



Teaching in gaelic medium education

Recommendations for change

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Teaching
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For Scotland

Initial Teacher Education Arrangements for Teaching in Gaelic-Medium Education: Report to the GTC Accreditation & Review Committee

1 Introduction

1.1 In May 1998 the General Teaching Council convened a seminar to examine the current training and accreditation needs for Gaelic medium education and to make recommendations to the Council and the Scottish Executive on the way ahead.

1.2 A Council review of Additional Teaching Qualification provision had raised questions about the appropriate level of Gaelic proficiency to be required of those students wishing to train as teachers using the medium of Gaelic.

1.3 At its meeting on 22 February 1999 the Accreditation and Review Committee agreed the establishment of a small sub-group to examine these issues further and to make specific recommendations to the GTC for action.

1.4 The membership of the sub-group was as follows:

Murdo Maciver, Head of Services, Education Department, North Lanarkshire Council (Chair)

Jennie Dowling, Course Director, PGCE (Primary), School of Educational Studies, Northern College, Aberdeen

Hirek Kwiatkowski, Head of Curriculum Studies, Faculty of Education, University of Glasgow, St Andrew's Campus

Matthew Maciver, Depute Registrar (Education), General Teaching Council for Scotland

Norma Anne MacLeod, Head Teacher, Staffin Primary School, Highland Council

Jim McGonigal, Head of Language and Literature, Faculty of Education, University of Glasgow, St Andrew's Campus

Duncan MacQuarrie, HM Inspector of Schools, Scottish Executive Education Department

Boyd Robertson, Senior Lecturer in Gaelic, Faculty of Education, University of Strathclyde

Norma Anne Watson, Convener of the General Teaching Council for Scotland

Mona Wilson, Lecturer in Gaelic, Faculty of Education, University of Strathclyde

1.5 The sub-group met on six occasions.

2 Gaelic-Medium Education

2.1 Background

- 2.1.1 There is a legislative requirement for education authorities to make adequate and efficient provision for the teaching of Gaelic in Gaelic-speaking areas. The geographical extent of these areas has not been defined.
- 2.1.2 In the 1970s bilingual education projects to support Gaelic were established in Comhairle nan Eilean and in Highland Region.
- 2.1.3 In the 1980s there were a number of key developments, including the establishment of Scottish Office specific grants to promote Gaelic education, extensive opening of Gaelic-medium playgroups usually under the auspices of Comhairle nan Sgoiltean Araich (CNSA), the Gaelic Pre-school Association, the adoption by education authorities of Gaelic education policies and the development of Gaelic-medium education in primary and secondary schools. Comunn na Gaidhlig (CNAG) was established to co-ordinate Gaelic developments and Gaelic-medium tertiary courses were offered at Sabhal Mor Ostaig, the Gaelic College in Skye.
- 2.1.4 These developments have been further consolidated in the 1990s. In addition, a national resource centre, Stòrlann Naiseanta na Gaidhlig, has been established to support Gaelic education. In conjunction with the move towards pre-school provision for all three and four year olds, a dedicated specific grant for Gaelic pre-school education has been made available. Account has been taken of Gaelic provision in national curricular initiatives, including Higher Still, the 5-14 programme and national testing.
- 2.1.5 Local government reorganisation has extended the interest in Gaelic provision geographically but has made strategic co-ordination among the education authorities more difficult.
- 2.1.6 In 1997 the Scottish Office consulted on the following three issues considered by the then Minister with responsibility for Gaelic as central to the future development of Gaelic education:
- (1) Gaelic-medium subject teaching to be available in the secondary stages as a natural progression from the primary Gaelic-medium classes.
 - (2) Gaelic-medium pre-school education to be developed to complement Gaelic-medium primary provision and in parallel with the pre-school initiative.
 - (3) Education authorities to have a duty to provide Gaelic-medium primary education where a reasonable local demand existed.
- 2.1.7 In its response the Convention of Scottish Local Authorities reaffirmed its "strong support for measures to support Gaelic and Gaelic-medium teaching" but opposed the "imposition of a duty on local authorities to provide Gaelic-medium education."
- 2.1.8 The Government is committed to supporting Gaelic language, culture and identity and has agreed to sign the European Charter for Lesser-Used and Minority Languages. Recently published Scottish Executive targets included providing secure status in law for Gaelic.

