

(English version below)

Co-chomhairle air Ullachaidhean Bile an Fhoghlaim

Freagairt Bhòrd na Gàidhlig,

An Dùbhlachd 2023

A' stèidheachadh Buidheann Theisteanasan Ùr

Ceist 1: Dè na h-atharrachaidhean air am bu chòir dhuinn beachdachadh a thaobh mar a tha teisteanasan air an leasachadh agus air an lìbhrigeadh a bhiodh a' toirt piseach air builean do sgoilearan agus oileanaich na h-Alba?

Tha Bòrd na Gàidhlig a' moladh gum bu chòir aithne bhunaiteach a bhith anns a h-uile gnìomh a thaobh Ath-leasachadh Foghlaim gu bheil foghlam ann an Alba air a lìbhrigeadh tro mheadhan na Beurla no tro mheadhan na Gàidhlig. Tha Foghlam tro Mheadhan na Gàidhlig (FtG) na roinn stèidhichte agus a tha a' fàs taobh a-staigh Foghlam na h-Alba a tha ri fhaighinn ann an 17 Ùghdarrasan Ionadail aig an àm seo.

Gus dèanamh cinnteach gu bheil am prionnsapal seo freumhaichte anns an obair planaidh ro-innleachdail uile airson na buidhne Theisteanasan ùire, tha Bòrd na Gàidhlig a' moladh na leanas a thaobh leasachadh agus lìbhrigeadh theisteanasan:

- Bu chòir solar theisteanasan tro mheadhan na Gàidhlig agus tro mheadhan na Beurla a bhith mar phrìomh eileamaid den raon-ùghdarras aig a' Bhuidhinn Theisteanasan ùir.
- Bu chòir sgrùdadh a dhèanamh air na tha ri fhaotainn de theisteanasan tro mheadhan na Gàidhlig aig an àm seo gus cothroman a chomharrachadh do sgoilearan a bhith a' dol an sàs ann an làn fharsaingeachd de chuspairean, gus am faigh iad barrachd eòlais air a' chànan agus barrachd feum air a' Ghàidhlig taobh a-muigh a' chlas, san àite-obrach agus anns a' choimhearsnachd.
- Tha Bòrd na Gàidhlig toilichte gun deach eisimpleir *Turas Chalum*, a chleachdadh san aithisg *An t-Àm ri teachd againn*. Tha seo a' sealltainn mar a ghabhas fiosrachadh co-cheangailte ri roinn FtG a thoirt a-steach gu clàr-gnothaich ath-leasachadh theisteanasan. Ach, feumar taic a thoirt do sgoiltean gus farsaingeachd de chothroman a thoirt seachad ann am FtG. Cha bu chòir dhan fheadhainn a fhuair FtG ann an Suidheachaidhean Tràth-ionnsachadh agus Bun-sgoile a' Ghàidhlig a chall mar phrìomh chànan teagaisg gus cuspair eile a dhèanamh agus gus pàirt a ghabhail ann an gnàth-eòlasan eile aig an Ìre as Àirde. Feumaidh dealbhadh curraicealaim agus leasachadh theisteanasan aire a thoirt air feumalachdan luchd-ionnsachaidh na h-Alba uile, an dà chuid tro meadhan na Beurla agus na Gàidhlig.

Ceist 2: Ciamar as fheàrr as urrainn dhuinn dèanamh cinnteach gu bheilear a' toirt aire iomchaidh do bheachdan nam proifeiseantach teagaisg againn taobh a-staigh na buidhne theisteanasan ùra, agus a bheil na molaidhean seo a' cur seo an comas?

Tha Bòrd na Gàidhlig a' cur fàilte air mar a tha na molaidhean làithreach seo a' freagairt air na molaidhean san aithisg *Putting Learners at the Centre* a thaobh barrachd riochdachaidh bho luchd-cleachdaidh agus luchd-ùidh. Chuir an aithisg taic ris a' bheachd gum bu chòir dhan Bhòrd agus dhan Chathraiche a bhith a' riochdachadh na farsaingeachd de luchd-ùidh agus gum bu chòir beachdan bho bhuidhnean nàiseanta a chruinneachadh. Tha e ro-chudromach gun tèid beachdachadh an dà chuid air FtG agus foghlam tro mheadhan na Beurla gus an làn shealladh taobh a-staigh *Putting Learners at the Centre* a thoirt gu buil.

Mar a chaidh a ràdh anns an fhreagairt dhan chiad cheist, bu chòir dhan phrionnsabal gu bheil foghlam ann an Alba ga libhrigeadh tro mheadhan na Beurla no tro mheadhan na Gàidhlig a dhol tro gach pàirt de leasachadh ro-innleachdail san raon seo.

