



**gaelbhratach**

# **Léargas Ginearálta**

**Scéim Phíolótach do na Bunscoileanna**

**Pilot Scheme for Primary Schools**

**Leabhar 1**

**GAEILINN**



Foras na Gaeilge



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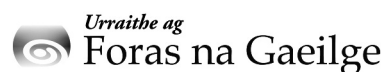
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## 1. An Fhís

### The Vision

**Go gcothófar meas ar an nGaeilge sa scoil iomlán.**

*To foster respect for the Irish language throughout the school.*

**Go múinfear Gaeilge trí mheán na Gaeilge.**

*To teach the Irish language through the medium of Irish.*

**Go mbainfear leas as Curaclam Gaeilge na Bunscoile chun comhrá a fhreastalaíonn ar riachtanais teanga na bpáistí a mhúineadh.**

*To use the Primary School Curriculum to teach conversational Irish that serves the needs of the children.*

**Go gcuirfear ar chumas na bpáistí an Ghaeilge a fhoghlaimíonn siad a úsáid go muiníneach eatarthu féin, le pobal na scoile agus lasmuigh den scoil.**

*To enable the children to use with confidence the Irish they learn in order to communicate with each other, within the school community and with the wider community outside.*

**Go gcuirfear tacaíocht ar fáil do mhúinteoirí agus iad i mbun na scéime.**

*To support teachers in their work with the scheme.*

*Curtha in eagar ag Déirdre Uí Ghrádaigh agus ag Treasa Ní Ailpín.*



**Gael Linn**

**Urraithe ag  
Foras na Gaeilge**

## 2. Cur síos ar Scéim Gaelbhrtach

- 2.1 Scéim scoile í seo dírithe ar bhunscoileanna ina múintear trí mheán an Bhéarla chun labhairt na Gaeilge a chur chun cinn. Glactar leis go mbeidh gach rang páirteach.
- 2.2 Tá an scéim ann chun:
- **Tacú leis an obair** a dhéanann múinteoirí ag múineadh **Cúrsa Comhrá Gaeilge** atá leagtha síos ag an Roinn Oideachais agus Eolaíochta agus atá mar chuid den **Phlean Scoile** agus den **ghnáth lá oibre**;
  - **Comhrá Gaeilge a spreagadh** mar chuid nádúrtha de shaol na scoile;
  - Go mbeidh **foirmlí teanga** áirithe a bhaineann le gnáthaimh m.sh. glaoch rolla, lón, glanadh suas, dul i líne srl. aontaithe sa phlean scoile agus in úsáid ó rang go rang agus ó bhliain go bliain;
  - Deiseanna rialta a chur chun cinn a mhéadódh foclóir agus **úsáid na Gaeilge ag pobal na scoile** idir mhúinteoirí agus dhaltaí;
  - **Ról lárnach na dtuismitheoirí** a aithint, a dtacaíocht agus a gcomhpháirtíocht a mhealladh trí iad a chur ar an eolas faoin scéim, ábhar a chur abhaile chun cabhrú leo agus fáilte a chur roimh ábhar ó bhaile sa scoil.
- 2.3 **Bliain 1**  
Bronnfar **teastas tar éis bliana** ar scoileanna a chláraíonn agus a ghlacann páirt i mbliain a haon de scéim na Gaelbhrtach.
- Beidh iarratas le déanamh ar **theastas** roimh **15 Bealtaine** ag léiriú go bhfuil na critéir chuí don teastas comhlíonta.  
(Féach **Critéir do Bhliain 1** ar lch.11 thíos).
- 2.4 **N.B. Aischothú** – Tá an scéim seo bunaithe ar fhéinmheasúnú. Beidh sé **riachtanach** mar sin **aischothú** a thabhairt dúinn chun go bhfeicimid conas atá ag éirí leis na scoileanna, cén cúnamh atá uathu agus cén éagsúlacht nó dul chun cinn a aithníonn siad. Iarraimid é sin **faoi dhó** i rith na bliana, ar **bhlag** má oireann nó ar chóras éigin eile a bhfuil fuaimrian leis.  
(Féach **Measúnú** thíos)

## 2. Description of the scheme

- 2.1 *This is a scheme to promote the use of spoken Irish. It is aimed at mainstream primary schools where the language of instruction is English.*
- 2.2 *Its purpose is to:*
- **Support the work** of the teachers following the *Conversational Course for the Irish language as laid down by the Department of Education and Skills and which forms part of the **School Plan** and the **daily program**.*
  - **Encourage use of conversational Irish** as a natural part of school life;
  - Ensure certain **language formulae** relevant to school routine, e.g. roll call, lunch, clean up, lining up etc., are agreed in the school plan and used progressively from class to class and from year to year;
  - Promote regular opportunities for the **school community**, both staff and children, to enhance their vocabulary **and to use the Irish language**.
  - Recognise the **central role of the parents** and encourage their support and participation by keeping them informed about the scheme, by providing material to help them and by welcoming relevant material from them.
- 2.3 **Year 1**  
*A **certificate** will be presented to schools which register and participate in the year 1 programme of the Gaelbhrtach scheme.*
- *Application will be made for a **certificate** before **May 15** indicating that the appropriate criteria have been met.  
(See **Criteria for Year 1** p.11 below)*
- 2.4 **N.B. Feedback** – *This scheme is based on self-assessment. It will be necessary therefore to provide feedback so that we can assess progress in the schools, ascertain what help is required and what difference or improvement has been noticed. We require feedback **twice yearly**, on Blog if that suits or other system with a soundtrack. (See **Assessment** below)*



Is **cuid lárnach** den scéim é **an t-aischothú** agus ní féidir Teastas Bhliain 1 a bhronnadh mura gcomhlíontar an riail seo de réir mar a iarrtar.

**N.B.****Gan aischothú – gan Gaelbhratach!**

Má bhíonn **deacracht le hiarracht** scoile ag aon staid ar chúis amháin nó ar chúis eile, níl le déanamh ach labhairt leis an Oifigeach Tionscadail agus cur chun oibre arís ag leibhéal oiriúnach aontaithe.

**2.5 Bliain 2**

**Bronnfar Gaelbhratach** le cur ar foluain ag scoil a léireoidh go mbíonn an Ghaeilge in úsáid mar theanga bheo ag páistí agus ag foireann na scoile sin.

- Cuirfidh an scoil **iarratas ar Gaelbhratach** isteach nuair a bhíonn na spriocanna roghnaithe curtha i gcrích, aischothú riachtanach déanta faoi dhó i rith na bliana ar na dátaí socraithe agus fillteán measúnaithe ullamh acu.

Is féidir glaoch ar an Oifigeach Tionscadail má bhíonn fadhb ann.

- Beidh **an Gaelbhratach le coinneáil** ar feadh **dhá bhliain** tar éis í a ghnóthachtáil.

Is féidir iarratas a dhéanamh ar an mbratach a choinneáil ansin ach spriocanna eile a bhaint amach.

**2.6 Sa tríú bliain beidh seans:**

- barr feabhais a chur ar an nGaeilge a foghlaimíodh go dtí seo
- Páistí nua sa scoil a thabhairt isteach ar an gcóras
- dul siar ar na míreanna/spriocanna ar mhaith libh níos mó a bhaint astu nó tabhairt fúthu ar bhealach eile
- tosú ag obair ar sprioc eile chun núálacht a choinneáil san obair agus chun tús a chur leis an obair i dtreo bliain 4

Cuirfear fáilte roimh aischothú ach ní bheidh sé éigeantach.

**Feedback is a central part of the scheme and the Year 1 Certificate cannot be awarded unless this requirement is fulfilled.**

**N.B.****No feedback – no Gaelbhratach!**

Should any school have **a problem** for one reason or another, contact an tOifigeach Tionscadail and begin again at an agreed level.

**2.5 Year 2**

**A Gaelbhratach** will be awarded to be flown by the school to indicate their achievement in the use of Irish as a living language by both staff and children.

- The school will **apply for a Gaelbhratach** when the chosen targets have been met, **necessary feedback** has been provided twice during the year at the time agreed and their self assessment file is prepared.

Call an t-Oifigeach Tionscadail if you have a problem.

- Having earned a **Gaelbhratach** a school will have it for two years. They may then apply to retain it for by achieving further chosen goals.

**2.6 During the 3rd year there will be opportunities to:**

- improve the Irish learned to date
- acquaint new children in the school with the scheme
- revisit elements /targets which could be of further benefit or which could be approached in a different way
- begin work on a new target to maintain interest in the scheme and to begin work towards year 4.

Feedback will be welcomed but not essential.





## 2.7 Athnuachan na Gaelbhhratach

Beidh an Gaelbhhratach le **hathnuachan** i mbliain a ceathair chun a chinntiú **go bhfuil an Ghaeilge fós in úsáid mar theanga bheo ag páistí agus ag foireann na scoile.**

Beidh **aischothú riachtanach** faoi dhó i rith na bliana, agus beidh **Fillteán Féinmheasúnaithe** le seoladh chuig oifig Gaelbhhratach ag deireadh na bliana chun an Gaelbhhratach a choinneáil ar feadh dhá bhliain eile.

