



Circular 0016/2026

To: Boards of Management, Principals and Teaching Staff of Post-Primary Schools participating in the Gaeltacht School Recognition Scheme and to the Chief Executives of Education and Training Boards with Post-Primary Schools participating in the Gaeltacht School Recognition Scheme

Gaeltacht School Recognition Scheme: Continued Implementation of the Scheme (2026/27) in Post-Primary Schools

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1. Background

The [Policy on Gaeltacht Education](#) was launched in 2016 with the overarching goal of "ensuring that a high quality and relevant Irish-medium educational experience is available to all young people living in Gaeltacht areas".

To support the implementation of this goal, the Gaeltacht School Recognition Scheme was established in 2017 to support schools in Gaeltacht language planning areas to provide high quality Irish-medium education to their communities. Schools must meet specific language-based criteria (see Appendix 1) in order to achieve official recognition as a Gaeltacht School, and targeted supports are provided to schools to help them achieve this.

20 post-primary schools have earned official recognition as Gaeltacht Schools to date. Recognised Gaeltacht Schools are expected to continue to implement the language-based criteria as laid out under the scheme, and to build on what they have achieved to move towards best practice in immersion education.

Supports will continue to be provided to all schools participating in the scheme to support them in implementing the language-based criteria.¹ There is a commitment in the Programme for Government 2025 - Securing Ireland's Future - to continue to provide these supports for Gaeltacht Schools.

Work is underway in the Department of Education and Youth to identify a way forward for schools participating in the scheme that have not yet achieved recognition as Gaeltacht Schools. This is being carried out in partnership with stakeholders through the work of the [Taskforce on Models of Provision of Irish-medium Education](#). Supports will continue to be provided to the schools in the scheme during this period to support those schools in continuing with their good work they are doing to implement the language-based criteria in their own contexts.

This circular sets out the supports that will be provided to schools participating in the Gaeltacht School Recognition Scheme. It also outlines the obligations of recognised schools in the next phase of the scheme.

This circular follows on from [Circular 0009/2025](#) and previous circulars and guidance on the scheme.

2. Supports for post-primary schools in the scheme

For the next phase of the scheme, supports will be provided to schools in the scheme to support them on their journey towards achieving best practice under each of the [language-based criteria](#).

In the 2026/27 school year, the following supports will be provided:

- Language support hours for Irish based on school enrolment
- Annual Gaeltacht School grant (€1,200)
- Advice from the Department of Education and Youth's Inspectorate
- Professional learning experiences and support from an Chomhairle um Oideachas Gaeltachta & Gaelscolaíochta (COGG)
- Professional learning experiences and support from Oide
- Guidance for schools and sharing of effective practice
- Access to the e-Hub project and Forás.

Language support hours for Irish

Language support hours for Irish will be provided to schools in the scheme for the 2026/27 school year based on school enrolment on 30 September 2025, as set out in the table below.

¹ These supports will continue to be provided insofar as the department's budgetary constraints permit.

Language support hours for Irish – post-primary schools	
Post-primary enrolment on 30 September 2025	Number of language support hours for Irish per week for the 2026/27 school year
<150	7
150-300	9
>300	10

Appendix 2 contains guidance on how to make the most effective use of the language support hours for Irish. Schools will be expected to manage the allocation of these language support hours effectively. The use of these hours may be monitored during visits from the Inspectorate.

Schools must ensure that the teachers selected for these hours are appropriately qualified and registered with the Teaching Council in accordance with the relevant recruitment circular, and that they have a high level of proficiency in Irish and a good understanding of immersion education.

Gaeltacht School grant allocation

An annual grant of €1,200 will be paid in 2026/27 to all schools participating in the scheme to support high-quality immersion education provision and the implementation of the language-based criteria.

Schools will be required to keep all records of expenditure for audit purposes in accordance with public procurement procedures (see provisions by the Department of Public Expenditure and Reform: [Circular 0013/2014](#)). School authorities must also ensure that the requirements of the Department of Public Expenditure, Infrastructure, Public Service Reform and Digitalisation and the Department of Education and Youth in relation to the provision, use and disposal of assets are met.

Advice from the Department of Education and Youth’s Inspectorate

Schools are encouraged to refine their school self-evaluation (SSE) processes to critically assess and enhance their Irish-language immersion practices, ensuring they continue to meet the language-based criteria set out under the scheme.

Schools may continue to request advisory visits from the Inspectorate for support in using the SSE process to achieve best practice under each of the language-based criteria. To request an advisory visit, schools should email aog@education.gov.ie with details of the area in which support is required.

In organising advisory visits, priority will be given to schools that are still on their journey to achieve recognition and who need support in implementing the language-based criteria.

