

Primary School Curriculum

Review and Reflection Template for Teachers

Gaeilge

Science

SPHE

This *Review and Reflection Template for Teachers* is designed to prompt your thinking about your use of the Primary School Curriculum (1999) for Gaeilge, Science and Social, Personal and Health Education (SPHE). The template is presented in three sections, each corresponding with one of the three subjects (Gaeilge, Science and SPHE). Each section contains a number of questions regarding your use of the curriculum for that subject.

Please respond to each question based on your experience to date implementing the Primary School Curriculum (1999) for Gaeilge, Science and SPHE in these three subjects.

Background information

1 Please tick as appropriate.

Male

Female

2 What is your current position within your school? Please tick all relevant boxes.

- i Class Teacher
- ii Special Educational Needs Teacher
e.g. Learning Support/Resource
- iii Language Support Teacher
- iv Home-School Liaison Co-ordinator
- v Resource Teacher for Travellers
- vi Early Start Teacher
- vii Teaching Principal
- viii Administrative Principal
- ix Deputy Principal
- x Other

3a What class(es) are you teaching this year?

b How many children are in your class(es)?

4 Excluding career breaks, how many years of teaching experience do you have in primary schools? Give number of years as appropriate. **In Ireland** **Abroad**

5 How many years have you spent teaching children in each class in primary schools in Ireland? For example, if you taught a 3rd/4th grouping for 3 years, count as 3 years teaching 3rd class and 3 years teaching 4th class.

Classes	Years
i Junior infants	<input type="text"/>
ii Senior infants	<input type="text"/>
iii First class	<input type="text"/>
iv Second class	<input type="text"/>
v Third class	<input type="text"/>
vi Fourth class	<input type="text"/>
vii Fifth class	<input type="text"/>
viii Sixth class	<input type="text"/>
ix Total years teaching multi-grade classes	<input type="text"/>

6a Have you spent time teaching in a setting other than a primary school? **Yes** **No**

b If yes, please list setting(s) and number of years as appropriate.

Setting	Years

7 What professional qualifications do you have? Please list year of award as appropriate.

Degree(s) and Qualifications	Year of award
i Diploma in Teaching (NT)	<input type="text"/>
ii B. Ed. degree	<input type="text"/>
iii Other undergraduate degree	<input type="text"/>
iv Please specify <input type="text"/>	
v Post Graduate Certificate in Education	<input type="text"/>
vi Diploma in Special Education (or equivalent)	<input type="text"/>
vii Diploma in Remedial Education/Learning Support	<input type="text"/>
viii M. Ed. degree	<input type="text"/>
ix Other Masters degree	<input type="text"/>
x Please specify <input type="text"/>	
xi Doctoral degree	<input type="text"/>
xii Other degree/qualification	<input type="text"/>
xiii Please specify <input type="text"/>	

8 Which of the following types of Continuing Professional Development (CPD) have you accessed to support your implementation of the curriculum for Gaelige, Science and SPHE? Please tick all relevant boxes.

Support services/Courses		Gaelige	Science	SPHE
i	PCSP inservice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ii	PCSP cuiditheoireacht	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iii	SDPS facilitation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iv	Seminars/courses organised by the local Education Centre	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v	Seminars/courses organised by the INTO	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
vi	Leadership Development for Schools (LDS)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
vii	Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
viii	Please specify <input type="text"/>			

9 How would you assess your own level of competence in Irish? This information is helpful to the NCCA in providing additional support to teachers in implementing the Gaelige Curriculum. Please tick all relevant boxes.

	Needs some work	Good	Very good	Excellent
i Listening	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ii Speaking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iii Reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iv Writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10 In what type of school do you teach? Please tick all relevant boxes.

a Location	i Urban <input type="checkbox"/>	ii Rural <input type="checkbox"/>	
b Type of school	i Junior school <input type="checkbox"/>	ii Senior school <input type="checkbox"/>	iii Vertical school (all classes to sixth) <input type="checkbox"/>
	iv Other <input type="checkbox"/>	v Please specify <input type="text"/>	
c Gender mix	i Girls only <input type="checkbox"/>	ii Boys only <input type="checkbox"/>	iii Mixed gender <input type="checkbox"/>
	iv Junior mixed/senior girls <input type="checkbox"/>	v Junior mixed/senior boys <input type="checkbox"/>	
	vi Other <input type="checkbox"/>	vii Please specify <input type="text"/>	
d Language of instruction	i English-medium <input type="checkbox"/>	ii Irish-medium: Gaelscoil <input type="checkbox"/>	iii Irish-medium: Scoil sa Ghaeltacht <input type="checkbox"/>
	iv Other <input type="checkbox"/>	v Please specify <input type="text"/>	
e School Support Programme (DEIS)	i Urban band 1 <input type="checkbox"/>	ii Urban band 2 <input type="checkbox"/>	
	iii Rural <input type="checkbox"/>	iv Not in the programme <input type="checkbox"/>	

11 Has the DVD, *The What, Why and How of children's learning in primary school*, been distributed to parents in your school? Yes No

Cuid 1. CURACLAM NA GAEILGE

Díríonn an roinn seo den Teimpléad Athmhachnaimh agus Athbhreithnithe ar do thaithí ar mhúineadh na Gaeilge i gCuraclam na Bunscoile.

Tá ábhar teagaisc agus foghlama an Churaclaim Ghaeilge eagraithe faoi cheithre shnáithe:

- Éisteacht
- Labhairt
- Léitheoireacht
- Scribhneoireacht.

Cé go bhfuil na ceithre shnáithe scartha óna chéile sa churaclam, comhtháthaítear iad i gceachtanna Gaeilge chomh minic agus is féidir.

Tá na snáithe foroinnte i snáithaonaid:

- Ag cothú spéise
- Ag tuiscint teanga
- Ag úsáid teanga.

Sna scoileanna Gaeltachta agus lán-Ghaeilge tá béim curtha ar fhorbairt

- Cumas agus muinín
- Samhlaíocht agus mothúcháin.

Tá an curaclam bunaithe ar chur chuige cumarsáide. Is iad mór-aidhmeanna an chur chuige seo ná go mbeadh an páiste in ann úsáid a bhaint as an teanga chun cuspóirí cumarsáide a bhaint amach agus go mbeadh deiseanna aige/aici an Ghaeilge atá á foghlaim a úsáid go rialta. Tá feidhmeanna teanga i gceist i ngach snáithe den churaclam. Is iad seo a leanas na feidhmeanna atá luaite sa Churaclam Gaeilge:

- Caidreamh sóisialta a dhéanamh
- Eolas a thabhairt agus a lorg
- Dearcadh a léiriú agus a lorg
- Dul i gcion ar dhuine
- Struchtúr a chur ar chomhrá
- Soiléiriú a lorg i gcomhrá.

Más múinteoir tú i scoil ina bhfuil an Béarla mar mheán freagair ceisteanna 1-10 agus ceisteanna 21-40 le do thoil/*Teachers in English-medium schools please answer questions 1-10 and questions 21-40.*

Más múinteoir tú i scoil ina bhfuil an Ghaeilge mar mheán freagair ceisteanna 1-3 agus ceisteanna 11-40 le do thoil/*Teachers in Irish-medium schools please answer questions 1-3 and questions 11-40.*

Snáitheanna agus snáithaonaid

Pleanáil sa seomra ranga

- 1a Seo cé chomh chabhrach is atá leagan amach an churaclaim i snáitheanna agus snáithaonaid agus an Ghaeilge á pleanáil agam/*In planning for my teaching of Gaeilge, I find the layout of the curriculum in strands and strand units:*

Rátáil mar is cuí, le do thoil/*Please use the following rating scale:*

1=mí-chabhrach/*not helpful*, 2=saghas cabhrach/*somewhat helpful*,
3=cabhrach/*helpful*, 4=an-chabhrach/*very helpful*.

- b Cuir fáth le d'fhreagra, le do thoil/*Please give a reason for your answer.*

- 2 Seo cé chomh chabhrach is atá na catagóirí feidhmeanna teanga seo a leanas agus mé ag pleanáil d'fhorbairt foghlama páistí i nGaeilge/*When planning for progression in children's learning in Gaeilge, I find the following categories of language functions are:*

I ngach cás, rátáil mar is cuí, le do thoil/*In each case, please use the following:*

1=mí-chabhrach, 2=saghas cabhrach, 3=cabhrach, 4=an-chabhrach.

Catagóirí feidhmeanna teanga

Ráta

- | | | |
|-----|---|--------------------------|
| i | Caidreamh sóisialta a dhéanamh/ <i>Communicate with others</i> | <input type="checkbox"/> |
| ii | Eolas a thabhairt agus a lorg/ <i>Give and seek information</i> | <input type="checkbox"/> |
| iii | Dearcadh a léiriú agus a lorg/ <i>Express and seek an opinion</i> | <input type="checkbox"/> |
| iv | Dul i gcion ar dhuine/ <i>Convince another person of something</i> | <input type="checkbox"/> |
| v | Struchtúr a chur ar chomhrá/ <i>Structure a conversation</i> | <input type="checkbox"/> |
| vi | Soiléiriú a lorg i gcomhrá/ <i>Seek clarification in a conversation</i> | <input type="checkbox"/> |

- 3 Seo cé chomh chabhrach is atá na háiseanna seo a leanas agus an Ghaeilge á pleanáil agam/*When planning for my teaching of Gaeilge I find the following resources are:*

I ngach cás, rátáil mar is cuí, le do thoil:

1=mí-chabhrach, 2=saghas cabhrach, 3=cabhrach, 4=an-chabhrach.

