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Gaelic for Teachers

Design options for a sabbatical course

of intensive Gaelic language and pedagogies

for qualified teachers wishing to work in Gaelic medium classrooms

FINAL REPORT

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Executive Summary

1. This report

This report presents findings from the *Gaelic for Teachers* study, commissioned by Bòrd na Gàidhlig, to investigate issues relevant to the design of a new professional development course for qualified teachers wishing to transfer to Gaelic-medium education. The aims of such a course would be to ensure that such teachers enter the GME sector equipped with the requisite language and pedagogical skills.

2. Background and aims of the research

The research was commissioned in the context of current plans to expand Gaelic-medium education (GME) in Scotland and recognition that this would require an increase in the numbers of teachers working in the sector. However, recruitment of sufficient numbers of teachers for GME has, historically, been challenging. Phase 1 of the research set out to review strategies for minoritised language medium (MLM) teacher recruitment and retention in other contexts where education through the medium of a minoritised language (ML) is available, with the aim of identifying lessons for the Scottish context. This phase comprised a review of recent literature on MLM teacher education in Catalonia, the Basque Autonomous Community (BAC), Wales and New Zealand, and consultations with policy-makers and providers in these four areas.

In Phase 2, proposals concerning a prototype Gaelic Immersion Course (GIC), informed by this international review, were discussed with Scottish stakeholders. Interviews were conducted with potential GIC participants and representatives of local authorities and national bodies whose work is of relevance to GME. The aim was to investigate the feasibility of such a course in the Scottish context and respondents' preferences about the content of such a course.

The research design is summarised in Table I:

Table I: Summary of research design

Foci of investigation:	Phase 1: International Review		Phase 2: Designing a Scottish GIC	
	Current practice and issues	Options for Scotland	Stakeholder perspectives	Recommendations
	Scotland	Abroad			
Logistics and funding					
Linguistic competence					
Pedagogies for MLM learning and teaching					

3. Findings

3.1 MLM teacher education in Catalonia, the BAC, Wales and New Zealand

The review of MLM teacher education in Catalonia, the BAC, Wales and New Zealand showed that different strategies for teacher training and retention to have emerged in each context, as a consequence of diverse demographics, history and political dimensions. All of the MLs in question – Catalan, Basque, Welsh and Māori – experienced suppression and consequent decline, the origins of which can be traced back to the 19th century or earlier. However, in each case, when initiatives to

revitalise the ML through education were initiated, the proportion of the population still able to speak the ML was higher than is the case with Gaelic currently, and therefore could draw on a larger pool of qualified teachers already fluent in the ML.

Catalonia and the BAC
In the cases of Catalonia and the BAC, major political reforms following the death of Franco and the move across Spain to re-establish democratic forms of government constituted a powerful catalyst for change. In a context which sought to embrace rather than eliminate cultural and linguistic pluralism, parents responded with enthusiasm to the introduction of Catalan- and Basque-medium education. Now, almost all primary and secondary educational provision in Catalonia, and around 80% of such provision in the BAC, is through the medium of Catalan and Basque respectively. In the 1980s, Catalonia and the BAC developed successful teacher education schemes to enable qualified teachers to acquire the linguistic competences needed to transfer from Castilian-medium education. These schemes are now largely superseded by advanced and specialist language provision.

Wales
In Wales, the proportion of the population able to speak Welsh has remained around a fifth (20%) of the total population since the 1960s. Success in maintaining Welsh is attributed in large part to the strength of Welsh-medium education, which caters for over a fifth of the pupil population (currently, 24% primary and 21% secondary), and to the compulsory teaching of Welsh as a subject in English-medium education up to the age of 16. As with Catalonia and the BAC, there is no shortage of teachers able to work in the Welsh-medium sector, and professional development for these teachers focuses on advanced and specialist language competences.

New Zealand
In certain respects, New Zealand has greater similarities with Scotland than do Catalonia, the BAC and Wales. The proportion of the population which speaks Māori is small (3%), although this is still larger than the proportion of the Scottish population which speaks Gaelic (1.2%). This makes it more difficult to recruit teachers for MLM education in New Zealand than in Catalonia or the BAC, and the New Zealand government provides a range of scholarships to encourage Māori-speakers to train as Māori-medium teachers, as well as funding to support the professional development of those already working in the sector. Initial teacher education and professional development for teachers working in Māori-medium classrooms includes a focus on linguistic development, but also seeks to address long-standing issues of low educational attainment among pupils who are ethnically Māori. For this reason, current models of professional development for teachers and other staff working in Māori-medium provision are holistic in approach and school- and community-based.

3.2 Key features of success in MLM teacher education

The international review identified six features which contribute to the success of strategies to recruit teachers to work in MLM education and to develop their language and professional competences:

- *critical mass,* in terms of the numbers of ML speakers in relation to the wider population;
- *popular support for change;*
- *significant funding* to recruit and support the professional development of MLM teachers;
- *teacher commitment* to the language revitalisation project;
- *long-term vision* for the revitalisation of the ML, and recognition within this of MLM education as a significant factor in growing the next generation of speakers;
- *willingness to adapt and develop* support for MLM teacher education over time.

3.3 Lessons for Scotland

In the Scottish context, critical mass represents a very significant challenge, as discussed above. In addition, the catalyst for take-up of Catalan- and Basque-medium education following the death of Franco in Spain is the result of a unique moment in history which will not be replicated in Scotland.

However, recent research (O'Hanlon et al., 2013) has shown that public attitudes towards Gaelic are more favourable than had previously been thought. This may indicate that the time is propitious both for the expansion of GME provision and for securing greater commitment from teachers not currently working in this sector to playing a part in the revitalisation of Gaelic. Changes in public attitudes may derive from the impact of the Gaelic Language (Scotland) Act of 2005, subsequent National Plans for Gaelic and current development of local and organisational plans, all of which contribute to the emergence of a long-term vision for GME in the context of Gaelic revitalisation. Scotland has a well-developed tradition of professional development for teachers, currently in the process of substantial reform as a result of the recent review, *Teaching Scotland's Future* (Donaldson, 2011), and professional development for teachers working in GME should form part of this Scotland-wide reform. However, funding specifically for teacher education and professional development in the context of the GME sector has not yet been secured. Failure to do so may jeopardise planned expansion and, as a consequence, may contribute to further decline of the language, if there are not enough teachers to support the next generation of Gaelic speakers.

3.4 Proposed Gaelic Immersion Course for Scotland

Taking into account existing ideas for a Gaelic Immersion Course to enable qualified teachers with intermediate level Gaelic (CEF B1[1]) to transfer to GME and lessons learnt from the international review, Scottish stakeholders were invited to comment on the following propositions:

Recruitment of course participants
Qualified teachers with intermediate level Gaelic, currently employed by local authorities will be seconded to a one year, full-time, intensive Gaelic immersion course which prepares them, linguistically and pedagogically, to work in GME classrooms.

Model of provision
Immersion entails an intensive language learning experience whereby subject content (in this case specialist pedagogies for teaching in GME) is delivered through the medium of the target language, as far as is practicable. For this reason, the GIC will, in the first instance, be delivered face-to-face rather than wholly or partly through distance learning.

Course outcomes
On successful completion of the course, participants should have the linguistic (CEF C1[1]) and pedagogical competences required to start work in GME, feel confident about their ability to do so and be committed to working in the GME sector.

Retention strategies
There will be employment opportunities, support and professional development for GIC graduates to ensure that they make a successful transition from GIC, and their former careers in English-medium education, to GME.

Post-course opportunities
National mentoring and networking schemes for GIC graduates will be established and linked to career long learning opportunities, including, specifically, opportunities to continue to develop their linguistic competence in Gaelic, and to complete Master's level degrees in areas of relevance to GME.

Funding
Qualified teachers currently employed by local authorities will have course fees, salaries, travel and other relevant expenses covered while studying on the GIC.

3.5 Challenges, opportunities and options

In relation to each of the GIC features described above, challenges, opportunities and further options were identified through discussions with Scottish stakeholders and through further reflection on issues

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[1] See Appendix C for a definition of this level of linguistic competence

raised by the international review. These are summarised in Table II below and will be further explored in Section 3.2:

Table II: Challenges, opportunities and options for the proposed Gaelic Immersion Course

Challenges	Opportunities	Options
Recruitment • Identifying participants • Entry level competence in Gaelic • Need for adult learner qualifications • Providing detailed information about course entry requirements and outcomes	• Widespread support for GIC among stakeholders • Well-established methods of publicising professional development provision • Enthusiasm for GIC among prospective participants	• Flexible entry and exit points for GIC • GIC as a starting point in the context of longer-term commitment to supporting teachers new to GME • Development of adult learner qualifications • Integrating GIC with Scotland-wide career long learning developments
Course model • Time needed to achieve GME entry level competences (particularly advanced level Gaelic) • Face-to-face vs. distance learning • Demanding course content	• Recognition that immersion approach is appropriate • Model proposed will support development of teachers' ability to think and discuss professional matters in Gaelic	• Exploration of range of options for delivery of an effective immersion experience
Course outcomes • Progression from intermediate to advanced Gaelic in one year is very ambitious • Assessment and accreditation of specialist professional competences	• European Language Portfolio • GTCS Framework for Professional Recognition • Master's level credits	• Inclusion of strong formative assessment dimension to the GIC • Ensure opportunities for GIC graduates to continue development of linguistic and pedagogical competences after the course, including opportunities to gain Master's degrees
Teacher retention • Uncertainty about employment opportunities post-GIC • Need to ensure GIC participant commitment to working in GME • Limited career development and promotion opportunities	• Gaelic Language Plans currently under development in local authorities and other organisations provide opportunities to raise awareness and synergise with broader educational initiatives • Emerging New Zealand model of professional development in context of whole-school and wider community has potential	• National overview of supply and demand for GME teachers • National plan for career-long learning for GME teachers
Post-course opportunities • Identifying and engaging mentors • Establishing national networks for GME teachers • Integrating career-long learning specific to GME with wider Scottish context	• International examples provide models for post-course developments • Master's level credits as an outcome of GIC provide an incentive to continue studies, to gain Master's degree	• GIC should be seen as a starting point for a co-ordinated national strategy for career-long learning for GME teachers
Funding • Costing • Identifying sources of funding, given current financial constraints	• International examples indicate that appropriately funded intensive language and professional development courses are an effective element in promoting language revitalisation • Stakeholder consensus that funding for the GIC is critical and commitment to achieving this	• Scottish Government and other key partners should negotiate to achieve a collective solution

4. Conclusions and recommendations

Recruiting and retaining GME teachers is an essential element of the plan to revitalise Gaelic. If opportunities for the next generation of Gaelic speakers to learn through the medium of Gaelic are limited by a lack of teachers, the language is likely to continue to decline.

The proposal to offer a Gaelic immersion course to qualified teachers with intermediate Gaelic is a new direction for Scotland, with potential for success, given widespread stakeholder support identified in the course of this research. The recommendations of this research are that the GIC should be:

- attractive to potential participants, and therefore engaging, challenging, and supportive of participants' needs and ambitions;

- based on fully-funded secondment of carefully selected participants who have the potential to benefit from the provision on offer and who are committed to working in GME on successful completion of the course;

- a full-time, intensive course, drawing as far as practicable on language immersion and content and language integrated learning (CLIL) approaches, to ensure rapid progress towards advanced competence in Gaelic and in the specialist pedagogical skills required for GME;

- delivered face-to-face in the first instance, with consideration, longer-term, of the potential to develop a blended learning model;

- seen as a starting point from which to develop national career-long learning approaches for GME, including a very specific focus on advanced and specialist linguistic competence, but integrated with Scotland-wide initiatives to take forward teachers' professional development.

Acronyms

BAC   Basque Autonomous Community

CEF   Common European Framework of Reference for Languages

CfE   Curriculum for Excellence

GIC   Gaelic immersion course

GM   Gaelic-medium

GME   Gaelic-medium education

ML   minoritised language

MLM   minoritised language-medium

Introduction

1.1 This report

This report presents findings from the *Gaelic for Teachers* study commissioned by Bòrd na Gàidhlig from researchers based at the Universities of Strathclyde and Edinburgh, to investigate issues relevant to the design of a new professional development course for qualified teachers wishing to transfer to Gaelic medium education (GME). The aim is to ensure that such teachers enter the GME sector equipped with the requisite language and pedagogical skills.

There were two phases to the research. The first phase investigated successful provision in four other contexts where minority language medium (MLM) education is available: in Wales, the Basque Autonomous Community (BAC), Catalonia and New Zealand. It identified initiatives in the respective education systems which seek to attract qualified primary and secondary teachers to teaching through MLM education and in particular the nature of any intensive language courses and language pedagogy provision on offer. In each case, the research team identified options for the design of a new course of this kind in Scotland.

The second phase investigated Scottish stakeholder perspectives on the options identified in Phase 1, through interviews with prospective participants (qualified teachers who already speak some Gaelic), representatives of the education departments of local authorities and with representatives of national bodies of relevance to GME. This phase examined the feasibility of different models, costs, accessibility and preferred outcomes, in order to provide recommendations for the design of the proposed Gaelic Immersion Course.

1.2 Background to the research

Gaelic-medium education (GME) has been on offer in Scotland in its current form since the mid-1980s. In the academic year 2012-13, there were 2500 children enrolled in GME in primary schools and over 1000 secondary school pupils studying Gaelic as fluent speakers of the language. Over 700 children were enrolled in GM nursery provision that year (Bòrd na Gàidhlig, 2012a). These figures represent an on-going increase in the numbers of GME pupils, and reflect the ambitions of successive national plans for Gaelic to grow these numbers, with the current plan (Bòrd na Gàidhlig, 2012b) aiming to double the numbers of pupils starting primary GME by 2017.

