

I dTreo na Drámaíochta

AN DRÁMAÍOCHT Á MÚINEADH TRÍ GHAeilGE

Croí-ábhar is ea an Ghaeilge i gcuraclam gach scoile. Is aidhm do gach scoil úsáid na Gaeilge mar ghnáth-theanga chumarsáide a chur chun cinn. Is féidir clár Gaeilge na scoile a leathnú agus a threisiú trí ábhar nó codanna d'ábhair a mhúineadh trí Ghaeilge – *croí-chlár*

leathnaithe a thugtar ar an gcur chuige seo. B'ann don nós seo in an-chuid scoileanna agus is fiú go mór an nós a athbheochan. Leagtar amach thíos cur chuige amháin a d'fhéadfaí a úsáid chun tús a chur le múineadh na drámaíochta trí Ghaeilge.

Cuspóirí an chur chuige seo:

- Eolas agus léirthuisicint ar ealaín na drámaíochta a shealbhú.
- An Ghaeilge a úsáid mar ghnáth-theanga i suíomh réalaíoch.
 - An Ghaeilge á foghlaim i ngan fhios ag na páistí trína húsáid go nádúrtha.

CLUICHÍ

Is breá le gach páiste cluichí a imirt. Cothaíonn cluichí fonn súgartha iontu. Is é an fonn súgartha céanna bunús na drámaíochta. Ní ceachtanna drámaíochta iad na cluichí seo. Is bealach an-éifeachtach iad chun tús a chur le ceacht

drámaíochta. Meallann na cluichí na páistí isteach i saol na drámaíochta. Spreagtar iad chun ligint orthu. Ní mhúinfear aon teanga nua le linn na gcluichí seo. Múinfear réimsí nua teanga go minic roimhré i gceachtanna Gaeilge.

CNAG! CNAG! (BUN/MEÁN/RANGANNA)

Cuspóir an chluiche

Cuirtear púicín ar pháiste amháin agus déanann sé/sí iarracht an páiste atá ag labhairt leis/léi a aithint trí éisteacht lena g(h)uth.

Teanga le múineadh roimhré:

- Ceisteanna a chur agus a fhreagairt: *Cé mise? Freagra – Is tusa Bríd...*
- Is féidir forbairt a dhéanamh ar an teanga a d'úsáidí sa chluiche seo leis na meán-reanganna. *Tomhais cé atá anseo? An tusa Seán/Bríd...? Is mé/ní mé.*
- Struchtúir ghramadaí: úsáid na copail. Beidh gá le cleachtadh mionminic ar an gceist – *An tusa ...? agus na freagraí – is mé/ní mé.*

Treoracha don chluiche

- Cuirtear púicín ar pháiste amháin. Roghnaíonn an múinteoir páiste eile a bhuaileann cnag ar dhrom an pháiste sin. Cuireann an páiste seo an cheist – *cé mise?*
- Tomhaiseann an páiste leis an bpúicín ar a s(h)úile, *an tusa Ciara/an tusa Fionn...? Freagraíonn an páiste eile – is mé/ní mé?*
- Spreagann an múinteoir na páistí a

■ **Cothaíonn cluichí fonn súgartha iontu. Is é an fonn súgartha céanna bunús na drámaíochta.**

nguthanna a cheilt trí shampla a thabhairt ar ghuthanna difriúla a úsáid. (guth ard, guth íseal, guth garbh, guth séimh) Faigheann an páiste leis an bpúicín trí sheans tomhais a dhéanamh.

- Muna bhfuil ag éirí leis/léi tugann an múinteoir nodanna. *Tosaíonn a (h)ainm*

leis an litir S. Suíonn sé/sí ag barr an tseomra ranga. Itheann sé oráiste gach lá don lón...

Tugtar seans do gach páiste an púicín a chaitheamh agus tomhas a dhéanamh.

IN ORD AIBÍTRE (ARDRANGANNA)

Cuspóir an chluiche

go mbeidh gach páiste sa rang seasta i líne in ord aibítre de réir a gcéad ainm.