### 3. Conas a Chuirfimid chun Oibre?

- Cláraigh le **Gaelbhhratach.**
- **Pobal na scoile** a bheith páirteach – páistí, múinteoirí, foireann chúnta, tuismitheoirí.
- **Feasacht Teanga a phlé** le Pobal na Scoile, na páistí san áireamh. Moltar é seo dhéanamh chun tús a chur leis an obair. (Féach *Feasacht Teanga* in **Tacábhar** )
- **Éisteacht le caint nádúrtha na bpáistí chun a riachtanais teanga** a aimsiú le fí isteach sa chúrsa Comhrá Gaeilge. Beidh an cúrsa idir **Fheidhmeanna agus Théamaí** le hionramháil chun na páistí a chumasú len iad féin a chur in iúl **trí Ghaeilge ar ábhair a bhfuil spéis acu féin iontu.**
- Feidhmeanna teanga/ **frása/ frásaí na seachtaine** a roghnú le húsáid mar **foireann** agus mar **dhaltaí** tríd an scoil. Beidh na feidhmeanna seo ag teacht le riachtanais teanga na bpáistí, leis an gcuraclam agus leis an bplean scoile. Beidh na **frásaí nua/ feidhmeanna teanga seo in úsáid** le gnéithe eile d'obair an lae oiread agus is féidir agus go neamhfhoirmiúil nuair a oireann.
- Go mbeidh na páistí in ann **deiseanna úsáide** don Ghaeilge seo a thapú i suímh éagsúla laistigh agus lasmuigh den rang lena múinteoir féin, le múinteoirí eile agus le páistí na scoile agus go mbeidh siad mórtasach as a gcuid Gaeilge.

#### **\* Nóta**

Déanann páistí aithris ar an rud a chloiseann siad agus mura gcloiseann siad ach **ordaithe**, sin a fhoghlaiméoidh siad.



## 2.7 *Renewing your Gaelbhhratach*

*During the fourth year An Gaelbhhratach will need to be renewed to ascertain that **Irish is still being used as a living language by both children and staff.***

*It will be necessary to provide **Feedback** twice during year 4 and to send a self-assessment file to the Gaelbhhratach office before the end of the school year in order to keep the Gaelbhhratach for another two years.*

### 3. How will we set to work on the scheme?

- Register with **Gaelbhhratach**
- **The whole school community** will participate – children, teachers, ancillary staff and parents.
- The question of **Language Awareness** will be discussed with the school community including the pupils. It is recommended that this be undertaken to begin the work towards a **Gaelbhhratach.** (See *Language Awareness* in **Tacábhar**)
- **Listen to the children's spontaneous interactions to select their most frequently used phrases and topics** which will be integrated into the Irish conversation course. **The functions and themes** of the course will need to be adapted to **accommodate the needs of the children.**
- Staff will select **language functions, a phrase/ phrases 'of the week'** which will meet the language needs of the children, the curriculum and the school plan and be used as a staff and as pupils throughout the school. These **new phrases or language functions** will be **used** as often as possible in other areas of work, and informally when appropriate.
- Children will be enabled and encouraged to **avail of opportunities to use the Irish** learned inside and outside the classroom with their own teacher, with other teachers and with other children in the school. **Pride in their ability to use Irish will be encouraged.**

#### **\*Note**

*Children repeat what they hear and if they hear only **orders being given** in Irish that is the form of the verb they will learn.*

Is gá mar sin go gcloisfeadh na páistí foirmeacha éagsúla de na briathra in úsáid go nádúrtha agus go múnfi go cúramach iad sna meáin/ard ranganna

Seo cúpla sampla:

Faigh – *Caithfidh tú do chóta a fháil;*

Cuir/bain díot – *Caithfidh tú do bhróga peile a chur ort/ a bhaint díot;*

Dún – *Caithfidh an doras a dhúnadh;*

Déan – *Caithfidh na sumáí a dhéanamh ar dtús.*

Féach samplaí eile in **Spreag an Ghaeilge le Spraoi** [www.cogg.ie](http://www.cogg.ie)

- Tacóidh **Timpeallacht na scoile** le húsáid na Gaeilge trí **fhása na seachtaine** agus **fógraí eile** i nGaeilge a bheith ar taispeáint.
- **Anailís** a dhéanamh ar a bhfuil á fhoghlaim agus á úsáid agus é seo a dhéanamh i gcomhar leis na páistí. – “Cad is féidir linn a rá as Gaeilge anois?” (D’fhéadfaí cairteanna WALT/KWL a úsáid anseo.)
- Ról lárnach na **dtuismitheoirí** a aithint. Tacú leo trí ábhar a chur abhaile nó é a bheith ar fáil ar líne dóibh, ábhar mar -‘frása na seachtaine’ beannú, béasa rannta/amhráin le frásaí coitianta scéalta le CDanna srl.

**Cuireadh isteach** a thabhairt do na tuismitheoirí chun tacú leis an obair de réir mar a oireann.

#### 4. Smaointe a Chabhróidh leis seo a chur i gCrích

- 4.1 Cabhraíonn cluichí, drámaíocht agus spraoi chun an Ghaeilge a mhúineadh ar bhealach taitneamhach sa chaoi go mbeidh na páistí ag súil leis an rang Gaeilge.
- 4.2 **Leas a bhaint as frásaí** agus nathanna úsáideacha, rannta, amhráin, sceitsí, cluichí, drámaíocht agus puipéid chun tacú leis an gcúrsa comhrá.

*The children need to hear many different forms of the verbs being used naturally and they also need to have them carefully taught in middle/senior classes.*

*Some examples:*

Faigh – *Caithfidh tú do chóta a fháil;*

Cuir/bain díot – *Caithfidh tú do bhróga peile a chur ort/a bhaint díot;*

Dún – *Caithfidh an doras a dhúnadh.*

Déan – *Caithfidh na sumáí a dhéanamh ar dtús;*

Féach samplaí eile in **Spreag an Ghaeilge le Spraoi** [www.cogg.ie](http://www.cogg.ie)

- *The school environment will be used to encourage the use of Irish by displaying phrases of the week and other notices in Irish.*
- *Analysis of the Irish learnt and in use will be carried out in conjunction with the children. – “Cad is féidir linn a rá as Gaeilge anois?” (WALT/KWL charts could be used here. – We Are Learning Too/Know Want to Know Learned).*
- *The role of the parents will be acknowledged. They will be supported by providing materials to the home or online – materials such as: ‘the phrase of the week’, greetings, social phrases rhymes/songs with commonly used phrases stories on CDs, etc.*

*Parents may, as appropriate, be invited to the school to show their support.*

#### 4. Suggestions for implementation

- 4.1 *Games, drama, and fun help to teach Irish in an enjoyable way so the children look forward to Irish class.*
- 4.2 *Support the conversation course with useful phrases, rhymes, songs, sketches, games, drama and puppets.*



4.3 Gach deis a thapú chun **an Ghaeilge a mhúintear/ a fhoghlaimítear a úsáid arís agus arís eile** mar chuid de ghnáthchaint an ranga chomh maith le suímh éagsúla eile **\*(féach Nóta lch.xxx ?lch.9)** – glaoch rolla, Tionól, rang ceoil/ ealaíne/spóirt/ eolaíochta srl. Féach samplaí eile thíos:

- Go mbeidh an Ghaeilge in úsáid **mar chuid den Tionól Scoile** agus go mbeidh plean ann chuige seo. Tugann an Tionól deis an Ghaeilge a úsáid i gcomhthéacs eile m.sh. Réamhbhainistíocht **\*(Féach Nóta lch. 8)**; chun tús a chur leis na himeachtaí; amhrán ar leith atá ullmhaithe le canadh le chéile; tagairt a dhéanamh d'fhéile ar nós Oíche Shamhna/ Breithlá/ toradh ar chluiche scoile; agus críoch a chur leis an Tionól i nGaeilge.
- Cumarsáid trí Ghaeilge i measc na bpáistí a spreagadh ag **imeachtaí spóirt agus spraoi** m. sh. “Mo shealsa anois!” “Liomsa an imirt!” “Fuair mise uimhir a trí” “Bhí an bua ag ...” “Gan chlogad, gan chluiche” “Caith isteach an liathróid” “Buail í!” “Scaoil uait í!” “Cá bhfuil mo chamán?” “Caithfidh na clogaid a fháil” “Caithfidh mé mo chlogad a chur orm” “Go gasta!” “Go tapa!” “Go beo!” “Caithfidh deifir a dhéanamh!”
- **Greamáin Nasctha leis an Dúlra agus le Labhairt naGaeilge** a úsáid (Féach Greamáin in **Tacábhar**).

4.4 Go n-aontóidh an fhoireann ar **ghníomhaíocht laethúil/rialta** agus ar an nGaeilge a nasctha léi m.sh Réamhullmhúchán don Tionól, Glaoch an Rolla, Am lóin-  
 “Is gearr / ní fada go mbeidh sé in am...”  
 “Tá sé ag tarraingt ar...”  
 “Caithfidh an seomra/na boird a ghlanadh”  
 “Tá cead... a fháil anois”  
 “Cé a bheidh chun tosaigh / ag barr na líne?”