Teachers working in GM classrooms need a range of linguistic and pedagogical competences in addition to those required by their counterparts in English-medium schools. Clearly, they need to be fluent speakers of Gaelic who are confident in their use of the language in all areas of the primary curriculum or in their secondary subject specialism. They need simultaneously to be able to support both 'first' and 'second' language learners[2] in the classroom, having an understanding therefore of 'native speaker' academic trajectories and those of children who are experiencing the GM classroom as an 'immersion' setting. They need to understand and capitalise on the linguistic and cognitive potential of the bilingual brain and to explore with children, through their classroom practice, what it means to be a Gaelic speaker in contemporary Scotland, sensitive to their emerging identities as bilingual and bicultural citizens. They need to be able to review pupils' academic progress in the context of the aspirations of *Curriculum for Excellence* for all Scottish children, while recognising the distinctive needs and attainments of children educated through GME.

Recruiting teachers for GME is a long-standing challenge. While pupil numbers have risen, recent work by Milligan et al. (2012) has shown that the numbers of teachers qualified to work in GME and the

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[2] The concept of 'first' and 'second' languages is complex in relation to minoritised languages and it is recognised that these terms are rarely used in relation to Gaelic, though in widespread use in the literature on bilingual education. We adopt these labels here as short-hand for a more complex reality where children attending GME settings may be growing up in homes where Gaelic is habitually or occasionally used, or not at all, and where other languages in addition to English and Gaelic may also feature.

numbers currently employed in the sector, have remained low (Scottish Government, 2012: table 3.12). It has been demonstrated that there are teachers working in English-medium classes who are qualified to teach in GME but are not doing so, for a variety of reasons, and that there are others with a certain level of competence in Gaelic who could, with additional linguistic input, become fluent enough to make the move into GME. The aim of this research was therefore to establish ways in which already qualified teachers could be recruited (or re-recruited) to GME and what kind of provision would be most appropriate and most effective in preparing them, linguistically and pedagogically, for the task.

Detailed knowledge of parallel developments in other countries would clearly be of value in devising a new strategy for the recruitment and retention of GME teachers. Well-established comparator contexts for GME include Basque-, Catalan-, Māori- and Welsh-medium education. In each case, provision is the result of initiatives aimed at revitalising and sustaining minoritised language learning through education. The language planning and policy approaches adopted by the respective governments and language promotion agencies reflect their specific social, political and historical backgrounds, however, and therefore may not be directly transferable to Scotland. The aim of this review of the available international academic and policy literature has therefore been to gain a comprehensive understanding of the different systems and of the benefits and challenges each may present for practical application in the Scottish context.

A number of key practical issues need to be addressed in devising a new course for existing teachers who wish to move into GME. Among these, financial questions are particularly salient: accurately assessing the cost of running such a course and identifying funding mechanisms to meet these costs. Recruiting appropriate course participants is another major challenge, as is developing appropriate mechanisms for deploying teachers who have completed the course. Finally, there are important issues concerning the preferred content, structure and delivery mode of the course itself.

1.3 Aims, objectives and scope of the research

The aim of this research has been to establish which international models can best inform Scottish policies to recruit qualified teachers to a career teaching through Gaelic and to equip them with the requisite language and pedagogical skills.

Specifically, this entailed developing an understanding of:

- initiatives in other education systems which seek to attract primary and secondary teachers to teaching through MLM education and in particular the extent to which they incorporate the recruitment and retention of existing qualified teachers in need of enhanced language skills;
- intensive language courses and language pedagogy provision in other education systems that are available to qualified teachers wishing to transfer to MLM primary or secondary teaching;
- the feasibility of introducing a sabbatical-style Gaelic language and pedagogy course for teachers in Scotland wishing to transfer to GME.

Phase 1: International Review
This phase compared the current Gaelic-medium teacher education context in Scotland with comparable contexts in Catalonia, the Basque Autonomous Community (BAC), Wales and New Zealand, and focused on:

- *teacher recruitment and retention,* investigating in particular successful approaches to the recruitment and retention of qualified teachers willing to undertake intensive study of the relevant ML and the pedagogical issues involved in teaching in MLM classes;
- *linguistic competence,* addressing the levels of language ability required to teach through the medium of an ML and the nature of existing intensive language courses and support mechanisms, including effective funding models;
- *language pedagogies for MLM classrooms,* focusing on the professional competences required by teachers to support a) the linguistic development of pupils whose first or main language is the ML and who are learning, formally and/ or informally, the dominant language of wider

society; b) the linguistic development of pupils whose first or main language is the dominant language and who are learning the ML in school, in what is for them a 'language immersion' setting; and c) the emerging bilingualism of both sets of pupils.

This review produced a set of options for consideration in the Scottish context, to be explored in Phase 2 of the study.

Phase 2: Designing a Scottish course
This phase investigated stakeholder perspectives on the options identified in Phase 1, examining feasibility of different models, costs, accessibility and preferred outcomes, in order to provide recommendations for the design of the proposed Gaelic Immersion Course.

Table III shows the scope of the research:

Table III: Scope of research

	Phase 1: International Review			Phase 2: Designing a Scottish course	
	Current practice and issues (Scotland)	*Current practice and issues (compar-ators)*	*Options for Scotland*	*Stakeholder perspectives on options*	*Recomm-endations*
Teacher recruitment and retention strategies • Recruitment pool • Recruitment models • Market research • Marketing • Retention of trained teachers • Professional support and development • Incentives • Challenges identified • Evaluations conducted • Lessons for Scotland					
Linguistic competence • Definitions • Desired levels • Resources for specialist language education (expert linguists, language bodies, course materials, use of technology, etc.) • Schemes for qualified teachers: models, costs, funding mechanisms outcomes, further professional development needs • Challenges identified • Evaluations conducted • Lessons for Scotland					
Pedagogies for language learning and teaching in bilingual settings • Perspectives on language learning and teaching, including immersion • Supporting development in ML, including ML literacy • Understanding societal bilingualism and bilingualism in education • Culture and identity factors in becoming ML speakers • Language revitalisation – the role of educators • Opportunities for placements, mentoring, learning circles • Challenges identified • Evaluations conducted • Lessons for Scotland					

2. Research design and methods

A range of methods was used to conduct the research, including:

- an international literature review;
- consultations with key policy-makers and providers of teacher education for MLM education in Wales, Catalonia, the Basque Autonomous Community (BAC) and New Zealand;
- surveys, interviews and focus group discussions with relevant Scottish stakeholders (policy-makers, national education bodies of relevance to GME, representatives of local authorities and prospective course participants).

2.1 International literature review

The international review was grounded in a comprehensive review of recent academic and policy literature to identify the main actors and strategies involved in teacher education for MLM education in each context. Each literature review had a particular focus on strategies for recruiting and retaining teachers, the nature of the linguistic competences required and delivered via teacher education provision, and pedagogical content specific to teaching in MLM classrooms, as set out in Table III, above. Drawing on the work of Milligan et al. (2012) and on other recent work, the review compared the issues identified and the approaches developed in other contexts with current provision in Scotland.

In relation to each linguistic context, the review:

- identified national, regional and local agencies involved in the planning and provision of teacher education and professional development for MLM education;
- outlined teacher supply issues and recruitment and retention strategies;
- set out the main models of initial teacher education and professional development for teachers working in MLM classrooms, with a particular focus on linguistic competence and pedagogical content;
- summarised recent policies in order to highlight trends in teacher education and professional development over time, noting challenges identified and the solutions found;
- presented key findings from evaluations of these policies in terms of identified advantages and disadvantages of solutions adopted.

The review included an overview of the historical and social contexts pertaining to each of the international teacher education models presented, highlighting areas of commonality and areas of difference with the Scottish context.

Appendix A lists the sources consulted in each context.

2.2 Consultations with international policy-makers and teacher education providers

Consultations with policy makers and teacher education providers in Wales, Catalonia, the BAC and New Zealand fulfilled two functions: (1) to confirm that the key points drawn from the literature review were consonant with informants' understanding of the context for MME teacher education in the relevant area and that the most authoritative sources have been included in the review; and (2) to supplement the review with contemporary information and insight into current developments and initiatives, with a particular focus on the development of intensive language programmes for teachers wishing to work in MLM education. These consultations were largely conducted via email, with senior representatives of language promotion and development agencies, specialist research centres, regional, national and/ or specialist teacher education regulatory bodies with an overview of MLM education, and relevant teacher education providers.

Appendix B lists a range of participating organisations.

2.3 Scottish stakeholder consultation

On the basis of the international review, options for Scotland were identified, addressing the following issues:

- *effective recruitment and retention strategies:* identifying, targeting and incentivising prospective candidates, supporting current practitioners, and increasing awareness of barriers and facilitators to retention of teachers in MLM education;
- *participant eligibility:* levels of linguistic competence at the commencement of the course, existing knowledge of language pedagogies, commitment to GME, the potential for release for an intensive professional development programme;
- *models of provision:* provider capacity, study and placement blocks, localisation, potential of distance learning;
- *outcomes:* expected competences in Gaelic and language pedagogies; certification; employer expectations;
- *post-course opportunities:* employment, further professional development and career prospects.

The feasibility and attractiveness of these options were investigated via:

- a *telephone survey* targeting representatives of 13 Scottish education authorities in both highland and lowland areas, nine of which currently offer GME and four which do not;
- *in-depth interviews* with senior representatives of seven national stakeholder bodies, including Bòrd na Gàidhlig, the General Teaching Council, the Scottish Government Education and Training department, the Scottish Funding Council, Education Scotland and the Educational Institute of Scotland and the Scottish Centre for Information on Language Teaching;
- *focus group discussions* (one in Glasgow, one in Edinburgh) with potential course participants: these included eight practising teachers (three secondary, five primary); of these, three came from Gaelic-speaking families, two were adult learners of Gaelic, one had attended Gaelic medium primary education; one is a GLPS teacher, having studied Gaelic as a second language at school; and one is training to teach GLPS. In addition, one had enrolled in *Streap* in the past but found their Gaelic insufficiently advanced to complete the course.

3. Findings

3.1 Lessons from International Comparators

In Phase 1 of the research, we compared the arrangements for Gaelic-medium teacher education in Scotland with four comparator MLs – Catalan, Basque, Welsh and Māori – for which MLM education is available. Table IV summarises key points of comparison in each case:

Table IV: International comparisons of teacher education for minoritised language medium education

	Catalan	**Basque**	**Welsh**	**Māori**	**Gaelic**
Population	Catalonia: 7.5 million	Basque Autonomous Community: 2 million	Wales: 3.1 million	New Zealand: 4.4 million	Scotland: 5.4 million
ML Speakers	5.3 million (71%)	600,000 (32%)	562,000 (19%)	132,000 (3%)	58,650 (1.2%)
MLM Education	Virtually universal	c. 55%	104,000 (22%)	16,792 (2.2%)	3,522 (0.5%)
MLM ITE	All ITE in Catalan	Well-established	Well-established	Recruitment difficulties	Recruitment difficulties
MLM CPD	*Reciclatge* model (now historical)	IRALE	Welsh Language Sabbaticals Scheme	Whakapiki i te Reo	Small scale initiatives

Some key differences between Gaelic and the other four languages are immediately apparent from this table. Gaelic is the language with the lowest number of speakers, and the lowest proportion in the population, relative to the immediate national or regional context. It also has the lowest number of children in MLM education and does not yet have an established national professional development scheme for teachers working in the MLM sector. In contrast to Catalonia, the BAC and Wales, the proportion of children enrolled in MLM education is lower than the proportion of the population currently speaking the ML, suggesting that for Scotland maintaining current numbers of Gaelic speakers is likely to remain a challenge, if the sector does not expand. This points to the importance of recruiting and retaining GME teachers, not just because GME is valuable in its own right but also because of its critical role in creating the next generation of Gaelic speakers.

In the following sections, we summarise recent developments in MLM teacher education for each of the four comparator languages. These accounts are followed by an analysis of key features of success and the implications for the Scottish context.

3.1.1 MLM teacher education in Catalonia, the BAC, Wales and New Zealand

Catalan

Population
There are currently approximately 5.3 million Catalan speakers living in Catalonia, where they constitute 71% of the population (Idescat, 2007). Catalan is the main medium of communication in media, publishing, administration and education in Catalonia, and its revitalisation, following a decline dating back to the 18th century and exacerbated during the Franco period (1939-75), is attributed to successful language education policy established in the 1980s and the decision in 1998 to make

Catalan the *normal*[3] language of education in the region (Petherbridge-Hernández, 1990b; Artigal, 1997). It should be noted that many of those who do not speak Catalan are recent immigrants to the region, principally from other parts of Spain or from Latin America.

Catalan-medium school provision
Historically, the shift from Castilian-dominant education to Catalan normalisation can be classified in three periods:

1) *From 1978 to 1983.* Initially, just 3% of schools in Catalonia were Catalan-medium. In the others, Catalan was introduced as a subject. By 1983, more than 90% of all children in kindergartens and primary schools were learning Catalan as a subject for at least 4 hours per week.

2) *From 1983 to 1993.* During this decade, three main types of schooling were available:

   a. <u>Predominantly Catalan-medium instruction</u>: Catalan was the medium of instruction, with Castilian introduced from Grade 3 (age 8), where one subject was taught through the medium of Castilian, and expanded from Grade 6 (age 11), where two Castilian-medium subjects were taught.

   b. <u>Schools with bilingual instruction</u>: predominantly Castilian-medium in the early years, with four hours per week of Catalan in kindergarten and grade 1 and 2 of primary schools, followed by a progressive expansion of Catalan (as L2 and as a medium of instruction).

   c. <u>Schools with predominantly Spanish-medium instruction:</u> Castilian was the language of instruction and Catalan was taught as a specific subject.