Professional learning experiences (PLE) and support from COGG

COGG will provide professional learning experiences and support to schools participating in the scheme. A combination of webinars, face-to-face sessions and conferences/seminars will continue to be provided, including conferences for school

leaders and newly-qualified teachers. COGG will continue to facilitate opportunities to develop online and in-person networks of school leaders and teachers to identify and share effective practice, including *Fóram Feasa*, a community of practice initiative run in collaboration with ETB Ireland for all Irish-medium post-primary schools.

Details of PLE plans for schools participating in the scheme will be shared by COGG with schools in due course. Every effort will be made to minimise disruption to teacher-pupil contact time.

If necessary, and as resources permit, substitution will be available in 2026/27 through the Online Claims System (OLCS), or under the management of the relevant Education and Training Board (ETB), up to a maximum of two days for two teachers in schools participating in the Scheme, to attend COGG seminars/workshops. These days can be claimed through the OLCS by selecting the following: *Continuing Professional Development /Professional Activities - Policy on Gaeltacht Education*.

A wide range of teaching and learning resources in Irish and for Irish are available on [An Tairseach](#) developed by COGG. Support will be provided to schools on how to access and use these online resources.

Professional learning experiences (PLE) and support from Oide

Each school participating in the scheme may apply to Oide – the support service for school leaders and teachers – for customised school support in all areas of teaching, learning and school self-evaluation. This can be sought through the usual contact channels for support from Oide. As part of their duties, the GaelAonad in Oide, in collaboration with other divisions in Oide, attends to the specific professional learning needs of schools that operate through the medium of Irish.

Professional learning material, which may support Gaeltacht schools, is available on the Oide website, www.oide.ie.

Guidance for schools and sharing of effective practice

AOG has published a range of guidelines for Gaeltacht schools, including:

- [Guidance for Gaeltacht Post-Primary Schools: Indicators of Good Practice](#)
- [Guide to Gaeltacht Schools: Partnership with the public to promote the use of Irish.](#)

AOG publishes a series of newsletters – [Scéal na Scéime](#) – to celebrate effective and innovative immersion education practice taking place in schools participating in the scheme. Schools are continuously finding effective ways to overcome challenges in a changing educational landscape while remaining fully aligned with the core principles and criteria of the scheme. Scéal na Scéime creates opportunities for schools to share and celebrate their efforts in implementing the language-based criteria on an ongoing basis. The newsletters are designed to support schools in connecting with other Gaeltacht Schools and to give schools an opportunity to learn from each other.

If a school participating in the scheme is interested in sharing their effective practice, the school is encouraged to fill in this [expression of interest form](#) and to forward it to AOG at aog@education.gov.ie.

Access to the e-Hub project

The implementation of the e-Hub project will continue in the 2026/27 school year to enhance the range of subject choice of senior cycle subjects available through the medium of Irish to students in Gaeltacht post-primary schools. Two Leaving Certificate subjects – Physics and Chemistry – will be delivered through the e-Hub for the 2026/27 school year. Additional resources will continue to be made available for digital technology resources, and for teaching and supervision arrangements to support the implementation of the e-Hub project in the 2026/27 school year.

Access to Forás

The Forás programme is currently being piloted in two post-primary schools. This pilot programme involves the allocation of one additional full-time teacher or equivalent to each of the two schools. The objective of the Forás programme is to support, over a transitional period, junior cycle students who need to develop their Irish language skills so that they can avail of the curriculum through the medium of Irish. COGG are providing PLEs for schools participating in Forás and an evaluation is being carried out on the effectiveness of the programme to support identified targets.

3. Schools with a high number of new entrants

If there has been a significant increase in the number of students in a school in the scheme since 30 September of the previous school year, due to an increase in new entrants, the school may be entitled to additional support hours for Irish based on the bands set out in this circular.

If the number of students now fits within a new band, the school can apply to AOG to request these additional hours.

Schools must ensure that student data is properly registered on the P-POD system. Applications for additional Irish language support hours under these circumstances must be made on the [application form](#) available on gov.ie and sent to aog@education.gov.ie.

4. Whole-school action planning to strengthen immersion education

School self-evaluation (SSE) enables schools to participate in a cyclical action planning process including regular review. As part of the action-planning process for improvement, evidence should be gathered, appraisals made, specific targets identified, actions implemented, progress against targets monitored and reviewed, and new targets set out to reinforce the quality of immersion education in schools.