**N.B.** Tabhair faoi deara go n-úsáidtear **leagan seachas an Modh Ordaitheach** sna samplaí thuas, leagan a bheadh oiriúnach do chaint an pháiste.(Féach Nóta lth.8)



4.3 *Use every opportunity to **reuse the Irish already taught/ learnt** in various situations, as part of the regular class\*(see note p. xxx) – roll call, assembly, music lessons, during art, in sports, science etc.*

*See other examples below.*

- *Use Irish in a planned manner **as part of the school assembly**. The school assembly provides an excellent opportunity to use Irish in another context: – e.g. as part of **class management** **\*(See note p. 8)**; beginning the Assembly; singing a prepared Irish song together; references to seasonal events like Hallowe'en; announcements like birthdays; school sports results and **closing** the assembly.*
- *Encourage communication **in Irish among the children at sports** or when playing – e.g. “Mo shealsa anois!” “Liomsa an imirt!” “Fuair mise uimhir a trí.” “Bhí an bua ag...” “Gan chlogad, gan chluiche!” “Caith isteach an liathróid.” “Buail í!” “Scaoil uait í; “Cá bhfuil mo chamán?” “Caithfidh na clogaid a fháil.” “Caithfidh mé mo chlogad a chur orm.” “Go gasta!” “Go tapa!” “Go beo!” “We must hurry!”*
- *Use **stickers associated with nature and with spoken Irish** (See Stickers in **Tacábhar**).*

4.4 *The staff decide on a **daily/regular** activity to be associated with Irish – e.g. preparing for assembly, roll call, lunch time –*

“Is gearr /ní fada go mbeidh sé in am...”  
 “Tá sé ag tarraingt ar...”  
 “Caithfidh an seomra/na boird a ghlanadh”  
 “Tá cead... a fháil anois”  
 “Cé a bheidh chun tosaigh/ ag barr na líne?”

**N.B.** You will notice that **the imperative form of the verb** has not been used above. The alternative form is more useful for the children. (See **Note** pg.8)



## 4.5 Ócáidí

- **Ócáidí a phleanáil** le deis a thabhairt don phobal scoile teacht le chéile agus deis labhartha Gaeilge mar chuspóir acu, mar shampla Tráth Ceisteanna (páistí)/ Ócáid scéalaíochta/ léitheoireachta, Drámaíochta.
- **Ócáid ar leith b'fhéidir um Nollaig/ um Cháisc/ Lá 'le Pádraig/ Féilte áitiúla** chun ceolchoirm, dráma beag nó seó a léiriú os comhair tuismitheoirí ranganna ar leith.

5. Foireann Chúnta na Scoile

Tacaíocht a lorg ó mhúinteoirí breise a thagann chuig an scoil don cheol, rince, cluichí srl. Moltar an scéim a mhíniú dóibh agus cóip de na frásaí a bheadh á gcur abhaile a chur ar fáil dóibh maraon leis na beannachtaí, béasa agus aon rann/ amhrán **oiriúnach dá gcúram**.

Bheadh an rud céanna i gceist maidir leis an rúnaí, airíoch agus aon duine eile a mbeadh deis cainte acu leis na páistí.

6. Tacaíocht ar Fáil

- 6.1 Beidh tacaíocht leanúnach ar fáil ón **Oifigeach Tionscadail** in oifig Gaelbhhratach.
- 6.2 Cuirfear leabhrán **Tacábhar** ar fáil ina mbeidh smaointe praiticiúla chun cabhrú leis an obair.
- 6.3 Reachtfálfar **ceardlanna** i rith na bliana chun tacú leis an obair.
- 6.4 Má tá amhras ort faoi chruinneas an ábhair a bheidh ullmhaithe agat le múineadh sa cheacht comhrá cuir téacs/glaoch/ceist ar an Oifigeach Tionscadail.
- 6.5 Beidh **leathanach idirlín/ blog** ar fáil le m.sh. smaointe do phleanáil ócáidí, frásaí reatha do na féilte/ do ghnásanna laethúla/ d'ócáidí speisialta de réir mar a oireann. Beidh cabhair ar fáil ón Oifigeach Tionscadail chun cuidiú

## 4.5 Occasions

- **Plan suitable occasions** to provide the school community with opportunities to speak Irish – e.g. a quiz (for the children), storytelling session, reading session, drama session.
- **A special occasion**, perhaps at Christmas, Easter, St. Patrick's Day, or during a local festival, where a concert, drama, or show could be staged for parents of particular classes.

5. School Ancillary Staff

Seek support from ancillary teachers who come to teach music, games, dancing etc. Explain the scheme to them. Some social phrases, greetings, rhymes and songs **relevant to their subjects/ responsibilities** might also be made available, as well as material being sent to parents.

Similarly support should be sought from the secretary, caretaker and other ancillary staff who have contact with the children.

6. Available Support

- 6.1 **An tOifigeach Tionscadail** in the office of Gaelbhhratach will provide ongoing support
- 6.2 A booklet **Tacábhar** will be available containing practical suggestions to help with the work.
- 6.3 **Workshops** will be held during the year to support the work.
- 6.4 If you have any doubt about the accuracy of Irish you have prepared to teach in a conversation class please text or call an tOifigeach Tionscadail.
- 6.5 A special **online page/ blog** will be available with some current phrases as appropriate for festivals/ daily routines/ special occasions. An tOifigeach Tionscadail will help those schools interested in blogging.



leis na scoileanna sin a bhfuil spéis acu sa chóras seo. D'fhéadfaí:

- obair Ghaeilge na bpáistí a chur air
- teagmháil a dhéanamh le páistí i scoileanna eile
- éisteacht le scéal/ ceol srl.
- Físeáin a rinne siad féin a thaispeáint.

6.6 Cuirfear seolta agus uimhreacha teagmhála ar fáil chun gur féidir **líonraí** a chothú.

- Beidh snáth 'Whatsapp' agus leathanach 'Facebook' ar fáil do mhúinteoirí.
- Cuirfear roinnt tacábhar ar fáil don scoil agus ar líne.

6.7 Cuirfear **múinteoirí ar an eolas** faoi réimse áiseanna atá ar fáil ar líne, áiseanna atá idirghníomhach agus áiseanna atá oiriúnach le húsáid ar an gClár Bán idirghníomhach. Beidh nascanna idirlín ar fáil. Féach ar na suímh seo thíos:

<http://www.PDST.ne/ga/node/2554->  
m.sh. Spreag an Ghaeilge le Spraoi;  
*Fillteán ábhar don Ghaeilge sna bunscoileanna*;  
**www.cogg.ie** Tá go leor acmhainní ábhartha ar fáil ar an suíomh seo;

Céimeanna Beaga (Gaeilge fheidhmiúil le 4 CD FNT (Forbairt Naíonraí Teo.2006)

Amhráin do Pháistí (Rannta agus amhráin le CD, FNT)

Bróga Nua (Leabhar le 100 rann agus amhrán agus 2 CD, FNT)

Dánta Duitse (Gabriel Rosenstock)

Rabhlaí Rabhlaí (eag. R. Ó Cathasaigh)

Báidín Fheidhlimidh (Éabhlóid)

Gugalaí Gug (Futa Fata)

Féilire Lá Breithe/ Féilire Dúlra; Greamáin; Séideán Sí (Cúrsa Gaeilge do Ghaelscoileanna) srl. Leabhair ghramádaí; Gaeilge Bheo, Gael Linn.

Beidh "Cluichí Gaeilge Smarty Cats" ar fáil ar **lacáiste 20%** ach scéim Gaelbhratach a lua.

Féach tagairtí eile sa **Tacábhar**

- Tabharfaidh an tOifigeach Tionscadail cuairt tacaíochta de réir mar is cuí.

*This blog will facilitate:*

- *displaying children's work in Irish;*
- *making contact with children in other schools*
- *listening to stories, music etc.*
- *showing their own videos...*

6.6 *Contact details will be available to facilitate **networking***

- *A Whatsapp thread and a Facebook Page will be available for teachers.*
- *Some support material will be made available in the school and on line.*

6.7 **Teachers will be informed** of a range of resources available on-line, including interactive resources suitable for use with interactive whiteboards.