2.2 Pre-School Gaelic-Medium Education

2.2.1 The development of Gaelic playgroups during the 1980s largely reflected the impetus provided by CNSA. Its main role was to encourage, facilitate and support expansion working in close collaboration with local authorities.

2.2.2 The current Gaelic-medium pre-school local authority provision is shown below. In addition, Comhairle nan Eilean Siar commissions extensive use of voluntary sector partnerships.

Gaelic-medium pre-school provision (1998-99): (excludes playgroups)

Authority	No. of centres	No. of pupils
Glasgow	2	24
Highland	17	129
East Ayrshire	1	5
North Lanarkshire	1	10
Comhairle nan Eilean Siar	1	30
East Dunbartonshire	1	9
East Renfrewshire	1	16
South Lanarkshire	1	16
Edinburgh	1	19
	26	258

2.2.3 Various staffing policies involving teacher and nursery nurse provision have been adopted by authorities. Most provision is linked to existing primary Gaelic-medium provision.

2.3 Primary Gaelic-Medium Provision

2.3.1 The development of primary Gaelic-medium units in the 1980s reflected a general acceptance that the language and culture required greater support from the education system to ensure its survival. Pressure from parents and evidence from elsewhere suggested that education through a minority language was an effective strategy to develop competence.

2.3.2 The current level of provision is shown below.

Gaelic-medium primary provision (1998-99)

Authority	No. of centres	No. of pupils
Aberdeen	1	57
Highland	18	703
Comhairle nan Eilean Siar	24	643
East Dunbartonshire	1	48
Argyll and Bute	4	70
North Lanarkshire	1	21
South Lanarkshire	1	67
Stirling	1	3
Edinburgh	1	61
Angus	1	5
Glasgow	1	101
East Ayrshire	1	16
Perth & Kinross	1	21
	56	1816

2.3.3 The Gaelic-medium curriculum follows 5-14 national guidelines. For the initial P 1-2 language immersion phase the teaching is almost exclusively in Gaelic with an emphasis on the development of listening and speaking skills. Thereafter, both Gaelic and English are used with wide variation in balance across schools. By the end of primary seven the aim is for the children to attain the mainstream targets across the wider 5-14 curriculum and to have broadly equal competence in English and Gaelic.

The recently published Johnstone report "The Attainment of Pupils Receiving Gaelic-medium Primary Education in Scotland" concluded that "pupils receiving Gaelic-medium primary education, whether or not Gaelic was the language of their home, were not being disadvantaged in comparison with children educated through English. In many though not all instances they out-performed English-medium pupils and in addition gained the advantage of having become proficient in two languages."

2.3.4 In September 1999 the first free-standing Gaelic-medium primary school in Scotland was established in Glasgow.

2.4 Secondary School Gaelic Provision

2.4.1 In the late 1980s Gaelic-medium secondary education was piloted in the Western Isles. Subsequently, extension to other areas has been slow and current provision is in a restricted range of curricular areas. At Standard Grade level, examinations offered by the Scottish Qualifications Authority are available in History, Geography and Mathematics through the medium of Gaelic.

2.4.2 Growth in Gaelic-medium provision has been restricted by the specialist and fragmented nature of the curriculum, the high per-pupil costs associated with small cohorts and the limited availability of Gaelic-speaking specialist teachers.

2.4.3 The current level of provision is shown below.

Gaelic-medium provision in secondary schools (1998-99)

Authority	No. of schools making provision	No. of pupils
Comhairle nan Eilean Siar	6	66
East Dunbartonshire	1	4
South Lanarkshire	1	2
Glasgow	1	42
Argyll and Bute	2	29
Highland	3	92
	14	235

2.4.4 In the Gaelic-speaking areas Gaelic language is studied by almost all pupils at the S1-2 stage.

2.4.5 In the SQA examination system there are two types of provision; for fluent speakers and for learners. In aggregate, 38 centres present candidates for Standard Grade, Higher Grade or CSYS Gaidhlig or Gaelic (Learners).

