn tron Ghàidhlig, 's a gheibh sgoilearan FtG tron Bheurla.

provided equally for the GME and EME systems.

Q3 - In principle this would be welcome, however specific attention should be paid to ensuring that all GME pupils are provided with wider learning and achievement opportunities through the medium of Gaelic.

- Schools and LAs may conclude that online / inter-authority partnerships will be useful to extend the range of opportunities.
- National Education Agencies should provide best practice exemplars relating to GME provision so that development can take place rapidly across the country. It will be essential that there is detailed planning in place for both the GME and EME sectors to ensure there is parity of provision.
- There are a range of Gaelic-language opportunities at community level, which should be accessed to enable young Gaelic-speakers to gain new skills whilst at the same time building community based Gaelic projects.

Q4 – Yes

Q5 - In principle including information on skills and competencies in the Senior Phase could augment the assessment process.

- Particular attention should be evidenced regarding skills and competencies through the medium of Gaelic, including parity of opportunity to evidence skills and competencies through Gaelic for GME pupils.
- This could be included in award evidence however the criteria and assessment process must be absolutely clear and again GME pupils must be afforded with the same opportunities through Gaelic,



C6 - Ann am prionnsapal bidh e na bhuannachd a bhith a' sireadh raon de bhunaitean fianais gus coileanadh a thaisbeanadh seach a bhith dìreach an urra ri fianais bho dheuchainnean mar a tha cùisean an-dràsta.

- Tha àite ann airson fianais bho dheuchainnean san Ìre as Àirde ach bu chòir cothromachadh nas fheàrr a bhith ann san t-siostam gus an urrainn portfoliothan fianais a bhith a' cur nas cunbhalach ri measadh coileanadh. Tha e ro-chudromach gum bi soilleireachd iomlan ann a thaobh dè a thèid a mheasadh a thaobh fianais nach eil stèidhichte air deuchainnean agus mar a nithear seo.
- A-rithist, bu chòir na h-aon chothroman a thoirt do sgoilearan FtG is a th' aig daoine òga ann am FtB gus coileanadh a thaisbeanadh tron Ghàidhlig agus bu chòir na structaran a tha a dhìth gus seo a lìbhrigeadh a chur an gnìomh aig an aon àm ri structaran FtB.
- Dh'fhaodadh pròifilean didseatach a bhith nan tùsan fianais luachmhor. Bu chòir làn shoilleireachd air stiùireadh a thaobh chruthan agus ion-chur a thoirt seachad le goireasan agus stiùireadh airson an dà chuid FtG agus FtB a tha air a lìbhrigeadh bho thoiseach iomairt sam bith. Bu chòir Pròifil Didseatach sa Ghàidhlig a bhith ri fhaighinn do gach sgoilear ann am FtG.

C7 - Leis gu bheil 2 ìre againn a tha eadar-dhealaichte ach co-cheangailte ann an solar Àrd-sgoile: Foghlam Farsaing Coitcheann agus an Ìre as Àirde, bhiodh e na bhuannachd nan robh aithneachadh coileanadh co-cheangailte ris an dà ìre soilleir.

- A-rithist bidh stiùireadh soilleir air susbaint agus co-ionannachd eadar cruthan FtG agus FtB ro-chudromach.

C8 - Ann am prionnsapal bidh e na bhuannachd a bhith ag aithneachadh coileanadh le bhith a' cleachdadh fianais bho ghrunn thùsan agus dh'fhaodadh seo a bhith ann an teisteanas fàgail.

as EME pupils will receive through English.

Q6 - In principle seeking a range of evidences bases for demonstrating achievement will be beneficial rather than solely relying on examination evidence as at present.

- There is a place for examination evidence in the Senior Phase but a better balance in the system should be created whereby portfolios of evidence could more regularly contribute to assessed achievement. It will be crucial that there is absolute clarity around how and what will be assessed relating to non-examination based evidence.
- GME pupils once again should be provided with the same opportunities as young people in EME to demonstrate achievement through Gaelic and the necessary structures to deliver this should be in place at the same time as the EME structures.
- Digital profiles could be a very valuable source of evidence. Absolute clarity on guidance regarding formats and input should be provided with resources and guidance for both GME and EME sectors delivered from the start of any initiative. Construction of a Digital Profile in Gaelic should be available for all GME pupils.

Q7 - Given that we have 2 distinct but complimentary phases in Secondary provision BGE and Senior Phase it would be beneficial to have a clear recognition of achievement relating to both phases.

- Again clear guidance on content and parity between GME and EME formats will be crucial.