Schools participating in the DEIS programme (Delivering Equality of Opportunity in Schools) and the Gaeltacht School Recognition Scheme must continue to identify targets and actions that meet both the criteria of the Scheme and the DEIS Programme. They must clearly identify, review and register these goals and activities in their school improvement plan. Insofar as is possible, the priority SSE areas that support the implementation of immersion education should be included under the relevant headings in the DEIS action plan.

Schools that have achieved Gaeltacht recognition, and schools that are still working towards achieving it, must use the SSE planning process to build on the good work

that has been done to date and address any recommendation(s) made by the inspectors in the reports arising from the validation process for recognition.

An SSE report and improvement plan should be prepared annually. The annual report and improvement plan should be shared with all board members and staff. Consideration should also be given as to how best to share the main points of the report and improvement plan with parents and students.

5. Duties of recognised Gaeltacht Schools

Each school that has been awarded recognition as a Gaeltacht School will continue to develop its practice in accordance with the language-based criteria. Schools will continue to inform their school communities of the progress made in meeting the language-based criteria. They may be asked to provide mentoring to other schools in the scheme if required.

Schools will use school self-evaluation to guide progress in the implementation of the language-based criteria as they continue their journey towards best practice. Schools that received recommendations from the Inspectorate in the evaluation to achieve recognition as Gaeltacht schools will ensure that the recommendations are included as an integral part of the school's self-evaluation to facilitate their implementation.

Schools will be required to apply to the Department of Education and Youth to renew their recognition as a Gaeltacht School after a period of five years from the date on which the school was confirmed as having received recognition.

Recognised Gaeltacht Schools will be included in the Inspectorate's regular annual inspection programme. The individual status and context of the school as a Gaeltacht school will be taken into account when planning for school evaluations and advisory visits. Recommendations will be made in the evaluations as appropriate to support schools on an ongoing basis to strengthen and maintain the implementation of immersion education. If it appears during an inspection that a school is not satisfactorily meeting the language-based criteria, its recognition and supports may be reviewed during that five-year period.

6. Schools that have not yet achieved recognition

A [Taskforce on Models of Provision for Irish-medium Education](#) was established in November 2025 as a key action under the Policy for Irish-medium Education outside of the Gaeltacht. The role of the taskforce is to provide a platform for collaboration between the Department of Education and Youth and key stakeholders on issues relating to the provision of Irish-medium education. The case of schools in the Gaeltacht with bilingual provision (such as aonaid and sruthanna) is included in this work.

The taskforce's work is expected to be completed within one year. The supports available under the Gaeltacht School Recognition Scheme will continue to be provided to schools during this period. Other ways in which schools can be supported in meeting the needs of Gaeltacht communities will be considered.

7. Additional information

Continued participation by schools in the scheme will depend on satisfying the conditions of this circular and any other circulars relating to the scheme. If, at any time, the department determines that the conditions of the scheme are not being met, the right to remove a school from the scheme is retained. If a school is not satisfied with the department's decision in relation to any particular aspect of the administration of the scheme, it will be considered by an independent appeals panel.

Queries in relation to the Gaeltacht School Recognition Scheme and/or the Policy on Gaeltacht Education should be emailed to aog@education.gov.ie.

Issued by:

Muireann Tóibín
Gaeltacht Education Unit
Department of Education and Youth

Date: 26 March 2026

Principals of post-primary schools participating in the Gaeltacht School Recognition Scheme are asked to please bring this circular to the attention of all members of the board of management/Education and Training Board, teaching staff (including those on leave of absence), the patron of the school and the members of the support staff.

Appendix 1: Language-based criteria for recognition as a Gaeltacht post-primary school

Self-monitoring the school's progress in fulfilling the language-based criteria to strengthen immersion education

	The language-based criteria for a post-primary school	1	2	3
		to be implemented	progress made	being implemented
1	Extend the availability of a curriculum containing a total-immersion approach , where all areas of learning, apart from English and Modern Foreign Languages (MFL), will be taught through Irish			
2	Deliver high-quality educational experiences through Irish to all pupils focusing particular attention on the differentiated language needs of native Irish speakers ² as well as learners of Irish			
3	Develop a whole-school action plan for improvement that will: a) set out how the school will ensure the use of Irish as the language of communication, instruction and socialisation within the school and b) communicate and promote the benefits of learning Irish and learning through Irish to the school community (principal, staff, pupils, parents and board of management)			
		a)		
		b)		
4	Review the quality of educational provision through Irish to ensure continuous improvement through the school self-evaluation (SSE) process			
5	Implement L1³ specification for Irish at Junior Cycle			
6	Use Irish-language resources to support the teaching of all curricular areas through Irish, apart from English and Modern Foreign Languages (MFL).			
7	Deliver curricular, co-curricular, and extra-curricular activities (where provided) through Irish			
8	Support their school community in the language-planning process (under the Gaeltacht Act 2012) by contributing to the use and maintenance of Irish in the school and local Gaeltacht community			

² A native speaker of Irish is defined as a child who is raised through Irish in an Irish-language community and whose parents speak Irish as the main language of communication in the home, and that this is declared when he/she is enrolled in the school (*Policy on Gaeltacht Education 2017-2022*, p 11)

³ L1 refers to Irish as the main language of the school in relation to teaching and learning, and communication in official, administrative and recreational affairs.