2.5 Specific Grants

2.5.1 The Scheme of Specific Grants for Gaelic Education was established in 1986 to support the development of provision in pre-school, primary, secondary and informal education. It funds a maximum of 75% of the cost of approved projects and authorities are expected to support both in-house and inter-authority projects. The criteria for the transition of projects from Specific Grants funding to being wholly maintained from mainline authority budgets are unclear.

2.5.2 A co-ordinating inter-authority structure operates to plan and manage inter-authority projects. However, as noted in 2.1.5 local government reorganisation has affected its effectiveness.

2.5.3 The 1999-2000 provision of Specific Grants is £2.434 m. In addition, a short-term annual pre-school Specific Grant of £300,000 was established in 1998-99 for a 3-year period. A further annual £200,000 has been set aside for training secondary teachers who wish to teach their subject through the medium of Gaelic.

2.6 Teacher Supply

2.6.1 The growth of Gaelic-medium provision has been hindered by the restricted supply of suitable teachers. For example,

the opening of some proposed pre-school and primary centres has either been postponed or abandoned, and Gaelic-medium subject teaching in secondary has been curtailed. There is disagreement about the medium term need for newly qualified Gaelic-medium teachers. In January 1999 the Scottish Executive Education Department estimate was 50 over the next 7 years. This figure however was based on incomplete information from the local authorities and a further survey is underway. It is clear that the need was substantially underestimated.

2.6.2 The Scottish Executive Education Department has funded various initiatives to tackle issues of teacher supply. These have included recruitment, publicity campaigns and conversion courses for Gaelic-speaking teachers transferring from English-medium.

2.6.3 It is worth noting that in 1999 Sabhal Mor Ostaig was commissioned by SEED to run an intensive language course for Gaelic-speaking secondary subject teachers wishing to transfer to Gaelic-medium teaching.

3 Perceptions and Research Findings

3.1 The general perception in the Gaelic school community is that teachers entering Gaelic-medium are inadequately prepared. This view is supported by research evidence. For example, Leirsinn research in 1998 (Meeting the Demand for Gaelic in Education: The Availability of Gaelic-speaking Teachers) highlighted the following weaknesses identified by newly-qualified teachers in their training:

- (1) competence in Gaelic language.
- (2) limited opportunities for placement in Gaelic-medium centres.
- (3) underdeveloped classroom skills, particularly in delivering a whole Gaelic-medium curriculum and handling multi-level and bilingual differentiation.

3.2 A 1995 study by Dr A Wolfe (Gaelic Teacher Education: Audit and Strategies for Development) into the training needs of Gaelic-speaking mainstream teachers potentially interested in Gaelic-medium teaching also identified language skills and methodology as restraining factors.

3.3 Feedback to the sub-group from head teachers highlighted similar concerns. Competent Gaelic-medium teachers require to be literate in the language, including knowledge of Gaelic phonics and the specialist terminology associated with the different curricular areas. Essential classroom skills include the teaching of children with no prior knowledge of Gaelic, managing the multi-level bilingual classroom and in particular, competence in the methodologies associated with the immersion stages. Given that many pupils are from non-Gaelic homes, the development of close links with parents to support their contribution to learning was also emphasised.

3.4 Gaelic-medium probationer teacher feedback to the General Teaching Council has also recorded some dissatisfaction with initial teacher education.

3.5 In addition, there are complaints that the teacher education institutions are not sufficiently responsive to the Gaelic-medium teacher shortage. For example, it is argued that all Gaelic-speaking applicants who meet the minimum entry requirements should be given places on teacher education courses irrespective of the wider mainstream considerations. For their part, the teacher education institutions assert that:

- (a) there is no specific funding to meet the additional costs of a Gaelic-medium programme, and
- (b) that, in a limited intake quota, teacher education institutions cannot positively discriminate in favour of any particular group of applicants.

3.6 As a result there is professional consensus that the current initial teacher education arrangements are not meeting the needs of Gaelic-medium teachers.

4 Minority Language Provision in Wales

The sub-group also investigated Welsh-medium teacher education to establish any useful lessons for the Gaelic context and in particular examined the provision at Trinity College, Carmarthen.