Gus dèanamh cinnteach gun tèid am prionnsabal seo a chur an sàs gu h-èifeachdach ann an obair leasachaidh, tha Bòrd na Gàidhlig a' moladh na leanas:

- Gum bi riathanas a bharrachd air a' Bhuidhinn Duaisean a thathar a' moladh a bhith a' gabhail a-steach daoine le eòlas air FtG an dàrna cuid mar bhuill a' Bhùird no mar phàirt den Chomhairle Comhairleachaidh
- Bu chòir riochdachadh bhon roinn FtG, leithid CLAS (Comann Luchd-Teagaisg Àrd-Sgoiltean - <https://clasalba.org/ab/>, riochdachadh bhon roinn FE a bhith air a' chomataidh shònraichte a thathar a' moladh, agus bu chòir na h-eòlaichean ann an cleachdadh agus oide-eòlais teagaisg a bhith a' gabhail a-steach cuid le eòlas ann am foghlam bogaidh
- Tha a' Chùmhnant a thathar a' moladh a' dearbhadh gu bheil ag aithneachadh FtG. Bidh a' Chairt a thathar a' moladh na co-theacsa cudromach ann a bhith a' stèidheachadh cultar na Buidhne Theisteanasan ùire, mar a chaidh a chomharrachadh anns a' Phàipear-ullachaidh Co-chomhairleachaidh agus mar sin tha e na chothrom cudromach gus in-ghabhalachd a shealltainn.
- Feumaidh an aon chothrom a bhith aig proifeiseantaich teagaisg air fiosrachadh 's a th' aig an co-leithid ann am Beurla, agus bu chòir seo a bhith a' gabhail a-steach an aon chothrom air stuthan-taic agus goireasan Tuigsinn Inbhean, fiosrachadh cuspair air làrach-lìn na Buidhne Duaise, còmhla ri faicsinneachd agus taic mar phàirt de sgiobaidhean Comharrachaidh agus na h-aon mhodhan comharrachaidh ri teisteanasan tro mheadhan na Beurla.

Ceist 3: Ciamar as fheàrr as urrainn dhuinn dèanamh cinnteach gu bheil a' toirt aire iomchaidh do bheachdan nan sgoilearan, oileanaich agus luchd-ionnsachaidh againn taobh a-staigh na buidhne theisteanasan ùir, agus a bheil na molaidhean seo a' cur seo an comas?

Tha Bòrd na Gàidhlig a' cur fàilte air an iomradh air Cùmhnant nan Dùthchannan Aonaichte air Còraichean an Leanaibh (UNCRC.) Bidh e cudromach dèanamh cinnteach gu bheil altan iomchaidh eile air an làn aithneachadh taobh a-staigh frèama na Buidhne Theisteanasan ùire, a' gabhail a-steach na leanas:

Alt 28 – Còir air Foghlam

Alt 29 – Amasan Foghlaim

Alt 30 – Clann à Mion-shluaighean agus Tùsanach

Alt 31 – Cur-seachadan, Cluich agus Cultar

Tha buaidh dhìreach aig na h-altan seo air solar FtG agus bu chòir an cleachdadh mar cho-theacsa

airson gach leasachadh. Tha Bòrd na Gàidhlig a' toirt taic ri bhith a' gabhail a-steach an UNCRC ann am frèam na Buidhne Theisteanas ùire agus cuideachd ann an co-theacs a bhith a' cruthachadh buidheann sgrùdaidh ùr mar a thathar a' moladh ann am *Putting Learners at the Centre*.

Tha am moladh gu bheil an UNCRC a' cur leasachaidhean ann an co-theacsa a' neartachadh nam molaidhean a rinneadh san fhreagairt do Cheist 2 mun bhòrd.

Bu chòir FtG a bhith air a riochdachadh air a' chomataidh shònraichte a tha air a dhèanamh suas den fheadhainn a tha ag ionnsachadh airson Teisteanas Nàiseanta no preantasachd aig an àm seo. Bu chòir cothrom a bhith ann cluinntinn bhon fheadhainn is dòcha nach tèid a chlàradh airson teisteanas foirmeil. A bharrachd air sin, bu chòir dhan Chairt Luchd-cleachdaidh a thathar a' moladh cuideachd a bhith a' sealltainn in-ghabhaltachd an dà chuid ann an roinnean FtG agus FtB agus a bhith air a taisbeanadh gu dà-chànanach.

Tha prionnsapal na tairgse gnìomhaich ann an solar sheirbheisean poblach stèidhichte mar dheagh chleachdadh airson mion-chànanan ann an co-theacsa eadar-nàiseanta. Tha beairteas de rannsachadh agus fianais poileasaidh bho cho-theacs dùthchannan eile faisg air làimh, leithid na Cuimrigh, na h-Èireann, Catalonia agus Dùthaich nam Basgach a' dearbhadh cho cudromach 's a tha a' bhun-bheachd seo. Bidh ùghdarrasan foghlaim agus solaraichean seirbheis poblach eile anns na h-àiteachan sin uile a' dèanamh an dèidh gus an solar aca a dhèanamh faicsinneach agus follaiseach do luchd-cleachdaidh mhion-chànanan tron mheadhan conaltraidh as fheàrr leotha. Le bhith a' dèanamh seo, tha ùghdarrasan a' toirt cothrom do luchd-labhairt mhion-chànanan a bhith nas mothachaile air a' chothrom an cànan as fheàrr leotha a chleachdadh ann an eadar-obrachadh le buidhnean stàite agus ùghdarrasan poblach. Mar sin, tha e a' brosnachadh barrachd cleachdadh den mhion-chànan, agus thèid barrachd dhaoine a bhrosnachadh gus ionnsachadh agus a chleachdadh. Is e Modail 'Na Cuibhle Catherine' a chanar ri beachdan a' chànanaiche Chatalànaich Miquel Strubell, a chionn 's gu bheil barrachd tairgse ghnìomhach ann an solar sheirbheisean poblach a' cruthachadh cearcall seasmhach ag adhbharachadh barrachd ionnsachadh is cleachdadh de mhion-chànanan.