Áis

Ráta

- | | | |
|-----|---|--------------------------|
| i | Curaclam na Bunscoile: Gaeilge | <input type="checkbox"/> |
| ii | Treoirlínte do Mhúinteoirí: Gaeilge | <input type="checkbox"/> |
| iii | Plean scoile: Gaeilge | <input type="checkbox"/> |
| iv | Leabhair achmhainne/lámhleabhair do mhúinteoirí | <input type="checkbox"/> |
| v | Téacsleabhair/leabhair saothair do dhaltaí | <input type="checkbox"/> |
| vi | Eile <input type="text"/> | <input type="checkbox"/> |

Ba cheart do mhúinteoirí i scoileanna ina bhfuil an Béarla mar mheán ceisteanna 4-10 a chomhlánú.
Ba cheart do mhúinteoirí i scoileanna ina bhfuil an Ghaeilge mar mheán bogadh ar aghaidh go ceist 11.

Questions 4–10 are to be completed by teachers in English-medium schools. Teachers in Irish-medium schools should move to question 11.

Éisteacht

- 4 Cuirim ar chumas na bpáistí scil na héisteachta a fhorbairt trí na deiseanna seo a leanas a thabhairt dóibh/*I enable children to develop listening skills by providing the following opportunities for them:*

Cuir tic sna boscaí cuí, le do thoil/*Please tick all relevant boxes.*

Deis	Tic
i Éisteacht le Gaeilge á húsáid go neamhfhoirmiúil mar theanga chaidrimh agus bhainisteoireacht ranga	<input type="checkbox"/>
ii Éisteacht le Gaeilge á húsáid go foirmiúil chun frasaí faoi leith a insealbhú/ <i>Listening to Gaeilge being spoken formally so that certain phrases might be consolidated</i>	<input type="checkbox"/>
iii Éisteacht agus freagairt go gníomhach do rainn, amhráin, dánta, scéalta, srl.	<input type="checkbox"/>
iv Éisteacht agus freagairt go gníomhach do théipeanna/dlúthchéirníní éisteachta/cláir ríomhaireachta/tapes/CDs/computer programs	<input type="checkbox"/>
v Éisteacht agus freagairt go gníomhach do chláir raidió/teilifíse oiriúnacha	<input type="checkbox"/>
vi Cluichí éisteachta a imirt, m.sh. éisteacht agus taispeánt	<input type="checkbox"/>
vii Éisteacht agus treoracha a leanúint, m.sh. Deir Ó Grádaigh	<input type="checkbox"/>
viii Éisteacht le cainteoirí eile, m.sh. páistí eile ón rang nó ó ranganna eile	<input type="checkbox"/>
ix Eile <input type="text"/>	

Labhairt

- 5a Is iad na trí straitéisí is mó a chabhraíonn liom chun cumas labhartha na bpáistí a fhorbairt agus a muinín chun an Ghaeilge a úsáid a chothú ná/*The three strategies I find most helpful in developing children's competence and confidence in speaking Gaeilge are:*

Cuir tic, le do thoil.

Straitéis	Tic	Straitéis	Tic
i Agallaimh	<input type="checkbox"/>	vii Gníomhamhráin/amhráin	<input type="checkbox"/>
ii Cluichí/tascanna/fadhbanna	<input type="checkbox"/>	viii Ionad labhartha	<input type="checkbox"/>
iii Rainn/filíocht	<input type="checkbox"/>	ix Ról-imirt	<input type="checkbox"/>
iv Dramaíocht	<input type="checkbox"/>	x Scéalaíocht	<input type="checkbox"/>
v Druileanna	<input type="checkbox"/>	xi Sceitsí/sceitsí le puipéid	<input type="checkbox"/>
vi Caint, díospóireacht agus ceisteanna a chur	<input type="checkbox"/>	xii Físeáin	<input type="checkbox"/>
xiii Eile <input type="text"/>			

b Cuir fáth le d'fhreagra, le do thoil/*Please give a reason for your answer.*

Léitheoireacht

6 Comhlánaigh má bhaineann sé seo le do thaithí/*To be completed if applicable to your experience.*

Is iad na straitéisí luathlitearthachta a úsáidim i mo rang(anna) roimh tabhairt faoi léitheoireacht fhoirmiúil ná/*In preparing children for formal reading I use the following strategies to teach early literacy:*

I ngach cás, rátáil mar is cuí, le do thoil:

1=choíche/*never,*

2=go hannamh/*seldom,*

3=uair nó dhó sa mhí/*once or twice a month,*

4=uair sa tseachtain/*once a week,*

5=cúpla uair sa tseachtain/*a couple of times a week,*

6=gach lá/*everyday.*

Straitéis luathlitearthachta		Ráta
i	Pictiúirleabhair	<input type="checkbox"/>
ii	Prionta san timpeallacht	<input type="checkbox"/>
iii	Leabhair mhóra/leabhair bheaga	<input type="checkbox"/>
iv	Léamh i gcomhpháirt/ <i>shared reading</i>	<input type="checkbox"/>
v	Rainn/filíocht	<input type="checkbox"/>
vi	Léitheoireacht idirghníomhach, m.sh. nuacht ranga	<input type="checkbox"/>
vii	Scéalta	<input type="checkbox"/>
viii	Leabhair agus téacsanna cruthaithe sa rang/ <i>books and texts produced in class</i>	<input type="checkbox"/>
ix	Múineadh na haibítire agus fogharluach na litreacha/ <i>teaching the alphabet and letter sounds</i>	<input type="checkbox"/>
x	Cluichí luathlitearthachta	<input type="checkbox"/>
xi	Eile <input type="text"/>	<input type="checkbox"/>

7 Is iad seo a leanas na straitéisí aithintfhocail a úsáidim i mo rang(anna) chun cumas léitheoireachta na bpáistí a fhorbairt/*I use the following word identification strategies to develop children's competence in reading:*

I ngach cás, rátáil mar is cuí, le do thoil:

1=choíche,

2=go hannamh,

3=uair nó dhó sa mhí,

4=uair sa tseachtain,

5=cúpla uair sa tseachtain,

6=gach lá.

Straitéis aithintfhocail		Ráta
i	Leideanna ón gcomhthéacs/ <i>contextual cues</i>	<input type="checkbox"/>
ii	Leideanna ón gcomhréir/ <i>syntactical cues</i>	<input type="checkbox"/>
iii	Leideanna ó réamheolas na bpáistí/ <i>cues from children's prior knowledge</i>	<input type="checkbox"/>
iv	Leideanna graif-fhóinice/ <i>grapho-phonetic cues</i>	<input type="checkbox"/>
v	Eile <input type="text"/>	<input type="checkbox"/>

- 8 Cothaím cultúr léitheoireachta i measc na bpáistí i mo rang(anna) le gníomhaíochtaí agus deiseanna mar seo a leanas a sholáthar/*I provide the following activities and opportunities which foster a reading culture among the children in my class(es):*

I ngach cás, rátáil mar is cuí, le do thoil:

1=choíche, 2=go hannamh, 3=uair nó dhó sa mhí,
4=uair sa tseachtain, 5=cúpla uair sa tseachtain, 6=gach lá.

Gníomh/deis	Ráta
i Léamh os ard	<input type="checkbox"/>
ii Múnlóireacht ar phróiseas na léitheoireachta/ <i>modelling the reading process</i>	<input type="checkbox"/>
iii Saothar na bpáistí a roinnt lena chéile/ <i>share work with each other</i>	<input type="checkbox"/>
iv Léamh i gcomhpháirt le daoine eile/ <i>shared reading</i>	<input type="checkbox"/>
v Réimse leathan d'ábhar léitheoireachta ar fáil sa leabharlann	<input type="checkbox"/>
vi Ócáidí speisialta léitheoireachta sa scoil, m.sh. aonach leabhar, cuireadh d'údar	<input type="checkbox"/>
vii Léitheoireacht neamhspléach ó chineálacha éagsúla téacs	<input type="checkbox"/>
viii Freagairt do leabhair, scéalta, dánta a roinnt/ <i>responding to books, stories, poems</i>	<input type="checkbox"/>
ix Taitneamh a bhaint as taolléitheoireacht/ <i>enjoy silent reading</i>	<input type="checkbox"/>
x Tionscnaimh, m.sh. cara léitheoireachta/ <i>reading buddy</i>	<input type="checkbox"/>
xi Scileanna léitheoireachta éagsúla, m.sh. súil thapa/ <i>skimming the text</i>	<input type="checkbox"/>
xii Léitheoireacht leathan/ <i>scanning the text</i>	<input type="checkbox"/>
xiii Eile <input type="text"/>	<input type="checkbox"/>

Scríbhneoireacht

- 9 Comhlánaigh má bhaineann sé seo le do thaithí/*To be completed, if applicable to your experience.*

Is iad na seánraithe a úsáideann páistí don scríbhneoireacht phearsanta/neamhspléach i mo ranganna ná/*The genres which children use for personal/independent writing in my class(es) are:*

I ngach cás, rátáil mar is cuí, le do thoil:

1=choíche, 2=go hannamh, 3=uair nó dhó sa mhí,
4=uair sa tseachtain, 5=cúpla uair sa tseachtain, 6=gach lá.