4.1 The college has an intake of 140 students for its BA (Education) course. There are 3 routes in the course.

- (1) A conventional English-medium route in which all subjects are offered in English. Welsh can be taken as a second language but that does not provide qualification for Welsh-medium primary teaching. Graduates are entitled to teach solely in English-medium.
- (2) A Welsh-medium route in which all teaching, written assignments and school placements are in Welsh. The college staff are nearly all Welsh-speaking and therefore the course is not difficult to sustain. The annual intake is around 50 students and graduates are employed in Welsh-medium schools.
- (3) A dual English/Welsh route leading to the Certificate of Bilingual Studies. Both languages are used in teaching, school placements are bilingual and graduates can teach in both mainstream and Welsh medium schools. The certificate includes a compulsory one hour per week language improvement course and additional assessments answered in Welsh. The course attracts a mixed intake, including fluent Welsh speakers who may not be secure in the language, learners and those with an interest in Welsh. The annual intake is around 30 students.

Bilingualism is an important selling point for Trinity College and this dual route which is validated by the University of Wales has a national reputation. It also includes a college-funded two week placement to the University of Limerick to provide experience of a bilingual environment.

4.2 Welsh language is an essential element in the BA (Education) course and students on all routes take a 2 hours per week language class.

5 Analysis of Teacher Education Institution Education Courses

5.1 The sub-group also analysed the content of current teacher education courses from the perspective of Gaelic-medium requirements taking account of professional perceptions, research findings and the Welsh experience. This analysis is described in the following paragraphs.

5.2 The following teacher education institutions make provision for Gaelic:

- (1) Faculty of Education, University of Glasgow
- (2) Faculty of Education, University of Strathclyde
- (3) Northern College, Aberdeen

5.3 Specialist Gaelic staffing and student numbers 1998-99

	Northern College	University of Strathclyde	University of Glasgow
Gaelic specialist staff	0.5	2.0	–
Course provision and student numbers			
(1) BEd	15	9	2
(2) PGCE (Primary)	1	5	–
(3) PGCE (Secondary)	2	3	–

5.4 Course graduates 1995-96 to 1998-99

Course	Institution	Year				Total
		1995-96	1996-97	1997-98	1998-99	
BEd	Northern College	3	3	3	5	29
	University of Glasgow	–	3	–	2	
	University of Strathclyde	4	3	1	2	
PGCE (P)	Northern College	1	4	2	1	22
	University of Glasgow	–	–	–	–	
	University of Strathclyde	–	4	5	5	
PGCE (S)	Northern College	–	3	3	2	16
	University of Strathclyde	2	1	2	3	
ATQ (P)	University of Strathclyde	–	1	–	–	1
ATQ (S)	Northern College	–	–	–	–	2
	University of Strathclyde	2	–	–	–	

5.5 BEd(Primary): University of Strathclyde

		Year 1	Year 2	Year 3	Year 4
Gaelic related core Modules/Units	Title(s)				Major project: Gaelic option
	Medium				English
	Time allocation (hours)				<u>5</u> 2.0 credits
Gaelic school experience	No of Gaelic-medium weeks	0	0	6	0
	No of Gaelic-medium placements	0	0	1	0
	Gaelic tutor visits	0	0	3	0
	Total tutor visits	2	3	3	3
	No of non-Gaelic medium weeks	4	8	4	10
Gaelic related electives	Title(s)/content	Celtic Studies	Gaelic Language Culture and Arts		Gaelic-Medium Education
	Medium	English	Gaelic		Gaelic
	Time allocation (hours)	24	24		24
Additional Modules/Units	Title	Language Development	Language Development		
	Medium	Gaelic	Gaelic		
	Time allocation (hours)	10	30		