Teanga roimhré

- Ceisteanna a chur: *Cén t-ainm atá ortsa as Gaeilge? Cad í an chéad litir i d'ainm?*
- Ordú a thabhairt: *seas ag barr na líne, seas ag bun na líne, seas laistiar de Sheán, seas os mo chomhair.*
- Struchtúir ghramadaí: suíomhanna

Meallann na cluichí na páistí isteach i saol na drámaíochta.

– os mo chomhair, taobh thiar díom /de Sheán, ag barr, ag bun, i lár.

Treoracha don chluiche

- Bíonn na páistí go léir ina seasamh. Caithfidh dóthain spáis

a bheith ann chun líne a dhéanamh le gach páiste sa rang.

- Mínigh do na páistí go bhfuil siad chun líne a dhéanamh ina mbeidh gach páiste ina seasamh in ord aibítre de réir a gcéad ainm.
- Taispeáin dóibh cá mbeidh an chéad duine ina s(h)easamh (ainm ag tosú le A) agus iarr orthu féin an líne a chríochnú.
- Nuair a bheidh an líne déanta acu cuirfidh gach páiste iad féin in aithne ...*is mise Eoin, tosaíonn m'ainm leis an litir E. (Is féidir cur leis ag brath ar chaighdeán an ranga – Tá Eibhlín os mo chomhair sa líne agus tá Fiachra taobh thiar díom)*

Curthale chéile ag Foireann na Gaeilge, Clár Tacaíochta don Churaclam Bunscoile
Tuilleadh eolais: www.pcsp.ie

The Regional Curriculum Support Service

The Primary Curriculum Support Programme (PCSP) provides support to schools and teachers at local level through the Regional Curriculum Support Service (RCSS) which operates in partnership with the Education Centre Network.

The aim of the RCSS is to provide support to schools and teachers in every region of the country, and in all aspects of the Primary School Curriculum.

The RCSS is facilitated by Cuiditheoirí who are primary school teachers, seconded from their schools to the PCSP.

A Cuiditheoir supports and advises teachers on curriculum content, teaching methodologies and on school and classroom planning for curriculum implementation.

The Cuiditheoir works with whole school staffs, school principals, post holders, groups of teachers and individual teachers as well as clusters of schools.

Cuiditheoireacht may be provided through school visits, school based workshops or demonstrations, after school workshops or demonstrations, in-class modelling, and Sustained Support, which provides schools with the option of multiple visits. This article outlines in

greater detail what the Sustained Support model is all about.

What is Sustained Support?

- Sustained Support is an on-going and developmental form of support offered by Cuiditheoirí to schools in all regions and in all subjects.
- It comprises a number of Cuiditheoir visits to a school, working on an agreed aspect(s) of a subject with teachers.
- It is not a series of once-off unrelated visits: rather it is an intensive, developmental form of support.

What is the purpose of Sustained Support?

- The purpose of the Sustained Support is to support schools and teachers as they engage in focused and sustained development of teaching and learning in certain strand/s of the curriculum and/or aspect/s of subjects which have been identified and agreed at school level.
- Depending on the needs of the school, it may be more effective to target the support to develop an aspect/strand of the curriculum throughout the school, or alternatively to target the support across a certain class level.

How many Cuiditheoir visits will our school get?

- The number of visits varies according to the size of the school, and is usually from six to twelve units.
- A unit consists of a 'Cuiditheoir/teacher interactive time' of at least 2.5 hours.
- Two 'interaction units' may be taken on the same day, to give a full day of support.
- Within any 'interaction unit', a number of various sessions may take place, eg, in-class modelling, meetings with individuals and groups of teachers.
- The support will be offered over a defined period of time, ie, a number of weeks, a term or the school year, and this will be agreed in advance by the Cuiditheoir and the school.

How will the Sustained Support be structured?

- During the first visit, the Cuiditheoir will meet with the principal, post holder and/or the liaison teacher in the school. The schools' needs and priorities will have been identified in advance, and communicated through the Sustained Support Application Form.
- A programme of support will be drawn

up, and the dates will be identified. It may be useful to include some time to dialogue with the staff on the preparatory meeting.