Seánraith	Ráta	Seánraith	Ráta
i Nótaí	<input type="checkbox"/>	xiv Cártaí	<input type="checkbox"/>
ii Dialanna	<input type="checkbox"/>	xv Ailt	<input type="checkbox"/>
iii Litreacha	<input type="checkbox"/>	xvi Scéalta	<input type="checkbox"/>
iv Ríomhphostanna/ <i>e-mail</i>	<input type="checkbox"/>	xvii Teachtaireachtaí	<input type="checkbox"/>
v Dánta/filíocht/amhráin	<input type="checkbox"/>	xviii Ceannteidil/ <i>headings</i>	<input type="checkbox"/>
vi Tuairiscí/ <i>news reports</i>	<input type="checkbox"/>	xix Oidís chócaireachta	<input type="checkbox"/>
vii Biachláir	<input type="checkbox"/>	xx Agallaimh	<input type="checkbox"/>
viii Nuacht phearsanta	<input type="checkbox"/>	xxi Liostaí	<input type="checkbox"/>
ix Achoimrí/ <i>summaries</i>	<input type="checkbox"/>	xxii Léirmheasanna (reviews) m.sh. ar leabhair	<input type="checkbox"/>
x Míniú/ <i>explanations</i>	<input type="checkbox"/>	xxiii Sceitsí	<input type="checkbox"/>
xi Suirbhéanna	<input type="checkbox"/>	xxiv Tionscnaimh/ <i>projects</i>	<input type="checkbox"/>
xii Foirmeacha	<input type="checkbox"/>	xxv Cúntais foghlama/ <i>records of learning</i>	<input type="checkbox"/>
xiii Irisí/nuachtáin ranga	<input type="checkbox"/>	xxvi Eile <input type="text"/>	<input type="checkbox"/>

- 10 Tugaim deiseanna do na páistí i mo rang(anna) feabhas a chur ar a gcuid obair scríofa trí dhul i ngleic le próiseas na scríbhneoireachta (dréachtú/eagarthóireacht/atdhreachtú)/I provide opportunities for the children in my class(es) to improve their writing by using the writing process approach (drafting/editing/redrafting):

Rátáil mar is cuí, le do thoil:

1=choíche, 2=go hannamh, 3=uair nó dhó sa mhí,
4=uair sa tseachtain, 5=cúpla uair sa tseachtain, 6=gach lá.

Ba cheart do mhúinteoirí i scoileanna ina bhfuil an Ghaeilge mar mheán an mhír seo a chomhlánú.
Ba cheart do mhúinteoirí i scoileanna ina bhfuil an Béarla mar mheán bogadh ar aghaidh go ceist 21.

This section to be completed by teachers in Irish-medium schools.

Teachers in English-medium schools should move to question 21.

Éisteacht

- 11 Cuirim ar chumas na bpáistí scil na héisteachta a fhorbairt trí na deiseanna a leanas a thabhairt dóibh:

Cuir tic sna boscaí cuí, le do thoil.

Deis	Tic
i Éisteacht le Gaeilge á húsáid mar ghnáth-theanga chumarsáide ranga	<input type="checkbox"/>
ii Éisteacht le Gaeilge á húsáid go foirmiúil chun frásaí faoi leith a insealbhú <i>/Listening to Gaelge being spoken formally so that certain phrases might be consolidated</i>	<input type="checkbox"/>
iii Éisteacht agus freagairt go gníomhach do rainn, amhráin, dánta, scéalta, srl.	<input type="checkbox"/>
iv Éisteacht agus freagairt go gníomhach do théipeanna/dlúthchéirníní éisteachta/cláir ríomhaireachta	<input type="checkbox"/>
v Éisteacht agus freagairt go gníomhach do chláir raidió/teilifíse oiriúnacha	<input type="checkbox"/>
vi Cluichí éisteachta a imirt, m.sh. éisteacht agus taispeaint	<input type="checkbox"/>
vii Éisteacht agus treoracha a leanúint, m.sh. Deir Ó Grádaigh	<input type="checkbox"/>
viii Éisteacht le cainteoirí eile, m.sh. páistí eile ón rang nó ó ranganna eile sa chlós	<input type="checkbox"/>
ix Eile <input type="text"/>	

Labhairt

- 12 Spreagaim páistí chun a scileanna labhartha a fhorbairt i gcomhthéacsanna éagsúla mar a leanas:

Cuir tic sna boscaí cuí, le do thoil.

	Comhthéacs	Am discréideach don fhorbairt	Réimsí curaclaim eile	Sa chlós
i	Agallaimh	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ii	Caint, díospóireacht agus ceisteanna a chur	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iii	Cluichí/tascanna/fadhbanna	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iv	Drámaíocht	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v	Druileanna	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
vi	Físeáin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
vii	Gníomhamhráin/amhráin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
viii	Ionad labhartha	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ix	Scéalaíocht	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
x	Sceitsí/sceitsí le puipéid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
xi	Rainn/filíocht	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
xii	Ról-imirt	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- 13 Seo a leanas an méid cabhrach a thairgim do pháistí a scileanna labhartha a fhorbairt trí dheiseanna chleachtaidh i ngníomhaíochtaí éagsúla:

I ngach cás, rátáil mar is cuí, le do thoil:

1=choíche, 2=go hannamh, 3=uair nó dhó sa mhí,
4=uair sa tseachtain, 5=cúpla uair sa tseachtain, 6=gach lá.

	Gníomh/deis	Ráta
i	Éisteacht go gníomhach	<input type="checkbox"/>
ii	Caint ar a seal/ <i>speaking in turn</i>	<input type="checkbox"/>
iii	Tairiscint an eolais is riachtanaí don éisteoir	<input type="checkbox"/>
iv	Freagraí oiriúnacha a chumadh	<input type="checkbox"/>
v	Argóint a dhéanamh faoi dhearcadh agus iarracht a thabhairt ar dhaoine a mhealladh	<input type="checkbox"/>
vi	Léiriú freagraí indibhidiúla ar dhánta, scéalta, dhrámaí agus chlár teilifíse	<input type="checkbox"/>

Léitheoireacht

14 Comhlánaigh má bhaineann sé seo le do thaithí.

Is iad na straitéisí luathlitearthachta a úsáidim i mo rang(anna) roimh tabhairt faoi léitheoireacht fhoirmiúil ná:

I ngach cás, rátáil mar is cuí, le do thoil:

1=choíche, 2=go hannamh, 3=uair nó dhó sa mhí,
4=uair sa tseachtain, 5=cúpla uair sa tseachtain, 6=gach lá.

Straitéis luathlitearthachta	Ráta	Straitéis luathlitearthachta	Ráta
i Pictiúrleabhair	<input type="checkbox"/>	vii Prionta sa timpeallacht	<input type="checkbox"/>
ii Leabhair mhóra/leabhair bheaga	<input type="checkbox"/>	viii Léamh i gcomhpháirt	<input type="checkbox"/>
iii Rainn/filíocht	<input type="checkbox"/>	ix Scéalta	<input type="checkbox"/>
iv Léitheoireacht idirghníomhach, m.sh. nuacht ranga			<input type="checkbox"/>
v Leabhair agus téacsanna cruthaithe sa rang			<input type="checkbox"/>
vi Múineadh na haibítire agus fogharluach na litreacha			<input type="checkbox"/>
x Eile <input type="text"/>			<input type="checkbox"/>

15 Seo a leanas mar a úsáidim straitéisí aithintfhocail i mo rang(anna) chun cumas léitheoireachta na bpáistí a fhorbairt:

I ngach cás, rátáil mar is cuí, le do thoil:

1=choíche, 2=go hannamh, 3=uair nó dhó sa mhí,
4=uair sa tseachtain, 5=cúpla uair sa tseachtain, 6=gach lá.

Straitéis aithintfhocail	Ráta
i Leideanna ón gcomhthéacs/ <i>contextual cues</i>	<input type="checkbox"/>
ii Leideanna ón gcomhréir/ <i>syntactical cues</i>	<input type="checkbox"/>
iii Leideanna ó réamheolas na bpáistí/ <i>cues from children's prior knowledge</i>	<input type="checkbox"/>
iv Leideanna graif-fhóinice/ <i>grapho-phonetic cues</i>	<input type="checkbox"/>
v Eile <input type="text"/>	<input type="checkbox"/>

16 Is é an méid a úsáidim straitéisí léitheoireachta chun scileanna tuisceana na bpáistí a fhorbairt ná:

I ngach cás, rátáil mar is cuí, le do thoil:

1=choíche, 2=go hannamh, 3=uair nó dhó sa mhí,
4=uair sa tseachtain, 5=cúpla uair sa tseachtain, 6=gach lá.