BEd(Primary): Northern College

		Year 1	Year 2	Year 3	Year 4
Gaelic related core Modules/Units	Title(s)				Thesis
	Medium				Gaelic- discussion English- written
	Time allocation (hours)				<u>10</u> 1.5 credits
Gaelic school experience	No of Gaelic-medium weeks	0	(optional) 3	(compulsory) 4	0
	No of Gaelic-medium placements	0	(optional) 1	(compulsory) 1	0
	Total Tutor visits	2	2	2	2
	Gaelic Tutor visits	0	0	0	0
	No of non-Gaelic medium weeks	6	7 (4)	5	9
Gaelic related electives	Title(s)/content		Professional Studies and Language Development		
	Medium		Gaelic Module 1	Gaelic Module 2	
	Time allocation (hours)		70	70	
Additional Modules/Units	Title				
	Medium				
	Time allocation (hours)				

Year 1 - no Gaelic

BEd(Primary): University of Glasgow

		Year 1	Year 2	Year 3	Year 4
Gaelic related core Modules/Units	Title(s)				
	Medium				
	Time allocation (hours)				
Gaelic school experience	No of Gaelic-medium weeks	0	0	9	9
	No of Gaelic-medium placements	0	0	2	1
	Gaelic tutor visits	0	0	1	1
	Total tutor visits	2	2	3	2
	No of non-Gaelic medium weeks	6	8	4	0
Gaelic related electives	Title(s)/content	Language Development & Guidance		Modern Languages in the Primary School: Gaelic Pathway	
	Medium	Gaelic		English	
	Time allocation (hours)	15	15	35	24
Additional Modules/Units	Title				Professional & Curricular Assignment
	Medium				English
	Time allocation (hours)				30

5.6

BEd(Primary): University of Strathclyde and Northern College

		Strathclyde	Northern College
Gaelic related core Modules/Units	Title(s)		
	Medium		
	Time allocation (hours)		
Gaelic school experience	No of Gaelic-medium weeks	5	7
	No of Gaelic-medium placements	1	2
	Gaelic tutor visits	2	1
	Total tutor visits	3	3
	No of non-Gaelic-medium weeks	14	11
Gaelic related electives	Title(s)/content	Gaelic Medium Education	
	Medium	Gaelic	
	Time allocation (hours)	24	
Additional Modules/Units	Title		Gaelic Medium Education
	Medium		Gaelic
	Time allocation (hours)		20

5.7 PGCE(Secondary): University of Strathclyde and Northern College

		Strathclyde		Northern College	
Gaelic related core Modules/Units	Title(s)	Subjects Studies Gaelic		Gaelic	
	Medium	Gaelic		Gaelic	
	Time allocation (hours)	72 hours		90 hours	
Gaelic school experience		Gaelic only	2 subjects	Gaelic only	2 subjects
	No of Gaelic weeks	18	12	18	9
	No of Gaelic placements	3	2	3	1.5
	Gaelic tutor visits	6	4	4	3
	Total tutor visits	7	7	4	4
	No of non-Gaelic weeks	0	6	0	9
Gaelic related electives	Title(s)	Celtic and Gaelic Studies			
	Medium	English			
	Time allocation (hours)	50 hours			
Additional Modules/Units	Title	Gaelic Medium Education		Extended studies	
	Medium	Gaelic		Gaelic	
	Time allocation (hours)	25 hours		40 hours	

5.8 Each institution makes a limited provision of Gaelic options in the BEd course but none offers a recognised Gaelic-medium pathway. In all cases preparation for the demands of the Gaelic-medium classroom is unsatisfactory. The following are the most important inadequacies.

- (1) Students proposing to teach in Gaelic-medium education are under no compulsion to opt for Gaelic courses. Language development, tuition in Gaelic and the number of Gaelic-related electives are all limited. Two of the institutions make provision for Gaelic-medium education for only part of the course. In one instance the students are obliged to take additional classes in their own time to develop language competence.
- (2) The allocation to Gaelic-medium placements in school experience is also unsatisfactory. In all cases the effectiveness of the Gaelic school experience is reduced because it does not cover all primary and pre-school stages, it need not include the critical immersion stage, and it does not appear in all four years of the course. In addition, there are few visits by Gaelic-speaking tutors.
- (3) There is inadequate preparation for the unique professional and pedagogical demands of the Gaelic-medium class room, for example the philosophical dimension to bilingualism and immersion stage methodology.