*Internet links will be available.*

*See the sites listed below:*

<http://www.PDST.ne/ga/node/2554->

e.g. Spreag an Ghaeilge le Spraoi;  
*a folder of material for Irish in Primary Schools.*  
**www.cogg.ie** *There is a lot of suitable material available on this site;*

Céimeanna Beaga (practical Irish & 4 CDs, FNT 2006)

Amhráin do Pháistí (Rhymes and songs with CD, FNT)

Bróga Nua (Book with 100 rhymes & songs and 2 CDs, FNT)

Dánta Duitse (Gabriel Rosenstock)

Rabhlaí Rabhlaí (eag. R. Ó Cathasaigh)

Báidín Fheidhlimidh (Éabhlóid)

Gugalaí Gug (Futa Fata)

*Birthday calendar/ nature calendar; stickers;*

*Séideán Sí (Irish language course for primary level gael scoileanna), etc. Grammar books; Gaeilge Bheo, Gael Linn. "Cluiche Gaeilge Smarty Cats" will be available @ **20% discount** when you mention **Gaelbhratach**. See other references in **Tacábhar**.*

- *A support visit will be arranged by An tOifigeach Tionscadail as appropriate.*



## 7. Scéim Mheasúnaithe

### 7.1 Measúnú don Teastas (Bliain 1)

Chun teastas a bhaint amach is gá go mbeadh:

- An scoil cláraithe le **Gaelbhhratach** ó mhí Mhéan Fómhair roimhe sin;
  - Foireann múinteoireachta na scoile nó a bhformhór tar éis freastal ar **cheardlann oiliúna** Gaelbhhratach;
  - **Aischothú** déanta faoi **dhó** i rith na bliana – **Gan aischothú gan Gaelbhhratach** – (Féach lth. 5).
  - **Fillteán Féinmheasúnaithe** le taifead éigin (ar Bhlag nó ar Fhuaimrian eile) ag léiriú go bhfuil:
- (a) **Roinn A** mar atá thíos comhlíonta i rith na bliana; (Féach Critéir Mheasúnaithe lth.13);
  - (b) na **6 Sprioc** as **Roinn B** roghnaithe ag an scoil liostáilte;
  - (c) 2 sprioc ar a laghad as Roinn B curtha i gcrích agus plean ann do na 4 sprioc eile a roghnaíodh;
  - (d) taifead á choinneáil ar úsáid na Gaeilge go nádúrtha ag na páistí;
  - (e) an scoil réidh leis an bhfillteán féinmheasúnaithe a chur faoi bhráid oifig Gaelbhhratach, **roimh 15 Bealtaine..**

**N.B.** Tharlódh go dtógfadh sé níos mó ná bliain amháin dul i dtaithe ar an gcur chuige atá i gceist. Bí i dteagmháil leis an Oifigeach Tionscadail má tá fadhb agaibh.

### 7.2 Measúnú don Gaelbhhratach – (bliain 2)

- Is gá go mbeadh an **Teastas** do Bhliain 1 bainte amach ag an scoil.
  - Cuirfear iarratas ar Gaelbhhratach ar nó roimh an **chéad seachtain de mhí Aibreán** in éineacht leis an bhfillteán féinmheasúnaithe.
  - Sa **bhFillteán Féinmheasúnaithe** beidh:
- (a) **Spriocanna Roinn A:**  
Léiriú ar fhorbairt /athrú a tharla i mbliain 2 ar na spriocanna m.sh.  
Coiste na bliana reatha; Gaeilge á mhúineadh trí Ghaeilge; pleanáil d'fhorbairt na Gaeilge sa scoil srl.

## 7. Assessment Scheme

### 7.1 Assessment for a Certificate (Year 1)

*In order to gain a certificate the following is necessary:*

- *the school is registered with Gaelbhhratach from the previous September*
  - *All, or the majority, of the school staff have **attended a workshop** provided by Gaelbhhratach;*
  - *Feedback twice yearly – **No feedback – no Gaelbhhratach** – (See pg.5 )*
  - *A **self-assessment folder** is completed containing an appropriate record (on Blog or other recording device) to demonstrate:*
- (a) *that **Section A** as laid out below has been completed during the year;*  
(See Assessment criteria pg.13)
  - (b) *the 6 targets from **Section B** chosen by the school are listed;*
  - (c) *the 2 targets, at least, which have been achieved as well as a plan for the other 4 targets chosen;*
  - (d) *the children speaking/conversing in Irish;*
  - (e) *the school is ready to present the self-assessment file to the **Gaelbhhratach** office before **May 15**.*

**N.B.** It may take more than one year to become familiar with the approach involved in this scheme. Contact An tOifigeach Tionscadail if you have a problem.

### 7.2 Assessment for a Gaelbhhratach (Year 2)

- *It is necessary for the school to have a **Teastas** from Year 1.*
  - *An application for a Gaelbhhratach must be made on or before the **first week in April** accompanied by the **Self- Assessment Folder**.*
  - *The **Self-Assessment Folder** will contain:*
- (a) ***Section A** targets: showing changes/ development of targets during year 2 e.g. The current committee. Teaching Irish through Irish, planning for development of Irish in the school etc.*



- (b) **Aischothú** (cuid riachtanach den scéim)  
Beidh aischothú le déanamh faoi 2 i rith na bliana (ar cheistneoir ‘Survey Monkey’, ar bhlag nó ar chóras eile a bhfuil fuaimrian leis) chun léargas a thabhairt ar an dul chun cinn reatha.
- (c) Spriocanna **Roinn B**: Léiriú agus taifead ar gach ceann de na 6 sprioc atá bainte amach ag an scoil. Caithfear léargas a thabhairt ar pháistí na scoile ag úsáid na Gaeilge go nádúrtha. Seans go mbeadh go leor den ábhar seo ar thaifead/ar bhlag i rith na bliana.

Tá liosta iomlán na gcritéar measúnaithe anseo thíos.

### Critéir Mheasúnaithe

#### A Riachtanais Ghinearálta:

1. Scoil iomlán páirteach sa scéim
2. Coiste agus páistí páirteach ann.
3. Ball/baill foirne ainmnithe mar theagmhálaí/theagmhálaithe.
4. Go múinfear an Ghaeilge trí Ghaeilge.
5. Feasacht Teanga chun tuiscint, suim agus meas a mhúscailt i dteangacha i gcoitinne agus go háirithe sa Ghaeilge.
6. Plean scoile don chúrsa Comhrá Gaeilge le leaganacha aontaithe ag an bhfoireann, de na beannachtaí, béasa srl.
7. Plean don Ghaeilge i dtimpeallacht na scoile – frásaí le feiceáil a bheadh le cloisteáil in úsáid
8. Páirt a ghlacadh in imeachtaí Lá/Seachtain/Coicís na Gaeilge.
9. Múinteoirí ag tacú le tuismitheoirí trí chabhrú leo a bheith páirteach sa scéim.
10. Tacú le múinteoirí cúnta agus foireann eile na scoile – Rúnaí, Airíoch... le bheith páirteach sa scéim.



- (b) **Feedback** (a necessary part of the scheme)  
*You will be required to provide feedback twice during the year (using Survey Monkey questionnaires, blog or other means with soundtrack) to show your progress.*
- (c) **Section B targets**: *A record and demonstration showing each of the 6 targets achieved by the school. It must show the school children using Irish naturally. A lot of this material may be on record/Blog already. Following is a complete list of the assessment criteria.*

### Assessment Criteria

#### A General requirements:

1. Participation by the **whole school**
2. **Committee with pupil participation**
3. Designated staff member(s) as **Contact(s)**
4. That **Irish** be taught **through the medium of Irish**
5. **Language awareness** to awaken understanding, respect and interest in languages in general and particularly in Irish
6. **The school plan for the Irish language Conversation Course including a list of forms agreed by the staff**, of greetings, social phrases etc.
7. **A plan for the use of Irish in the school environment** – phrases to be displayed and actively used.
8. **Participate in Lá/Seachtain/Coicís na Gaeilge.**
9. **Teachers supporting parents' participation in the scheme.**
10. **Support visiting teachers as well as ancillary staff – the Secretary, Caretaker... participating in the scheme.**



Roinn B

Rogha na scoile de **6 cinn** de spriocanna as an liosta seo thíos:

1. **Rannta, Amhráin, Cluichí Bos is Lámh, Cluichí Fáinneacha, Rannta Scipeála** i rang naíonán bheaga, naíonán mhóra nó rang a haon. D'fhéadfaí é seo a nascadh leis an **Tionól, Cluichí Clóis** nó **Scéim na gComrádaithe** (féach sprioc 13) nuair a bheadh ardrang ag cabhrú le rang níos óige.

2. **Tionól scoile** – go mbeadh an Bhainistíocht ranga **\*(Féach Nóta thíos)**; tús, agus críoch trí Ghaeilge maraon le hamhrán/rann/dán/ suantraí; plé ar fhéile/ ar chluiche... Ardrang ag cabhrú le rang níos óige. **Ní gá** an Tionól iomlán a bheith trí Ghaeilge. Féach sampla in **Tacábhar**

3. **Amhrán na bhFiann** – Curfá mar thús suas go Rang 3 agus véarsa in éineacht leis i rang níos airde.

**Ó rang 4** ar aghaidh is gá go mbeadh forbairt air seo trí m.sh.

- ceol uirlise a chur leis **nó**
- Togra a dhéanamh bunaithe air.

Féach **Tacábhar**

4. **Bainistíocht Ranga** i gcoitinne trí Ghaeilge, ag seachaint ordaithe oiread agus is féidir. **\*(Féach Nóta lth.17)**

Beidh **gnásanna éagsúla** i gceist anseo, glaoch an rolla; dáileadh agus bailiú ábhar srl; tús agus deireadh ranganna éagsúla...

Féach **Tacábhar**

Section B

Choose any **6 targets** from the list below:

1. **Rhymes, Songs, Clapping Games, Skipping and Circle Games** in junior infants, senior infants or first class. This could be linked to **School Assembly, Games** or **Buddy system** (see target 13) when a senior class would help the younger children.

2. **School assembly** – Classroom Management\* (**See note below**) opening and conclusion to be in Irish as well as a song, rhyme, poem, or lullaby; references to a festival or game... Senior classes may assist junior classes with songs, rhymes etc. The full assembly **need not** be conducted through Irish. See example in **Tacábhar**.

3. **Amhrán na bhFiann** – Chorus taught up to 3rd class perhaps, with a verse also taught in more senior classes.

**From 4th class** on this needs to be developed by e.g.

- adding instrumental music **or**
- doing a project on the topic.