Straitéis léitheoireachta	Ráta
i Léitheoireacht leathan	<input type="checkbox"/>
ii Súil thapa	<input type="checkbox"/>
iii Léitheoireacht chuardaigh	<input type="checkbox"/>
iv Léitheoireacht mhachnamhach	<input type="checkbox"/>
v Úsáid leideanna	<input type="checkbox"/>
vi Úsáid foclóirí	<input type="checkbox"/>

- 17 Cothaím cultúr léitheoireachta i measc na bpáistí i mo rang(anna) trí gníomhaíochtaí agus deiseanna mar seo a leanas a sholáthar.

I ngach cás, rátáil mar is cuí, le do thoil:

1=choíche, 2=go hannamh, 3=uair nó dhó sa mhí,
4=uair sa tseachtain, 5=cúpla uair sa tseachtain, 6=gach lá.

Gníomh/deis	Ráta
i A leabhair scéalta pearsanta a roinnt le páistí eile	<input type="checkbox"/>
ii Úsáid leabharlann ranga agus cabhrú é a riaradh	<input type="checkbox"/>
iii Cabhrú chun cairteanna a choimeád chun dáta, m.sh. cairteanna aimsire	<input type="checkbox"/>
iv Freagairt ar leabhair/ <i>responding to literature</i> m.sh. scríobh léirmheasa, léiriú athchóirithe dráma	<input type="checkbox"/>
v Páirt a ghlacadh in ócáidí speisialta léitheoireachta sa scoil, m.sh. aonach leabhar, cuireadh d'údar, tionscnamh scríbhneoireacht leabhair	<input type="checkbox"/>
vi Gníomhaíochtaí léitheoireachta a roinnt lena dtuismitheoirí/gcaomhnóirí	<input type="checkbox"/>
vii Comhoibriú ar ghníomhaíochtaí léitheoireachta, m.sh. léitheoireacht beirte	<input type="checkbox"/>
viii Éisteacht le léitheoireacht an mhúinteora nó le léitheoireacht páistí eile	<input type="checkbox"/>
ix Múnlóireacht/ <i>modelling</i> ar phróiseas na léitheoireachta	<input type="checkbox"/>
x Léitheoireacht ó réimse leathan téacs, m.sh. fíorleabhair Ghaeilge	<input type="checkbox"/>

Scríbhneoireacht

- 18 Is iad na seánraithe/*genres* a úsáideann páistí don scríbhneoireacht phearsanta/neamhspleách i mo ranganna ná:

I ngach cás, rátáil mar is cuí, le do thoil:

1=choíche, 2=go hannamh, 3=uair nó dhó sa mhí,
4=uair sa tseachtain, 5=cúpla uair sa tseachtain, 6=gach lá.

Seánraith	Ráta	Seánraith	Ráta
i Nótaí	<input type="checkbox"/>	xiv Cátaí	<input type="checkbox"/>
ii Dialanna	<input type="checkbox"/>	xv Ailt	<input type="checkbox"/>
iii Litreacha	<input type="checkbox"/>	xvi Scéalta	<input type="checkbox"/>
iv Ríomhphostanna	<input type="checkbox"/>	xvii Teachtaireachtaí	<input type="checkbox"/>
v Dánta/filíocht/amhráin	<input type="checkbox"/>	xviii Ceannteidil	<input type="checkbox"/>
vi Tuairiscí	<input type="checkbox"/>	xix Oidís chócaireachta	<input type="checkbox"/>
vii Biachláir	<input type="checkbox"/>	xx Agallaimh	<input type="checkbox"/>
viii Nuacht phearsanta	<input type="checkbox"/>	xxi Liostaí	<input type="checkbox"/>
ix Achoimrí	<input type="checkbox"/>	xxii Léirmheasanna, m.sh. ar leabhair	<input type="checkbox"/>
x Míniú	<input type="checkbox"/>	xxiii Sceitsí	<input type="checkbox"/>
xi Suirbhéanna	<input type="checkbox"/>	xxiv Tionscnaimh	<input type="checkbox"/>
xii Foirmeacha	<input type="checkbox"/>	xxv Irisí/nuachtáin ranga	<input type="checkbox"/>
xiii Cúntais foghlama	<input type="checkbox"/>	xxvi Eile <input type="text"/>	<input type="checkbox"/>

- 19 Tugaim deiseanna do na páistí i mo rang(anna) feabhas a chur ar a gcuid obair scríofa trí dhul i ngleic le próiseas na scríbhneoireachta (dréachtú/eagarthóireacht/atdhréachtú):

Rátáil mar is cuí, le do thoil:

1=choíche, 2=go hannamh, 3=uair nó dhó sa mhí,
4=uair sa tseachtain, 5=cúpla uair sa tseachtain, 6=gach lá.

- 20a Comhlánaigh má bhaineann sé seo le do thaithí.

Is é an dúshlán is mó, más ann, a bhaineann le múineadh gach ábhar (ach amháin an Bhéarla) trí Ghaeilge sna scoileanna Gaeltachta agus lán-Ghaeilge ná:

- b Téim i ngleic leis an dúshlán seo trí:

Ba cheart do mhúinteoirí i ngach scoil ceisteanna 21-40 a chomhlánú.

Questions 21-40 to be completed by teachers in all schools.

- 21 Is é an dushlán is mó, más ann, a bhaineann le múineadh na Gaeilge i gcás gach ceann de na ceithre snáithe thíos ná/*The greatest challenge, if any, I have experienced in teaching each of the four strands listed below is:*

- a Éisteacht

- b Labhairt

c Léitheoireacht

d Scríbhneoireacht

22 Is iad na straitéisí a úsáidim chun cur chuige cumarsáide a chur i bhfeidhm i mo rang(anna) ná/
I employ the following strategies to promote a communicative approach in my classroom:

Feasacht Teanga

23 I gcomhthéacsanna réalaíocha, chun cur le tuiscint na bpáistí ar fheasacht teanga, dirím aire na bpáistí i mo rang(anna) ar a leanas/*To develop children's language awareness in real contexts, I draw the children's attention to:*

Cuir tic sna boscaí cuí, le do thoil/*Please tick all relevant boxes.*

Straitéis	Tic
i Patrúin éagsúla laistigh den Ghaeilge, m.sh. gramadach, litriú agus comharthaí poncaíochta	<input type="checkbox"/>
ii Sloinnte agus logainmneacha sa cheantar	<input type="checkbox"/>
iii An Ghaeilge mar a labhraítear í sa Ghaeltacht	<input type="checkbox"/>
iv Na cosúlachtaí agus na difríochtaí idir fhogharluach na litreacha (<i>letter sounds</i>) i nGaeilge, i mBéarla, agus i dteangacha eile	<input type="checkbox"/>
v Na cosúlachtaí agus na difríochtaí idir an Ghaeilge agus an Béarla, m.sh. ord na bhfocal in abairt	<input type="checkbox"/>
vi Na cosúlachtaí agus na difríochtaí idir an Ghaeilge agus teangacha eile, má tá sé oiriúnach	<input type="checkbox"/>
vii Focail Ghaeilge i mBéarla na hÉireann agus i dtíortha eile, m.sh. 'clan'	<input type="checkbox"/>
viii Seanfhocail	<input type="checkbox"/>
ix Eile <input type="text"/>	

Feasacht Chultúir

- 24 Cuirim béim ar na gnéithe seo a leanas d'fheasacht chultúr na hÉireann agus curaclam na Gaeilge á cur i bhfeidhm agam/*When teaching Gaeilge, I emphasise the following aspects of Irish cultural awareness:*

Cuir tic sna boscaí cuí.

Gné	Tic	Gné	Tic
i Cluichí Gaelacha	<input type="checkbox"/>	vii Ceol	<input type="checkbox"/>
ii Rince	<input type="checkbox"/>	viii Seanamhráin	<input type="checkbox"/>
iii Traidisiúin béil	<input type="checkbox"/>	ix Amhráin nuachumtha/ <i>recently composed songs</i>	<input type="checkbox"/>
iv Traidisiúin scríofa	<input type="checkbox"/>	x Rainn traidisiúnta	<input type="checkbox"/>
v Piseoga/ <i>superstitions</i>	<input type="checkbox"/>	xi Scéalta dúchasacha/ <i>stories from the Irish tradition</i>	<input type="checkbox"/>
vi Eile	<input type="text"/>		

Cur chuige agus modheolaíochtaí

- 25 Bainim leas as na suíomh eagair seo i múineadh agus in úsáid na Gaeilge/*I use the following organisational settings when teaching and using Gaeilge:*

I ngach cás, rátáil mar is cuí, le do thoil:

1=choíche,

2=go hannamh,

3=uair nó dhó sa mhí,

4=uair sa tseachtain,

5=cúpla uair sa tseachtain,

6=gach lá.