Le bhith a' dèanamh cinnteach gu bheil a' Bhuidheann Duaise ùr ag àbhaisteachadh dòigh-obrach tairgse ghnìomhach a thaobh na h-obrach aice ann a bhith a' toirt seachad seirbheisean, comhairle, agus sgilean bho thùs, (mar eisimpleir le bhith ag aithneachadh no a' fastadh luchd-obrach dà-chànanach (Gàidhlig/Beurla) tha e tòrr nas coltaiche gun tèid an dòigh-obrach iomlanach a thaobh leasachadh na Gàidhlig air a bheil Bòrd na Gàidhlig agus Riaghaltas na h-Alba ag amas (tro bhith a' toirt a-steach Bile nan Cànan Albannach bho chionn ghoirid) a chur an sàs gu tèarainte.

Le bhith a' toirt comas dhan fheadhainn a bhios ag eadar-obrachadh leis a' Bhuidhinn Duaise ùir leithid luchd-teagaisg proifeiseanta, sgoilearan, fastaichean, solaraichean trèanaidh agus buill den phoball sa Ghàidhlig, tha cothrom ann beachdan a' phobaill air a' chànan atharrachadh a thaobh cleachdadh practaigeach agus eaconamach agus a chudromachd a shealltainn mar phàirt bhunaiteach an dà chuid de shiostam foghlaim agus de bheatha làitheil na h-Alba.

Ceist 4: Ciamar as urrainn dhuinn dèanamh cinnteach gu bheil na teisteanasan a tha gan tabhann ann an Alba earbsach, de chàileachd àrd agus iomchaidh?

Tha Bòrd na Gàidhlig ag aontachadh ris a' phrionnsapal gum bu chòir uallach a bhith air a' bhuidhinn ùir airson barrantachadh mar fhoincsean neo-eisimeileach, air leth bho Riaghaltas na h-Alba. Cuidichidh seo gus dèanamh cinnteach gu bheil e follaiseach gu bheil cothrom aig a' bhuidhinn anailis a dhèanamh gu neo-eisimeileach agus ro-innleachd nas fhad-ùine a bhith aca gus ceuman a thoirt a-steach a rèir fheumalachdan roinnean FtG agus FtG.

Ann a bhith a stèidheachadh raon-ùghdarras cunntachalachd is aithris, tha e ro-chudromach gun aithnich seo na feumalachdan sònraichte aig FtG agus FtG a thaobh an dà fhoincean.

Ceist 5: Ciamar as fheàrr as urrainn dhan bhuidhinn theisteanas obrachadh le daoine eile air feadh siostam an fhoghlaim is nan sgilean gus builean nas fheàrr a libhrigeadh do na h-uile?

Tha Bòrd na Gàidhlig toilichte gu bheil ag aithneachadh gum bu chòir prìomhachas a thoirt do cho-thaobhadh poileasaidh agus co-obrachadh thar gach ìre.

Cumaidh na cùisean a leanas taic ri libhrigeadh èifeachdach an dà phrìomh raon:

- Mar a thugadh fa-near na bu thràithe, tha foghlam ga thoirt seachad an dàrna cuid ann am Beurla no ann an Gàidhlig ann an Alba. Bu chòir am bun-phrionnsabal seo a bhith follaiseach thar gach taobh de leasachadh.
- Bu chòir dhan fhòram nàiseanta a thathar a' moladh dèanamh cinnteach gu bheil an dà chuid roinnean FtG agus FtB air an riochdachadh, agus gu bheil ballrachd an fhòraim a rèir na h-iomadachd solair, mar eisimpleir le bhith a' gabhail a-steach CLAS, Stòrlann, Comann nam Pàrant agus buidhnean leithid CALL Alba gus dèanamh cinnteach gu bheil co-ionannachd ruigsinneachd air teicneòlasan cuideachail airson FtG agus FtB.
- Tha Bòrd na Gàidhlig a' cur taic làidir ris an daingneachadh gum bi “dleastanas agus uallaichean nam buidhnean nàiseanta uile soilleir” (Sgrìobhainn Co-chomhairleachaidh td19). Mar sin, tha e deatamach gum bi dleastanas stèidhte soilleir aig a' Bhuidhinn a thathar a' moladh a thaobh gach cuid na roinnean FtG agus FtB agus gum bi uallachaidhean airson an dà chuid air an stèidheachadh gu soilleir.
- Tha Bòrd na Gàidhlig a' cur fàilte air a' ghealltanais gus conaltradh agus aithisgean fhoillseachadh sa Ghàidhlig. Tha e deatamach gun tèid feumalachdan roinn FtG a ghabhail a-steach anns a' phlanadh ro-innleachdail uile agus gum bi ùine gu leòr air a chur a-steach dhan phròiseas gus an gabh sgrìobhainnean fhoillseachadh san dà chànan aig an aon àm.