See **Tacábhar**

4. **Classroom management** through the medium of Irish, avoiding use of orders as much as possible. **\*(See note pg.17)**

This will involve a variety of rituals – roll call; distributing and collecting materials etc.; class beginnings and endings...

See **Tacábhar**





5. **Seisiúin Scéalaíochta** rialta (uair sa mhí ar a laghad) ag baint úsáid as CD, an scéal ullmhaithe roimhré, scéal ar líne. D'fhéadfadh an múinteoir ranga nó múinteoir rang eile, nó tuismitheoir le Gaeilge nó páiste/ó ardrang nó ó Ghaelscoil an scéal a chur i láthair. D'fhéadfaí é seo a nascadh le **Scéim na gComrádaithe**.

**N.B.** Bheadh sé tábhachtach:

- (a) **leabhair Ghaeilge** a bheith i gceist in **am DEAR** (*Drop Everything And Read*) ar a laghad uair sa mhí,
- (b) leabhair agus CDanna le scéalta Gaeilge a bheith san áireamh do leithéid an *MS Readathon*, Seachtain na Gaeilge, Lá Domhanda na Leabhar srl.

## 6. **Cluichí Teanga/ Léitheoireachta**

Cluichí mar thaca don chaint – Biongó, Nathracha agus Dréimrí srl. in úsáid ar bhonn rialta. Beidh **réamhghnás, foirmli cainte ar leith** i gceist anseo agus **iarghnás** chomh maith. (Féach **Tacábhar**)

## 7. **An Ghaeilge agus Ábhair eile Churaclaim**

Má roghnaíonn an scoil an sprioc seo is gá go mbeadh an Ghaeilge á nascadh ag **gach rang** le hábhar éigin curaclaim. Níor ghá, áfach, gurb é an t-ábhar céanna a bheadh i gceist ag gach rang.

## 8. **Greamáin nasctha leis an Dúlra agus Gaeilge le húsáid leo.**

Bronntar na greamáin ar pháistí nuair a chloistear iad ag labhairt Gaeilge – le taispeáint dá múinteoir féin nó sa bhaile nó le bailiú ar chártaí de réir mar a oireann. Tarlaíonn comhrá/úsáid foirmli cainte ar leith nuair a bhronntar iad. (Féach **Tacábhar**)

5. ***Regular Story telling sessions*** (at least 1 per month) using a CD, having a story prepared in advance, a story online. *The class teacher, a teacher from another class, a parent, a child from a senior class, or a child from a Gaelscoil could read/present the story. This could be linked with the Buddy System.*

**N.B.** It is important that:

- (a) *Irish language books are used in DEAR time (Drop Everything And Read) at least once a month*
- (b) *Irish language books and stories with CDs be included for events such as the MS Readathon, Coicís na Gaeilge (Irish language fortnight), World Book Day.*

## 6. **Irish Language/ Reading games**

*Games support oral language- Bingo, Snakes and Ladders etc. used on a regular basis. They involve introductory rituals, particular language formulae and closing rituals. (See Tacábhar)*

## 7. **Irish and other curriculum subjects**

*If a school chooses this target each class must use Irish in conjunction with some other curriculum subject. It is not necessary however, for each class to choose the same subject.*

## 8. **Irish language Nature stickers used with appropriate Irish** (See **Tacábhar**)

*Stickers will be presented to children when they are heard using Irish – to be shown to their teacher, family or to be collected on cards as appropriate. Presenting a sticker involves certain formulae and conversation. (See Tacábhar)*



9. **Páistí ag beannú/fáiltiú ag doras na scoile/seomra ranga** – le cúpla focal faoin aimsir srl.do thuismitheoirí/ do phobal na scoile/don chuid eile den rang nó den scoil ar maidin/tráthnóna de réir mar a oireann.

**Bheadh tógáil le déanamh ar seo ar bhonn leanúnach i rith na bliana. Féach Tacábhar**

#### 10. **An Ghaeilge lasmuigh den scoil**

Teagmháil rialta le scoil eile ar Skype nó páirt a ghlacadh i gcomórtas faoi scáth eagraíochtaí eile – (Drámaíocht; Tráthanna Ceisteanna; Amhrán/ Rap a chumadh m.sh.)

**Nóta:** D'fhéadfaí frásaí úsáideacha Gaeilge a chur ar chluasa na bpáistí trí Amhrán nó Rap a chumadh. Foghlaimoidh siad leaganacha teanga go héasca ar an mbealach seo. Tá an scéal amhlaidh maidir leis an drámaíocht.

**Ach tá sé thar a bheith tábhachtach go mbeidh an Ghaeilge iontu cruinn nó bíonn sé thar a bheith deacair nathanna mí-chruinne foghlamtha mar seo a cheartú níos déanaí.**

Molaimid a bheith cruthaitheach maidir le hamhrán a chumadh sibh féin seachas amhráin a aistriú go Gaeilge.

Is iad na deiseanna a thugann na hócáidí seo do pháistí, Gaeilge a fhreastalaíonn ar a gcuid riachtanais féin a fhoghlaim/ a úsáid agus taitneamh a bhaint as atá tábhachtach.

#### 11. **Siamsaíocht**

Bíonn an-deiseanna anseo le páistí a spreagadh chun an **Ghaeilge foghlamtha a úsáid** ar bhealach tairbheach spráúil m.sh. **Sceitsí**, (bunaithe ar scéal, ar ghnáthshaol laethúil, nó ar stair, ar fhéilte, ar thíreolas srl...). D'fhéadfaí Charades/Mímireacht, Seó Faisin, Puipéid nó Scéim na gComrádaithe a úsáid anseo chomh maith. Bheadh an sprioc seo le cur i gcrích ar a laghad uair sa téarma. (Féach Tacábhar)

9. **Children greeting others at the school/classroom door** saying a few words **in Irish** about the weather etc. to the parents/rest of the class/school in the morning or evening as appropriate – **to be implemented and developed on a regular basis throughout the year.**  
See Tacábhar

#### 10. **Using Irish outside school**

Regular contact with another school on Skype or participating in a competition under the auspices of other organizations (e.g. Drama, Quiz, Compose a song/ Rap)

**Note:** Children easily learn useful phrases in Irish through songs or raps composed for the purpose. They learn idioms and sayings easily this way. The same is true of drama.

**It is most important however, that the Irish taught is accurate. Otherwise children will have great difficulty learning the correct version in the future.**

We suggest you be creative in composing your own songs rather than translating from another language to Irish.

From the Gaelbhrtach point of view it is the opportunities these occasions present for the children to learn/ use/enjoy Irish which meets their language needs that is most important.

#### 11. **Entertaining**

This target provides great opportunities for using **Irish learned in class** in a practical fun way e.g. Sketches (based on a story, everyday life, history, festivals, geography etc...) Charades/ Miming, Fashion Show, Puppets or Buddy scheme could also be used here. This target to be achieved at least once a term.  
(See Tacábhar)



**12. Léiriú Físe ar Théama Roghnaithe**

Beidh ranganna éagsúla na scoile ag obair ar théama ar leith le cur ar an mblag – rogha na scoile ón liosta seo:

- **físeán** ag insint scéal na Nollag nó scéal séasúrtha eile, ag úsáid Drámaíocht, Amhránaíocht, Ceol, Rince agus pé rud eile a oireann do gach rang ar leith
- **físeán** ag léiriú scéal stairiúil Naomh Pádraig nó scéal/téama séasúrach eile (Tá ceachtanna samplacha agus áiseanna le Scéal Naomh Pádraig a insint, ar fáil ar líne).
- **físeán** á stiúradh ag na páistí féin, ag léiriú pop-amhrán Gaeilge á chanadh ag páistí na scoile.

Beidh **cabhair ar fáil** ón Oifigeach Tionscadail chun cuidiú leis na scoileanna sin a bhfuil spéis acu é a chur i gcrích ach nach bhfuil taithí acu ar a leithéid.

Dar ndóigh an rud is tábhachtaí sa sprioc seo ná an obair réamhullmhúcháin, agus an úsáid a bhainfear as **caint nádúrtha na bpáistí** sa bhfiseán. Aithnímid gur sprioc dúshlánach an ceann áirithe seo agus dá bharr sin tabharfar aitheantas breise dóibh siúd a roghnaíonn é.

**13. Scéim na gComrádaithe – ar bhonn leanúnach**

Páistí ardranga agus páistí rang níos óige – ag comhoibriú lena chéile trí Ghaeilge m.sh.ag **tionól, scéalaíocht, cluichí clóis, cluichí fáinneacha** le rannta srl.  
Féach **Tacábhar**

**14. Tráth na gCeist Boird** (ar a laghad uair sa téarma/ trí uair sa bhliain.

Bain úsáid as ceisteanna a cheap múinteoirí/páistí agus múinteoirí. \*Féach **Nóta** thíos.  
Chabhródh an t-ábhar seo thíos:

**Réalta an Ranga** – Gaelchultúr;

**Tomhais** – sa Tacábhar lth 14;

**Quizphaca** – Gael Linn;

**Cúpla míle ceist** – Glór na nGael;

**Ceist agam ort** – Cois Life;

**12. Video Presentation on a Chosen Theme**

Various school classes will work on a given theme to be presented on blog – school choice from the following list:

- A **video** telling the Christmas story or another seasonal story, using drama, singing, music dance and whatever suits each class
- A **video** telling the historical story of St. Patrick or another seasonal story/theme.  
(There are sample lessons and aids to help tell St. Patrick's story available on line)
- A **video** directed by the children presenting a pop song in Irish being sung by the children of the school.