   Decisions about which model to adopt were taken locally, but the Department of Education encouraged the adoption of the Catalan-medium model, and by 1990, 90% of schools were predominantly Catalan-medium or bilingual.

3) *Beyond 1993.* A single model for kindergarten and primary schools was adopted. Catalan became the language of instruction while Castilian is introduced for the teaching of one subject from grade 3 and for the teaching of two subjects from grade 6. There is, however, some flexibility and parents can demand that the first stage of teaching (3 to 7 years of age) is in Castilian, with a minimum of Catalan, as prescribed by the official policies (Woolard & Frekko, 2012).

Teacher recruitment and professional development
Since 1979 prospective teachers wishing to secure certification have been required to pass a Catalan proficiency examination. In 1981, in recognition of the fact that although 50% of practising teachers could speak Catalan, only a small proportion of this group were qualified to teach in the language, *reciclatge* ('recycling') courses were introduced to enhance oral proficiency in the language. They were offered at school locations throughout the academic year, and the teachers met after working hours during the week or on Saturdays to learn Catalan. An experimental project was launched in 1982, and later institutionalised in 1983, to provide a more intensive *reciclatge* experience. The *Formació Professional Institucional* (FOPI) Catalan language and culture programme used student teachers to substitute for small groups of teachers who received intensive language instruction during their regular classroom hours. These FOPI participants were also required to attend four more hours of classes outside of their daily work schedule. For a total of eight hours each week, they were immersed in Catalan while learning about different aspects of Catalan culture (Petherbridge-Hernández, 1990a; Webber & Strubell i Trueta, 1991).

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[3] Use of the term 'normal' in Spain has different connotations from English, going beyond the sense of 'usual' or 'habitual' to mean 'standard' or 'expected'. In addition, as some of the international experts consulted in this study have pointed out, 'normalisation' is a process strongly linked to the re-establishment of democratic practices in Spain following the death of Franco, and thus the move to make Catalan the *normal* language of Catalonia implies a key role for the language in this project.

The success of this retraining scheme, in combination with the requirement that all newly qualified teachers since 1979 should be fluent in Catalan, means that there is now no need to provide special Catalan language courses and Catalan, as noted above, has become the *normal* medium of instruction. This shift from Castilian-medium to Catalan-medium education over the course of some 30 years can be attributed to a number of factors:

- the fact that, as Romance languages, Catalan and Castilian have many similarities which make it relatively easy for speakers of one to learn the other;
- the strong position of Catalan, compared to other MLs, when revitalisation through education was initiated in the 1980s: the language was widely spoken and 81% of the Catalonian population said they could understand Catalan, even though a lower proportion (64%) said they could speak the language at that time (Gore & MacInnes, 2000);
- widespread support for the revitalisation of Catalan as part of the *normalisation* process post-Franco;
- the flexible and supportive approach adopted in the introduction of Catalan medium in schools and in the training of teachers to work in Catalan medium classrooms, which evolved in collaboration with parents and teachers.

Basque

Population
The total population of the Basque Autonomous Community (BAC) is around two million.[4] Numbers of Basque speakers have risen from 419,200 in 1991 to 600,000 in 2011 (32% of the population over the age of 16), an increase that is largely attributed to the success of Basque-medium education over this period.

Basque-medium school provision
Moves to promote Basque-medium education date back to the early 1980s, following the death of Franco in 1975. Four models of provision were established: Model A (Castilian-medium with Basque as a second language), Model B (50% Castilian, 50% Basque), Model D (Basque medium with Castilian as a second language) and Model X (Castilian only). In 1983, some 80% of children were educated in Model A schools and 20% in Models B, D and X. By 2006, these percentages had been reversed, with Model D the most popular choice; and it is projected that in school year 2013-14, 78% of pupils will be in Model D.

Teacher recruitment and professional development
From the 1980s onwards, recruitment of teachers for Basque-medium education targeted already qualified teachers, both those who were fluent (native or native-like) speakers of Basque and those with limited or no knowledge of the language. The Irakasleen Alfabetatze Euskalduntzea[5] (IRALE) Programme has provided professional development for teachers wishing to transfer from Castilian- to Basque-medium education, ranging from *ab initio* Basque classes and literacy in Basque to technical terminology for specialist subject areas. Teachers wishing to work in Model B or D schools needed to acquire a qualification (known as PL2), benchmarked against the Common European Framework (CEF) level C1.[6] PL2 is an education-specific variant of EGA2, a generic adult Basque language qualification. Between 1981 and 2007 almost 23,000 teachers had taken part in IRALE, and the

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[4] The BAC consists of three of the seven provinces that form the greater 'Basque Country' (Euskal Herria). Provision for Basque is much less developed in the other provinces, especially the three that form part of France.

[5] Teacher Literacy and Second Language Learning [of *Basque*].

[6] The *Common European Framework of Reference for Languages: Learning, Teaching, Assessment* (CEF) is a set of descriptors of progression in language learning. In widespread use across Europe (though less so in the UK), they have been used in other ML contexts to inform adult language qualifications and provision to enable learners to understand and advance their own linguistic progression. There are six levels, ranging from A1 (the lowest) to C2 (the highest). B1 is roughly equivalent to a Higher in a modern language. C1, the proposed level for those ready to work in GME classrooms, is roughly equivalent to that achieved by Honours modern languages students on graduation. Outline descriptors of B1 and C1 are included in Appendix C.

proportion of primary and pre-primary teachers able to teach through the medium of Basque increased from about 20% to almost 90% (Zalbide & Cenoz 2008).

The IRALE programme, administered by the central Department of Education, was at its peak in the 1990s, when an annual average of more than 1,200 teachers were participating. In addition to course running costs and participating teachers' salaries, supply cover was also paid by the IRALE scheme budget, constituting a major public investment. Because most teachers working in the BAC now have PL2, the focus of current IRALE provision is on developing advanced and specialist Basque rather than on entry-level competence.

The success of this scheme can be attributed to a number of factors:

- the political context (post-Franco), marked by the establishment of a federal system across Spain, focused on distinctive local characteristics (including Basque language and culture in the BAC) and the linking of these features to the commitment to democratic government;
- expectations among parents (whether or not from Basque-speaking families) that fluency in Basque would be a valuable future asset for their children, coupled with growing recognition over time that Model D schools were more successful than Model B in achieving high levels of competence in Basque;
- the declining population in the BAC, leading to concerns about redundancy among teachers and a willingness to acquire new skills (chief among these the ability to teach through the medium of Basque) which would enable them to remain in employment;
- flexible and generous provision to enable teachers to acquire PL2: teachers with no Basque could have up to three years on full salary to learn the language through full-time study, and up to three further years of out of school hours support, to achieve the required level of competence (Macho Aguillo, 2007; Zalbide & Cenoz, 2008).

Welsh

Population
The current population of Wales is just over 3 million, of whom 562,000 people (19%) are Welsh speakers. This proportion (approximately one fifth of the population) has remained fairly stable since 1981, although the numbers of Welsh speakers have risen (as has the general population of Wales) over recent decades. However, there has been a very marked rise in the number of young Welsh speakers: 38% of 3-15 year olds were Welsh-speaking in 2011 which represents an increase of 60% in terms of speaker numbers in the age group. This rise is attributed to the success of Welsh language teaching in the schools, not only Welsh-medium provision but also in English-medium schools, where Welsh has been compulsory up to the age of 16 since 1999.

Welsh-medium school provision
Modern Welsh-medium education can be traced back to the 1930s, with significant expansion in the 1960s and again in the late 1980s, when Welsh was recognised as a core National Curriculum subject in Welsh-medium schools and as a second language in English-medium schools. In Welsh-medium primary schools, teaching is predominantly in Welsh, while in Welsh-medium secondary schools, at least 50% of Foundation subjects (excluding English, Welsh and Religious Education) are offered in Welsh. Nationally, in the 2011-12 school year, there were 62,446 primary pupils being educated in 461 Welsh-medium streams or schools, and 41,262 secondary pupils being educated in 56 Welsh-medium secondary schools. These pupils constitute 24% and 21% of the mainstream school population for the primary and secondary school stages respectively (Welsh Government 2012a).

Teacher recruitment and professional development
Teacher education courses for Welsh-speaking students intending to work in the Welsh-medium education sector are well-established and successful. There are three main providers: the North and Mid Wales Centre for Teacher Education, provided by Bangor University and Aberystwyth University; the South West Wales Centre for Teacher Education, provided by Swansea Metropolitan University and University of Wales, Trinity St David, Carmarthen; and the South East Wales Centre for Teacher

Education and Training (SEWCTET), provided by the University of South Wales and the University of Wales Institute, Cardiff.

In 2003 the Welsh Assembly Government recognised the need to recruit greater numbers of teachers to work in Welsh-medium schools, and the General Teaching Council for Wales proposed that there be support for English-medium teachers wishing to transfer to Welsh-medium education. A pilot project ran in 2005-6, with the aim of equipping fluent Welsh-speaking English-medium teachers with the profession-specific terminology and bilingual teaching methodologies required for them to transfer to the Welsh-medium sector. This Welsh Language Sabbatical Pilot Scheme involved three months of intensive training in the Welsh language and input in bilingual pedagogy, and was funded by the Welsh Assembly Government. A positive evaluation of the scheme in 2007 led to its expansion, although it should be noted that this evaluation found that few course graduates had transferred to the Welsh-medium sector. The Welsh Language Sabbaticals Scheme is currently available to full and part-time primary and secondary teachers, further and higher education lecturers, and work-based learning training providers who are working in Wales. There are three course options available to fluent Welsh-speaking teachers wishing to improve their Welsh-language skills for professional purposes:

i. *'Higher Level' Block course* – a twelve-week full-time course, conducted through the medium of Welsh, providing participants with opportunities to improve their Welsh grammar and professional Welsh language skills, to develop relevant Welsh-medium teaching resources and to learn about bilingual teaching methodologies;
ii. '*Higher Level' Distance-learning course* – a twelve-week part-time distance learning course, intended for teachers with a strong command of spoken Welsh who wish to improve their written Welsh language capacities for professional purposes;
iii. *'Integrated learning' course* – a twelve-week part-time course which aims to improve the Welsh language competences of secondary teachers working in Welsh-medium or bilingual schools.

The Welsh Higher Level Sabbaticals Scheme differs from the Gaelic immersion course proposed in Scotland in two key respects. Firstly, it is principally aimed at teachers who are already fluent Welsh speakers, many of whom are working in bilingual or Welsh-medium education and are seeking advanced level professional competence in the language. Secondly, although a small number of teachers working in English-medium primary schools have participated in the scheme, few have transferred to Welsh-medium schools following the course (ARAD Consulting, 2011). The others have continued to work in English-medium classrooms, where they may, for example, assume responsibility at the school-level for Welsh second language subject teaching. Because of the much higher proportion of fluent Welsh speakers in the Welsh population in comparison to Gaelic in Scotland, it appears that there is not the same need as in Scotland to target intermediate level Welsh-speakers in order to secure sufficient numbers of teachers to work in the Welsh-medium sector. Despite the earlier concerns about shortages, noted above, recent statistics indicate that there are no significant difficulties in filling posts in the Welsh-medium sector (Welsh Government, 2012d).

The Welsh Language Sabbaticals Scheme also provides 11-week intensive 'Foundation' level courses for English-medium primary school teachers who have a basic knowledge of Welsh and wish to improve their Welsh language ability, in order that they may teach Welsh as a second language more effectively. This course is available across Wales, in seven locations in 2013. However, only one sabbatical per teacher is allowed on the Welsh Language Sabbaticals Scheme, and thus completion of the Foundation course is not a stepping-stone to a Higher Level course. There is also an option for classroom assistants in English-medium or bilingual education to improve their Welsh-language skills by means of a Welsh Language Sabbaticals Scheme course (25 days). Similar schemes could potentially be used in the Scottish context in order to increase the Gaelic-language and bilingual education competences of specialists and support staff in Gaelic-medium education, for example speech and language therapists, educational psychologists and classroom assistants.

New Zealand

Population
The population of New Zealand is approximately 4.4 million, of whom just over half a million (15%) claim Māori ethnicity, according to the 2006 Census.[7] Of this group, 132,000 (24% of the ethnic group) are Māori speakers. This represents a small decline in comparison with the censuses of 2001 and 1996, where the figure was 25%. While a quarter of the group aged between 15 and 64 are Māori speakers, almost half (49%) of those aged 65 and over can speak the language, indicating a steep generational decline.

Māori-medium school provision
Māori-medium education was introduced in New Zealand in the 1970s, and this initiative has been promoted by the Māori Language Act of 1987, which made Māori an official language of New Zealand, and the *Māori Language Strategy* of 2003, which sets out a 25 year plan for the revitalisation of the language, with Māori-medium education seen as playing a key role. However, recent figures indicate that the number of enrolments in Māori-medium primary and secondary schools has declined a little, rather than grown, from 17,422 in 2006 to 16,792 in 2012.

There are several models of Māori language in education, ranging from full immersion to the teaching of Māori as a second language. Broadly speaking, the models can be grouped into two main types:

1) *Māori-medium education:* Part or all of the curriculum is taught through Māori, via immersion (Māori language only) or bilingual (Māori and English) programmes. The former is referred to as Level 1 (81%-100% Māori-medium) and the latter, Level 2 (51%-80%). In 2012, there were 276 Māori-medium schools, 105 of which were entirely Māori-medium, while the others offered a mix of Māori-medium and English-medium.

2) *Māori language classes:* Students learn Māori as a second language in English-medium early years, primary, secondary and tertiary settings. This provision is classified as Level 3 (31 – 50% Māori language), Level 4a (12% - 30% Māori language), Level 4b (at least 3 hours Māori per week) and Level 5 (less than 3 hours Māori per week) (New Zealand Ministry of Education, 2013b).