Suíomh Eagair	Ráta
i Múineadh an ranga iomlán	<input type="checkbox"/>
ii Obair ghrúpa	<input type="checkbox"/>
iii Obair i mbeirteanna	<input type="checkbox"/>
iv Obair aonair	<input type="checkbox"/>

- 26 Is iad an dá straitéisí is mó a chabhraíonn liom freastal ar éagsúlacht chumais na bpáistí i nGaeilge ná/*The two strategies I find most helpful in differentiating for children's learning in Gaeilge are:*

27a Tacaím le comhtháthú foghlaim na bpáistí sa Ghaeilge trasna Curaclam na Bunscoile sna slí seo/*I integrate children's learning in Gaelge across the Primary School Curriculum in these ways:*

Cuir tic sna boscaí cuí.

- | Slí | Tic |
|---|--------------------------|
| i Coincheapanna/smaointe na Gaeilge a nascadh leo siúd in ábhair eile/
<i>Connecting concepts/ideas from Gaelge with those in other subjects</i> | <input type="checkbox"/> |
| ii Scileanna na Gaeilge a úsáid in ábhair eile/
<i>Applying skills learned in Gaelge to other subjects</i> | <input type="checkbox"/> |
| iii Eile <input style="width: 500px; height: 15px;" type="text"/> | |

b Is sampla maith é seo a leanas den chaoi inar chomhtháthaigh mé foghlaim sa Ghaeilge trasna Curaclam na Bunscoile/*An example of how and where I have successfully integrated learning in Gaelge across the Primary School Curriculum is:*

28 Bainim leas as na modhanna múinte seo agus an Ghaeilge á múineadh agam (leathanaigh 64-67, Gaeilge: Treoirínte do Mhúinteoirí)/*I use the following methodologies in the teaching of Gaelge:*

I ngach cás, rátáil mar is cuí, le do thoil:

1=choíche, 2=go hannamh, 3=uair nó dhó sa mhí,
4=uair sa tseachtain, 5=cúpla uair sa tseachtain, 6=gach lá.

- | Modh | Ráta |
|--|--------------------------|
| i An modh díreach/ <i>direct method</i> | <input type="checkbox"/> |
| ii Modh na sraithe/ <i>series method</i> | <input type="checkbox"/> |
| iii Modh na lánfhreagartha gníomhaí/ <i>total physical response method (TPR)</i> | <input type="checkbox"/> |
| iv An modh closlabhartha/ <i>audio-lingual method</i> | <input type="checkbox"/> |
| v An modh closamhairc/ <i>audio-visual method</i> | <input type="checkbox"/> |
| vi Modh na ráite/ <i>phrase method</i> | <input type="checkbox"/> |

29a Bainim leas as na háiseanna teagaisc seo a leanas agus an Ghaeilge á múineadh agam/
I use the following resources in teaching Gaeilge:

I ngach cás, rátáil mar is cuí, le do thoil:

1=choíche, 2=go hannamh, 3=uair nó dhó sa mhí,
4=uair sa tseachtain, 5=cúpla uair sa tseachtain, 6=gach lá.

Áis	Ráta
i Ábhair choincréideacha/ <i>concrete objects</i>	<input type="checkbox"/>
ii Áiseanna Teicneolaíocht an Eolais agus na Cumarsáide (TEC)/ <i>ICT resources</i> m.sh. dlúthdhioscaí-ROM, ceamara digiteach, fístaifeadán/ <i>CD-ROMs, digital cameras, video recorder</i>	<input type="checkbox"/>
iii Bosca éadaigh	<input type="checkbox"/>
iv Bréagáin	<input type="checkbox"/>
v Cártaí éagsúla, m.sh. luaschártaí, leidchártaí, rólchártaí	<input type="checkbox"/>
vi Cláir theilifíse, m.sh. nuacht, cartúin, scannáin	<input type="checkbox"/>
vii Fíorleabhair Ghaeilge	<input type="checkbox"/>
viii Idirlíon	<input type="checkbox"/>
ix Leabhair acmhainne/ <i>resource books</i>	<input type="checkbox"/>
x Pictiúir agus póstaer	<input type="checkbox"/>
xi Puipéid	<input type="checkbox"/>
xii Taifeadáin	<input type="checkbox"/>
xiii Téacsleabhair/leabhair saothair	<input type="checkbox"/>
xiv Eile <input type="text"/>	<input type="checkbox"/>

b Is é an dúshlán is mó, más ann, a bhaineann le háiseanna teagaisc difriúla a úsáid ná/
The greatest challenge, if any, in using a variety of resources is:

30a Seo a leanas cé chomh minic is a úsáidim Teicneolaíocht an Eolais agus na Cumarsáide (TEC)
chun tacú le teagasc agus foghlaim na Gaeilge/*I use ICT to support teaching and learning in Gaeilge:*

Rátáil mar is cuí, le do thoil:

1=choíche, 2=go hannamh, 3=uair nó dhó sa mhí,
4=uair sa tseachtain, 5=cúpla uair sa tseachtain, 6=gach lá.

b Cuir fáth le d'fhreagra, le do thoil/*Please give a reason for your answer.*

- 31 Úsáidim féin agus na páistí TEC chun tacú le teagasc agus foghlaim na Gaeilge chun/
The children and I use ICT to support teaching and learning in Gaeilge for the following purposes:

Cuir tic sna boscaí cuí/*Please tick all relevant boxes.*

Cuspóirí úsáid TEC	Múinteoir	Páistí
i Pleanáil le haghaidh teagasc agus foghlaim sa Ghaeilge	<input type="checkbox"/>	
ii Spéis a chothú sa Ghaeilge	<input type="checkbox"/>	<input type="checkbox"/>
iii Tuiscint a chothú	<input type="checkbox"/>	<input type="checkbox"/>
iv Scileanna éisteachta a fhorbairt	<input type="checkbox"/>	<input type="checkbox"/>
v Scileanna labhartha a fhorbairt	<input type="checkbox"/>	<input type="checkbox"/>
vi Scileanna léitheoireachta a fhorbairt	<input type="checkbox"/>	<input type="checkbox"/>
vii Scileanna scríobhneoireachta a fhorbairt	<input type="checkbox"/>	<input type="checkbox"/>
viii Eolas a lorg agus a fháil	<input type="checkbox"/>	<input type="checkbox"/>
ix Feasacht teanga agus eolas ar chultúir eile a leathnú/ <i>to extend language and cultural awareness</i>	<input type="checkbox"/>	<input type="checkbox"/>
x Tacú le measúnú/ <i>to support assessment</i>	<input type="checkbox"/>	<input type="checkbox"/>
xi Eile <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>

- 32 Seo a leanas samplaí de na cineálacha TEC is minice a úsáidim agus an chaoi a bhainim leas astu/
The following are examples of the types of ICT I use most frequently and how I use them:

(Samplaí de chineálacha TEC: cláir phróiseála focal, printéir, dlúthdhioscaí-ROM, dioscaí digiteach ilúsáideacha, cláir cur i láthair, ríomhphost, scannóir, idirlíon, ceamara digiteach, físciamara digiteach/*Examples of types of ICT: word processing packages, printer, CD-ROMs, DVDs, presentation and authoring software, e-mail, scanner, internet, digital camera/video.*)

Cineál TEC	Samplaí den chaoi a bhainim leas as/astu
1.	1.
2.	2.
3.	3.

Measúnú

33 Bainim leas as na modhanna seo a leanas chun measúnú a dheanamh ar dhul chun cinn na bpáistí sa Ghaeilge/*I use the following methods to assess children's learning in Gaeilge as follows:*

I ngach cás, rátáil mar is cuí, le do thoil:

1=choíche, 2=go hannamh, 3=uair nó dhó sa mhí,
4=uair sa tseachtain, 5=cúpla uair sa tseachtain, 6=gach lá.

Modh	Ráta
i Uirlísí measúnaithe	<input type="checkbox"/>
ii Breathnóireacht an mhúinteora/ <i>teacher observation</i>	<input type="checkbox"/>
iii Ceistiú an mhúinteora/ <i>teacher questioning</i>	<input type="checkbox"/>
iv Tascanna agus trialacha deartha ag an múinteoir/ <i>teacher designed tasks and tests</i>	<input type="checkbox"/>
v Samplaí oibre, bailiúcháin agus tionscnaimh/ <i>work samples, portfolios, projects</i>	<input type="checkbox"/>
vi Próifílí curaclaim	<input type="checkbox"/>
vii Eile <input style="width: 600px; height: 15px;" type="text"/>	<input type="checkbox"/>

34 Seo a leanas cé chomh chabhrach is atá an t-eolas a fhaighim ón measúnú ar dhul chun cinn na bpáistí sa Ghaeilge chun/*I find the information I gather about children's learning helpful for:*

I ngach cás, rátáil mar is cuí, le do thoil:

1=mí-chabhrach, 2=saghas cabhrach, 3=saghas cabhrach, 4=an-chabhrach.