A critical view is that trainee teachers following BEd Gaelic options are only slightly better prepared for the demands of Gaelic medium teaching than their Gaelic-speaking mainstream-trained colleagues. Much of the training is dependent on additional courses taken in the students' own time, for which staff may not be time-tabled. This work is not formally assessed or certificated and there is no requirement for it to be recognised in the final profiles.

5.9 The existing PGCE (Primary) courses as preparation for Gaelic-medium teaching are also unsatisfactory. Neither Northern College nor Strathclyde include language development in the core course. At Northern College 2 blocks totalling 7 weeks school experience are included but with only one specialist Gaelic-speaking tutor visit. At Strathclyde there are 2 Gaelic specialist tutor visits but the school experience is restricted to one 5-week block. At Northern College Gaelic-medium professional issues are covered only as additional classes in the students' own time; at Strathclyde these are covered in an elective.

5.10 The focus of the PGCE (Secondary) courses at both Northern College and Strathclyde University is preparation for Gaelic language teaching. Gaelic-medium education is offered only as an additional class in the students' own time.

5.11 Overall, the resources allocated to Gaelic-speaking staffing are limited. At Strathclyde Gaelic specialist staffing is only partly allocated to Gaelic teacher education.

6 Recommendations for the Future Training of Gaelic-Medium Teachers

6.1 Gaelic-medium education has been one of the success stories of recent Scottish education. Although the numbers are relatively small there has been a steady increase in uptake across the country. Gaelic-medium units are securely established in both the Gaelic heartland and beyond, financed by both generous Government funding and substantial local authority budget allocations. The evaluation of learning and teaching has been very positive and pupils not only develop Gaelic language competence but also achieve at least the standards of their age group in the English-medium curriculum.

It has generated parental enthusiasm and commitment. An effective inter-authority liaison structure has been established. In the wider context, this education initiative has given the language a higher profile nationally and developed linkages with other minority languages in Europe.

- 6.2** While acknowledging funding restrictions, it is essential that the teacher education institutions respond to these developments. This includes ensuring best value from current funding taking account of teacher shortages and reviewing courses to match the demands of the Gaelic medium classroom.
- 6.3** In developing proposals for revised Gaelic-medium teacher education the sub-group was guided by a number of considerations. Firstly, particular account was taken of the views expressed by practitioners, including research findings. Secondly, existing courses were analysed against these findings. The arrangements at Trinity College, Carmarthen, also provided a useful comparison. Thirdly, it was recognised that change may require to be phased given the resource implications. The sub-group proposals are the minimum changes to current courses required to meet the needs of Gaelic-medium teachers. However, the sub-group also considers that there is also an urgent need to develop a long-term strategic vision for Gaelic-medium teacher education arrangements.
- 6.4** The sub-group recommendations to the Accreditation and Review Committee on Gaelic-medium teacher education are in two parts:
- (1) Recommendations related to the design of courses, the selection of students and the qualifications for Gaelic medium teaching.
 - (2) Recommendations related to the future organisation of provision.

6.5 Recommendations on courses, student selection and teacher qualifications

- (1) *A dual English/Gaelic-medium route should be developed within the BEd and PGCE (Primary) courses. It should include Gaelic language development, Gaelic-medium associated professional issues and Gaelic-medium school placements as compulsory elements.*
- (2) *The dual route should be assessed as an integral part of the BEd or PGCE (Primary) course. Graduates should be qualified to teach in either Gaelic-medium/English-medium provision. The Gaelic-medium qualification should be formally recognised by certification. It should be a requirement for new entrants to Gaelic-medium teaching.*
- (3) *Gaelic-medium education elements should be included in each year of the BEd dual route, particularly Gaelic language development. 50% of the taught core and elective courses in the BEd and PGCE (Primary) routes should be taught in Gaelic. This should include all specific Gaelic-medium related issues and could include more generic curricular and professional elements.*
- (4) *The courses should develop the Gaelic language competence as outlined in Appendix 1.*
- (5) *50% of the school placements in the dual route should be in Gaelic-medium provision, including one compulsory placement at the immersion stage. The placements should be spread throughout the BEd and PGCE (Primary) courses. The formal assessment of these placements should include language competence and teaching skills in Gaelic.*
- (6) *The final year project in the dual route should be written in Gaelic if it deals with a Gaelic-medium related topic.*
- (7) *The workload for students on the dual route should not be substantially greater than that for other students. The course should consist mainly of compulsory and elective elements with minimal use of additional classes.*
- (8) *In addition to meeting course entry requirements applicants to the dual route must have Gaelic language competence. The selection procedures and interview should involve Gaelic-speaking staff and include oral and written elements.*
- (9) *The General Teaching Council should apply the appropriate existing procedures to certificate teachers already placed in Gaelic-medium provision.*
- (10) *Similar certification for the PGCE (Secondary) course, comprising one placement in a Gaelic-medium school and a taught language development course, should be developed for students wishing to teach their subject specialisms through the medium of Gaelic.*
- (11) *The design of continuing professional development courses for conversion to Gaelic-medium teaching should take account of these recommendations, as appropriate.*