Educational policy relating to Māori-medium education in New Zealand differs in some respects from that in the other contexts reviewed in this study. The educational attainment of ethnically Māori children is, on average, lower than that of non-Māori New Zealanders (Pākehā) and Māori-medium education has been promoted not only for the purposes of language revitalisation but also as a way of raising educational attainment and of developing a distinctively Māori approach to curriculum content and pedagogical methods. This is a politically contested area, with some claiming that this provision is a necessary corrective to a long history of marginalisation and deprivation, while others argue that it does not reflect the social and cultural complexities of contemporary New Zealand (Rata, 2012). In contrast to Wales, Catalonia, the BAC and Scotland, where take-up of MLM provision is not very specifically associated with a particular ethnic or cultural group, it is notable that very few children who are not ethnically Māori are enrolled in Level 1 or Level 2 provision (3% in 2012). Nevertheless, as a result of extensive provision for Māori language classes at all levels of education, there are now some 30,000 Pākehā who can speak the language, with varying degrees of competence (New Zealand Ministry of Education, 2009a).

Teacher recruitment and professional development
Ten initial teacher education (ITE) providers offer training programmes at Bachelor or Diploma levels for those wishing to work in Level 1 or Level 2 programmes (i.e. Māori-medium and bilingual provision). However, recent research (Murphy et al., 2008) indicated that there have been difficulties in recruiting the desired numbers of teachers to work on these programmes. The New Zealand Ministry of Education offers a range of ITE scholarships to those who choose to train to work in Māori-medium education, targeting Māori-speaking school leavers, undergraduates, graduates and working adults looking to change careers. In addition they provide *Māori Medium Bilingual Education Study Awards* (postgraduate diploma), which allow practising teachers to gain qualifications related to Māori language

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[7] The New Zealand Census is conducted every 5 years, but the planned 2011 Census was postponed to 2013 because of the Christchurch earthquake. For this reason, the 2006 results are the most recent available.

and culture. In 2012, 60 such awards were offered. The award includes paid time off in order to gain a post-graduate qualification (up to a year) and supply cover during the period. In addition, it offers help with university fees and relocation costs for up to $2,000 (about £1,000). Fluency in Māori, full teacher registration, a permanent position, and experience of teaching in a bilingual or immersion school are required in order to access the awards.

Retention of teachers working in Māori-medium education remains a challenge, as it has emerged that large numbers (70%) of teachers leave Māori-medium education within three years of taking up post (Sharples, 2013). The New Zealand Ministry of Education funds a professional development programme for teachers working in Level 1 and Level 2 Māori-medium classrooms, Whakapiki i te Reo (WKR), to enhance the teaching of Māori. Although this course includes opportunities to improve teachers' own Māori language skills, the emphasis is on developing pedagogical competences. Initially the programme was university-based, but is now school-based, and involves all school staff (including support and ancillary staff). Five educational providers co-ordinate WKR programmes in different regions, working with groups of staff over a period of a year. A recent evaluation (Matamua, 2012) indicated that participants have found the programmes effective in terms of improving their own Māori language skills, of increasing both the amount of Māori they use with pupils and the quality of the language, and of developing their classroom practice. Given the school-based focus of current programmes, broader issues of impact on the whole school and the wider community (for example by focusing on local Māori varieties) have also been evaluated positively. However, teacher retention remains a challenge, and the evaluators noted that data about the impact of WKR programmes on children's learning had not been collected.

The New Zealand context in some ways offers the closest comparison to Scotland, in that the proportion of Māori speakers in relation to the national population is very low (though still over double that of Gaelic speakers in Scotland) and thus the challenge of recruiting fluent speakers as teachers for Māori-medium education is significantly greater than in the other MLM education contexts reviewed here. The New Zealand government has responded by providing incentives for Māori speakers to undertake ITE for Māori-medium education, and developing the national professional development scheme (WKR) described above. However, there are some critical differences between the Scottish and the New Zealand contexts, most notably the lower rates of educational attainment of pupils of Māori ethnicity compared with Pākehā and the high teacher drop-out rate from the Māori-medium sector, which suggest that the solutions adopted in New Zealand are not necessarily relevant for Scotland. However, the current focus of WKR on developing whole school and wider community approaches to professional development for all staff (not only teachers) working in Māori-medium schools may be worth further attention, and has some points of comparison with the Welsh scheme (described above), open to classroom assistants and potentially other support staff.

Table V, below summarises significant features of professional development provision in the four comparator contexts:

Table V: Summary of features of professional development provision for Catalan, Basque, Welsh and Māori

	Catalan *FOPI Reciclatge*	**Basque** *IRALE*	**Welsh** *Welsh Language Sabbaticals Scheme (Higher level)[8]*	**Māori** *Whakapiki i Te Reo*
Length	Typically 8 hours per week, 4 hours in and 4 out of school time, over a school year	Up to 3 years FT seconded from school; up to 3 further years PT out of hours	12 weeks (60 days)	3 year cycles of CPD for staff already working in Māori medium schools
Provider	Multi-agency	IRALE regional teams	3 university providers	School-cluster led, range of providers
Follow-up	A range of other *Reciclatge* specialist courses provided CPD with emphasis on Catalan	A range of specialist courses in specialist and technical Basque	3 day university-based follow-up session, half a school-term after completion of sabbatical course.	Holistic school/ community development allows for tailored developments as identified by participants
Costs	Not known: c. 1500 teachers took part in FOPI, many thousands in other *Reciclatge* programmes	IRALE Budget stated as €36 million in 2004, but this covers a range of activities (and excludes tutor costs)	Approx. £16,000 per participant. Budget for all Welsh Language Sabbatical Scheme courses (Higher & Foundation levels) is £6 million for 2011-14.	£1.5 million allocated to support CPD in Māori medium schools (not just this programme)
Funder	Generalitat (Regional Government)	BAC Dept of Education	Welsh Government	New Zealand Ministry of Education
Linguistic compet-ence on entry	Not specified	Any level (including no Basque at all)	High intermediate-advanced ('good CEFR B1')	Not specified[2]
Level of fluency to be achieved	CEFR C1	CEFR C1	Not specified	Not specified[9]
FT/ PT	PT	FT or PT	FT	PT

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[8] The course detailed in the table is the full-time university-based course for teachers who wish to develop both their oral and written Welsh for professional purposes. There is also a part-time distance learning course which is intended for teachers with a strong command of spoken Welsh who wish to improve their written Welsh. This course is half-time (30 days over a 12 week period), and involves 12 university-based days, and 18 days of participants' completing course-work on a distance-learning basis. One university provider offers this distance-learning option.

[9] Establishing appropriate levels of linguistic competence for Māori-medium teachers is a subject of considerable debate currently: see Murphy, McKinley & Bright (2008); and Keegan (2012). Generic qualifications for adults exist and it appears that a specific qualification for teachers, the *Teaching Sector Māori Language Examination (TSM)* is in development, under the auspices of the Māori Language Commission, but it is not clear that this is currently on offer.

3.1.2 International strategies for success

The international comparisons outlined in Section 3.1.1 show that, in other contexts where MLM education is available, successful strategies to recruit teachers to work in MLM education and develop their language and professional skills have been devised. The review indicates that six features contribute to this success:

- *critical mass,* in terms of the numbers of ML speakers in relation to the wider population;
- *popular support for change;*
- *significant funding* to recruit and support the professional development of MLM teachers;
- *teacher commitment* to the language revitalisation project;
- *long-term vision* for the revitalisation of the ML, and recognition within this of MLM education as a significant factor in growing the next generation of speakers;
- *willingness to adapt and develop* support for MLM teacher education over time.

Each of these features is discussed and reviewed below, with reference to the lessons for Scotland.

Critical mass

Programmes to develop an MLM teacher workforce have been easier to establish in Catalonia, the BAC and Wales than in New Zealand and Scotland, because a significantly greater proportion of the population spoke the languages in question at the start of these initiatives. Moreover, the revitalisation initiatives through MLM education have had a positive effect, with a major rise in the number of speakers of Catalan, Basque and Welsh as a result, creating a virtuous circle whereby the need for special schemes to recruit MLM teachers and to develop their linguistic competence has become progressively less pressing. As noted above, the issue of retraining teachers to work in MLM education is now of historical interest in Catalonia, while in both the BAC and in Wales, the focus of professional development for MLM teachers is on advanced professional language skills rather than on achieving entry levels of competence.

In Catalonia, the BAC and in Wales, the proportion of children enrolled in MLM education is higher than the proportion of ML speakers. This indicates the potential for growth of these languages in future, if those educated through MLM go on to become users of the language beyond the classroom. In contrast, in New Zealand and Scotland, the proportion of children enrolled in MLM education is lower than the proportion of speakers of Māori and Gaelic in the population, suggesting that further decline of these languages is likely unless MLM education provision expands. This is a vicious cycle. Proactive policy and investment in MLM teacher education is required if revitalisation projects are to succeed.

Popular support for change

Particularly in Catalonia and the BAC, ML revitalisation programmes have benefited from popular support for change, following the Franco period. As noted above, linguistic pluralism[10] has been strongly associated with *normalisation* and the reintroduction of democratic processes. Thus political decisions to fund MLM teacher education and the development of support structures to ensure the success of the programmes have been widely supported. The current context is somewhat different: there are challenges to the growing status of Catalan (Woolard & Frekko, 2012) and Basque (López García, 2009; Nationalia, 2009), and discussions about their role in contexts where the numbers of Castilian-speaking immigrants to Catalonia (Pujolar, 2010) and the BAC (Intxausti et al., 2013) are increasing, and where high levels of fluency in English are seen as critical for academic and career success, within a much less favourable economic climate for Spain as a whole. Thus, there is a growing orientation in the BAC towards trilingual education (combining Basque, Castilian and English-medium education) (Cenoz, 2005; Lasagabaster, nd).

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[10] In addition, in contexts where English is not the national or dominant language, recognition of the value of plurilingualism tends to be greater, as a necessary counterbalance to the encroachment of English even on major world languages such as Castilian.

Revitalisation programmes in Wales and New Zealand have been motivated by different phenomena, perhaps more similar to the Scottish context, where renewed interest in cultural and linguistic heritage, a desire to make amends for the ills of colonialism or repression, and a concern about the potential for the MLs in question to disappear entirely, have all played a part in contributing to the (re-) introduction and growth of MLM education. It could be argued that this process has been more tentative in Scotland than in Wales or New Zealand, perhaps because Gaelic has been less strongly associated with national identity than Welsh in Wales or less identified with a distinctive cultural group, as with Māori in New Zealand. However, political support for Gaelic has grown in recent years, with all parties supporting the Gaelic Language (Scotland) Act 2005 and related initiatives, including the National Plan for Gaelic. A number of respondents in Phase 2 of the research reported here made mention of the impact that these have had on raising awareness and promoting engagement with the revitalisation project. Recent research (O'Hanlon et al., 2013) has shown much stronger positive public attitudes towards Gaelic and to GME in Scotland than were previously thought to exist, and this may indicate that this is a propitious moment to promote greater commitment to revitalisation and particularly to the expansion of GME and the teacher education programmes that this would require.

Significant funding

In all of the international contexts reviewed there have been significant financial commitments to the development of teacher education for MLM education. Given the different historical contexts and variations in the education systems concerned and the length of time involved, direct comparisons are not necessarily relevant and overviews are difficult to achieve.

Catalonia
The direct costs of the *Reciclatge* programme appear to have been relatively low, given that teachers spent eight hours a week on the course, four of which were in their own time, and four of which were taken from their school time commitment but were covered by student teachers. As noted above, the shift from Castilian to Catalan was easier than in the other contexts, given that most of the Catalan population understood Catalan even if they did not speak it, and that the language is similar to Castilian. Nevertheless, there was very significant investment in the structures required to support and implement the move to Catalan, including the establishment of adult language qualifications and a broad-based adult education programme; the shift of ITE from Castilian to Catalan-medium, together with other specialist university courses for language professionals, including language planners; and the creation of bodies to develop and promote specialist and technical language in Catalan, notably TERMCAT, which develops new terminology in Catalan, including terminology of specific relevance the education system.

BAC
In the Basque case, the scale of the retraining programme has been striking. Participating teachers were allowed up to three years out of school to learn Basque, and three further years, in their own time (if necessary), to reach the required linguistic standard. In 2004 the budget for the IRALE programme (not including the cost of IRALE's own staff of over 80 language tutors) was over €36 million (Zalbide & Cenoz, 2008). As with Catalonia, there have been similar investments in support structures, and the current focus of the IRALE programme is in co-ordinating these developments (corpus planning, language examinations, advanced professional development for Basque-medium teachers).

Wales
In Wales, investment in initial teacher education for Welsh-medium education is long-established and now part of the ITE landscape. Despite concerns a decade ago that the country was not producing sufficient numbers of teachers for Welsh-medium education, it appears that the system is self-sufficient and there is no evidence of shortages of teachers in this sector (Welsh Government, 2012d). The focus of professional development is therefore on the development of advanced professional skills for teachers already working in Welsh-medium education, and on improving the Welsh of teachers with responsibility for Welsh in the English-medium sector. The budget for the Welsh Language Sabbaticals Scheme, which targets both groups, totalled £6 million for 2011-4, and it is estimated that the per person cost for participants on the 12 week immersion course (most similar to what has been proposed for Scotland) is approximately £16,000, the bulk of which is for supply cover while teachers are out of the classroom, attending university-based courses.

New Zealand

Two funding strategies have been adopted in New Zealand, to encourage Māori speakers to train as teachers for Māori-medium education, and to provide professional development for those already working in the sector. There are various scholarship programmes for Māori-medium ITE, with approximately $5 million (about £2.5 million) set aside for these in 2013-14. The New Zealand education budget for the same period allocates $3 million (about £1.5 million) to support mentoring and professional learning in Māori-medium education, though it should be noted that initiatives to support Māori-medium education are also specifically mentioned under other broader budget headings (New Zealand Ministry of Education, 2013a).