Aidhm	Ráta
i Ceachtanna a phleanáil	<input type="checkbox"/>
ii Tuairisc a thabhairt do pháistí/ <i>reporting to children</i>	<input type="checkbox"/>
iii Tuairisc a thabhairt do thuismitheoirí/chaomhnóirí/ <i>reporting to parents/guardians</i>	<input type="checkbox"/>
iv Samplaí d'obair an pháiste a bhailiú, m.sh. i mbailiúchán/ <i>collecting samples of children's work e.g. in a portfolio</i>	<input type="checkbox"/>
v Cuntas scoile an pháiste a chruthú agus a choimeád/ <i>recording information in a central school file</i>	<input type="checkbox"/>
vi Tacú leis an bpáiste aistriú go bunscoil eile nó chuig iarbhunscoil	<input type="checkbox"/>
vii Eile <input style="width: 500px; height: 15px;" type="text"/>	<input type="checkbox"/>

35 I mo thaithí, is é an príomhdhúshlán a bhaineann le measúnú ar dhul chun cinn na bpáistí sa Ghaeilge ná/*In my experience, the main challenge in assessing children's learning in Gaeilge is:*

Ginearálta

36a Cuirim eolas ar fáil do na tuismitheoirí/caomhnóirí faoin gcleachtas sa rang ó thaobh na ceithre snáithe den Curaclam – éisteacht, labhairt, léitheoireacht agus scríbhneoireacht/*I inform parents/guardians about classroom practice with regard to the strands of the curriculum – listening, oral language, reading and writing:*

Cuirim Ní chuirim

b Bíonn tuismitheoirí/caomhnóirí páirteach maidir le dul chun cinn a bpáistí i nGaeilge trí/
Parents/guardians are involved in supporting their children's progress in Gaeilge through:

Liostaigh gníomhaíochtaí in ord éifeachtachta le do thoil, an ceann is éifeachtaí mar uimhir a haon/*Please list activities in order of importance, with the most significant as number one.*

37a I mo thaithí, sílim go bhfuil Curaclam na Gaeilge ag dul i bhfeidhm ar fhoghlaim na bpáistí ar na bealaí seo a leanas/*In my experience, I think the Gaeilge Curriculum is impacting on children's learning in the following ways:*

Liostaigh in ord tábhachta le do thoil, an ceann is tábhachtaí mar uimhir a haon/*Please list in order of importance, with the most significant impact as number one.*

b I mo thaithí, an gné d'fhoghlaim na Gaeilge is mó a thaitníonn leis na páistí i mo rang(anna) ná/*In my experience, the aspect of learning Gaeilge that most appeals to the children in my class(es) is:*

c Cuir fáth le d'fhreagra, le do thoil/*Please give a reason for your answer.*

38 Is é an rath is mó a bhain mé amach agus mé ag cur Curaclam na Gaeilge i bhfeidhm go dtí seo ná/*The greatest success which I have experienced in implementing the Gaeilge Curriculum is:*

39 Is é an dúshlán is mó, más ann, a bhaineann le feidhmiú Churaclam na Gaeilge ó mo thaobhsa ná/*The greatest challenge, if any, which I have experienced in implementing the Gaeilge Curriculum is:*

40 Agus mé ag déanamh tuilleadh forbartha ar an gcaoi a mhúinim Curaclam na Gaeilge, seo iad na rudaí a dtabharfainn tús áite dóibh/*In furthering my own implementation of the Gaeilge Curriculum, I would like to prioritise the following:*

Section 2. SCIENCE CURRICULUM

This section of the Teacher Review and Reflection Template focuses on your experience of teaching Science in the Primary School Curriculum. The Science Curriculum helps children to develop their scientific knowledge and ideas, and their ability to work as scientists.

The Science Curriculum presents the knowledge and ideas in four strands:

- Living things
- Energy and forces
- Materials
- Environmental awareness and care.

Each strand is divided into a number of strand units with each unit enabling children to explore particular concepts in detail. Children learn to work as scientists by having opportunities to work scientifically and to design and make models and objects.

The Science Curriculum emphasises children's ideas as a starting point for learning in Science. The curriculum highlights the importance of children learning through first-hand experiences by working with everyday objects and materials. Supporting children to link their new learning in Science to everyday situations and problems also helps to make the learning more authentic, interesting and enjoyable. Working in and learning about the environment is an important part of this. The Science Curriculum encourages children to work together, to share ideas and to record their work in different ways including photographs, written notes, annotated drawings and displays.

Strands and strand units

Planning

- 1a In planning for my teaching of Science, I find the layout of the Science Curriculum in strands and strand units:

Please use the following rating scale:

1=not helpful, 2=somewhat helpful, 3=helpful, 4=very helpful.

- b Please give a reason for your answer.

2 In planning for my teaching of Science, I find the following resources:

Please use the following rating scale: 1=not helpful, 2=somewhat helpful, 3=helpful, 4=very helpful.

Resource	Rate
i Science Curriculum	<input type="checkbox"/>
ii Teacher Guidelines: Science	<input type="checkbox"/>
iii Whole School Plan: Science	<input type="checkbox"/>
iv Teacher resource books/manuals	<input type="checkbox"/>
v Children's textbooks/workbooks	<input type="checkbox"/>
vi Other <input type="text"/>	<input type="checkbox"/>

Living things

3 I provide opportunities for the children in my class(es) to learn first-hand about plants and animals by visiting and investigating the following habitats:

Please tick all relevant boxes.

Habitat	Tick	Habitat	Tick
i Hedgerow	<input type="checkbox"/>	x Pond	<input type="checkbox"/>
ii Footpath	<input type="checkbox"/>	xi Stream	<input type="checkbox"/>
iii Grass/parkland	<input type="checkbox"/>	xii River	<input type="checkbox"/>
iv Tree	<input type="checkbox"/>	xiii Woodland	<input type="checkbox"/>
v Wild area	<input type="checkbox"/>	xiv Meadow	<input type="checkbox"/>
vi Wasteland	<input type="checkbox"/>	xv Log pile	<input type="checkbox"/>
vii Garden	<input type="checkbox"/>	xvi Seashore	<input type="checkbox"/>
viii Peatland	<input type="checkbox"/>	xvii Forest	<input type="checkbox"/>
ix Other <input type="text"/>			

4 The greatest challenge, if any, I have experienced in teaching the strand Living things is:

Energy and forces

5 When learning about concepts in the following strand units, I provide opportunities for the children to investigate using everyday objects and materials:

Please use the following rating scale: 1=never, 2=yearly, 3=termly, 4=monthly.

Strand Unit	Rate	Strand Unit	Rate
i Light	<input type="checkbox"/>	iv Forces	<input type="checkbox"/>
ii Sound	<input type="checkbox"/>	v Magnetism and electricity	<input type="checkbox"/>
iii Heat	<input type="checkbox"/>		

6 The greatest challenge, if any, I have experienced in teaching the strand Energy and forces is:

Materials

7 I provide the following opportunity for children in my class(es) to set up investigations and learn about the properties and characteristics of materials:

8 The greatest challenge, if any, I have experienced in teaching the strand Materials is:

Environmental awareness and care

9 In teaching Environmental awareness and care in the Science Curriculum, I provide the following learning opportunities for the children:

Please tick all relevant boxes.

Learning opportunity	Tick
i Visiting/going on field trips to areas undergoing change	<input type="checkbox"/>
ii Interviewing/talking with people in the local community	<input type="checkbox"/>
iii Using books, photos, newspapers, posters, videos	<input type="checkbox"/>
iv Playing, e.g. role-play, construction play	<input type="checkbox"/>
v Using the internet	<input type="checkbox"/>
vi Simulating (where possible) tests to observe the effects of environmental problems	<input type="checkbox"/>
vii Participating in environmental projects in the school environment	<input type="checkbox"/>
viii Participating in environmental projects in the locality/community	<input type="checkbox"/>
ix Other <input type="text"/>	

10 The greatest challenge, if any, I have experienced in teaching the strand Environmental awareness and care is:

Skills development

11a I provide opportunities for the children to develop the skills of 'working scientifically':

Please use the following rating scale:

1=never, 2=seldom, 3=sometimes, 4=frequently.

Skill of 'working scientifically'	Rate
i Questioning	<input type="checkbox"/>
ii Observing	<input type="checkbox"/>
iii Predicting	<input type="checkbox"/>
iv Investigating and experimenting	<input type="checkbox"/>
v Estimating and measuring	<input type="checkbox"/>
vi Analysing (sorting and classifying)	<input type="checkbox"/>
vii Recording and communicating	<input type="checkbox"/>

b I use the following strategy to gather evidence of progression in the development of children's skills of 'working scientifically':

12a I provide opportunities for the children to 'design and make' (explore, plan, make and evaluate) models and objects:

Please use the following rating scale:

1=never, 2=seldom, 3=sometimes, 4=frequently.

b An example of an opportunity which I have provided for the children in my class(es) to 'design and make' a model/object is:

Approaches and methodologies

13 I use the following organisational settings in teaching Science:

Please use the following rating scale:

1=never, 2=seldom, 3=sometimes, 4=frequently.