6.6 Recommendations Related to the Future Organisation of Gaelic-Medium Teacher Education

As noted in 6.3, the sub-group considered the wider context of Gaelic-medium education, particularly the need for an organisational review of the current provision of initial teacher education. The sub-group acknowledged that the level of funding, small student numbers and the inefficiencies associated with employing additional specialist Gaelic-speaking staff make it difficult for the teacher education institutions to consider developments such as increased Gaelic-medium teaching in the relevant courses. However, it was also acknowledged that a review is essential in the interests of ensuring best value. The following possible options for the more efficient and effective delivery of provision were identified:

- (1) Use of local authority expertise on an ad-hoc basis, perhaps with support from the National Resource Centre or Specific Grant.
- (2) Collaboration between existing teacher education institutions, for example remote teaching and peripatetic lecturers.
- (3) Consolidation of courses, either shared by existing teacher education institutions or centralised in one institution.
- (4) Collaboration with FE colleges such as Sabhal Mor Ostaig and Lewis Castle College, for example using their language specialists to deliver selected course units.
- (5) Setting up a new teacher education institution within the University of the Highlands and Islands, with particular responsibility for Gaelic-medium education.

6.7 The sub-group considers that the development of a strategic vision for the future organisation of Gaelic-medium education is essential. It therefore recommends to the General Teaching Council through the Accreditation and Review Committee that contact be made with SEED:

- (1) to draw attention to the issues highlighted in this report in 6.6.
- (2) to seek an urgent meeting with the relevant Minister which will:
 - (a) enlist his support for the implementation of the Council's strategy, and
 - (b) obtain confirmation from him that funding for the development and delivery of enhanced Gaelic-medium teacher education will be made available.

Appendix 1

Competences of new teachers in Gaelic Medium Education

In all areas, the competences described are in addition to those in Guidelines for Initial Teacher Education Courses in Scotland (SOEID 1998).

1 Competences relating to Subject and Content of Teaching

He or she must:

1.1 demonstrate a sound knowledge of, and practical skills in, the subject or subjects forming the content of his or her teaching at a level which allows him or her to stimulate and challenge pupils and to recognise and address barriers to pupils' learning specific to the subject being taught

- have a knowledge of the more specialist subject related vocabulary;
- be able to make any necessary adjustments in the level of Gaelic spoken, to address different levels of proficiency of the pupils;
- be aware where difficulties in understanding may be subject based as distinct from language related;
- be aware where language difficulties may be developmental and where they may indicate problems;
- be aware of the forms of teaching through the medium of Gaelic in all subject areas;
- offer a confident delivery of the curriculum in both languages.

1.2 be able to play his/her full part in developing pupils' skills in literacy and numeracy

- be able to use Gaelic fluently and accurately, in a range of registers;
- demonstrate a confident command of Gaelic idiom;
- demonstrate a knowledge of strategies for language teaching and learning;
- demonstrate a knowledge of 'language development methodology';
- be able to encourage pupils to use Gaelic accurately (syntax);
- be able to encourage pupils to write in Gaelic for a variety of purposes, audiences and genres.

1.5 be able to plan and prepare coherent teaching programmes and lessons, including homework, which ensure continuity and progression in pupils' learning

- as 1.2
- demonstrate a secure understanding of immersion methodologies
- know when to introduce another language.