It is difficult to quantify the total funding to support GME and the proportion within this that is allocated to professional development for GM teachers. The central government scheme of Specific Grants for Gaelic Education is the most important single input, but individual local authorities make significant additional contributions from their own budgets, and various other organisations also incur different kinds of expenditure. There are a number of specific training programmes that are currently being offered or have been offered in recent years, but these do not form a comprehensive, integrated national system. In addition to specific language training offerings for teachers hoping to move into GME (e.g. *Streap* and the week-long immersion courses for teachers that have been offered by universities in 2011-12 and 2012-13), more general opportunities include the annual An t-Alltan conference for GM teachers; various smaller day conferences/meetings for new Gaelic teachers and head teachers of schools with GM provision; and training days for GM early years practitioners and GLPS teachers. A more structured national framework of professional development provision for GM practitioners would clearly have significant benefits not only for graduates of the GIC but also for the wider GM teacher workforce.

Teacher commitment

The commitment of teachers and of the broader education system to the cause of MLM education is essential. Without this, it will be difficult to recruit candidates for the field, and those who do move into the sector may leave again. Our review suggests that teacher commitment in Catalonia, the BAC and Wales has been high, and remains so, for a variety of reasons, both ideological and pragmatic. As discussed above, revitalisation programmes for Catalan and Basque were widely supported at the time they were introduced because of their association with the broader political shift to democracy, and undoubtedly many teachers shared these political perspectives. In addition, there were – and continue to be – pragmatic reasons for the move to MLM education, particularly among teachers working in Catalonia and the BAC. Although, it is probable that early adopters were among the most politically committed, the extent of parental demand for MLM education rapidly became clear: we have seen that in the BAC, over a period of 20 years, pupil enrolment in bilingual and Basque-medium education increased from 20% to 80%. Therefore the ability to teach through Basque or Catalan became increasingly important, in order to progress, or even maintain, a teaching career. In the BAC, this issue was particularly acute because the school population fell very significantly during this period and so acquiring the ability to teach through Basque may have been seen as a way of avoiding redundancy. If this seems a negative rationale, however, it is important also to note that in Catalonia, the BAC and in Wales, the opportunities for career-long engagement with MLM education are evident. In all three contexts, teachers can be confident that there will be jobs in the sector and that there are opportunities for promotion within schools and in the wider system, for example in resource development or corpus planning.

In Scotland (as in New Zealand), the question of teacher commitment is more challenging. Although popular support for GME may be on the rise, as discussed above, there is no catalyst, as there was in Catalonia and in the BAC, likely to bring about a sudden shift to attract English-medium teachers to GME. Though there may be a degree of awareness of plans to expand the sector, probably only a few teachers working in English-medium education will see this as a significant opportunity, and certainly none will be concerned that their own jobs are at risk. This indicates that the recruitment drive for practising teachers to move into GME may need to draw attention both to the ideological context for the expansion of GME, to recruit those who share those objectives, and to the long-term career opportunities.

Long-term vision

The success of MLM education in Catalonia, the BAC and Wales needs to be understood as part of a long-term strategy in each case. Catalonia and the BAC have made very remarkable progress over a period of 30 years, as a result of having taken a long-term perspective from the outset. In Wales it can be argued that the current equilibrium has been achieved as a result of even longer-term planning, dating back to the late 1930s with periodic review and refocusing in the 1960s, the 1980s and the 2000s.

In both Scotland and in New Zealand, this longer-term planning is of more recent date, with the Māori Language Strategy published in 2003 and the first National Plan for Gaelic in 2007. As indicated above, the impact of national and local plans for Gaelic is beginning to change public perspectives and, more specifically, thinking within local authorities and national education bodies in relation to GME. However, there may be a need for more overt linking of the broad commitment to maintaining and promoting Gaelic to the crucial role of GME in securing the next generation of Gaelic speakers. If GME is understood in this light, then the importance of recruiting and retaining teachers for the sector becomes clear, including long-term planning specifically in relation to GME teachers' professional needs and aspirations. Thus the *Gaelic Immersion Course*, which this research will underpin, needs to be seen not as an end in itself but as the starting point for career-long support for teachers in the GME sector.

Willingness to adapt and develop over time

Provision to support MLM teachers' professional development in relation to all four comparator MLs has adapted to changing circumstances over time. This is clearest in the BAC, where IRALE began as provision to enable teachers with little or no Basque to become fluent enough in the language to teach through the medium of Basque but has evolved to concentrate more specifically on the development of educational resources, advanced skills in technical Basque for specialist subject areas and quality assurance strategies. There is recognition also that the success of Basque-medium education, which initially envisaged take-up only or mainly among pupils from Basque-speaking families, means that teachers now need to address more directly the needs of pupils who are learners of Basque, for whom the provision is, effectively, language immersion; and that this requires specialist training. Similar trends are observable in Wales. In both the BAC and Catalonia, there is a current focus on teacher education to support the inclusion of immigrants in Basque- and Catalan-medium schools, and on the growing demand for a trilingual approach, incorporating English as well as Castilian. In Wales, the 'Triple Literacy' initiative similarly seeks to exploit synergies for primary school pupils already bilingual in Welsh and English to learn a third language (Welsh Assembly Government, 2011b).

In New Zealand, the focus of professional development has responded to the specific issue of support for Māori-medium teachers in the early years of service. It is recognised that this is a stage at which mentoring and support to develop professional linguistic and pedagogical skills is critical to long-term teacher retention and the success of the revitalisation initiative. In addition, in keeping with broader trends in New Zealand's approach to professional development for teachers, the locus of provision for professional development has shifted from universities to schools and school clusters, so that provision fits with headteachers' school development plans and so that the whole school and the wider community served by the school can be actively involved (Matamua, 2012).

Scotland has a strong tradition of professional development for teachers, which is currently undergoing significant review and change as a result of *Teaching Scotland's Future* (the 'Donaldson Review') and other developments relating to the implementation of *Curriculum for Excellence.* Thus, our national ability to adapt and develop teacher education is not in question. This is a strength on which existing and new provision specifically for teachers working in the GME sector can build. The *Gaelic Immersion Course* and other professional development initiatives thus need to establish cycles for evaluation and evolution and ensure effective links with the broader career-long learning programme currently under construction, in response to *Teaching Scotland's Future*.

3.2 A Gaelic Immersion Course for Scotland

The aim of this review is to identify the key issues to be addressed in designing a Gaelic Immersion Course (GIC) for qualified teachers with some knowledge of Gaelic and an interest in transferring to GME. Having conducted the first phase of the research – the review of MLM teacher education discussed above – the second phase consisted of linking the lessons learnt from Phase 1 with existing prototype plans for a GIC, and investigating the views of three Scottish stakeholder groups:

- national bodies with responsibility for GME and for education in Scotland more broadly;
- local authorities currently offering GME or considering doing so in future:
- potential course participants.

Through a combination of telephone surveys, face-to-face interviews and focus group discussions, the challenges and opportunities relating to the proposed course design were explored and options identified. This section presents the findings of this phase in relation to six aspects of the course: effective recruitment strategies; models of provision; course outcomes; effective retention strategies; post-course opportunities; and funding.

3.2.1 Effective recruitment strategies

Proposition

The GIC proposal is to second qualified teachers with intermediate Gaelic (CEF Level B1[11]) to a one-year, full-time, intensive, Gaelic immersion course which prepares them, linguistically and pedagogically, to work in GME classrooms.

Challenges

Identifying participants
Historically, recruiting prospective teachers for GME has been difficult in Scotland, as a consequence of the small number of Gaelic speakers in the population. While pupil numbers have risen, the numbers of teachers qualified to work in GME and the numbers currently employed in the sector have remained low. Existing initial teacher education provision at the Universities of Strathclyde and Aberdeen ring-fences places for fluent Gaelic-speakers wishing to qualify to work in GME, but there have been persistent difficulties in recruiting sufficient numbers of students already fluent in Gaelic to fill the places available. The University of the Highlands and Islands (UHI) has recently introduced a primary Post-Graduate Diploma in Education (PGDE) with a Gaelic pathway, targeting fluent speakers of Gaelic who wish to become primary teachers, The University of Edinburgh will shortly offer an Undergraduate degree course in Gaelic with Education, with the intention of enabling Gaelic learners and fluent speakers to study to become teachers at the same time as acquiring the linguistic skills that would enable them to work in GME; and UHI will offer a similar degree in collaboration with the University of Aberdeen. The logic underlying the GIC is that, in addition to these new and long-standing initial teacher education schemes, there may also be qualified teachers with an intermediate level of competence in Gaelic who could transfer to GME if they had the opportunity to improve their language skills. Earlier research (Milligan et al., 2012) indicated that there are teachers currently working in English-medium education in Scotland who would be attracted to such a course, and views expressed by focus group participants for this review support this.

Competence in Gaelic on entry to the course
Because it is proposed that the GIC will target teachers who already speak some Gaelic, entry level expectations represent a potential challenge. Stakeholders had different views on this, depending on their expertise in language education: for example, those experienced in language learning themselves and in the recruitment of language educators were aware that the jump from CEF B1 to C1 (the

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[11] See Appendix C for details of the *Common European Framework of Reference for Languages: Learning, Teaching, Assessment* (CEF), and summary descriptors of Levels B1 and C1.

proposed linguistic outcome of the course) is very considerable and may not be achievable in one year, however intensive the programme. Those less familiar with the CEF descriptors, including prospective participants themselves, were unsure whether Level B1 represented a realistic starting point. Some thought that the descriptions of competence would be off-putting for potential course participants. If the entry-level descriptor were left deliberately vague (e.g. 'some Gaelic'), they thought this could make the course very attractive to people who had already made some commitment to the language.

This suggests that care needs to be taken in defining entry-level expectations in order to avoid discouraging applicants who would in fact be suitable but might not perceive themselves to be sufficiently well-qualified. It must be accepted that prospective participants are likely to have very varied histories of learning Gaelic and different profiles of competence. Local authority representatives surveyed for this review were clear that the course design will need either to cater for a mixed ability group or to offer a variety of routes into the course for more or less advanced Gaelic learners. Course outcomes (see below) may therefore also need to be differentiated, reflecting different entry points, different routes (if offered) and different rates of progression. A balance needs to be achieved between deterring well-qualified but modest candidates on the one hand and setting unrealistic expectations for those who have not yet reached a level of Gaelic that would allow them to benefit from the course.

Need for adult learner qualifications
Some of the challenges outlined above could be avoided if a system of adult learner qualifications for Gaelic existed. This would set clear and accepted standards and it would then be possible, for example, to require participants to have reached a certain level as a preliminary to the GIC. It is notable that Catalonia and the BAC established adult level qualifications at the start of their revitalisation initiatives, and in the BAC they have developed a specific version of the standard adult language qualification for Basque-medium teachers. Wales and Ireland also have qualifications for adult learners, which are benchmarked against the CEF, and development of such qualifications was identified as a desideratum by the report by McLeod et al. (2010) on adult learning of Gaelic.

Informed decision-making
Scottish stakeholders consulted also emphasised the need for participants to have detailed information: firstly about the nature of the course, expectations of the participants and likely outcomes; and secondly about the likely availability of GME posts when they complete the course, support for teachers who transfer to GME and longer-term career opportunities. In addition, the stakeholders highlighted the importance of reassuring potential participants that if they fail or decide not to proceed with the GIC, they can return to the posts from which they have been seconded. These issues are addressed in more detail below. However, in relation to recruitment for the course, the key point emerging from the consultation is that this information needs to be available at the outset, in order for prospective participants to make an informed decision about the value of enrolling.

Opportunities

Scottish stakeholders recognise that a solution to the difficulty of recruiting teachers for GME needs to be found, and the GIC was widely regarded as a suitable response which was felt to have considerable potential.

Staff in national bodies and in local authorities are willing to promote the course to potential participants, noting that the better informed they are of the proposed structure, outcomes and long-term benefits, the more effectively they will be able to promote the course to teachers and to others who may need to be persuaded of the value of seconding staff to the course and of them then transferring to GME.

Prospective participants themselves expressed considerable enthusiasm, providing the entry level bar for Gaelic proficiency was not set too high and that they could be assured that there would be opportunities to work in GME on completing the course, support for them in the early stages of their Gaelic-medium teaching, and longer-term career prospects.

Options

The Scottish stakeholders consulted view the GIC prototype as an attractive proposition which could be enhanced if designed as a flexible model with varied entry and exit points, in the context of a longer-term commitment to supporting teachers new to GME and to ensuring career-long learning opportunities for all who work in this sector. For example, if course participants are not able to achieve the level of competence in Gaelic needed to work in GME classrooms, provision to ensure that they could progress towards this level, given additional time, could be made. Given the tentativeness on the part of prospective participants about linguistic competence and rates of linguistic progression (described above), it is expected that the existence of such post-course CPD opportunities would enhance recruitment to the Gaelic Immersion Course.

The existence of adult-level qualifications in Gaelic would support the establishment of pre-GIC language competences in prospective participants and enable progression to be tracked during the GIC and afterwards. This would also help to establish a broader consensus about the linguistic competence required of teachers starting work in GME.

Similarly, a vision of how the GIC relates to wider initiatives in developing teachers' career-long learning, in the light of *Teaching Scotland's Future*, would reassure prospective participants that the course is integrated with current developments in Scottish teacher education, ensuring relevance for long-term career plans.