	Organisational setting	Rate
i	Whole class teaching	<input type="checkbox"/>
ii	Pair work	<input type="checkbox"/>
iii	Group work	<input type="checkbox"/>
iv	Individual work	<input type="checkbox"/>

14 The two strategies I find most effective in differentiating for children's learning in Science are:

15a I support the integration of children's learning in Science across the Primary School Curriculum by:

Please tick all relevant boxes.

	Method	Tick
i	Connecting science concepts/ideas with those in other subjects	<input type="checkbox"/>
ii	Using the skills of scientific inquiry in other subjects	<input type="checkbox"/>
iii	Other <input style="width: 400px;" type="text"/>	

b An example of how and where I have successfully integrated Science across the Primary School Curriculum is:

16 I use the following approaches and methodologies in teaching Science:

Please use the following rating scale:

1=never, 2=seldom, 3=sometimes, 4=frequently.

Approach/methodology	Rate
i Starting with the children's ideas	<input type="checkbox"/>
ii Playing, e.g. role-play, construction play, water/sand play	<input type="checkbox"/>
iii Using hands-on experience	<input type="checkbox"/>
iv Using the environment	<input type="checkbox"/>
v Applying scientific ideas/concepts to everyday life	<input type="checkbox"/>
vi Solving problems	<input type="checkbox"/>
vii Talking and discussing	<input type="checkbox"/>
viii Learning collaboratively/co-operatively	<input type="checkbox"/>
ix Using pictures/visual images	<input type="checkbox"/>
x Doing written activities	<input type="checkbox"/>
xi Using media	<input type="checkbox"/>
xii Using ICT	<input type="checkbox"/>
xiii Looking at children's work	<input type="checkbox"/>
xiv Other <input type="text"/>	<input type="checkbox"/>

17a I use the following resources in teaching Science:

Please use the following rating scale:

1=never, 2=seldom, 3=sometimes, 4=frequently.

Resource	Rate	Resource	Rate
i Audio/visual materials	<input type="checkbox"/>	vii Textbooks	<input type="checkbox"/>
ii Current news items/events	<input type="checkbox"/>	viii Visitors	<input type="checkbox"/>
iii Environment	<input type="checkbox"/>	ix Website resources	<input type="checkbox"/>
iv Real objects/materials	<input type="checkbox"/>	x ICT, e.g. CD-ROMs, digital camera, video-recorder	<input type="checkbox"/>
v Worksheets/workcards	<input type="checkbox"/>	xi Other <input type="text"/>	<input type="checkbox"/>
vi Teacher resource books	<input type="checkbox"/>		

b The greatest challenge, if any, I have experienced in using a variety of resources in teaching Science is:

18a I use ICT to support teaching and learning in Science:

Please use the following rating scale:

1=never, 2=seldom, 3=sometimes, 4=frequently.

b Please give a reason for your answer.

19 In teaching and learning Science the children and I use ICT to:

Please tick all relevant boxes.

Purpose of ICT use	Teacher	Children
i Plan for teaching and learning in Science	<input type="checkbox"/>	
ii Develop observation skills	<input type="checkbox"/>	<input type="checkbox"/>
iii Research and retrieve information/resources	<input type="checkbox"/>	<input type="checkbox"/>
iv Conduct simulated investigations/tests	<input type="checkbox"/>	<input type="checkbox"/>
v Complete project work	<input type="checkbox"/>	<input type="checkbox"/>
vi Gather, organise and present data	<input type="checkbox"/>	<input type="checkbox"/>
vii Record work	<input type="checkbox"/>	<input type="checkbox"/>
viii Communicate with other classes/schools	<input type="checkbox"/>	<input type="checkbox"/>
ix Support assessment	<input type="checkbox"/>	<input type="checkbox"/>
x Other	<input type="checkbox"/>	<input type="checkbox"/>
xi Please specify	<input type="text"/>	

20 The types of ICT I use most frequently and how I use them are:

(Examples of types of ICT: word processing packages, CD-ROMs, DVDs, presentation and authoring software, printer, e-mail, scanner, internet, digital camera/video, drawing packages, image editing software, spreadsheets, data loggers, databases, sensors to measure variables such as heat, light, sound.)

Type of ICT used	Example(s) of use
1.	1.
2.	2.
3.	3.

Assessment

21 I use the following methods to assess children's learning in Science:

Please use the following rating scale:

1=never, 2=seldom, 3=sometimes, 4=frequently.

	Method	Rate		Method	Rate
i	Teacher observation	<input type="checkbox"/>	iv	Teacher-designed tasks and tests	<input type="checkbox"/>
ii	Concept-mapping	<input type="checkbox"/>	v	Work samples, portfolios, projects	<input type="checkbox"/>
iii	Annotated (labelled) drawings	<input type="checkbox"/>	vi	Teacher questioning	<input type="checkbox"/>
vii	Other			<input style="width: 60%; height: 15px;" type="text"/>	<input type="checkbox"/>

22 I find the information I gather about children's learning in Science helpful for:

Please use the following rating scale:

1=not helpful, 2=somewhat helpful, 3=helpful, 4=very helpful.

	Purpose	Rate
i	Planning subsequent lessons	<input type="checkbox"/>
ii	Providing feedback to children	<input type="checkbox"/>
iii	Reporting to parents/guardians	<input type="checkbox"/>
iv	Compiling portfolios/collections of children's work	<input type="checkbox"/>
v	Recording information in a central school file	<input type="checkbox"/>
vi	Supporting a child's transition to another school (primary or post-primary)	<input type="checkbox"/>
vii	Other	<input type="checkbox"/>

23 In my experience, the main challenge, if any, in assessing children's learning in Science is:

General

24 I involve parents/guardians in supporting children's progress in Science by:

Please list activities in order of effectiveness, with the most significant as number one.

25 In my experience, I think the Science Curriculum is impacting on children's learning in the following ways:

Please list in order of importance, with the most significant impact as number one.

26 The greatest success which I have experienced in implementing the Science Curriculum is:

27 The greatest challenge, if any, which I have experienced in implementing the Science Curriculum is:

28 In furthering my own implementation of the Science Curriculum, I would like to prioritise the following:

This section of the Teacher Review and Reflection Template focuses on your experience of teaching Social, Personal and Health Education in the Primary School Curriculum. SPHE provides for the development of a broad range of values, attitudes, skills and understanding relevant not only to the child's own health and well-being but to other people and to the society in which he/she lives.

The SPHE curriculum consists of three strands:

- Myself
- Myself and others
- Myself and the wider world.

The strand **Myself** is subdivided into the following strand units for all class levels:

- Self-identity
- Taking care of my body
- Growing and changing
- Safety and protection.

The additional strand unit Making decisions is taught in third to sixth classes.

The strand **Myself and others** comprises the strand units:

- Myself and my family
- My friends and other people
- Relating to others.

The Strand **Myself and the wider world** comprises the strand units:

- Developing citizenship
- Media education.

The SPHE Curriculum recommends that the subject be taught in three dimensions or contexts, i.e. in the context of a positive school climate and atmosphere, through discrete time and through an integrated approach across a range of subjects. The curriculum also recommends that the teacher would choose some content from each of the three strands in any one year. It is envisaged that the content not covered in year one, would be included in the teacher's planning for the following year.

Strands and strand units

Planning

- 1a In planning for my teaching of SPHE, I find the layout of the curriculum in strands and strand units:

Please use the following rating scale:

1=not helpful, 2=somewhat helpful, 3=helpful, 4=very helpful.

- b Please give a reason for your answer.

- 2 In planning for my teaching of SPHE, I find the following resources:

Please use the following rating scale:

1=not helpful, 2=somewhat helpful, 3=helpful, 4=very helpful.

	Resource	Rate
i	SPHE Curriculum	<input type="checkbox"/>
ii	Teacher Guidelines: SPHE	<input type="checkbox"/>
iii	Whole School Plan: SPHE	<input type="checkbox"/>
iv	Teacher resource books/manuals	<input type="checkbox"/>
v	Children's textbooks/workbooks	<input type="checkbox"/>
vi	Other <input type="text"/>	<input type="checkbox"/>

Myself

3 To foster the children's personal development, their health and well being, I provide them with opportunities to:

Please use the following rating scale:

1=never, 2=seldom, 3=sometimes, 4=frequently.

Learning opportunity	Rate
i Try new tasks	<input type="checkbox"/>
ii Experience new situations	<input type="checkbox"/>
iii Take increasing responsibility for their own actions and behaviour	<input type="checkbox"/>
iv Voice their own opinions	<input type="checkbox"/>
v Talk about their feelings	<input type="checkbox"/>
vi Set goals for themselves	<input type="checkbox"/>
vii Make decisions	<input type="checkbox"/>
viii Reflect on their own achievements	<input type="checkbox"/>
ix Develop a sense of personal responsibility and come to understand their sexuality and the processes of growth, development and reproduction*	<input type="checkbox"/>
x Learn to respect and care for their bodies	<input type="checkbox"/>
xi Examine their diet/nutrition	<input type="checkbox"/>
xii Develop a sense of safety and an ability to protect themselves from danger and abuse	<input type="checkbox"/>
xiii Become more confident in coping with change	<input type="checkbox"/>

* As appropriate to the class level and in compliance with the school's RSE policy.