2 Competences relating to the classroom

2.1 Communication and approaches to teaching and learning

He or she must be able to:

2.1.3 question pupils effectively, and respond to their questions and support their contribution to discussion

- demonstrate a knowledge of how to encourage pupils to extract and negotiate meaning with each other and with the teacher.

2.1.4 employ a range of teaching strategies, including direct interactive teaching and use of homework to reinforce and extend work in class, and be able to select strategies appropriate to the subject, topic and pupils' needs

- employ a greater use of direct interactive teaching;
- trouble shoot and problem solve in relation to language teaching;
- construct extension work and reinforcement tasks, including the development of approaches for pupils with little/no Gaelic.

2.1.5 select and use, in a considered way and in a number of different learning and teaching situations, a wide variety of resources, including ICT

- understand and have basic skills of translation;
- support differing learning needs in the classroom through adapted texts;
- develop stimulating resources;
- evaluate the reading levels of real Gaelic books and other reading materials.

- 2.1.7** set expectations and a pace of work which makes appropriate demands on all pupils and ensure that more able pupils are effectively challenged
- organise and manage classes with a wide range of language competences, age and other general abilities;
 - maximise attainment in both Gaelic and English, by P7.
- 2.1.8** identify and respond appropriately to pupils with difficulties in, or barriers to, learning and recognise when to seek further advice in relation to their special educational needs
- be able to correct errors sensitively in speech and writing from a working knowledge of Gaelic language structures;
 - be able to diagnose specific difficulties which pupils may experience in hearing sounds, producing sounds or grammatical structures;
 - be able to devise strategies to address certain kinds of persistent mistakes.
- 2.1.9** respond appropriately to gender, social, linguistic and religious differences among pupils
- demonstrate sensitivity to different levels of Gaelic fluency in the home;
 - demonstrate sensitivity to cultural and dialect differences.
- 2.2** Class organisation and management
- He or she must:
- 2.2.1** be able to organise classes and lessons to ensure that all pupils are productively employed when working individually, in groups or as a class
- demonstrate an ability to organise and manage composite classes.
- 2.2.3** be able to create and maintain a stimulating, purposeful, orderly and safe learning environment for all pupils, including those with special educational needs
- be able to create a secure classroom ethos which enables pupils to use Gaelic without being constrained by making mistakes.

2.3 Assessment

He or she must:

- 2.3.2** be able to assess pupils' attainments against national standards defined for a particular group of pupils or levels of qualification where assessment leads to certification
- be able to assess where Gaelic medium education pupils should be in relation to attainment targets for all subject areas;
 - demonstrate a secure understanding of attainment during the immersion phase.
- 2.3.3** be able to monitor, assess, record and report on the aptitudes, needs and progress of individual pupils
- demonstrate an awareness of where language differences may be developmental;
 - be able to explain any differences in the structure, progression and pace of Gaelic medium education to parents and other professional colleagues.
- 2.3.4** be able to use results of assessment to evaluate and improve teaching and to improve standards of attainment
- be able to monitor attainment and pupil competence to guide approaches to teaching specialist skills and knowledge.

3 Competences relating to the school and the education system

He or she must:

3.2 Demonstrate an understanding of the system in which he or she is working, including:

- the philosophy, principles, organisation and management of immersion methodology.

3.5 be able to report to parents about their children's progress and discuss matters related to their children's personal, social and emotional development in a sensitive and productive way

- as 2.3.3;
- be sensitive to parental and community expectations, particularly regarding the attainment of pupils in Gaelic medium education (see also 4.2).

4 The values, attributes and abilities integral to professionalism

He or she must:

- 4.1 be committed to and enthusiastic about teaching as a profession and encouraging pupils to become learners
- demonstrate commitment and enthusiasm for Gaelic medium education
- 4.7 value and promote equality of opportunity and fairness and adopt non-discriminatory practices, in respect of age, disability, gender, race or religion
- demonstrate sensitivity to issues associated with bilingualism and biculturalism
- 4.8 be committed to promoting and responding to partnerships within the community
- demonstrate an awareness of the cultural and heritage background association with Gaelic.