3.2.2 Models of Provision

Proposition

As the name indicates, the GIC is envisaged as an *immersion* course, meaning that participants should have intensive exposure to Gaelic throughout the course, and also understand the nature of the immersion experience which many of their pupils will also encounter in GME. Immersion entails face-to-face provision, though some distance learning elements may be included. The aim of this form of provision is to maximise opportunities for course participants to progress towards the expected linguistic and pedagogic competences required for working in GME. For this reason, it is envisaged that the course will be a one-year, full-time, face-to-face course. It is anticipated that the pilot year course is held in Edinburgh and/ or Glasgow, but that in subsequent years, this could be expanded to include locations in other parts of Scotland.

Challenges

Time
The Scottish stakeholders noted that the GIC participants are expected to make very substantial progress in terms of Gaelic language competence and also to acquire the pedagogical skills that will enable them to teach effectively through the medium of Gaelic. Although it is envisaged that the participants will spend a full academic year out of the classroom, doubts were expressed as to whether this is a sufficient amount of time to enable participants to achieve these goals. In the BAC, the closest international comparator on this point, teachers could have up to three years out of the classroom, with a further three years of study, if needed, to reach the required linguistic standard. Many of these teachers were *ab initio* learners, so the Scottish decision to target teachers who already have some Gaelic may shorten the time requirement, but to progress from CEF B1 to CEF C1 in the course of a year remains a very demanding expectation.

Several stakeholders expressed the view that it would be difficult for teachers to spend more than a year out of the classroom, without losing professional competence, and in particular up-to-date knowledge of the implementation of *Curriculum for Excellence.* However, others were willing to envisage a course lasting longer than one academic year, providing the GIC included GME-based placements and observation opportunities which would keep participants informed about current developments in policy and practice. Other options, such as partial release over a longer period of time, were largely rejected, firstly because this would diminish the intensive focus on the language

which a period of study time entirely free of other professional demands would permit; and secondly because making partial supply cover arrangements intermittently over a long period of time would be more complicated for local authorities and less satisfactory for pupil learning.

Because of the ambitious course goals and the relatively limited amount of time available, several of the stakeholders consulted noted that not all participants are likely to achieve these goals by the end of the course. As highlighted above, this suggests the value of providing additional structured language support and development after the course has come to an end.

Face-to-face versus distance learning
There is agreement among stakeholders that an immersion approach requires intensive face-to-face provision. Such a programme enables language learners to study something (in this case the pedagogical theory and practice of immersion learning and teaching) through the medium of the language they seek to learn. Extensive research dating back to the 1960s, when the first modern immersion programmes were introduced in Canada, has established that learners on immersion programmes make rapid language gains, and can attain, in time, both native-like levels of comprehension of the language in question, and high levels of spoken fluency. In part, this is simply a consequence of the greater amount of time dedicated to learning the language (in comparison with a two or three hour a week conventional foreign language class); but it has also been established that further gains derive from the requirement to engage intellectually with demanding subject content through the medium of the target language. Perhaps paradoxically, by *not* focusing on the demands of language learning directly, learners seem to learn a language more effectively.

Stakeholders agree that there may be some potential to develop the GIC as a blended learning course, complementing face-to-face provision with online elements which would enable participants to undertake some of the work independently, and thus to tailor aspects of study to their specific needs, given that it is likely that they will come with very diverse backgrounds in learning and using Gaelic. Online learning is not necessarily solitary, and indeed, as stressed by several of the informants we consulted, one aspect of this element of the course could be the development of virtual support

The development of distance learning dimensions to the course might potentially make it viable, in due course, to include participants who do not live close to the course delivery sites. There may be some tension between the need to deliver teaching in the most effective manner possible and the aspiration to include participants who are not in a position to take part in face-to-face teaching in the centre where teaching staff are based.

Demanding course content
Several of the Scottish stakeholders recognised that, though much of the focus of discussion concerning the nature of the course is on the language learning element and the most effective methods of enabling students to make rapid progress, the pedagogical content will also be demanding. While they emphasised that course participants will already be qualified teachers and experienced practitioners, they thought that working in GME requires additional areas of knowledge and skill, such as familiarity with the theory and practice of learning and teaching a minoritised language as a 'first' or a 'second' language; literacy development in two languages; the development of both social and academic language competences in Gaelic; the cultural context for GME; the ability to assess children's academic progress through their performance in what will be a 'second' language for most; and the ability, more broadly, to adapt current trends in educational practice, most notably those emerging in the implementation phase of *Curriculum for Excellence,* such as interdisciplinary learning, critical thinking skills, and self- and peer-assessment, to the GME context.

Because this is an immersion course, stakeholders thought that these areas of pedagogical expertise should be delivered through the medium of Gaelic to the maximum extent practicable. Research into immersion programmes and Content and Language Integrated Learning (CLIL), a variation of the immersion model which has a more specific focus on how content and language learning are linked, shows that not only do participants in such programmes learn languages more effectively, but also that they tend to perform better on relevant assessment measures relating to content than peers who have studied similar content through their 'first' language. Though this may seem counterintuitive, it may be that learning content through another language forces learners to pay greater attention and to focus on

significant features of content. Such attainment outcomes are dependent on teachers (in this case teacher educators) ensuring that they too are familiar with the theory and practice of immersion or CLIL programmes and confident and competent in their delivery.

Opportunities

Though the proposed GIC is ambitious in what it sets out to achieve, discussions with stakeholders make clear that this approach is regarded as necessary and appropriate when seeking to make rapid gains in language acquisition. Similar immersion teacher education programmes of this type, most notably in the BAC, indicate that success is associated with intensive language provision which is flexible (i.e. recognising that entry and exit points may vary from one participant to another and that there will be diverse learner needs), and focused on progression, with clear long-term goals (e.g. achievement of recognised qualifications).

The benefits of a CLIL approach to the delivery of additional pedagogical skills will be that course participants should, by the end of the course, be able not only to teach through the medium of Gaelic but also to think professionally in Gaelic. This has considerable potential for the long-term development of the sector, as the graduates of this course, along with others working in GME who have opportunities to take forward professional development that focuses specifically on specific sectoral needs and opportunities, will be future leaders of the Gaelic language revitalisation programme within an educational context.

Options

The nature of the GIC provides opportunities to explore the range of contexts which deliver immersion experiences. These would include classroom-based provision where course content is delivered through the medium of Gaelic, as described above, but could also include placements in GME classrooms and in other settings where Gaelic is the means of communication; setting up and participating in face-to-face or virtual Gaelic-medium networks for teachers working in GME, or planning to do so; and other face-to-face or virtual settings where fluent Gaelic speakers and learners might collaborate on specific tasks.

3.2.3 Course Outcomes

Proposition

The goal of the GIC is that course participants should, on completion of the course, have acquired the linguistic and pedagogical skills required to take up posts in the GME sector, be committed to a career in this field and feel confident that they can support children's learning effectively through Gaelic. Specifically, it is proposed that participants should have reached CEF level C1 in Gaelic, and that course modules should be badged at SCQF Level 11 (i.e. at Master's Level).

Challenges

Progression to CEF C1
The Scottish stakeholders stressed the need for the level of linguistic competence to be achieved by the end of the course to be defined in ways that are widely recognised and understood. They noted that it is crucial that the qualification can be benchmarked against an objective calibration of linguistic skills that is meaningful to language teachers and language professionals. The view that acquiring a level of competence in Gaelic similar to CEF level C1 is the minimum acceptable for working in GME is supported by the fact that C1 is the level required in the BAC for teachers working in Basque-medium classrooms.

In discussion, some Scottish stakeholders raised the question of whether teachers working in primary and secondary sectors would need to have the same level of Gaelic competence. They agreed that both primary and secondary teachers need good command of the language, albeit with different emphasis: some observed that secondary teachers would be dealing with advanced learners and therefore need specialist subject knowledge. Others thought that the early stages of GME (typically a full immersion phase in P1-P3) are the most demanding and need the most sophisticated language

skills. Moreover, C1 is proposed as the level of competence required to start teaching in GME. In time, it would be appropriate to expect that GME teachers should aim for C2 ('Mastery'), which is close to native level standards of competence and fluency.

Nevertheless, several of the stakeholders consulted noted that, for the reasons set out above, ensuring that course participants progress from B1 to C1 in the course of a year may be over-ambitious, and options which allow participants to achieve this standard over a longer period of time may need to be devised.

Assessment and accreditation of specialist professional competences
The aim of the GIC is to ensure that participants will have developed a range of specialist pedagogical skills, as listed in Section 3.2.2. The course needs to identify ways of assessing these skills in ways which make sense to participants, provide a clear indication of progression and support participants in identifying areas for future development, through the processes of formative assessment. At the same time, there was agreement amongst the stakeholders consulted that assessment needs to meet the expectations of the various relevant academic and professional bodies. Because the course aims to achieve a number of linguistic and pedagogic goals simultaneously, assessing and accrediting professional learning achieved through the medium of Gaelic is likely to be complicated.

Opportunities

Use of European Language Portfolio
The Council of Europe developed the European Language Portfolio (ELP) "to support the development of learner autonomy, plurilingualism and intercultural awareness and competence; and to allow users to record their language learning achievements and their experience of learning and using languages".[12] As ELPs are benchmarked against CEF levels, this is a tool which enables language learners to understand and take responsibility for their linguistic progression.

Many different versions of the ELP now exist but a useful model to explore in the context of the GIC might be the European Portfolio for Student Teachers of Languages (EPOSTL). Although this has been used in other European countries (including England), EPOSTL has not been adopted in Scotland. However, a small-scale trial with modern languages ITE students at Glasgow University indicated that the students found it a valuable tool. EPOSTL could thus be used in the GIC context and could potentially also be adapted to the GME context.

GTCS Framework for Professional Recognition
The GTCS is keen to explore opportunities to apply the GTCS standard for professional recognition[13] as part of the GIC approval process, ensuring that successful completion of the course would automatically be recognised in teachers' formal record of professional development and would facilitate transfer into GME for those not initially qualified in this sector. As well as facilitating the development of a specific professional pathway for these purposes, this would add to the attractiveness of the course from the perspectives of prospective participants and future employers.

Support for Master's Level Study
By badging course modules at SCQF 11, participants who have successfully completed the course will have course credits which can be counted towards a Master's degree. The majority of the stakeholders consulted agreed that this is an appropriate level of award for the demands of the course, and should represent an incentive to participants to continue their studies after completion of the one year GIC, with the expectation that a number of course graduates will complete Masters, in due course, with dissertations of relevance to GME. This will constitute an important element in the professional and academic development of the GME sector and support the leadership ambitions of a new generation of GME professionals, in line with the expectations of *Teaching Scotland's Future.*

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[12] http://www.coe.int/t/dg4/education/elp/
[13] General Teaching Council for Scotland (2007). *Framework for Professional Recognition/ Registration. Advice and Guidance for Teachers.* Edinburgh: GTCS.

Options

Inclusion of a strong formative assessment dimension would encourage course participants and employers to recognise that moving into GME should be understood as a process which extends beyond the life of the GIC itself. Formative assessment approaches which allow participants to understand their own needs and potential, and to take responsibility for their own learning on the course and beyond, should be adopted to ensure that from the outset, participants monitor their progress and take advantage of the range of support structures (face-to-face and virtual) appropriate to their needs.

Given that linguistic and pedagogical competences will vary at the start of the course, it must be expected that they will do so also at the conclusion of the course. It will therefore be important to ensure that there are opportunities for course graduates to continue their learning after the course has come to an end. Support for this – such as additional opportunities to reach levels of Gaelic comparable to CEF C1 (and, ultimately C2), to continue professional development with the support of mentors and professional networks, or the option to complete a Master's degree – should be made available.

3.2.4 Retention Strategies

Proposition

Following successful completion of the course, it is anticipated that participants will transfer to Gaelic-medium posts in primary or secondary schools, as appropriate to their initial qualifications and experience, although it is possible that in some cases they might be better placed to contribute to Gaelic learners' education. These posts may be in the local authorities for which they originally worked or elsewhere in Scotland, given the stated policy goals of expanding current provision and opening up new provision, in some cases, in authorities which do not currently offer GME.

Challenges

Employment opportunities
Local authority representatives had different views on the likelihood of GME posts for course graduates being available in their area. Representatives of some authorities were acutely aware of Gaelic-medium teacher shortages, but others were unsure that there would be increased demand for GME within their local authority area. Many were concerned that staff seconded from their authority onto the course would then transfer to another authority for work, thereby negating the value of any investment on the part of the local authority. It should be noted that this investment is not necessarily (only) financial: the scheme effectively asks local authorities to support the secondment of an experienced teacher, taking them out of the classroom for a year and potentially having them transfer elsewhere. However, it is also the case that local authority representatives understood the need to take a national as well as a local view of GME recruitment, and they recognised that they could gain as well as lose. It is also important to note that this dynamic applies to any investment in teachers' professional development, not only to initiatives to promote GME.

Retention
Retention of staff in the GME sector was also seen as an issue in some local authorities where there had been a history of staff leaving, after a relatively short period of time in post. In some cases, this was to work in GME settings in other authorities, and in others, to move into English-medium provision either within the same authority or elsewhere, for the purposes of career development and promotion. Similar problems were experienced in Catalonia, in the early days of the shift towards Catalan-medium education, where teachers used the opportunity of having taken part in the course to transfer to work in schools or areas which were seen, for a variety of reasons, as more attractive. Catalan authorities required staff who took part in the *Reciclatge* courses to agree to continue to work in the school or area where they were employed for two years following completion of the *Reciclatge* course (Petherbridge-Hernández, 1990a).