Q8 - In principle recognition of achievement using evidence from a variety of sources will be beneficial and this could be contained in a leaving certificate.



- Bidh e cudromach dèanamh cinnteach gu bheil luach aig teisteanas fàgail agus/no pròifil didseatach Foghlam Farsaing Coitcheann sam bith a thaobh a bhith a' dol air adhart chun na h-ath ìre ann an ionnsachadh no a bhith a' dol a-steach dhan mhargaidh obrach. Ma tha fìor bhuaidh gu bhith aig teisteanasan agus pròifilean, bu chòir an duine òg fhèin agus an sgoil aca, agus buidheann sam bith a tha a' feuchainn ris an neach òg fhadthach no a thoirt a-steach, luach a chur orra.
- Ann a bhith a' toirt seachad chothroman airson a bhith a' coileanadh ann an diofar cho-theacsan m.e. ann an obair shaor-thoileach, obair phàighte is msaa, bu chòir do sgoiltean agus ùghdarrasan ionadail sealltainn gu bheil co-ionannachd chothroman ann eadar solar FtG agus FtB. Dh'fhaodadh seo a bhith a' gabhail a-steach, mar eisimpleir, obair com-pàirteachais ùr-ghnàthach eadar sgoiltean agus Ùghdarrasan Ionadail. Bu chòir do Bhuidhnean Foghlaim Nàiseanta a-rithist taic agus comhairle a thoirt do na roinnean FtG agus FtB.

C9 - Ann am prionnsapal bidh e na bhuannachd a bhith a' sireadh raon de bhunaitean fianais gus coileanadh a thaisbeanadh seach a bhith dìreach an urra ri fianais bho dheuchainnean mar a tha cùisean an-dràsta.

- Tha àite ann airson fianais bho dheuchainnean san ìre as Àirde ach bu chòir cothromachadh nas fheàrr a bhith ann san t-siostam gus an urrainn portfoliothan fianais a bhith a' cur nas cunbhalach ri measadh coileanadh. Tha e ro-chudromach gum bi soilleireachd iomlan ann a thaobh dè a thèid a mheasadh a thaobh fianais nach eil stèidhichte air deuchainnean agus mar a nithear seo.
- A-rithist, bu chòir na h-aon chothroman a thoirt do sgoilearan FtG is a th' aig daoine òga ann am FtB gus coileanadh a thaisbeanadh tron Ghàidhlig agus bu chòir na structaran a tha a dhìth gus seo a libhrigeadh a chur an gnìomh aig an aon àm ri structaran FtB.
- Dh'fhaodadh pròifilean didseatach a bhith nan tùsan fianais luachmhor. Bu chòir làn shoilleireachd air stiùireadh a thaobh chruthan

- It will be important to ensure that any leaving certificate and/or BGE digital profile has value in terms of proceeding to the next stage in learning or entering the labour market. For certificates and profiling to have real impact both the young person and their school and any organisation, which is seeking to employ or admit the young person, should value them.
- In providing opportunities to achieve in different contexts e.g. in volunteering work, paid work etc. schools and LAs should demonstrate that parity of opportunity exists between GME and EME provision. This may include for example innovative partnership working between schools and LAs. National Education Agencies should once again provide both the GME and EME sectors with support and advice.

Q9 - In principle seeking a range of evidences bases for demonstrating achievement will be beneficial rather than solely relying on examination evidence as at present.

- There is a place for examination evidence in the Senior Phase but a better balance in the system should be created whereby portfolios of evidence could more regularly contribute to assessed achievement. It will be crucial that there is absolute clarity around how and what will be assessed relating to non-examination based evidence.
- GME pupils once again should be provided with the same opportunities as young people in EME to demonstrate achievement through Gaelic and the necessary structures to deliver this should be in place at the same time as the EME structures.
- Digital profiles could be a very valuable source of evidence. Absolute clarity on



agus ion-chur a thoirt seachad le goireasan agus stiùireadh airson an dà chuid FtG agus FtB a tha air a lìbhrigeadh bho thoiseach iomairt sam bith. Bu chòir Pròifil Didseatach sa Ghàidhlig a bhith ri fhaighinn do gach sgoilear ann am FtG.

C10 - Tha seo na raon leasachaidh ro-chudromach a thaobh sgoilearan FtG. Feumaidh còraichean a bhith aig sgoilearan FtG gus am bi e cinnteach gum faighear duaisean agus teisteanasan tron Ghàidhlig ann an siostam sam bith agus feumar fianais a thoirt seachad gu bheil na còraichean sin air an dìon.