**Help will be available** from an tOifigeach Tionscadail to help schools interested in doing this but who have no experience.

Of course the most important thing about this target is the **natural use of Irish by the children while preparing for and working on the target**. We recognize that it is a challenging target and so some extra recognition will be given to those who choose it.

**13. Buddy scheme – on an ongoing basis**

Children from senior classes working with children from junior classes through the medium of Irish – See **Assembly, Story sessions, playground games, circular games with rhymes etc.** See **Tacábhar**

**14. Quizzes** (at least once a term/three times a year)

Use questions composed by children/children and teachers together. (See **Note** below)  
The following material might be helpful

**Réalta an Ranga** – Gaelchultúr;

**Tomhais** – sa Tacábhar lth 14;

**Quizphaca** – Gael Linn;

**Cúpla míle ceist** – Glór na nGael;

**Ceist agam ort** – Cois Life;



15. **Karaoke trí Ghaeilge le hamhráin Ghaeilge ar bhonn rialta** – ar a laghad 1 sa téarma.

Chabhródh an CD-ROM seo: **Amhrán is Fiche; Amhrán is Fiche eile; Amhrán is Fiche don Nollaig.**

**www.fiosfeasa.com.**

**\* Nóta**

Déanann páistí aithris ar an rud a chloiseann siad agus mura gcloiseann siad ach ordaithe sin a fhoghlaiméoidh siad.

Is gá mar sin go gcloisfeadh na páistí foirmeacha éagsúla de na briathra in úsáid go nádúrtha agus go múinfear go cúramach iad.

Seo thíos cúpla sampla:

Faigh – *Caithfidh tú do chóta a fháil;*

Cuir/bain díot – *Caithfidh tú do bhróga peile a chur ort/a bhaint díot;*

Dún – *Caithfidh an doras a dhúnadh;*

Déan – *Caithfidh na sumáí a dhéanamh ar dtús.*

Féach samplaí eile in **Spreag an Ghaeilge le Spraioi** [www.cogg.ie](http://www.cogg.ie)

15. **Karaoke in Irish with Irish songs on a regular basis** – at least 1 per term.

*This CD-ROM might be helpful: Amhrán is Fiche; Amhrán is Fiche eile; Amhrán is Fiche don Nollaig.*

**www.fiosfeasa.com.**

**\* Note**

*Children repeat what they hear and if they hear only orders being given in Irish that is the form of the verb they will learn.*

*The children need to hear many different forms of the verbs being used naturally and they also need to have them taught.*

*Some examples below:*

Faigh – *Caithfidh tú do chóta a fháil;*

Cuir/bain díot – *Caithfidh tú do bhróga peile a chur ort/a bhaint díot;*

Dún – *Caithfidh an doras a dhúnadh;*

Déan – *Caithfidh na sumáí a dhéanamh ar dtús.*

Féach samplaí eile in **Spreag an Ghaeilge le Spraioi** [www.cogg.ie](http://www.cogg.ie)

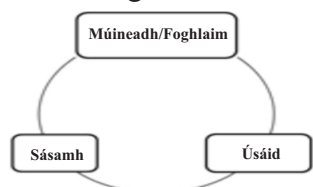




Gaelbhrtach

## Ceistanna Coitianta / FAQs

1. **“Not another flag! Will this involve a lot of extra work?”**
  - (a) Deir múinteoirí linn gur mhaith leo cabhair agus tacaíocht chun na páistí a spreagadh leis an nGaeilge a fhoghlaimíonn siad a **úsáid** i ngnáthchomhrá laethúil. Cuirfear an tacaíocht sin ar fáil tríd an scéim seo.
  - (b) Tá an cur chuige don Ghaelbhrtach seo bunaithe ar Chúrsa Comhrá Gaeilge Curaclam na Bunscoile idir Théamaí agus Fheidhmeanna Teanga. Mar sin níor chóir go mbeadh breis ama nó oibre i gceist ach **breis úsáide** don Ghaeilge a mhúintear/a fhoghlaimítear.
  - (c) Cabhróidh cluichí agus spraoi leis na páistí an Ghaeilge a fhoghlaimíonn siad a úsáid (Féach m.sh. Spreag an Ghaeilge le Spraoi). Beidh na ranganna taitneamhach. Bainfidh na daltaí agus na múinteoirí sásamh as an dul chun cinn.
  - (d) Beidh toradh rathúil ar an múinteoireacht – an chéad chéim sa bhfoghlaim!



- (e) Beidh an Gaelbhrtach le feiceáil ar foluain ag an scoil ina ábhar mórtais – ag léiriú go poiblí go n-úsáidtear an Ghaeilge sa scoil sin.

2. **“What will be different?”**

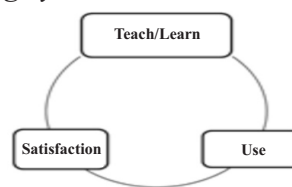
Tacóidh an clár **Feasacht Teanga** a mbeidh páistí agus múinteoirí páirteach ann le dlús nua a chur leis an obair le béim ar:

- Frásaí, nathanna agus abairtí a **roghnú** don cheacht comhrá Gaeilge a chumasóidh na páistí le go mbeidh siad in ann **rudai a bhfuil spéis acu siúd iontu a rá i nGaeilge**.
- Pleanáil ionas **go n-úsáidfear** an Ghaeilge a fhoghlaimítear; **go gcleanglófar** frásaí nua lena bhfuil ar eolas cheana agus gur foghlaim carnach a bheidh ann – go gcuirfear aon fhrása nua lena bhfuil ar eolas seachas é a chur in áit na Gaeilge a bhí ann roimhe.
- Spreagfar na páistí chun an Ghaeilge a fhoghlaimíonn siad a úsáid i rith an lae.

Gaelbhrtach

## Frequently Asked Questions

1. **“Not another flag! Will this involve a lot of extra work?”**
  - (a) Teachers tell us that they would like help and support to encourage children **to use** the Irish they have learnt in everyday conversation. This scheme provides that help and support.
  - (b) The approach for the Gaelbhrtach is based on the themes and language functions in the Conversation Course for the Irish language of the Primary School Curriculum. Thus it should not involve extra work or time, but should **enhance the use** of the Irish language already taught/learnt.
  - (c) Games and fun will help children use the Irish they have learnt (See for example Spreag an Ghaeilge le Spraoi). The classes will be enjoyable. Progress will be very satisfying for both pupils and teachers.
  - (d) Teaching will be successful – the first step in the learning cycle:



- (e) The Gaelbhrtach seen flying at the school will proudly and publicly declare that Irish is used in this school.

2. **“What will be different?”**

The **Language Awareness Programme** involving children as well as teachers will support a new way forward with emphasis on:

- Phrases, sayings and sentences being **chosen** for the spoken Irish lesson to enable the children **to say, in Irish, what they want/need to say**.
- Planning so that any Irish learned **is used**, new phrases are incorporated into what is already learned and work progresses in a way that ensures knowledge and use of Irish **is cumulative**. Each new phrase/ word is **added** to what is known rather than replacing it.
- Children will be encouraged to use the Irish learnt throughout the day.



- Caithfidh an **múinteoir a bheith ina c(h)eannródaí** san obair seo ag úsáid na bhfrásaí nua i/é féin chomh maith le frásaí beaga mar “Más é do thoil é/le do thoil; go raibh maith agat; tá sé sin go deas; gabh mo leithscéal... Cá bhfuil...?”  
Seo a mholtar i gcomhthéacs mhúineadh teangacha i gcoitinne. (Féach m.sh. Tionscadal Píolótach ar Nuatheangacha sa Bhunscoil, CNCM 2000)
- Bainfear úsáid as an nGaeilge chun cuid de na **gnásanna a tharlaíonn go rialta** a chur i gcrích trí Ghaeilge m.sh.  
“Is garr go mbeidh sé in am dul abhaile.”  
“Caithfidh an **seomra a ghlanadh**.”  
“Is garr go mbeidh sé in **am don rang corpoideachais**”. “Caithfidh críoch/deireadh a chur leis an obair sin anois agus seasamh sa líne.”
- “Fáilte romhaibh ag an **Tionól** ar maidin.”  
Is féidir leanacht i mBéarla ina dhiaidh sin go dtagann deis eile chun frása/amhrán... Gaeilge a úsáid. Cuir críoch leis an Tionól i nGaeilge agus bí ag cur leis an méid Gaeilge a úsáidtear de réir mar a fhoghlaimítear frásaí nua.
- **Ag rang ceoil** m.sh. “Canfaimid **Déirín Dé**; Beidh Aonach Amárach... anois.”  
“Caithfidh éisteacht go cúramach chun an nóta/an veidhlín/ pianó a chloisteáil” nó “Éistigí leis an gceol agus comhair na buillí – a haon, a dó ...”
- Tabhair **dea-shampla** do na páistí trí labhairt i nGaeilge tú féin le do chomhghleacaithe/ leis an bPríomhoide/ le tuismitheoirí de réir mar a oireann. (Féach samplaí sa **Tacábhar** bunaithe ar ábhar as Céimeanna Beaga, FNT 2006)
- B’fhéidir gur i nGaeilge a bheadh cuid de na **fógraí ar an ngléas idirchumarsáide** – cinn a bheadh ann go rialta m.sh “Tá sé ag cur báistí inniu agus ní féidir dul amach sa chlós ag am lóin.”
- Tugann roinnt scoileanna **ticéad beag/ greamán** don pháiste a chloistear ag labhairt Gaeilge. Is féidir leas a bhaint as na ticéid chun a bheith páirteach i gcrannchur mar shampla. Féach comhrá samplach **Tacábhar**.