More broadly, many local authority representatives had experience of teachers taking part in expensive professional development schemes and then choosing not to make use of the new skills acquired. These authorities, and some national stakeholders, have suggested that, as with the Catalonian scheme, as a condition of acceptance onto the course, participants should be asked to commit themselves to a minimum period of time working in a GME setting, on completion. However prospective participants found the prospect of making such a commitment alarming, at least at the outset of the course. They saw the course as an opportunity to explore whether they were suited to GME. Because of the challenging nature of the learning required, they felt it would be difficult to be sure that they would feel competent and confident enough to transfer, before they had embarked on their studies. Some suggested that they could be asked about their commitment to GME half way through the course A short 'taster' phase could also help prospective candidates decide if they were interested in applying for the GIC, and also provide an opportunity for tutors to assess prospective participants. The week-long courses for teachers that have been offered by universities in 2011-12 and 2012-13 could potentially be adapted for this purpose.

Career development and promotion
There is a longer-term need to explore the potential for career-long development and promotion within GME or in posts which include responsibility for GME. Though Scotland has a long tradition of professional development for teachers, recently reviewed and expanded by *Teaching Scotland's Future,* most of the provision is generic, not specific to GME. Of course, many aspects of professional development are similar for teachers working either in English-medium or in GME, but the absence of sector-specific provision means that teachers working in GME do not necessarily receive the specialised support they need to adapt professional skills to the particular requirements of the sector.

Scottish stakeholders also stressed the need to offer participants opportunities to develop leadership skills in line with their career stage and of relevance to GME (e.g. to take on the role of Gaelic 'champion' in a context where they may be the only Gaelic speaker; to initiate new Gaelic-medium provision; or to expand successful provision). Such leadership experiences in Gaelic-medium education would be useful when senior posts in the sector are advertised. At the moment, as several of the Scottish stakeholders commented, the absence of a national framework for/clarity around career development, leadership experiences and promotion within GME may act as a deterrent both to recruitment of teachers onto the GIC and also to commitment to remaining in the sector subsequently.

Opportunities

Gaelic Language Plans
The National Gaelic Language Plan and individual public bodies' Gaelic language plans are encouraging various organisations concerned with teacher employment and promotion and teachers' career-long development to address these questions specifically in relation to GME, making explicit links between generic planning in these areas and the needs of the GME sector. In particular, there is an opportunity currently to synergise career-long development for GME teachers with the work currently under way to implement the recommendations of *Teaching Scotland's Future.*

The New Zealand model
The response of the New Zealand government to the high dropout rate of teachers working in Māori-medium education has been to invest in whole-school professional development, targeting not just the teachers but also other school workers and the wider community. The aim is to ensure that strategies are strongly rooted in local concerns and that teachers understand and respond to these. This initiative has been positively evaluated (Matamua, 2012) though it is too early to say whether it has had an impact on teacher retention. Given that recruitment and retention of teachers are issues which affect New Zealand and Scotland more acutely than the other international comparators, this initiative may be of interest when it is more fully evolved.

Options

There is a need for a national body to take responsibility for the overview of supply and demand for GME teachers, linked to a national plan for career-long Gaelic-medium teacher development which encompasses but goes beyond the proposed GIC. This would mean that course participants themselves and their sponsoring local authorities could assess the immediate opportunities for

employment and longer-term promotion prospects, and make decisions about the value of commitment to intensive study of this kind. A national plan for GME teachers' career-long learning, involving mentoring and the establishment of national networks would benefit all teachers in the sector. Local authorities appear to be aware of the importance of such schemes and to be willing to provide support for these, recognising that they would facilitate the emergence of a cadre of professional GME educators to take forward the next phase of GME expansion.

3.2.5 Post-Course Opportunities

Proposition

For the immersion course to be maximally successful in producing new teachers for GME who will make a sustained, high-quality contribution to the sector, national mentoring and networking schemes should be established for course graduates, supporting career-long linguistic and pedagogical development. In addition, opportunities to complete a Master's degree, focusing specifically on aspects of GME, should be promoted and supported.

Challenges

Identifying and engaging mentors
Teachers and other stakeholders emphasised that mentoring by experienced GM teachers should play an important role in supporting teachers who enter the Gaelic sector as a result of the GIC. Such mentor support would also be very useful through the GIC itself, as developing links with practicing Gaelic-medium teachers at an early stage would be valuable for course participants. The need to build connections to GM teachers and Gaelic schools or units underscores the need for partnership with local authorities in all aspects of the course: this will enable suitable mentors to be identified and supported. A national mentoring scheme is needed because of the small size of the GM sector as a whole and the value of ensuring that both prospective and new GME teachers can draw on expertise wherever it is located, not only in the authority in which they happen to work. A national mentoring scheme, along with a national networking scheme (see below), would support a co-ordinated approach to the promotion of advanced language and pedagogical competence among all those working in GME, by ensuring that the knowledge and skills of experienced practitioners are passed on.

Establishing national networks for GME teachers
There is a similar need to establish national networks for teachers working in GME. This will be a very valuable resource, particularly for those working in local authorities where GME provision is in the early stages of development or on a limited scale. It was felt that a national network for teachers working in GME would help teachers to identify areas for career development and would work well together with a formal system for the provision of professional development within the Gaelic-medium sector. Although these ideas have been mooted in the past, they have not developed as fully as they might and there may be a need for further exploration of barriers to setting up such schemes.

Integrating career-long learning specific to GME with wider Scottish context
As discussed in Section 3.2.4, there is a need to integrate career-long learning specific to GME with initiatives that are developing across Scotland in the light of *Teaching Scotland's Future.* At the same time it is important that those working in GME have access to the professional development resources which are made available nationally, and that there is investment in making links between national initiatives and the specific needs of the GME sector. In the context of the present report, the concern is principally to ensure that there is appropriate career-long learning for GIC graduates as they move into GME posts, but the benefits for them would apply to all those working in GME.

Opportunities

International examples
Training opportunities offered in other countries (particularly Wales, the BAC and New Zealand) provide potential models for post-course opportunities, and give an indication of the range of areas of professional development likely to be relevant to GIC graduates. These include advanced linguistic competence and specialist or technical language skills relevant to their areas of work, development of

support for pupils' Gaelic skills, particularly in areas such as informal or social Gaelic, areas to which teachers in the BAC are now devoting considerable attention (in relation to Basque), and addressing the place of GME in a whole-school and wider community context.

Completion of Master's Degrees
Given that the intention is that the GIC course will provide participants with Master's level credits, there is an incentive for course graduates to continue their studies and acquire the degree. This fits with recommendations from *Teaching Scotland's Future* and there will be particular benefits for GME in encouraging and supporting GIC graduates (and others working in GME) to pursue this option, as this will promote detailed professional research into key issues for the sector.

Options

In considering post-course opportunities appropriate to GIC graduates, it seems clear that this process should constitute a starting point for the development of a co-ordinated national strategy for career-long learning for GME teachers. This should include a planned evolution from ensuring the required linguistic competence to developing advanced level professional skills. Support for this development could encompass the establishment of national mentoring and networking schemes, linkage with national developments in relation to teachers' career-long learning and support for GIC graduates and others to complete Master's degrees of relevance to GME.

Evidence from other contexts makes clear that this long-term perspective is essential for success. As such, enhanced career-long learning provision should be made available to all those working in GME, not just GIC graduates. Development of the GIC should therefore be seen as part of a systematic upgrade and expansion of career-long learning in relation to the GME sector. Such an expansion would have obvious cost implications, above and beyond the costs of the GIC itself. The costs of GIC are discussed below.

3.2.6 Funding

Proposition

It is proposed that qualified teachers who will, in most cases, be currently employed in the English-medium sector, are seconded to the GIC, and that therefore their course fees, salaries and travel and other expenses are paid for. In addition, supply cover will need to be arranged for their teaching posts.

Challenges

Costing
Costing the GIC fully and realistically, and securing stable on-going funding to meet these costs, is clearly a major challenge. The most important difference between courses that enrol existing teachers rather than degree programmes that enrol 'ordinary' students is that supply teacher costs must also be taken into account, and these will be significantly higher than even the most generous student bursary. The total cost of the GIC thus incorporates the cost of running the course itself (tutor salary costs, teaching materials, administration, accommodation and related overheads), supply costs and travel and subsistence for the participants. This last element could be relatively higher in Scotland than in more densely populated countries (such as the Basque Country) if some participants might have to take courses far away from their homes and incur accommodation costs as a result.

In Wales, course providers involved in the Sabbaticals Scheme are paid £60,000 per course for 12 week intensive immersion courses, catering for up to 12 people. It is estimated that there are £11,000 additional costs per participant: this figure includes salary costs for the supply teachers taking the place of the participating teachers, travel and subsistence. As outlined above, there are some structural differences between the Welsh scheme and what is likely to be required in Scotland, but given that salary levels and other cost inputs are comparable this provides a rough benchmark, indicating that a

GIC lasting a school year, as proposed here, might cost in the region of £50,000 per person, or £600,000 for a cohort of twelve students.[14]

Sources of funding
The most difficult challenge is simply to identify the source of funding for the substantial new investment required to run the GIC, especially in the current climate of fiscal austerity and budget restraint. Representatives in local authorities where GME is already well-established have indicated that they would be willing to second teachers and pay their salaries while on the course. However, they concur that additional funding for supply cover cannot come from existing local authority resources for career-long learning, given current financial constraints. The GIC, as a full-time course lasting a year, is longer than most professional development courses currently undertaken, and the investment is seen as potentially more risky, given that it is not clear that participants would be able to return to GME posts in the same authority. In local authorities where GME is not currently on offer, representatives were unsure whether their authority would be wiling to second teachers who would, inevitably, seek employment in another authority on successful completion of the course.

Money which is currently allocated to GME, through, for example, the scheme of Specific Grants for Gaelic, will continue to be needed for existing purposes (e.g. staffing, resources, pupil transport) and it would not be viable to endeavour to fund the GIC from this source, unless, of course, the overall Specific Grants budget were somehow increased to a level that could meet the full cost of the GIC. There appears to be a clear view among local authorities that the GIC should be understood as a national initiative and should be funded either by a ring-fenced extension to the Specific Grants scheme or by a new national scheme, perhaps along the lines of the Welsh Language Sabbaticals Scheme. Total Welsh Government funding for the Sabbaticals Scheme in 2011-14 has amounted to £6 million. Similarly, the Basque retraining programme IRALE is structured as a distinct central government scheme with dedicated funding of over €36 million per year at the peak of the programme (not including the salary costs for the 80 tutors involved in language course delivery). Thus, although the potential cost of a GIC for ten or twelve participants may well seem high, other countries that have undertaken comparable initiatives have secured significantly greater funding for their programmes.

Opportunities

The comparisons with programmes in other countries that are seeking to develop the role of MLs in education make clear that an ambitious and long-term vision, supported by funding to achieve the goals set, can be highly effective in transforming the education system and the place of the ML within it. One international expert commented that the cost of professional development schemes should not be evaluated in relation to their impact on education alone but to their pivotal role in the successful revitalisation of the ML. The central role of GME as a mechanism for Gaelic language revitalisation has been clearly explained in the National Plan for Gaelic. There appears to be consensus among those consulted that the GIC can play a pivotal role in supporting the planned expansion of the sector. It would probably not be realistic to envision growth on the scale seen in the BAC, but at least in principle, the opportunity is there if there is a sufficient commitment to grasp it.

Options

Developing an appropriate funding mechanism will require dialogue and negotiation with a number of key partners, most obviously the Scottish Government, local authorities, national education bodies and Gaelic organisations, especially Bòrd na Gàidhlig. One national body representative commented that in the current financial climate, no one organisation could simply find the requisite money, but that if different organisations maintain a dialogue and build consensus on the perceived value of the scheme, momentum will slowly bring all partners to a position where a collective commitment to the scheme and a collective solution to the question of funding can emerge. This is a policy decision for stakeholders, however, and not a matter for academic researchers. The research here does show a possible path forward but it is for decision-makers to choose whether to follow it.

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[14]The Bòrd's specification for the pilot immersion course gave a figure of ten rather than twelve participants. Provider costs (e.g. tutor salaries and physical accommodation) would be nearly the same whether ten or twelve students were enrolled, so the average cost per student would be rather higher if the cohort were slightly smaller.

4. Conclusions and recommendations

4.1 Recruitment and retention

Recruiting and retaining sufficient numbers of teachers for GME is critical, not only for the future of this form of education but for the language revitalisation project itself. The lack of systematic provision for the Gaelic language in education from the late 19th to the late 20th century is one of the major causes of the decline of the language; strengthened provision in the 21st century is one of the keys to the language's survival. If children from Gaelic-speaking homes do not have the opportunity to learn through their 'mother tongue', and other children (now the majority in GME) do not have the opportunity to learn the language and become fluent Gaelic-speakers, then the future of the language is at risk.

Teacher recruitment to Gaelic-medium education has been a challenge, however, and the proposal to design a Gaelic Immersion Course (GIC) for qualified teachers who already have an intermediate level of Gaelic, to enable them to transfer to GME, represents a new direction for Scotland. The research reported here has reviewed approaches to teacher education in four other contexts where MLM education is available, in order to identify lessons for Scotland, and has investigated the feasibility and desirability of the proposed GIC with a range of Scottish stakeholders.

Making the GIC attractive to potential participants is a priority. The international review and discussions with Scottish stakeholders identify a number of features which are likely to attract qualified teachers who already have some Gaelic and are interested in transferring from English-medium to Gaelic-medium education. These include:

- creating a GIC which is linguistically and professionally challenging but not daunting;
- supporting participation of teachers with a wide variety of career histories and experiences of learning Gaelic, from diverse parts of Scotland, through appropriate financial arrangements and deployment of other resources as required;
- accrediting the course at a level which represents the commitment to learning and the academic achievements of participants;
- securing employment in the GME sector for successful GIC graduates, with support for career-long learning and career development within the sector;
- engaging teachers culturally, politically and intellectually in the Gaelic revitalisation project.