Ath-leasachadh air Sgrùdadh Foghlaim

Ceist 6: A bheil thu ag aontachadh no ag eas-aontachadh leis na h-adhbharan a tha air an cur an cèill gu h-àrd? A bheil rud sam bith eile a tha thu airson fhaicinn ann?

Tha Bòrd na Gàidhlig a' toirt taic gu ìre dhan mhìneachadh a thathar a' moladh air adhbharan sgrùdaidh. Ach chan eil am mìneachadh a thathar a' moladh gu tur a rèir libhrigeadh Foghlam na h-Alba. Tha Bòrd na Gàidhlig a' moladh gu làidir gun tèid teacsa a bharrachd a chur ann, an dàrna cuid tro sheantans air leth no le bhith ag atharrachadh an dàrna adhbhar mar a leanas:

“Gus taic a chumail ri *solar foghlaim tro mheadhan na Beurla no na Gàidhlig*, a' gabhail a-steach sgoiltean, tidsearan...”

Bu chòir iomadachd an t-solair ann am Foghlam na h-Alba aithneachadh, bhon chiad dol a-mach anns a' phlanadh ro-innleachdail uile co-cheangailte ri ath-leasachadh. Leis nach eil iomraidhean soilleir air FtG ann an cuid de dh'earrannan den Sgrìobhainn Co-chomhairleachaidh, dh'fhaodadh gum bi cuid den bheachd nach eil an ro-innleachd ath-leasachaidh ag aithneachadh iomadachd solair na h-Alba gu h-iomlan agus nach eil ann am FtG ach “add-on” seach pàirt(ean) làn-amalaichte de shiostam foghlaim na h-Alba” a tha a' faighinn taic, mar a chaidh a chomharrachadh ann am *Putting Learners at the Centre* (td88).

Ceist 7: A bheil sibh ag aontachadh no ag eas-aontachadh ris an raon de dh'ionadan a bhios Luchd-sgrùdaidh an Rìgh airson Foghlaim a' sgrùdadh? A bheil rud sam bith ann a chuireadh sibh ris no a dh'atharraicheadh sibh?

Tha Bòrd na Gàidhlig a' toirt taic gu ìre dhan raon de dh'ionadan agus de sheirbheisean a thathar a' moladh anns an Sgrìobhainn Co-chomhairleachaidh. Chan eil an liosta a thathar a' moladh soilleir gu leòr, ge-tà. Dh'fhaodadh cleachdadh na h-abairt Foghlaim Gàidhlig anns a' cho-theacsa seo troimh-chèile adhbharachadh leis gu bheil sgoiltean agus sgoiltean-àraich air an liostadh air leth, mar a tha sheirbheisean eile, a dh'fhaodadh a bhith air an toirt seachad tro mheadhan na Gàidhlig no na Beurla.

Tha Bòrd na Gàidhlig a' moladh bu chòir am facal "Foghlaim Gàidhlig" a leudachadh gus am bi e a' gabhail a-steach a h-uile buidheann, seirbheis agus ionad aig a bheil raon-ùghdarras a thaobh na Gàidhlig, a tha a' faighinn maoinachadh dhan Gàidhlig no a tha a' riarachadh maoinachadh dhan Ghàidhlig co-cheangailte ri Gàidhlig ann an ionnsachadh fad-beatha agus air ionnsachadh fad-beatha tron Ghàidhlig.

Ceist 8: A bheil beachdan sònraichte sam bith agaibh air àite an neach-sgrùdaidh foghlaim ann an sgrùdadh cholaistean a tha air am maoinachadh gu poblach, foghlam tùsail luchd-teagaisg, tràth-ionnsachadh agus cùram-chloinne agus / no nua-phreantasachdan?

Tha Bòrd na Gàidhlig a' toirt fa-near na leanas a thaobh sgrùdadh Cholaistean le Maoinachadh, ITE, ELC, agus Nua-phreantasachdan.

- Tha Riaghaltas na h-Alba an-dràsta a' lìbhrigeadh an treas Plana Gàidhlig aig an àm seo, a chaidh aontachadh le Bòrd na Gàidhlig. Tha na gealltanasan a leanas ann am Plana Gàidhlig Riaghaltas na h-Alba:

Amas Àrd-ìre	Ni Riaghaltas na h-Alba oidhirp Gàidhlig a stèidheachadh anns a h-uile iomairt ùr a thaobh poileasaidh foghlaim.
Cleachdadh Làithreach	Tha Riaghaltas na h-Alba dealasach foghlaim Gàidhlig fhàs aig a h-uile ìre agus mar sin thèid aire a thoirt do feumalachdan na Gàidhlig fhad 's a tha poileasaidhean air an leasachadh.
Riaghaltas na h-Alba, 2022-2027	<p>foghlaim Gàidhlig agus foghlaim luchd-ionnsachaidh Gàidhlig aig a h-uile ìre fhad 's a tha poileasaidhean air an leasachadh.</p> <p>Tha e an dùil gum bi riochdairean bho air feadh na Buidhne-stiùiridh Ionnsachaidh is Buidhne-stiùiridh Leasachaidh an sàs anns a' Bhuidhinn Bhuileachaidh a thathar a' moladh son Plana Gàidhlig Riaghaltas na h-Alba, gus dèanamh cinnteach gu bheil Gàidhlig stèidhichte ann an leasachaidhean foghlaim.</p> <p>A thuilleadh air an sin, mhol an sgrìobhainn Putting Pupils at the Centre Report on Education Reform mar as urrainn Gàidhlig a bhith stèidhichte ann am buidhnean Foghlaim teachdail is obraichidh sinn leothasan a tha an sàs gus dèanamh cinnteach gu bheil Gàidhlig air a riochdachadh.</p> <p>Tha tuilleadh fiosrachaidh mu mar a tha Riaghaltas na h-Alba a' cuideachadh taic a thoirt don Ghàidhlig tro ar n-obair ri lorg ann an Roinn 3.</p>
Ceann-là	Ro dheireadh 2025
Dleastanas	Foghlaim/Corporra/Roinn na Gàidhlig is Albais/Conaltradh