### 3. “How do we get involved?”

- (a) Cuireann an scoil isteach ar an scéim má aontaíonn an fhoireann leis an smaoineamh.
- (b) Tá dhá chéim, i gceist:



- *Teachers will be encouraged to **lead by example** using new phrases and sayings herself/himself as well as simple phrases such as: “Más é do thoil é/le do thoil; Go raibh maith agat; Tá sé sin go deas; Gabh mo leithscéal... Cá bhfuil...?”*  
*This is advised for teaching languages in general. (See for example Pilot Project on Modern Languages in Primary School, NCCA 2000).*
- *Some of the **daily routine** tasks will be carried out through Irish, e.g.*  
*“Is garr go mbeidh sé in am dul abhaile. Caithfidh an **seomra a ghlanadh**.”*  
*“Is garr go mbeidh sé in **am don rang corpoideachais**. Caithfidh críoch/deireadh a chur leis an obair sin anois agus seasamh sa líne.”*
- *“Fáilte romhaibh ag an **Tionól** ar maidin”*  
*The assembly could then continue in English until opportunities arise again to use Irish phrases/songs... The assembly should be concluded in Irish, with the amount of Irish used increasing as new phrases are learned.*
- ***During the music lesson** for example, “Canfaimid Déirín Dé/Beidh Aonach Amárach... anois.”*  
*“Caithfidh éisteacht go cúramach chun an nóta/an veidhlín/pianó a chloisteáil.” “Éistigí leis an gceol agus comhair na buillí – a haon, a dó...”*
- *Give **good example** to the children by speaking Irish yourself with colleagues, with the Principal and with parents as appropriate.*  
*(See examples in **Tacábhar** based on material from Céimeanna Beaga. FNT 2006).*
- *Perhaps some regular **announcements on the PA** could be in Irish, e.g. “Tá sé ag cur báistí inniu agus ní féidir dul amach sa chlós ag am lóin.”*
- *In some schools children are given a **ticket/ sticker** when they are heard speaking Irish. These tickets may then be used in a raffle for example.*  
*See sample conversation **Tacábhar**.*

### 3 “How do we get involved?”

- (a) The school enters the scheme provided the staff agrees with the idea.
- (b) There **are two stages**:

- (i) Ar dtús bronnfar teastas tar éis bliana nuair a bhíonn spriocanna áirithe bainte amach.
- (ii) Bronnfar an Ghaelbhratach tar éis 2 bliain nuair a shásaítear critéir a léireoidh úsáid na Gaeilge tríd an scoil.

**4. “But I’m not very confident about my Irish/my grammar is terrible/my pronunciation is different. Where can I turn for help? What can I do?”**

- Tosaigh ag **éisteacht** le Gaeilge á úsáid ag múinteoirí eile m.sh. na frásaí atá roghnaithe ag an scoil mar chuid den phlean.
- Déan socrú le **múinteoir eile a chabhróidh** leat má bhíonn tú éiginnte faoi fhuaimniú nó rithim abairte.
- Is mór an chabhair í éisteacht le nuacht an lae i mBéarla agus ansin éisteacht leis an scéal céanna ar An Nuacht i nGaeilge. Níos déanaí is féidir éisteacht leis an Nuacht i dtosach agus leis an mBéarla de réir mar is gá.
- **Éist le Gaeilge** ar CDanna agus déan aithris ar a gcloiseann tú, abairt nó dhó mar thú – Féach Céimeanna Beaga, (FNT 2006); Scéalta, Rannata, Amhráin srl. Is féidir seo a dhéanamh sa charr/ amuigh ag siúl...
- Éist le **Raidió na Gaeltachta/TG4**.
- Bain **úsáid** as na frásaí atá ar eolas agat – “Más é do thoil é; go raibh maith agat; gabh mo leithscéal; ó féach air sin; tá sé go hálainn; Cá bhfuil an...” srl.

Is cinnte go bhfuil i bhfad **níos mó Gaeilge agat** ná mar a cheapann tú.

(Ach b’fhéidir gur gá duit na frásaí a chleachtadh os ard chun dul i dtaithí ar do ghuth féin a chloisteáil i nGaeilge. Seo a mholtar i gcúrsaí teanga i gcoitinne. Cabhróidh sé seo go mór leis an misneach). Ní bheidh gach duine ag tosú ón bpointe céanna ach beidh sé an-sásúil dul chun cinn a dhéanamh.

**N.B.** Smaoinigh **gur fearr go mór frása Gaeilge le focal Béarla ann** – “An bhfuil cead agam *folder* a fháil?” ná **frása/abairt i mBéarla le focal Gaeilge** “*Can I get my fillteán?*”.

B’fhéidir go mbeadh suim agat i gcúrsa Gaeilge TEG (Teastas Eorpach na Gaeilge)

Féach: [www.teg.ie](http://www.teg.ie)



- (i) *Initially a **Teastas/certificate** will be awarded after 1 year when certain targets are achieved.*
- (ii) *The **Gaelbhratach** is presented after 2 years when the relevant criteria indicating that Irish is used throughout the school have been achieved.*

**4. “But I’m not very confident about my Irish/my grammar is terrible/my pronunciation is different. Where can I turn for help? What can I do?”**

- Start by **listening** to colleagues speaking Irish, e.g. the phrases that have been listed in the School plan.
- Arrange for a **colleague to help** you if you are uncertain about pronunciation or phraseology.
- *It is a great help to listen to the daily news in English first and then in Irish. As you progress you can switch to the news in Irish first and then in English if needed.*
- **Listen to Irish on CDs** and repeat what you hear, starting with a sentence or two, (See Céimeanna Beaga, (FNT 2006); Stories, Rhymes, Songs etc. You could do this in the car or while out walking.
- Listen to **Raidió na Gaeltachta/TG4**.
- Use the phrases you already know – “Más é do thoil é; Go raibh maith agat; Gabh mo leithscéal; Ó féach air sin; Tá sé go hálainn; Cá bhfuil an...” etc.

*You definitely have more Irish than you think.*

*(Perhaps you need to practice the phrases aloud to get used to hearing yourself speaking Irish.*

*This is recommended for languages in general. It will help your confidence.)*

*Not everyone will be starting at the same level, but making progress is very satisfying.*

**N.B.** Remember **a phrase in Irish containing an English word** – “An bhfuil cead agam *folder* a fháil?” – **is much better** than a phrase/sentence in English containing an Irish word – “*Can I get my fillteán?*”.

*Perhaps you would be interested in TEG, (an Irish course) (Teastas Eorpach na Gaeilge)*

– See [www.teg.ie](http://www.teg.ie)

5. “Why teach Irish through Irish? Isn’t it easier to just explain things in English?”

- (a) Ar an mórchóir bíonn sé i bhfad **níos éifeachtaí** cloí leis an sprioctheanga is cuma cén teanga a bhíonn á múineadh.
- (b) Foghlaimeofar an teanga **níos tapúla** i ndeireadh na dála.
- (c) Caithfimid cabhrú leis an bhfoghlaimeoir **tosú ag smaoineamh sa sprioctheanga**. Dá mhéid aistriúchán a dhéanaimid dóibh is ea is deacra é seo a bhaint amach.
- (d) Má dhéanann tú nós den ábhar a aistriú **ní thabharfaidh na páistí aon aird** ar an gcéad rud a dhéarfaidh tú, beidh siad ag fanacht ar an aistriúchán.
- (e) Ní dhéanfaidh siad **aon iarracht** an t-ábhar a thuiscint agus gan iarracht ní bheidh aon rud á fhoghlaim.

Is gá **go gcloisfeadh na páistí tú ag labhairt Gaeilge oiread agus is féidir sa rang Gaeilge**, b’fhéidir 40% den am mar thús, 70% de réir a chéile agus 100% ina dhiaidh sin.

6. “But they won’t understand.”

- (a) Ní gá gach uile fhocal a thuiscint. Bí sásta go bhfuil an bhrí ginearálta acu mar thús.
- (b) Cuimhnigh nach féidir aistriúchán díreach a dhéanamh ó theanga go teanga.
- (c) Is féidir an-chuid a chur in iúl trí do ghuth, d’aghaidh agus do lámha a úsáid.
- (d) Is féidir brí an ábhair a chur in iúl trí ghníomhaíocht/fearas oiriúnach a úsáid, trí gheáitsíocht, trí mhím, trí líníocht thapa ar an gclár bán/dubh/idirghníomhach, trí phictiúr, trí bhunfhocal a úsáid – m.sh. chun **fuinneoige** (barr na **fuinneoige**) a mhíniú – taispeáin ‘an fhuinneog’ dóibh nó abair “fuinneog – barr na **fuinneoige**”.
- (e) Uaireanta bíonn sé níos éifeachtaí an leagan Béarla a thabhairt **ach** má dhéanann tú é sin bí cinnte go ndeireann tú an focal/frása **i nGaeilge** cúpla uair ina dhiaidh ionas gurb é seo an leagan a fhanann ar a gcluasa.
- (f) Bain **úsáid** as an bhfrása/abair/nath nua i gcomhthéacsanna a thabharfaidh brí agus tuiscint ar úsáid na teanga do na páistí.