Further details of the recommendations concerning the nature of the GIC itself and the wider context for GME teachers' career long learning are presented in Section 4.2. Here, we focus on the logistical arrangements which need to be in place in order to establish the GIC.

4.1.1 Recruitment mechanisms

There is a broad consensus among Scottish stakeholders that the course should be a full-time course over a school year. This is a major undertaking, both for the teachers themselves and for the local authorities who employ them, and the processes by which teachers can be recruited, selected and released to take part in the GIC will require a year to complete, before commencement of the course. A variety of means for advertising the course at local and national level can be used.

4.1.2 Teacher selection

Teachers wishing to enrol on the course will need to be able to demonstrate that they have achieved an intermediate level of Gaelic, comparable to the CEF Level B1 descriptor. This may mean that they present formal qualifications such as Higher Gaelic or Gàidhlig, successful completion of *An Cùrsa Inntrigidh* from Sabhal Mòr Ostaig, or similar; or that they can attest to a history of learning and using Gaelic which has enabled them to reach this level of competence through a variety of formal and

informal means. Formal and formative assessment will be used by the GIC providers to establish entry-level competence and to identify learner needs and potential. In addition, prospective participants will need to be able to convince selectors that they are committed to a career in GME and that, as qualified and experienced teachers, they already have valuable knowledge and skills to contribute to the development of the sector. Local authorities will play a role in selecting suitable candidates from among teachers currently in employment. There will need to be scope to include independent applications from qualified teachers on career breaks and others from local authorities which are not in a position to support their application.

4.1.3 Teacher secondment

Because the course is full-time over the course of a school year, practising teachers will need to be seconded from their local authorities. National bodies such as Bòrd na Gàidhlig and Education Scotland should engage with schools and local authorities concerning the purposes and value of releasing teachers for this course, recognising that successful course graduates are likely to transfer from their previous posts to GME posts, possibly in other local authorities. Others who undertake the course may come to the conclusion that GME is not suitable for them, and decide to return to their previous posts; or they may need more time to reach the level of linguistic competence required to work in GME, so may take on roles in Gaelic learners' education or return to their previous posts while they continue their language studies. Schools and local authorities thus need to be prepared for a range of possible outcomes.

4.1.4 Funding

Securing adequate funding for the GIC is clearly crucial for its success but also represents a major challenge, in that the cost of a course to which teachers are to be seconded is inevitably high. As stated above, it is proposed that participants who are currently employed as teachers in English-medium settings are seconded to the GIC, with course fees and teaching salaries paid, supply cover arranged for their teaching posts, and travel and other expenses also covered. In the current economic climate, it is unlikely that local authorities' existing sources of funding for teachers' professional development can easily be drawn on, particularly given that course graduates may transfer to other schools, possibly in other local authorities. Scottish stakeholders are broadly in agreement that the GIC should be envisaged as a national scheme, with specific funding at national level secured. Key stakeholder bodies, including the Scottish Government, Bòrd na Gàidhlig, Education Scotland and the local authorities, could then collaborate to determine the deployment of this funding: for example, as with the current Scheme of Specific Grants for Gaelic Education, local authorities might bid for funding for a number of places on the GIC, as a way of ensuring that local GME needs, including plans to expand provision, are taken into account, and that they retain excellent teachers.

4.1.5 Securing post-GIC commitment to GME

It is important that those who are offered the opportunity to take part in the GIC are committed to working in GME when they have successfully completed the course and met the linguistic requirements for entry into GME. One way of achieving this would be for funders (likely to consist of a mix of local and national bodies – see below) to make funding conditional on a period of commitment to GME post-GIC. However, just as successful recruitment to GIC will depend on making the course and its consequences an attractive proposition for prospective participants, successful retention will depend principally on ensuring that teachers who transfer from English-medium to GME feel that they are well supported, that their contribution is recognised, and that they have opportunities for career-long learning and career development (see below).

4.2 The Gaelic Immersion Course

It is proposed that the GIC should be a full-time intensive course, lasting a school year, with the aim of enabling participants to reach a level of competence in Gaelic (equivalent to CEF C1, or degree level language competence) and in the pedagogies needed for teaching a mix of 'first' and 'second' Gaelic learners in primary or secondary GME classrooms.

4.2.1 Time for study

Despite broad agreement among Scottish stakeholders that the course should be a full-time course lasting a school year, there is evidence from the international review and from discussions with experienced language educators that this may not be enough time for those with intermediate level Gaelic to reach the level needed to work in GME classrooms. However, a longer course to enable participants to achieve the linguistic standards required was favoured by few stakeholders. The prevailing view is that teachers cannot afford to be out of the classroom for more than a year, given the pace of implementation of *Curriculum for Excellence,* although some stakeholders thought that these risks could be avoided through the incorporation of school-based placements as part of the GIC. If the GIC is limited to a year, this may entail acceptance that participants may not reach the required level of Gaelic in the space of a year and support to enable them to achieve this subsequently needs to be in place.

4.2.2 An intensive course

Progression for intermediate to advanced Gaelic requires intensive provision for language learning. It is accepted that this needs to be delivered largely face-to-face, though recognised also that this has implications in terms of the accessibility of the course to prospective participants who live and work in areas far from the proposed pilot course locations (Edinburgh and Glasgow).

There are no parallels for such a course in Scotland, and the review of international MLM teacher education indicate that nothing precisely similar to what has been proposed here has been attempted elsewhere. Intensive Basque education for teachers working in Castilian-medium education in the BAC is the closest model, but this was designed as full-time programme lasting up to three years, with up to three further years to enable teachers to achieve a similar level (CEF C1) in Basque as is proposed for Gaelic here. Because the GIC is an ambitious and intensive language course, it is unrealistic to envisage that this can be delivered by distance learning means in the first instance. The GIC designers will need to trial and evaluate the most effective methods of enabling course participants to make rapid progress, and the pilot year proposed for the course will provide that opportunity. Once these methods have been identified, it may be possible to develop a blended learning approach which would make subsequent courses more accessible across Scotland.

4.2.3 Language learning – exploration of immersion

Research into language acquisition around the world has demonstrated that immersion or content and language integrated learning (CLIL) programmes, whereby language learners study curriculum content through the medium of the target language, are the most effective in enabling learners to make rapid progress and achieve high levels of competence in the target language. This is, of course, the model on which GME itself is based, and it is proposed that the GIC itself will operate, as far as practicable, as an immersion course. The curriculum content will consist of the specialist pedagogical knowledge and skills needed to teach in an immersion classroom (see below) and the course should be designed to explore the extent to which an immersion approach, whereby participants develop the requisite pedagogical competence through the medium of Gaelic, can deliver both the language and the pedagogical goals. For reasons stated above, this will need to be based on a face-to-face mode of delivery in the pilot year, but will trial diverse approaches to learning and teaching, ranging from a formal focus on discrete language skills to collaborative task-based learning with a strong linguistic dimension, including school- and community-based placements and associated projects. These

approaches should be evaluated, and the potential to develop distance-learning provision based on those which are demonstrably successful in supporting rapid progression in Gaelic reviewed for future years.

4.2.4 Specialist pedagogies

Although course participants will be qualified teachers and many will already have considerable experience in English-medium classrooms, working in GME requires specialist knowledge and skills including the theory and practice of: learning and teaching (in) a minoritised language; bilingualism, biliteracy and biculturalism; assessment of linguistic and academic progress in an immersion setting; and adaptation of key features of *Curriculum for Excellence* to the GME context. The GIC will need to draw on expertise in these areas from existing teacher education in Scotland (e.g. in relation to professional development for modern languages teachers and teachers working with bilingual learners in English-medium schools, and current developments relating to the implementation of *Curriculum for Excellence*). It will also draw on expertise from comparable international courses (e.g. the European Master's in Multilingualism and Education at the University of the Basque Country).

As *Teaching Scotland's Future* has made clear, all teachers in Scotland have to take responsibility for their own career-long learning, and opportunities to ensure that they can take this forward need to be made available (see below). For GIC participants, this generic expectation must be translated into a long-term commitment to their own career-long learning in the context of GME. Currently, within the wider Scottish context, GME lacks a sector-specific national professional development programme. Thus the GIC should play a role in developing an awareness not only of potential for future personal development but also of the emerging needs of the sector and how course graduates might contribute to meeting these. Precisely because GIC graduates will have (in some cases considerable) experience of teaching in English-medium classrooms, they may bring new knowledge and expertise to GME, and it will be important to ensure that their professional development focuses on both what they need to know to work effectively in GME and what they can contribute.

4.2.5 The wider context

As the preceding sections make clear, there is a need to set the GIC in a wider context of the development of the GME sector and in particular of career-long learning for GME teachers. This review has identified the need for a nationally co-ordinated approach comprising:

- a national scheme to monitor GME teacher supply and demand, including promoted posts, in the context of planned expansion for the sector;
- a national system of adult language qualifications which would make clear the level of competence required for entry into teaching in GME, routes to achieving this, and progression onwards to more advanced professional linguistic competence;
- a national overview of teacher education for GME, encompassing GME ITE, schemes such as *Streap* and the GIC which enable teachers from English-medium education to transfer to GME, and career-long learning for teachers already working in the GME sector, to ensure that their needs and aspirations can be taken forward in this sector (both to avoid drop-out or shift to English-medium for promotion purposes, and to support the development of professional competence specific to GME), in line with the recommendations of *Teaching Scotland's Future;*
- national mentoring and networking schemes for teachers working in GME, as practical means of supporting career-long learning.

To achieve this, a national plan for GME teacher education might be envisaged, setting long-term objectives for this critical element in the Gaelic revitalisation project. The international review indicates that long-term, sector-wide planning underlay successful initiatives in Catalonia and in the BAC. Such long-term planning is recognised both as having contributed to a major expansion of MLM education in both contexts, and also, as a consequence, as having played a key role in growing the next generation of Catalan and Basque speakers.

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APPENDICES

Appendix A: Bibliography for International Review

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Appendix B: International organisations consulted

	ML promotion agencies	Specialist research centres	Teacher education regulatory bodies	Teacher education providers	Online resources
Basque	Mercator – European Research Centre on Multilingualism ad Language Learning European Centre for Modern Languages (Council of Europe)	Basque Foundation for Sciences		University of the Basque Country IRALE Programme (Teacher Literacy and Second Language Learning)	
Catalan	Mercator – European Research Centre on Multilingualism ad Language Learning European Centre for Modern Languages (Council of Europe)			Universitat Oberta de Catalunya	Generalitat de Catalunya – Education and Training in Catalonia Generalitat de Catalunya – Informe de política lingüística Catalan Institute of Statistics – Statistics on the use of languages in Catalonia
Welsh	Welsh Government	Bangor University, School of Education		University of Wales Institute Cardiff University of Wales Trinity St David	Welsh Government Statistics – Statistics on Welsh in education in Wales Welsh Government Education and Skills – The Sabbaticals Scheme
New Zealand		Auckland University of Technology Massey University Christchurch Polytechnic Institute of Technology	New Zealand Teachers Council	University of Waikato University of Auckland University of Canterbury Victoria University of Wellington Te Whare Wānanga o Awanuiārangi	Māori Language Commission: Resources New Zealand Ministry of Education – Te Reo Māori in English-medium schools Korero Māori – Māori language self assessment for teachers Victoria University of Wellington: Whakapiki i te Reo TPD project –

	ML promotion agencies	Specialist research centres	Teacher education regulatory bodies	Teacher education providers	Online resources
					professional development for Māori-medium teachers through the use of digital technologies TeachNZ study awards – awards for career change opportunities to encourage Māori speakers into the teaching profession CareerNZ – How to become a Māori teacher Massey University: Bachelor of Teaching Māori medium/Diploma in Māori Education New Zealand Qualification Authority – Māori Assessment Support Material

Appendix C: Common European Framework of Reference for Languages: Learning, teaching, assessment

The *Common European Framework of Reference for Languages: Learning, teaching, assessment* (CEF) was designed to provide "a transparent, coherent and comprehensive basis for the elaboration of language syllabuses and curriculum guidelines, the design of teaching and learning materials, and the assessment of foreign language proficiency."[15]

Published in its current form in 2001, the CEF is used across Europe and beyond, and is now available in 39 languages. It describes foreign language proficiency at six levels: A1 and A2, B1 and B2, C1 and C2. These levels have been used to benchmark languages qualifications, principally for adult learners, in major European languages learnt as foreign languages, such as English, French or German; and has also been successfully applied to minoritised languages such as French Sign Language, Romani and Basque.

In the case of the GIC, it has been proposed that course participants will be qualified teachers registered with the General Teaching Council of Scotland, with existing Gaelic language competences at or above Level B1 which is summarised as follows:

> *Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.*
>
> (Council of Europe, 2001: p24)[16]

It has been proposed that course participants should be expected to achieve Level C1 by the end of the course. This is summarised as follows:

> *Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.*
>
> (Council of Europe, 2001: p24)[16]

It should be noted that these summary descriptors are accompanied in the document by "a detailed analysis of communicative contexts, themes, tasks and purposes as well as scaled descriptions of the competences on which we draw when we communicate"[17] and that these have been found to support the development of language teacher education, the reform of language curricula and the development of language learning materials, among other areas of work associated with the promotion of language learning and teaching. By making use of the CEF, the GIC and associated activities would be able to draw directly on extensive research into progression in language learning and apply internationally recognised benchmarks to definitions of Gaelic proficiency.

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[15] http://www.coe.int/t/dg4/linguistic/Cadre1_en.asp

[16] Council of Europe (2001). *Common European Framework of Reference for Languages: Learning, teaching, assessment.* Strasbourg: Council of Europe. http://www.coe.int/t/dg4/education/elp/elp-reg/Source/Key_reference/CEFR_EN.pdf

[17] http://www.coe.int/t/dg4/linguistic/Cadre1_en.asp