Ged a bheir libhrigeadh an t-seata ghealltanasan seo buaidh air an ro-innleachd ath-leasachadh foghlaim gu lèir, tha e buntainneach an seo ann a bhith a' co-dhùnadh air structar agus pròiseas sgrùdaidh iomchaidh.

Thug *Putting Learners at the Centre* na leanas fa-near gu sònraichte:

“feumar barrachd thidsearan Gàidhlig agus mion-chinnidhean fhastadh agus feumaidh ionnsachadh proifeiseanta nas buntainneach a bhith a' cuimseachadh air na proifeiseantaich sin” (td48)

Tha e cudromach gun tèid fianais a chruinneachadh gach bliadhna air an adhartas a thathar a' dèanamh gus dèanamh cinnteach gu bheil barrachd thidsearan Gàidhlig ann agus gu bheil iad a' faighinn ionnsachadh proifeiseanta iomchaidh.

Ceist 9: A bheil sibh ag aontachadh no ag eas-aontachadh ris na prìomhachasan a tha air an cur an cèill? A bheil rud sam bith eile ann a bu toil leibh a bhiodh air a Sgrùdadh leis an Luchd-sgrùdaidh?

Tha Bòrd na Gàidhlig a' moladh gun tèid barrachd soilleireachd a thoirt seachad thairis air na trì raointean prìomhachais gus am bi aithne an dà chuid air na roinnean FtG agus FtB.

Dh'fhaodar seo a dhèanamh tro bhith air a' cur seantans a bharrachd ris an ro-ràdh no às dèidh liosta nan cùisean prìomhachais mar a leanas:

"Anns gach prìomhachas, bithear a' toirt aghaidh air feumalachdan sònraichte an dà chuid roinnean FtG agus FtB."

Mar sin bidh stiùireadh soilleir aig a' Bhuidheann Sgrùdaidh ùir bhon fhìor thoiseach a thaobh planadh ro-innleachdail airson gach prìomhachais.

Tha Bòrd na Gàidhlig ag aontachadh leis an fhòcas air a bhith a' toirt taic do thidsearan agus air fèin-luachadh. Tha e soilleir gum bi feum air cruthachalachd gus dèiligeadh ri feumalachdan sònraichte roinn FtG san dòigh seo, m.e. tro bhith a' cruthachadh lìonrachadh eadar-ùghdarrasan agus barrachd cho-obrachaidh eadar sgoiltean taobh a-staigh ùghdarrasan ionadail.

Ceist 10: A bheil beachd sam bith agaibh air na roghainnean sin airson a bhith a' stèidheachadh na dòigh-obrach ùire a thaobh sgrùdadh?

Tha Bòrd na Gàidhlig den bheachd gum bu chòir buaidh a bhith aig na rudan a leanas air planadh ro-innleachdail a thaobh dòigh sgrùdaidh ùr:

- Mas e is gun tèid comhairle chomhairleachaidh le fòcas luchd-cleachdaidh a stèidheachadh, tha e deatamach gum bi ballrachd na comhairle a' gabhail a-steach riochdachadh bho roinn FtG
- Bu chòir do raon-ùghdarras a' Phrìomh Neach-sgrùdaidh a bhith a' gabhail a-steach uallaichean co-cheangailte ri FtG agus bu chòir dhan chomhairle a gheibh an t-Àrd-neach-sgrùdaidh bho bhuidheann comhairleachaidh sam bith a bhith a' cumail gabhail a-steach cùisean co-cheangailte ri FtG.
- Mar a chaidh a ràdh roimhe, bu chòir prìomh amasan a bhith aig a' Bhuidheann Sgrùdaidh ùr a tha a' gabhail a-steach roinnean FtG gu soilleir, a' dèanamh cinnteach gu bheil seata dhleasan soilleir aig a' Phrìomh Neach-sgrùdaidh a tha os cionn na buidhne, a tha mar

fhrèama do na foincseanan ceannardais aca.

Ceist 11: A bheil beachd agaibh air mar a ghabhadh ullachaidhean riaghlaidh airson an luchd-sgrùdaidh a bhith air an leasachadh gus luchd-solair a ghabhail a-steach barrachd, a' gabhail a-steach tidsearan agus luchd-cleachdaidh eile, sgoilearan agus oileanaich agus pàrantan/luchd-cùraim?

Tha Bòrd na Gàidhlig a' toirt taic do na molaidhean a leanas:

- Bu chòir fianais agus dàta bhon luchd-sgrùdaidh a chruinneachadh gus buaidh dhìreach a thoirt air feumalachdan leasachaidh an dà chuid roinnean FtG agus FtB. Bu chòir sgrùdadh a dhèanamh air an fhianais agus air an stòr-dàta làithreach co-cheangailte ri roinn FtG mar bhun-loidhne airson na buidhne ùire
- Mas e is gun tèid frèam-obrach reachdail a stèidheachadh co-cheangailte ri dleastanasan an Àrd-neach-sgrùdaidh, bu chòir fiosrachadh soilleir a bhith ann mu dhleastanasan aithris co-cheangailte ri FtG

Ceist 12: A bheil beachd agaibh air mar a nì sinn cinnteach gu bheil fianais bho sgrùdaidhean air a cleachdadh chun na h-ìre as motha 's a ghabhas airson leasachadh a thoirt air adhart agus poileasaidh fhiosrachadh agus cò dha air am bu chòir dhan luchd-sgrùdaidh aithris?

Tha Bòrd na Gàidhlig a' moladh na leanas:

- Bheir buidheann an Luchd-sgrùdaidh barantachadh seachad gu bheil leasachaidhean èifeachdach a' tachairt ann am Foghlam na h-Alba. Bu chòir dha cumail a bhith a' faighinn fianais co-cheangailte ris an dà chuid roinnean FtG agus FtB.
- A bharrachd air an sin, leis gu bheil prìomh àite aig an Luchd-sgrùdaidh ann a bhith a' cur air adhart leasachadh, a' togail comas agus a' fiosrachadh poileasaidh is cleachdadh nas fharsainghe, bu chòir dha dearbhadh gu soilleir gu bheilear a' toirt aghaidh air na draghan aig an dà chuid roinnean FtG agus FtB ann a bhith a' dèanamh seo.
- Bu chòir fiosrachadh mu adhartas taobh a-staigh an dà chuid FtG agus FtB a bhith mar phàirt de fhrèaman aithris bliadhnail
- Bu chòir an dà chuid roinnean FtG agus FtB a bhith sa phrògram sgrùdaidh bliadhnail gus am bi fianais agus dàta co-cheangailte ris an dà roinn a bhios air ùrachadh gach bliadhna.

Consultation on Provisions of the Education Bill

Bòrd na Gàidhlig response

December 2023

Establishment of a New Qualifications Body

Question 1: What changes should we consider in terms of how qualifications are developed and delivered that you think would improve outcomes for Scotland's pupils and students?

Bòrd na Gàidhlig advocates that there is a fundamental recognition in all Education Reform activity that in Scotland education is delivered either through the medium of English or through the medium of Gaelic. Gaelic Medium Education (GME) is an established and growing sector within Scottish Education currently available in 17 Local Authorities.

To ensure that this principle is embedded in all strategic planning for the new Qualifications body Bòrd na Gàidhlig proposes the following in relation to qualifications development and delivery:

- The new Qualifications Body should have provision of qualifications through the medium of Gaelic and through the medium of English established as a core aspect of its remit.
- An audit of the current availability of qualifications through the medium of Gaelic should take place to identify opportunities for pupils to engage in a full range of subjects leading to increased exposure to the language and greater use of Gaelic beyond the classroom, in the workplace and in the community.
- Bòrd na Gàidhlig commends the inclusion of an exemplar *Malcolm's Journey*, in the *It's Our Future* report. This demonstrates how the inclusion of information relating to the GME sector can be included in the reform of qualifications agenda. However, Schools must be supported to provide a breadth of opportunities in GME. Those who have benefited from GME in Early Years and Primary Settings should not have to lose Gaelic as their main language of instruction to study another subject and participate in other learning experiences in Senior Phase. Curriculum design and qualifications development must take cognisance of needs of all Scotland's learners in both English and Gaelic medium.

Question 2: How best can we ensure that the views of our teaching professionals are taken into account appropriately within the new qualifications body, and do these proposals enable this?

Bòrd na Gàidhlig welcomes the response in these current proposals to the recommendations in the *Putting Learners at the Centre* report concerning more representation from practitioners and stakeholders. The report supported the view that the Board and Chair should reflect the range of stakeholders and that views from national bodies should be gathered. The inclusion of both GME and education via medium of English considerations will be crucial to fully realise the vision within *Putting Learners at the Centre*.

As stated in the response to the first question, the principle that in Scotland Education is provided through the medium of English or through the medium of Gaelic should permeate all strategic

development in this area.

To ensure that this principle impacts effectively on development Bòrd na Gàidhlig proposes the following:

- The proposed Awarding Body has an additional requirement to include individuals with GME expertise either as Board members or as part of an Advisory Council
- The proposed dedicated committee from the teaching profession should include representation from the GME sector, such as CLAS (Comann Luchd-Teagaisg Àrd-Sgoiltean - <https://clasalba.org/ab/>), representation from FE sector, and the suggested specialists in teaching practice and pedagogy should include those with experience in immersion education
- The proposed Charter demonstrates recognition of GME. The proposed Charter will be an important context for determining the culture of the new Qualifications Body as noted in the Consultation Briefing and therefore is an important opportunity to demonstrate inclusivity.
- Teaching professionals in GME need to have parity of access to information as their counterparts in English which should include the same access to support materials and Understanding Standards resources, subject information on the Awarding Body website, along with visibility and support as part of Marking teams and the same marking methods as English medium qualifications.