- Bidh feum air planadh cunbhalach bho na Buidhnean Foghlaim Nàiseanta air fad agus air planadh leasachaidh bliadhnaile anns a h-uile àrd-sgoil le solar FtG gus seo a thoirt gu buil.
- Bu chòir dhan bhun-bheachd gu bheil Foghlam na h-Alba air a sholarachadh tro mheadhan na Beurla no na Gàidhlig a bhith a’ ruith tron smaoinneachadh ro-innleachdail agus planadh leasachaidh air fad.
- Ann am prionnsabal, bu chòir an roghainn as fharsainge ’s a ghabhas a bhith air a thoirt seachad, le slighean soilleir ann do dhaoine òga gus an cuid ionnsachaidh a thoirt air adhart.
- Tha feum èiginneach air obair-leasachadh air Foghlam Coitcheann Farsaing agus aig an Ìre as Àirde airson FtG agus bu chòir seo a bhith air aon de na prìomhachasan as cudromaiche a dh’fheumas na Buidhnean Foghlam Ùr a lìbhrigeadh. Bidh toradh a’ Cho-chomhairleachaidh Nàiseanta air a’ Ghàidhlig aig Riaghaltas na h-Alba (a thàinig gu crìch san t-Samhain 2022) air leth cudromach ann a bhith a’ dèanamh cinnteach gu bheil ro-innleachd nàiseanta air a stiùireadh leis an Riaghaltas ann gus leasachadh FtG san àrd-sgoile a sgaoileadh gu luath air feadh na dùthcha le targaidean agus clàran-ama soilleir.
- Tha e ro-chudromach gun toir Alba seachad co-ionannachd chothroman thar a’ churraicealaim an dà chuid do sgoilearan FtG agus FtB agus gum bi sgoiltean agus ùghdarrasan ionadail a’ sealltainn gu soilleir mar a tha iad a’ toirt seachad seo. Bu chòir do Bhuidhnean Foghlaim Nàiseanta

guidance regarding formats and input should be provided with resources and guidance for both GME and EME sectors delivered from the start of any initiative. Construction of a Digital Profile in Gaelic should be available for all GME pupils.

Q10 - This is an essential area for development relating to GME pupils. The rights of GME pupils to gain awards and qualifications through Gaelic must be guaranteed in any system and evidence provided that these rights are safeguarded.

- This will require coherent planning from all National Education Agencies and annual development planning in all GME Secondary provision.
- The concept that Scottish Education is provided in the medium of English or Gaelic should permeate all strategic thinking and development planning.
- In principle the widest possible choice should be provided with clear pathways for young people to develop their learning.
- GME BGE and Senior Phase development requires urgent attention and this should be at the forefront of the required developments from the new Education Agencies. The outcome of the National Consultation on Gaelic conducted by the Scottish Govt (concluding in November 2022) will be pivotal in ensuring that there is a Govt. led national strategy for GME Secondary development rapidly rolled out across the country with clear targets and timelines.
- It will be essential the Scotland provides parity of opportunity across the curriculum for both GME and EME pupils and that schools and LAs demonstrate clearly how they are providing this. National Education Agencies should provide additional support and best practice examples so that information on development is shared across and within LAS.



taic a bharrachd agus eisimpleirean de dheagh chleachdadh a thoirt seachad gus am bi fiosrachadh mu leasachadh air a cho-roinn eadar agus taobh a-staigh nan Ùghdarrasan Ionadail.

C11 – Tha sinn air coimhead air ri raon farsaing de cheistean co-cheangailte ri roinn FtG anns an fhreagairt againn.

Bhiodh Bòrd na Gàidhlig glè thoilichte fiosrachadh sam bith a bharrachd a thoirt dhan ath-sgrùdadh aig an Àrd-ollamh Hayward, gus an tèid beachdachadh gu h-ìomchaidh air an dà chuid na roinnean tro mheadhan na Beurla agus tro mheadhan na Gàidhlig. Cuir fios chun an Stiùiriche Fhoghlaim againn sa chiad dol a-mach airson comhairle agus taic proifeasanta a bharrachd:

Jennifer McHarrie – jennifer@gaidhlig.scot

Q11 – We have covered a wide range of issues relating to the GME sector across our response. Bòrd na Gàidhlig will be very happy to provide any additional input to Professor Hayward’s review, so that appropriate consideration is given to both the English-medium and Gaelic-medium sectors. Please contact our Director of Education in the first instance for additional professional advice and support:

Jennifer McHarrie – jennifer@gaidhlig.scot

