

Pathways to Fluency

The following tables describe possible pathways open to those at a range of fluency levels. In the first two scenarios, this indicates that action is required between now and August 2020 to facilitate enhanced staffing over the next 2-3 years.

Scenario 1 – Gaelic beginner (A1, A2), 2-3 year timescale

Enroll on SMO Cùrsa Inntrigidh (part-time, out of school)



Enroll on immersion programme/GiT equivalent



Return to school working as GME/EME teacher, continued language focussed CLPL

Scenario 2 – Gaelic learner (B1, B2), 1-2 year timescale

Enroll on immersion programme/GiT equivalent



Complete immersion programme and other requisite qualifications



Return to school working as GME teacher, continued language focussed CLPL

Scenario 3 – Gaelic speaker (C1, C2) 0-1 year timescale

Recruit and enroll on Streap, part-time, out of school



Employed as GME teacher



Continued language focussed CLPL

Further Information on Options Appraisal for GME Secondary in Edinburgh

May 2020

The following notes provide additional detail on the assessment in the table below following its inclusion in a presentation to parents in January 2020.

	Granton		
Supports Educational Aims <small>*see below</small>	Achievable at all locations		
Suitability for City Wide Catchment		Peripheral Location Public transport links limited	
Design and Environment	Achievable at all locations		
Deliverability		Funding options limited Site tbc Land Costs ++	

*This includes supporting full immersion more details in section below.

Supports Educational Aims

The GME parents' priorities document prepared by Comann nam Parant in June 2019 includes the following requirements in this category:

- Distinct Gaelic ethos and location must support full immersion.
- No barriers to the positive promotion of Gaelic within the school environment.
- Full assessment of future capacity needs.

The facilities provided for a dedicated GME secondary facility would be the same whether this is delivered on a stand-alone site or as part of a larger public sector learning and community campus. The Scottish Government's Learning Estate Strategy has 10 guiding principles one of which is:

Learning environments should serve the wider community and where appropriate be integrated with the delivery of other public services in line with the Place principle.

Every option would therefore have a dedicated GME learning and teaching zone where all subjects would be delivered. In a learning and community campus model any other school would have its

own learning and teaching zone. In any future learning estate investment project (including a stand-alone GME facility) sports, theatre, library and dining/café facilities will require to be delivered in a way that they can be fully used by the wider community out with school hours but also where appropriate during the school day. In a learning and community campus model the GME Secondary school would be able to have dedicated access to these facilities whenever necessary and therefore there would be no impact on the ability to deliver a fully immersive learning and teaching experience.

Being part of a learning and community campus model would increase the availability of facilities due to economies of scale. For example, the sports facilities required for 2000 pupils and community use would be greater than the sports facilities required just for an 800 capacity GME High School. There would also be greater opportunity for capacity flexibility and expansion within a larger campus model.

Suitability for City Wide Catchment

The key elements related to the assessment of this criteria are centrality of location, transport links and practical transport time. Due to the ambition to create a zero-carbon city by 2030 all the location options would have appropriate public transport connections and links to active travel networks. The maps in appendix 1 show accessibility to each location within a 45 minute public transport journey range. All locations have reasonable accessibility with Liberton showing the best overall coverage across the City of Edinburgh Council area.

Design and Environment

Some other Scottish Government Learning Estate guiding principles relate to this assessment criteria.

The learning estate should be well-managed and maintained, making the best use of existing resources, maximising occupancy and representing and delivering best value.

The condition and suitability of learning environments should support and enhance their function.

Learning environments should be greener, more sustainable, allow safe and accessible routes for walking, cycling and wheeling and be digitally enabled.

Outdoor learning and the use of outdoor learning environments should be maximised.

Good consultation about learning environment, direct engagement with learners and communities about their needs and experiences, and an involvement in decision making processes should lead to better outcomes for all.

Collaboration across the learning estate, and collaboration with partners in localities, should support maximising its full potential.

The GME parents' priorities require any new facility delivered to the best technical standards. The Council is focusing on Passivhaus standards for future building investment. Quality design and standards such as good acoustics, visibility and comfortable learning environments are all a priority.

The parents also wish to ensure investment promotes healthy learning. Any GME secondary facility will have more availability of outdoor space and better sporting facilities than what is currently available at JGHS. As above, this will be maximised in a learning and community campus model due to economies of scale. A well-being hub, outdoor learning teaching spaces to be used for timetabled activity, nurture zones, faculty learning plazas, debating chambers, skills and creative learning spaces will all be features of any future investment projects.

Any new facility would be able to host Gaelic cultural and sporting events with the opportunity for larger events in a larger campus.

Finally, parents are keen to ensure any new facility would be an integrated part of the Edinburgh learning estate. The Scottish Government guiding principle related to this expects integration to go beyond the Council to involve links with further and higher education institutions and other public sector organisations such as the Police and the NHS.

Some images showing a potential layout and highlighting some of the key design features for the GME element of learning and community campus are provided in appendix 2.

Deliverability

Delivery of a dedicated GME secondary facility will require a funding package which involves CEC capital and revenue funding, Scottish Government GME capital and revenue funding and future revenue contributions from the Scottish Government Learning Estate Investment Programme.

Given these funding sources are limited, the cost of developing a suitable dedicated GME secondary facility requires to be kept to a minimum without compromising on providing a quality learning and teaching experience. A suitable site for the new facility which allows opportunity for future growth needs to be provided. When all these criteria are considered then the Liberton option emerges as the best opportunity.

For the Granton option, no specific site has been earmarked and because all the Council land in this area is earmarked for other investment projects there would be a considerable additional cost and negotiation process required to release a site for a new GME secondary facility.