Question 3: How best can we ensure that the views of pupils, students and other learners are appropriately represented within the new qualifications body, and do these proposals enable this?

Bòrd na Gàidhlig welcomes the reference to the United Nations Convention on the Rights of the Child (UNCRC). It will be important to ensure that other relevant articles are fully recognised within the framework for the new Qualifications Body, including the following:

Article 28 – The Right to Education

Article 29 – The Goals of Education

Article 30 - Children from Minority and Indigenous Groups

Article 31 – Leisure, Play and Culture

These articles impact directly on GME provision and should be used to contextualise all development. Bòrd na Gàidhlig supports the inclusion of the UNCRC both within the framework of the new Qualifications Body but also in the context of the development of a new inspection body as proposed in *Putting Learners at the Centre*.

The recommendation that the UNCRC contextualises developments further strengthens the recommendations made in the response to Question 2 concerning the Board.

The dedicated committee made up of those currently studying for a National Qualification or apprenticeship should include GME representation. There should be scope to hear from those who may not be entered for a formal qualification. In addition, the proposed user Charter should also demonstrate inclusivity of both the GME and English sectors and be presented bilingually.

The principle of active offer in the provision of public services is established best practice for minority languages in the international context. A wealth of research and policy evidence from the neighbouring contexts of Wales, Ireland, Catalonia, and the Basque Country attests to the importance of this concept. Education authorities and other public service providers in each of these settings strive to make their provision clearly and visibly available to users of minority languages through their

chosen medium of communication. In doing so, authorities enable minority language speakers to become more aware of the opportunity to employ their chosen medium in interacting with state bodies and public authorities. In turn, greater use of the minority language is stimulated, and more individuals can become encouraged to learn and make use of it. The Catalan linguist Miquel Strubell's ideas in this connection were described as the 'Catherine Wheel' model, on the basis that increased active offer in the provision of public services becomes, sustainable cycle leading to greater uptake and use of minority languages.

By ensuring that the new Awarding Body integrates an active offer approach to its work in the provision of services, advice, and expertise from its inception, (for example by identification or recruitment of bilingual (Gaelic/English) speaking staff) the holistic approach to Gaelic language development to which both Bòrd na Gàidhlig and the Scottish Government aspire (through its recent introduction of the Scottish Languages Bill) is substantially more likely to be secured.

Enabling those who interact with the new Awarding Body such as teaching professionals, pupils, employers, training providers and members of the public to do in Gaelic has the potential to change public perceptions of the language in terms of its practical and economic use and demonstrate its importance as an integral part of both the Scottish education system and everyday life.

Question 4: How can we ensure qualifications being offered in Scotland are reliable, of a high standard and fit for purpose?

Bòrd na Gàidhlig supports the principle that the new body has responsibility for accreditation as an independent function, separate from the Scottish Government. This will help to ensure that the body is seen to have the opportunity to analyse impact independently and to have a longer-term strategy for implementing responses to the needs of both the GME and English sectors.

In establishing an accounting and reporting remit it is essential that this includes a recognition of the particular needs of GME and English in relation to both functions.

Question 5: How do you think the qualifications body can best work with others across the education and skills system to deliver better outcomes for all?

Bòrd na Gàidhlig welcomes the recognition that policy alignment and collaboration across all levels are given prominence.

The following issues will support effective delivery of both key areas:

- As previously noted, education is provided in either English or Gaelic in Scotland. This core principle should be evidenced across all aspects of development.
- The proposed national forum should ensure that both GME and English sectors are represented, and that the membership of the forum reflects this diversity of provision, for example by inclusion of CLAS, Stòrlann, Comann nam Pàrant and groups such as CALL Scotland to ensure parity of access to assistive technologies for GME and English.
- Bòrd na Gàidhlig firmly supports the confirmation that "roles and responsibilities of all national bodies are clear" (Consultation Document p19). It is essential therefore that the proposed Body has a clearly established role relating to both the GME and English sectors and that responsibilities to both are clearly established.
- Bòrd na Gàidhlig welcomes the commitment to publishing communications and reports in Gaelic. It is crucial that the requirements for GME sector is included in all strategic planning

and time is built into the process to allow for simultaneous publication of documents bilingually.

Reform of Education Inspection

Question 6: Do you agree or disagree with the purposes set out? Is there anything in addition you would like to see included?

Bòrd na Gàidhlig supports partially the proposed definition of the purposes of inspection. The proposed definition however does not fully reflect Scottish Educational delivery. Bòrd na Gàidhlig strongly recommends that additional text is provided either through a separate sentence or by amending the second purpose to the following:

“To support the provision of education through the medium of English or Gaelic, including schools, teachers...”

The diversity of provision in Scottish Education should be recognised, from the outset in all strategic planning relating to reform. The omission of clear references to GME in sections of the Consultation Document may result in the perception that the reform strategy does not fully recognise diversity of provision in Scotland and that GME is an “add-on rather than fully integrated and supported part(s) of the Scottish Education system” as noted in *Putting Learners at the Centre* (p88).