4 The greatest challenge, if any, I have experienced in teaching the strand Myself is:

Myself and others

5 To help the children to create and maintain supportive relationships, I provide them with opportunities to:

Please use the following rating scale:

1=never, 2=seldom, 3=sometimes, 4=frequently.

Learning opportunity	Rate
i Learn to appreciate their own family	<input type="checkbox"/>
ii Explore the contribution each person makes to family life	<input type="checkbox"/>
iii Understand the behaviours that promote harmony in family life	<input type="checkbox"/>
iv Explore and value friendship	<input type="checkbox"/>
v Understand how their actions and behaviour affect others	<input type="checkbox"/>
vi Treat others with dignity and respect	<input type="checkbox"/>
vii Cope with the persuasive influences of peers	<input type="checkbox"/>
viii Learn to listen effectively	<input type="checkbox"/>
ix Learn about different types of communication and their appropriate use	<input type="checkbox"/>
x Empathise with others, and see others' perspectives	<input type="checkbox"/>
xi Learn to resolve conflict (compromise, apology, forgiving)	<input type="checkbox"/>
xii Recognise and deal with bullying behaviour	<input type="checkbox"/>

6 The greatest challenge, if any, I have experienced in teaching the strand Myself and others is:

Myself and the wider world

- 7 To help the children become active and responsible citizens in society, I provide them with opportunities to:

Please use the following rating scale:

1=never, 2=seldom, 3=sometimes, 4=frequently.

Learning opportunity	Rate
i Share and co-operate within the class or school community	<input type="checkbox"/>
ii Become aware of individual and community rights and responsibilities	<input type="checkbox"/>
iii Explore the contribution each person makes to community life	<input type="checkbox"/>
iv Celebrate and respect difference	<input type="checkbox"/>
v Be part of something that goes beyond personal interest	<input type="checkbox"/>
vi Develop a sense of responsibility for the environment	<input type="checkbox"/>
vii Understand the concept of the interdependence of peoples of the world	<input type="checkbox"/>
viii Explore the concept of democracy through working in groups	<input type="checkbox"/>
ix Become discerning about the messages they receive from the media	<input type="checkbox"/>
x Examine the effects of advertising on various aspects of life	<input type="checkbox"/>

- 8 The greatest challenge, if any, I have experienced in teaching the strand Myself and the wider world is:

- 9 A variety of programmes is available for teachers in planning and teaching SPHE. I find the following programmes helpful when selecting content for SPHE lessons:

Please use the following rating scale:

1=not helpful, 2=somewhat helpful, 3=helpful, 4=very helpful.

Programme	Rate
i Walk Tall (Substance Use Programme)	<input type="checkbox"/>
ii Stay Safe (Child Abuse Prevention Programme)	<input type="checkbox"/>
iii BÍ Folláin: A Programme in Social and Health Education	<input type="checkbox"/>
iv Relationships and Sexuality Education Programme (RSE)	<input type="checkbox"/>
v Action for Life (Irish Heart Foundation)	<input type="checkbox"/>
vi Primary School Health Education Programme (N.W. Health Board)	<input type="checkbox"/>
vii Other <input style="width: 200px;" type="text"/>	<input type="checkbox"/>

Approaches and methodologies

10 I use the following organisational settings in teaching SPHE:

Please use the following rating scale: 1=never, 2=seldom, 3=sometimes, 4=frequently.

Organisational setting	Rate
i Whole class teaching	<input type="checkbox"/>
ii Pair work	<input type="checkbox"/>
iii Group work	<input type="checkbox"/>
iv Individual work	<input type="checkbox"/>

11 The two strategies I find most effective in differentiating for children's learning in SPHE are:

12a I support the integration of children's learning in SPHE across the Primary School Curriculum by:

Please tick all relevant boxes.

Method	Tick
i Connecting SPHE concepts/ideas with those in other subjects	<input type="checkbox"/>
ii Using the skills developed in SPHE in other subjects	<input type="checkbox"/>
iii Other <input style="width: 200px;" type="text"/>	

b An example of how and where I have successfully integrated SPHE across the Primary School Curriculum is:

13 Active learning methodologies are central to the teaching of SPHE. I use the following strategies for active learning in teaching the SPHE Curriculum:

Please use the following rating scale: 1=never, 2=seldom, 3=sometimes, 4=frequently.

Strategy	Rate	Strategy	Rate
i Talk and discussion	<input type="checkbox"/>	vii Collaborative/co-operative learning	<input type="checkbox"/>
ii Drama activities	<input type="checkbox"/>	viii Co-operative games	<input type="checkbox"/>
iii Written activities	<input type="checkbox"/>	ix Pictures, photographs and visual images	<input type="checkbox"/>
iv The media	<input type="checkbox"/>	x Looking at children's work	<input type="checkbox"/>
v The environment	<input type="checkbox"/>	xi ICT	<input type="checkbox"/>
vi Problem-solving	<input type="checkbox"/>	xii Circle work	<input type="checkbox"/>
xiii Other <input style="width: 400px;" type="text"/>			<input type="checkbox"/>

14a I use the following resources in teaching SPHE:

Please use the following rating scale:

1=never, 2=seldom, 3=sometimes, 4=frequently.

Resource	Rate
i Audio/visual materials	<input type="checkbox"/>
ii Classroom/playground incidents	<input type="checkbox"/>
iii Community resources	<input type="checkbox"/>
iv Current news items/events	<input type="checkbox"/>
v Materials, e.g. clothing/costume, food, improvised objects	<input type="checkbox"/>
vi Songs, poems	<input type="checkbox"/>
vii Stories	<input type="checkbox"/>
viii Textbook materials	<input type="checkbox"/>
ix Visitors	<input type="checkbox"/>
x Website resources	<input type="checkbox"/>
xi Other <input type="text"/>	<input type="checkbox"/>

b The greatest challenge, if any, I have experienced in using a variety of resources in teaching SPHE is:

15a I use ICT to support teaching and learning in SPHE:

Please use the following rating scale:

1=never, 2=seldom, 3=sometimes, 4=frequently.

b Please give a reason for your answer.

16 In teaching and learning SPHE the children and I use ICT to:

Please tick all relevant boxes.

Purpose of ICT use	Teacher	Children
i Plan for teaching and learning in SPHE	<input type="checkbox"/>	
ii Research and retrieve information/resources	<input type="checkbox"/>	<input type="checkbox"/>
iii Explore techniques used in the media	<input type="checkbox"/>	<input type="checkbox"/>
iv Complete project work	<input type="checkbox"/>	<input type="checkbox"/>
v Record, analyse and present work	<input type="checkbox"/>	<input type="checkbox"/>
vi Become more discerning in using technology and the media	<input type="checkbox"/>	<input type="checkbox"/>
vii Develop self-confidence in using a wide range of technology	<input type="checkbox"/>	<input type="checkbox"/>
viii Develop communication skills	<input type="checkbox"/>	<input type="checkbox"/>
ix Support assessment	<input type="checkbox"/>	<input type="checkbox"/>
x Other <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>

17 Types of ICT I use most frequently and how I use them are:

(Examples of types of ICT: word processing packages, CD-ROMs, DVDs, presentation and authoring software, printer, e-mail, scanner, internet, digital camera/video, image editing software.)

Type of ICT used	Example(s) of use
1.	1.
2.	2.
3.	3.

Assessment

18 I use the following methods to assess children's learning in SPHE:

Please use the following rating scale:

1=never, 2=seldom, 3=sometimes, 4=frequently.

Method	Rate	Method	Rate
i Teacher observation	<input type="checkbox"/>	iii Teacher-designed tasks and tests	<input type="checkbox"/>
ii Work samples, portfolios, projects	<input type="checkbox"/>	iv Teacher questioning	<input type="checkbox"/>
v Other <input type="text"/>			<input type="checkbox"/>

19 I find the information I gather about children's learning in SPHE helpful for:

Please use the following rating scale:

1=not helpful, 2=somewhat helpful, 3=helpful, 4=very helpful.

Purpose	Rate
i Planning subsequent lessons	<input type="checkbox"/>
ii Providing feedback to children	<input type="checkbox"/>
iii Reporting to parents/guardians	<input type="checkbox"/>
iv Compiling portfolios/collections of children's work	<input type="checkbox"/>
v Recording information in a central school file	<input type="checkbox"/>
vi Supporting a child's transition to another school (primary or post-primary)	<input type="checkbox"/>
vii Other <input type="text"/>	<input type="checkbox"/>

20 In my experience, the main challenge, if any, in assessing children's learning in SPHE is:

General

21 I involve parents/guardians in supporting children's progress in SPHE by:

Please list activities in order of effectiveness, with the most significant as number one.

22 In my experience, I think the SPHE Curriculum is impacting on children's learning in the following ways:

Please list in order of importance, with the most significant impact as number one.

23 The greatest success which I have experienced in implementing the SPHE Curriculum is:

24 The greatest challenge, if any, which I have experienced in implementing the SPHE Curriculum is:

25 In furthering my own implementation of the SPHE Curriculum, I would like to prioritise the following: