



So you want to teach in Gaelic?

We are here to help you



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Welcome

It's great that you want to teach in Gaelic.

Whether you are a fluent speaker, an experienced learner or somebody with basic or no Gaelic at the moment, this booklet is designed to help you begin your journey towards teaching in Gaelic in Scotland.

We are the General Teaching Council for Scotland (GTC Scotland), the independent regulatory body for teaching professionals in Scotland. We register teachers who work in and beyond schools. We are also here to support teachers through student placement allocations, with professional learning and to encourage high-quality teaching within the profession through our Professional Standards and Professional Code.

We are committed to expanding diversity in the profession so that it is more representative of Scottish society.

In partnership

This document would not be possible without the support and guidance of Bòrd na Gàidhlig.

Bòrd na Gàidhlig is a non-departmental public body accountable through Ministers to the Scottish Parliament. It was established under the Gaelic Language (Scotland) Act 2005 with responsibility for securing the status of Gaelic as an official language of Scotland.

Gaelic education and learning are at the heart of Bòrd na Gàidhlig's aims and aspirations. From Gaelic playgroups to post-graduate studies, this wide-ranging sector is the foundation of their efforts to preserve and revitalise the Gaelic language. With this in mind, education, learning and the development of language skills are key priorities in the National Gaelic Language Plan 2018-2023. Bòrd na Gàidhlig works in partnership with various individuals and organisations to improve and grow Gaelic education and learning at all levels – for both young people and adults, and for fluent speakers and learners.

Why should I become a teacher in Gaelic?

Bring new life to Scotland's oldest language

Scottish Gaelic is one of Scotland's unique cultural and linguistic assets. It is a living language spoken by almost 60,000 people and with official status under the Gaelic Language (Scotland) Act 2005. Gaelic has experienced a long history of oppression and neglect, but the 21st century has seen a revitalisation as a result of the increase in availability in both Gaelic Medium Education (GME) and Gaelic Learner Education (GLE).

Over and above the rewarding nature of teaching as a profession, teaching in Gaelic means contributing to the revival and development of a language and community; helping develop young people's awareness of their inheritance as Gaelic-speaking Scots; as well as improving bilingualism and cognitive development.

What are my employment prospects?

The popularity of Gaelic Education has resulted in an increase in employment opportunities at both primary and secondary level across Scotland, including in Aberdeen City, Angus, Argyll and Bute, East Ayrshire, East Dunbartonshire, Edinburgh, Glasgow, Highland, Inverclyde, Na h-Eileanan Siar, North Ayrshire, North Lanarkshire, Perth and Kinross, South Lanarkshire and Stirling.

In which sectors can I teach?

Gaelic-medium primary teachers work with children from three to 12 years of age, in nurseries and primary schools. They deliver all areas of Scotland's Curriculum for Excellence and Equity through the medium of Gaelic. This includes Expressive Arts, Health and Wellbeing, Languages and Literacy, Mathematics and Numeracy, Religious and Moral Education, Sciences, Social Studies and Technologies.

Secondary teachers in Gaelic work with young people from 12 to 18 years of age in secondary schools. They may be a dual-qualified Gàidhlig and Gaelic (Learners) subject specialist, teaching their specialist subject through the medium of Gaelic, or teaching both Gaelic subjects and another specialist subject.

Support for teachers in Gaelic

There is a variety of support available for teachers in Gaelic, including: Bòrd na Gàidhlig's education team, who are available to assist with enquiries on Gaelic education; Stòrlann Nàiseanta na Gàidhlig produces bespoke resources and career long professional learning (CLPL) opportunities; the Scottish Qualifications Authority has a large suite of qualifications for Gàidhlig, Gaelic (Learners) and Gaelic-medium subjects and supports on the assessment and quality assurance of these qualifications; Education Scotland has dedicated Gaelic officers and inspectors; and many extra-curricular activities are provided by groups such as Fèisean nan Gàidheal and Comann na Gàidhlig.

GTC Scotland also publishes a magazine for teaching professionals in Scotland, five times a year, called *Teaching Scotland* magazine. It is full of the latest news, best practice from across the country, resources and a dedicated Gaelic article in every issue.



How do I qualify as a teacher in Gaelic?

There are an increasing number of routes into teaching in Gaelic. The one that you choose will depend on several factors, including the age range and subject that you want to teach, your previous qualifications, personal circumstances and importantly your current Gaelic skills.

To become a teacher, you will need a recognised Initial Teacher Education (ITE) qualification. This can either be an undergraduate qualification such as an MA or BA (Hons) Degree in Education at SCQF level 10 or a postgraduate qualification such as a Professional Graduate Diploma in Education or Postgraduate Diploma in Education (PGDE) at SCQF Level 11, as well as a relevant undergraduate degree at SCQF Level 9 or 10.

In order to be eligible for ITE, you will need the following:

- a National Qualification in English at SCQF level 6 (e.g. Higher Grade) or an accepted alternative;
- a National Qualification in Mathematics at SCQF level 5 (e.g. National 5) or an accepted alternative;
- for teaching in the medium of Gaelic it is recommended that you hold a National Qualification in Gàidhlig or Gaelic (Learners) at SCQF level 6 (e.g. Higher Grade) or an accepted alternative*;
- the ability to talk, read and write with a proficient level of fluency is key to becoming a teacher in Gaelic. For most programmes, it is recommended that your ability matches C1 or C2 on the Common European Framework of Reference (CEFR) to Language Learning scale. To assess your language skills, you can use the CEFR grid on page 12 or the Comasan Labhairt ann an Gàidhlig (CLAG) (Gaelic Speaking Abilities) scale self-assessment checklist at learngaelic.net/clag/index.jsp

The undergraduate programmes offer a range of different routes. There are programmes for complete beginners, where a student learns Gaelic alongside their ITE programme. It is advisable, however, to do some self-study before embarking on these programmes. Some courses for basic and Intermediate learners will run a year of immersion before beginning the ITE elements of the programme, or at an appropriate point in the course. There are also programmes available for those who already possess a high level of fluency.

For entry to the PGDE in Secondary Education for Gàidhlig and Gaelic (Learners) you will need 80 SCQF credit points (at least 40 credits at SCQF Level 8) in Gaelic or Celtic (you must have specialised in Scottish Gaelic).

All programmes will conduct an interview and use assessments tools to establish your abilities in Gaelic and to decide the most suitable route.

*Further information about the minimum entry requirements can be found in the Memorandum on Entry Requirements to Programmes of Initial Teacher Education in Scotland:

bit.ly/ITEMemo

** The University of Strathclyde also provides a specific Gaelic Medium Education qualification pathway for ITE students who want to be able to deliver their specialist subject through the medium of Gaelic as well as English.

The University of the Highlands and Islands (UHI) PGDE programmes can be studied at various locations within the UHI network, and also provide a specific Gaelic Medium Education specialist subject qualification pathway for secondary.

Visit the universities' websites for up-to-date information.

Routes into Gaelic teaching:

Institution	Age Range	Degree Study	Post Degree Study	Total Length of Study
University of Edinburgh www.ed.ac.uk	Primary	MA (Hons) Primary Education with Gaelic (Learners) UCAS Code 3R67		5 years
	Primary	MA (Hons) Primary Education with Gaelic (Fluent Speakers) UCAS Code 3T59		4 years
University of Strathclyde ** www.strath.ac.uk	Primary	BA (Hons) Primary Education UCAS Code X120		4 years
	Primary		PGDE Primary Education Gaelic Medium UCAS Code 3X75	1 year
	Secondary		PGDE Secondary Education: Gaelic UCAS Code 7X87	1 year
University of the Highlands and Islands (UHI) www.uhi.ac.uk	Primary		PGDE Primary: Gaelic Medium UCAS Code X103	1 year
	Secondary		PGDE Secondary: Gaelic UCAS Code X130 (GME Subjects)	1 year
Sabhal Mòr Ostaig UHI Lews Castle College UHI	Primary and Secondary	BA (Hons) Gaelic and Education UCAS Code XQ10 (Immersion programme)		4 years

Studying ITE at another university?

Successfully completing your ITE year at any of the other ITE institutions in Scotland will not stop you becoming a primary teacher or a secondary subject specialist teaching through the medium of Gaelic. However, you will not be able to gain ITE experience in a Gaelic-medium setting and will not receive any instruction in Gaelic. Employers will need to be satisfied with your language skills and ability to teach through the medium of Gaelic.

Course funding

The tuition fees charged will vary depending on your nationality and the country where you live. Tuition fees for eligible students from Scotland are paid by the Student Awards Agency for Scotland (SAAS). You can check what funding you might be eligible for by visiting the SAAS website at saas.gov.uk

Educational Grants Scheme

The Bòrd na Gàidhlig Sgeama Thabhartasan Foghlaim Gàidhlig – Gaelic Educational Grants Scheme – assists ITE students with some of the costs involved with their courses. More details can be found at gaidhlig.scot

STEM ITE Bursary

The STEM bursary scheme provides bursaries of £20,000 aimed at career changers wishing to undertake a one-year PGDE course that leads to the award of qualified teacher status in STEM subjects – Physics, Mathematics, Technical Education, Computing Science, Chemistry and Home Economics. These are the secondary school subjects currently with the greatest demand for teachers.