Question 7: Do you agree or disagree with the range of establishments to be inspected by HM Inspectors of Education? Is there anything you would add or change?

Bòrd na Gàidhlig supports partially the range of establishments and services proposed in the Consultation Document. The proposed list however lacks clarity. The use of the term Gaelic Education in this context may lead to confusion as schools and nursery schools are listed separately, as are other services, which may be provided through the medium of Gaelic or English.

Bòrd na Gàidhlig proposes that the term “Gaelic Education” should be expanded to include all organisations, services and establishments that have a remit for Gaelic, receive funding or allocate funding for Gaelic to impact on life-long learning of Gaelic and through Gàidhlig.

Question 8: Do you have any specific comments on the role of the inspectorate of education in the inspection of publicly funded colleges, initial teacher education, early learning and childcare and / or modern apprenticeships?

Bòrd na Gàidhlig notes the following in relation to the inspection of Publicly Funded Colleges, ITE, ELC, and Modern Apprenticeships

- The Scottish Government is currently delivering its third Gaelic Language Plan (GLP), which has been agreed with Bòrd na Gàidhlig. The GLP of the Scottish Government contains the following commitments:

High Level Aim	The Scottish Government will seek to embed Gaelic in all new education policy initiatives.
Current Practice	The Scottish Government is committed to the growth of Gaelic education at all levels and therefore considers Gaelic needs as policies are developed.
Scottish Government Gaelic Language Plan, 2022-27	<p>The Scottish Government will continue to reflect on the needs of Gaelic education and Gaelic learner education at all levels as policies are developed.</p> <p>It is expected that representation from across the Learning Directorate and Reform Directorate will be involved in the proposed Scottish Government Gaelic Language Plan Implementation Group and will therefore ensure that Gaelic is embedded in educational developments.</p> <p>In addition, the Putting Pupils at the Centre Report on Education Reform has suggested how Gaelic can be embedded in future Education bodies and we will work with those involved to ensure Gaelic is represented.</p> <p>More detail on how the Scottish Government is helping support Gaelic through our work is identified in Section 3.</p>
Target Date	by end 2025
Responsibility	Education/Corporate/Gaelic and Scots Division/Communications

Whilst the delivery of this set of commitments impacts across the whole of the educational reform strategy it is relevant here in determining an appropriate inspection structure and process.

Putting Learners at the Centre specifically noted the following:

“a need for more Gaelic and minority ethnic teachers to be recruited and more relevant professional learning targeted at these professionals” (p48)

It will be important that evidence is gathered annually on the progress being made on ensuring there are more Gaelic teachers and that they are benefitting from relevant professional learning.

Question 9: Do you agree or disagree with the priorities set out? Is there anything in addition that you would like to see inspection cover?

Bòrd na Gàidhlig proposes that greater clarity is provided across the three priority areas so that there is recognition of both the GME and English sectors.

This could be provided through the addition of an additional sentence in the preamble or after the list of priority issues as follows:

“In each priority the specific needs of both the GME and English sectors will be addressed.”

A new Inspection Agency will therefore have clear guidance from the outset regarding strategic planning for each priority.

Bòrd na Gàidhlig supports the focus on supporting teachers and self-evaluation. It is clear that creativity will be required to address the specific needs of the GME sector in this regard e.g. through the development of inter-authority networking and the greater provision of cooperative working between schools within local authorities.

Question 10: Do you have a view on these options for establishing the new approach to inspection?

Bòrd na Gàidhlig is of the view that the following considerations should impact on strategic planning around a new approach to inspection:

- Should a user focused advisory council be set up, it is essential that the membership of the advisory council include representation from the GME sector
- The remit of the Chief Inspector should reflect responsibilities relating to both GME and the advice provided for the Chief Inspector from any advisory body should continue to include issues relating to GME
- As already stated, the new Inspection Agency should have core aims which are demonstrably inclusive of GME sectors, ensuring that the Chief Inspector leading the organisation, has a clear set of responsibilities framing their leadership functions.

Question 11: Do you have a view on how governance arrangements for the inspectorate could be developed to better involve providers, including teachers and other practitioners, pupils and students and parents / carers in inspection?

Bòrd na Gàidhlig supports the following proposals:

- Evidence and data from the inspectorate should be gathered to directly impact on the developmental needs of both the GME and English sectors. An audit of the current evidence and database relating to the GME sector should be conducted as the baseline for the new organisation
- Should a legislative framework relating to the duties of the Chief Inspector be established this should include clear information on reporting duties relating to GME

Question 12: Do you have a view on how we make sure evidence from inspections is being used as fully as possible to drive improvement and inform policy and on who the inspectorate should report to?

Bòrd na Gàidhlig proposes the following:

- The Inspectorate body will provide assurance that effective improvements are taking place within Scottish Education. It should continue to produce evidence relating to both the GME and English sectors.
- Furthermore, since the Inspectorate has a key role in driving improvement, building capacity, and informing wider policy and practice, in doing so it should clearly evidence that the concerns of both the GME and English sectors are addressed.
- Annual reporting frameworks should include information on progress within both GME and English
- The annual inspection programme should always include both the GME and English sectors so that evidence and data relating to both sectors is refreshed annually.