- The resources which are currently in the school to support the particular aspect are discussed, and any further resources are identified, which the school will subsequently acquire.
- Future visits will include in-class modelling, meetings with individual teachers and groups of teachers, staff meetings and workshops to support the identified needs of the school.
- The final visit will contain an element of review and recapitulation, and the principal will be given an Evaluation Form, which is subsequently filled in and returned by post to the PCSP. The Cuiditheoir also offers suggestions for the future development of the subject strand/s at school level, and subject to availability, may be in a position to offer a return visit towards the end of the school year.

What is the role of the school staff in Sustained Support?

The school staff that wishes to avail of Sustained Support:

- Agrees the aspect/s of subjects to be developed.
- Identifies a Liaison Teacher.
- Identifies time for the whole school staff to meet with the Cuiditheoir during the course of the Sustained Support.
- Conducts an audit of the resources that it currently has to support that subject aspect/s.
- Commits to acquisition of any resources necessary for successful implementation of that aspect/s.
- Completes and submits the Application Form to PCSP.

What is the role of the liaison teacher in the school?

- A named person in the school (principal, special duties teacher or class teacher) takes responsibility for liaison between the Cuiditheoir and the staff.
- The liaison teacher organises the timetable for the



Pupils and teachers engage in Listening and Responding during a modelled lesson

Cuiditheoir visits, in consultation with all the parties. Any change of schedule is notified to all parties as soon as possible.

- The liaison teacher also ensures that the necessary resources are acquired by the school, and that any materials needed for the modelled lessons are in place in advance of the visit.
- The liaison teacher may be available to outline their experiences to local schools so that they will be aware of the work done and the progress made.

What is the role of the class teacher?

To maximum the benefit of the Sustained Support, the class teacher.

- Re-reads the Curriculum in the particular subject aspect/s prior to the visit.
- Ensures that the children's names are displayed.
- Identifies for the Cuiditheoir any children who may require special attention.
- Indicates to the Cuiditheoir the children's previous experience in the subject.
- Ensures that the necessary materials for the modelled lesson are in place.
- Ensures that the children have prepared activities and/or alternative supervi-

sion arrangements in place, to allow adequate time for dialogue and reflection with the cuiditheoir.

How can we ensure maximum effectiveness of the modelled lessons?

In-class modelling is an intrinsic component of Sustained Support. A Cuiditheoir may model lessons for a single teacher, or for a small number of teachers. A session which involves a modelling component should also include time for dialogue with the teacher/s, before and after the lesson. If this is to take place outside the classroom, the school will have the necessary supervision arrangements in place prior to the visit. If it is to take place within the classroom, the class teacher will prepare work in advance for the children, and this will have been mediated in advance to the children. Generally, Cuiditheoirí model up to two lessons in a single unit, and a maximum of three in a day long visit, to allow adequate time for dialogue, reflection, and the setting of targets for the future visits.

The model lesson should be seen as a co-operative effort between teacher and Cuiditheoir, and teachers are invited to play an active part in the process by observing and

noting aspects of the lesson, by participating in the lesson, and by co-teaching. The teacher may also wish to try out some of the lesson ideas in the presence of, and/or with the assistance of the Cuiditheoir.

When the Cuiditheoir is working in the class, the teacher will be present for the entire duration of the lesson. This is essential as the focus of Cuiditheoireacht is to facilitate the teacher's professional development. In addition, the school's insurance policy normally requires that the children are supervised by the staff of the school.

How do we apply?

- Following consultation at school level, the school identifies the subject and/or aspect of subject that it would like to develop.
 - A liaison teacher is selected.
 - An application form is completed and returned.
- As the demand for Sustained Support is high, you are advised to submit your application as soon as possible. In the event that the demand exceeds our capacity to respond in the current academic year, priority will be given to schools that did not receive Sustained Support in the past.

Further information from www.pcsp.ie