The STEM bursary scheme is also applicable to those wishing to teach these subjects through the medium of Gaelic. Further information is available on the Skills Development Scotland website stembursaryscotland.co.uk

GTC Scotland Probationer Scheme – Gaelic Medium

Bòrd na Gàidhlig works with GTC Scotland to ensure that Gaelic probationers are placed in working environments where they will gain their Full Registration through Gaelic Medium or in teaching Gaelic (Learners).

How do I apply?

You should apply via UCAS for an ITE programme before the January deadline. See the UCAS website for this date. However, many of the Gaelic ITE programmes often accept applications after the closing date for the programme so it is worth contacting the university and the Gaelic course leader specifically to see if applications are still being accepted.

For further information about applying, please read our *So you want to teach in Scotland?* booklet, to find out more bit.ly/BecomingATeach

I am a GTC Scotland registered teacher – how do I move into teaching in Gaelic?

You can do this through the following courses:

Gaelic Immersion for Teachers

This one-year immersion programme is aimed at qualified teachers with Intermediate-level Gaelic, to transfer to Gaelic Medium Education. Teachers interested in developing their Gaelic language skills with a view to moving into GME should contact Bòrd na Gàidhlig at oifis@gaidhlig.scot in the first instance.

Gaelic Medium Education, PgCert or the 'Streap programme'

Delivered by the University of Aberdeen in partnership with Sabhal Mòr Ostaig, this one-year programme combines online and campus learning and is fully taught in the medium of Gaelic. It is fully funded by the Scottish Government, including travel and accommodation expenses as well as supply cover for the student's school.

Further information can be found on the University of Aberdeen's website at bit.ly/AbdGaelicEd

Gaelic Language in primary school

If you are a primary teacher and achieving fluency is not a current professional or personal goal, you can contribute to Gaelic education through the delivery of Gaelic as an L2 or L3 as part of the 1+2 Languages commitment. Local Authorities and schools will have differing levels of provision but there are various CLPL programmes available which will support teachers in developing their language skills and to assist in their delivery of Gaelic as an L2 or L3. There are schools outwith the Local Authorities which deliver GME or GLE Gaelic as a primary L3.

bit.ly/Language12





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I qualified as a teacher outside Scotland – how do I become a teacher in Gaelic?

We welcome qualified teachers from around the world and recognise that there are talented and enthusiastic teachers with Gaelic skills outwith Scotland.

As with teachers who have qualified in Scotland, you will be required to register with GTC Scotland before taking up a teaching post in a school in Scotland.

You will need to meet the same requirements for registration as teachers qualified in Scotland. This would be an acceptable degree (or equivalent qualification), a recognised ITE qualification and (for Full Registration) relevant teaching experience.

GTC Scotland has a dedicated team to assess applications from teachers who qualified outside Scotland. More information can be found on the Qualified Outside Scotland page on the GTC Scotland website at gtcs.org.uk/registration/qualified-outside-scotland.aspx

Useful links

The General Teaching Council for Scotland gtcs.org.uk

Bòrd na Gàidhlig gaidhlig.scot

Education Scotland education.gov.scot

Comann nam Pàrant parant.org.uk

In2Teaching in2teaching.org.uk

SAAS saas.gov.uk

Scottish Funding Council sfc.ac.uk

Skills Development Scotland skillsdevelopmentscotland.co.uk

Stòrlann Nàiseanta na Gàidhlig storlann.co.uk

Teach in Scotland teachinscotland.scot

UCAS ucas.com

Common European Framework of Reference for Language

	A1	A2
Understanding	Listening I can recognise familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.
	Reading I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.
Speaking	Spoken Interaction I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.
	Spoken Production I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.
Writing	Writing I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can write short, simple notes and messages relating to matters in areas of immediate needs. I can write a very simple personal letter, for example thanking someone for something.

es/ Frèam-iomraidh Coitcheann Eòrpach airson chànanan

B1	B2	C1	C2
I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent.
I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.	I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.
I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers.	I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.
I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.
I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.	I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select style appropriate to the reader in mind.	I can write clear, smoothly-flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.