9	Prioritise the use of Irish in communicating with parents, the local community and other parties			
10	Establish useful and mutually-beneficial language and cultural links with local primary and/or post-primary schools that operate through Irish by using digital technology, online and/or blended-learning opportunities.			
11	Make every effort to recruit teaching and ancillary staff who are proficient in Irish and have a knowledge and understanding of pedagogical practice relevant to teaching through Irish as well as an understanding of the language and cultural dynamics of the Gaeltacht.			

Appendix 2: **Guide on how to make the most effective use of the additional support hours for Irish**

At school management level

- The school's board of management and senior management team should monitor continuously how successfully the additional support hours for Irish are implemented to improve students' learning. The effectiveness of provision should be reviewed regularly through the school self-evaluation process.
- Collaboration at whole-school and class levels is required so that the role and responsibilities of subject teachers, the Irish teachers, the special education teacher(s), the language support teacher for Irish and the language assistant are agreed in order to provide differentiated language support for students.

Planning for teaching and assessment in collaboration with subject teachers

- As part of the school-improvement planning process, the school should make use of recent assessment results to identify the language-learning needs of students. This will support all teachers to gain a more comprehensive understanding of the language needs of students, and to plan interventions accordingly to address the priority language competences of students.
- Both formative and summative assessments of the students' language competence and learning objectives in Irish should be implemented to monitor those learning objectives and improvements in the learning outcomes of the students, and this should be done in collaboration with other relevant teachers and with the language assistant.
- All teachers (including Irish-language support teachers and special education teachers) should retain clear records of the progress of all learners in Irish should be maintained to inform the teaching and learning process, and the relevant information should be shared with parents and students, as appropriate.
- It is recommended that students be enabled to develop a language diary/learning log, which reflects their language proficiency and progress, so that they can take ownership of their own progress in the language and their learning journey.
- In order to develop their independence as learners, it is recommended that students be enabled to develop a language learning log, through which they would self-monitor, in a critical manner, their learning journey. This diary could be designed in a manner that would indicate the students' desired learning goals, their goals attained, and the learning experiences that proved challenging on their language-learning journey.

At class level

- The Irish-language support teacher should play a central role in formal discussion about the specific terminology of the various subjects and in making appropriate preparation with the subject teachers on a phased and developmental basis to pre-teach the academic language to the students or to teach it during joint classroom instruction.
- Students need to be taught the academic language and terminology associated with the various curricular areas. Regular opportunities should be provided to enable pupils to practise and acquire the new terminology in creative and innovative ways.
- The native speaker of Irish provides a rich source for the language development of all students. Their language competence should also be developed and further enriched through group activities and team teaching.
- The use of differentiated teaching strategies, questioning, games and communication activities is recommended. Enriched language input from the teacher and participation in interactive tasks, such as project work, role-play, drama, discussion, and cooperative learning, help students to identify and manipulate target structures in the language. This greatly enhances their self-confidence in speaking Irish.

- Students' participation can be encouraged and their language skills developed through the use of digital technology and digital links, whether students are in school or at home.
- Literature should be used to develop students' writing and reading skills as well as to develop their language enrichment, accuracy, awareness and creativity in an integrated manner, as laid down in the Specification for Junior Cycle Irish and in the Irish syllabus for the Leaving Certificate.
- It is especially important that students be provided with a wide range of reading and literary material in Irish covering, a wide range of genres, including local and oral literature, which is suited to their interests, age and ability in the language.
- Students should be made aware of celebrated speakers of Irish in the local community and further afield, who are a source of Irish-language enrichment and wisdom. The school should avail of opportunities to invite such guest speakers to stimulate students' pride in Irish language and culture.

Outside the class

- It is through participation in language and cultural events that students' motivation, language competency and identity as Irish speakers in their own community and beyond are strengthened. Such activities include literary competitions or festivals, entrepreneurship, reporting, debating, arts and sports as well as participation in Irish-language activities and projects with students in other L1 all-Irish schools.
- It is also recommended that links be fostered with the local Language Planning Officer and that cultural and language events are promoted in the school community and in the local community.