5. “Why teach Irish through Irish? Isn’t it easier to just explain things in English.”

- (a) On the whole it is **more effective** to use the target language no matter what language is being taught.
- (b) Learning is **faster** in the long run.
- (c) We have to help the learner **to think in the target language**. The more we translate for them the harder it is for them to achieve this.
- (d) If you make a habit of translating material **the children will ignore what you say in the target language** first and wait for the translation.
- (e) They will make no effort to understand the material and without effort there will be no learning.

It is necessary for the children to **hear you speaking Irish** as much as possible during the Irish lesson – initially around 40% of the time, gradually increasing to say 70% and eventually reaching 100%.

6. “But they won’t understand.”

- (a) They do not have to understand each word. It is sufficient if they understand the general meaning initially.
- (b) Remember that one cannot translate directly word for word from one language to another.
- (c) Much can be expressed through voice, facial expressions and gestures.
- (d) Material can also be explained through actions, or using suitable props, gestures, mime, images quickly drawn on a blackboard or whiteboard, pictures, or referring to basic words – for example, to explain barr na **fuinneoige** indicate and or name the window itself – **fuinneog** – and then indicate the top of the window as “barr na **fuinneoige**”.
- (e) Sometimes it may be more effective to refer to the English term, **but** in such cases be sure to say the **Irish term** several times after using the English term. This will ensure that the Irish term is heard last and will remain with them.
- (f) **Use the new phrase/saying/sentence in context** to help the children’s understanding of the meaning and the use of the language.





## 7 “I have children in my class with special needs”

Tá a riachtanais féin ag gach páiste agus is amhlaidh don pháiste le riachtanas speisialta. Ní gá i gcónaí go bhfágfaí as an áireamh iad sna ranganna Gaeilge. Ba thrua nach mbeadh teacht acu ar rud chomh tábhachtach lena gcultúr féin nuair a bhainfeadh go leor acu taitneamh as cuid ar a laghad den obair a bhaineann leis an gceacht comhrá.

- (a) De ghnáth is féidir le páistí a bhfuil riachtanais speisialta acu **amhráin agus rannta Gaeilge** a chanadh/a fhoghlaim agus taitneamh a bhaint astu.
- (b) Cabhróidh an rialtacht/ chinnteacht a bhaineann le gnásanna, foirmlí teanga srl. leo.
- (c) **Comhrá Gaeilge** atá i gceist againn sa scéim seo agus is iomaí páiste le riachtanas speisialta a bheadh in ann do **labhairt na Gaeilge**.
- (d) Má bhíonn cluichí cláir/ léitheoireachta i gceist is gá an t-ábhar a chur in oiriúint do chumas na bpáistí.
- (e) Bheadh áit freisin i sceitsí/ drámaíocht do gach uile pháiste sa rang.

## 8 “I have many foreign national children in my class”

Is gá aitheantas a thabhairt don teanga bhaile ag na páistí seo (**Feasacht Teanga**) agus ar an mórchóir ní bheidh deacrachtaí acu le Gaeilge má bhíonn tacaíocht bhaile don smaoineamh. Is gá an rang, an aois agus taithí na bpáistí a chur san áireamh. Tabhair aitheantas do theanga bhaile na náisiúnach coigríche.

## 9. “What will the parents say”?

- (a) Bíodh na tuismitheoirí ar an eolas faoin nGaelbhratach ón tús. Féach **Feasacht Teanga**.
- (b) Cuir ábhar abhaile – frásaí, scéalta le CDanna, rannta/dánta/amhráin (Múin amhráin a bheadh ar eolas ag na tuismitheoirí).
- (c) B’fhéidir go mbeidh ról acu féin san obair – ag léamh scéalta Gaeilge do na páistí i gcúinne na leabhar m.sh. nó ag éisteacht le scéal ar CD **leis na páistí**.
- (d) Mínigh an ról tábhachtach atá ag tuismitheoirí ag tacú leis na páistí in aon bhealach gur féidir leo. Beidh na tuismitheoirí ag iarraidh an rud is fearr dá bpáistí agus beidh siad thar a bheith sásta nuair a chloiseann siad an toradh – a fhad is nach mbíonn na páistí faoi strus.

## 7. “I have children in my class with special needs” (See footnote below)

*As with all children each child’s need is different. However it may not always be necessary to exclude children with special needs from Irish classes. It is a great pity to exclude them from an important element of their culture when very many could enjoy some at least of the work in an oral Irish lesson.*

- (a) *Usually children with special needs can sing, learn and enjoy **Irish songs and rhymes**.*
- (b) *The regularity and certainty of routines, language formulae and functions helps them.*
- (c) *In this scheme we are dealing with **conversational Irish** and many children with special needs, can learn to **speak Irish**.*
- (d) *When using board/ reading games they should be appropriate and compatible with the children’s level of ability in the language.*
- (e) *There would also be a place in sketches/ drama for all children in a class.*

## 8. “I have many foreign national children in my class”

*It is necessary to recognize the home language of the children (**Language Awareness**). On the whole they will not experience difficulties learning Irish if the home is supportive of the idea. It is necessary to take account of the class level, the age and the linguistic experience of the children. Acknowledge the home language of foreign nationals.*

## 9. “What will the parents say”?

- (a) *Parents should be informed of the Gaelbhratach Scheme from the start. See **Language Awareness**.*
- (b) *Send material home – Phrases, stories on CDs, rhymes, poems, songs – (Teach a song that the parents would know).*
- (c) *Perhaps the parents could participate in the work – reading a story in Irish to the children in the library corner for example, or listening to an Irish story on a CD **with the children**.*
- (d) *Explain the important role the parents play in supporting the children in any way they can. Parents will wish the best for their children and they will be happy when they hear the results – as long as the children are not stressed.*





A chara,

Is mian le Gael Linn teastas a bhronnadh ar gach scoil a léirigh speis sa scéim **GAELBHRATACH** agus atá ag iarraidh leanacht ar aghaidh chuig bliain a dó den scéim. (Bronnfar bratach ar gach scoil a chomhlíonann gach sprioc atá roghnaithe acu faoi dheireadh Bliain 2.)

Chun teastas a bhaint amach i mbliana(20XX) ba cheart go mbeadh:

- ☐ An scoil cláraithe leis an scéim ó mhí Mhéan Fómhair 20XX
- ☐ Foireann múinteoireachta na scoile nó a bhformhór tar éis freastal ar cheardlann oiliúna Gael Linn.
- ☐ Fillteán féinmheasúnaithe le taifead éigin (ar Bhlag nó Fuaimrian Eile) ag léiriú go bhfuil **Roinn A** mar atá leagtha amach sa leabhrán **Gaelbhratach-Measúnú**, comhlíonta i rith na bliana.
- ☐ Na **6 Sprioc** as **Roinn B** roghnaithe ag an scoil.
- ☐ 2 sprioc ar a laghad as Roinn B curtha i gcrích agus pleán acu do na 4 sprioc eile.
- ☐ Taifead á choinneáil ar úsáid na Gaeilge go nádúrtha ag na páistí.
- ☐ An scoil réidh leis an bhfillteán féinmheasúnaithe a chur faoi bhráid Gael Linn **roimh 15 Bealtaine**.

*\*\*Má tá an scoil sásta go bhfuil gach céim thuas comhlíonta, is féidir an fhoirm iarratais don Teastas (atá faoi iamh) a chomhlánú agus í a sheoladh ar ais leis an bhfillteán féinmheasúnaithe **roimh 15 Bealtaine, 20XX** chun go mbeidh an deis agaibh an teastas seo a fháil i mbliana.*

Míle Buíochas,

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Oifigeach Tionscadail



## *Foirm Iarratais don Teastas*

*Deimhníonn Scoil \_\_\_\_\_ go bhfuil na céimeanna seo bainte amach againn agus go bhfuilimid ag iarraidh cur isteach ar an teastas Gaelbhrtach a léiríonn go bhfuil critéir na scéime do Bhliain 1 comhlíonta againn.*

Ainm Gaeilge na scoile: \_\_\_\_\_

Uimhir Rolla na Scoile: \_\_\_\_\_

Seoladh Iomlán: \_\_\_\_\_

Ríomhphost: \_\_\_\_\_

Uimhir Fóin: \_\_\_\_\_

Líon Múinteoirí: ☐

Líon Scoláirí: ☐

Síniú an Phríomhoide: \_\_\_\_\_ Dáta: \_\_\_\_\_  
Stampa na Scoile:

**Nóta:** Muna bhfuil sibh réidh chun an teastas a fháil i mbliana, is féidir libh cur isteach ar an scéim arís an bhliain seo chugainn. Is féidir teagmháil a dhéanamh le Síomha Ní Mhuirí faoi seo nó faoi aon cheist eile ar 01-6753307.