



Circular 0011/2019

POLICY ON GAELTACHT EDUCATION 2017-2022

**INVITATION TO PRIMARY AND POST-PRIMARY SCHOOLS
IN GAELTACHT LANGUAGE-PLANNING AREAS
TO CONSIDER JOINING THE
GAELTACHT SCHOOL RECOGNITION SCHEME IN 2019**

**PARTICIPATION TO IMPLEMENTATION
(May 2019 - August 2020)**

**TO BOARDS OF MANAGEMENT, PRINCIPALS AND TEACHING STAFF OF PRIMARY AND
POST-PRIMARY SCHOOLS IN GAELTACHT LANGUAGE-PLANNING AREAS, AND TO THE
CHIEF EXECUTIVES OF EDUCATION AND TRAINING BOARDS**

1. Purpose of the Circular

The purpose of this Circular is to notify school authorities of a further opportunity which is being provided by the Department of Education and Skills (Department) to schools in Gaeltacht language-planning areas to join the Gaeltacht School Recognition Scheme (*Scheme*) in 2019.

The Department is committed to providing additional resources to schools that fulfil the language-based criteria to strengthen immersion education in order to gain recognition as a Gaeltacht school under the terms of the *Scheme*. This Circular follows on from Circulars 0033/2017 and 0021/2018 for primary schools and Circulars 0034/2017 and 0022/2018 for post-primary schools, which provide an outline of how the *Scheme* has evolved from April 2017 to April 2019.

[Part A](#) of the Circular sets out the steps involved in order to join the *Scheme* in 2019 and the additional supports that will be provided at planning and implementation stages for these schools in 2019/20.

[Part B](#) sets out the roles and responsibilities for the co-ordination and implementation of the *Scheme*.

Summary of key points to note:

- The first phase of implementation of the Gaeltacht School Recognition Scheme to strengthen immersion education¹ in schools commenced in September 2018. Schools not currently participating in the Scheme are given a further opportunity to consider joining the *Scheme* in Spring 2019 and additional supports will be fact-tracked to schools.
- To join the Scheme, a school must complete an *Expression of Interest Form* attached to this Circular.
- A school opting to participate in the *Scheme* should identify specific improvement targets and actions in its action plan to fulfil the language-based criteria, to strengthen immersion education and extend the use of Irish in order to obtain recognition as a Gaeltacht school.
- Targeted supports at planning and implementation stage will be provided to support schools joining the *Scheme* including Irish-language support hours, a grant for resources in Irish, additional continuing professional development (CPD) and Inspectorate advisory visits.

Appendices attached to this Circular:

[Appendix 1](#): Language-based criteria for recognition as a Gaeltacht primary school (Circular 0033/2017)

[Appendix 2](#): Language-based criteria for recognition as a Gaeltacht post-primary school (Circular 0034/2017)

[Appendix 3](#): *Expression of Interest Form*: This form is provided for schools in Gaeltacht language-planning areas that wish to participate in the *Scheme* in 2019. The completed *Expression of Interest Form* must be submitted to the Department **by Monday, 11 March 2019**.

[Appendix 4](#): *School Cluster Application Form*: This application form is provided for primary schools in the *Scheme* that wish to cluster or combine their Irish-language support hours and/or special education teaching hours to form shared full-time temporary teaching posts.

[Appendix 5](#): *Sample Action-Planning Template* to assist schools in implementing the language-based criteria to strengthen immersion education.

PART A

1. Joining the Gaeltacht School Recognition Scheme in 2019

Schools in Gaeltacht language-planning areas not already participating in the *Scheme* are offered a further opportunity to consider entering the *Scheme* in 2019.

¹ In the context of Gaeltacht schools, immersion education refers to the practice of teaching all curriculum areas entirely through the medium of Irish, apart from the English curriculum (and foreign languages curriculums). Early-immersion refers to the practice of implementing a two-year total immersion programme through Irish in infant classes, where English is not taught during this period.

Table 1 provides an overview of the activities and additional supports that will be provided to schools entering the *Scheme* in 2019.

TABLE 1: Summary of Activities required to be eligible to participate in the Gaeltacht School Recognition Scheme					
PLANNING PHASE					INITIAL IMPLEMENTATION PHASE
February - March 2019	11 March 2019	March to May 2019	31 May 2019	June 2019	September 2019/20
Consult with school community and local language planning committee	Submit <i>Expression of Interest Form</i> to the Department	Prepare action plan to implement immersion education	Submit action plan to the Department for review	Feedback provided to schools and approval of action plans	Commence implementation of targets and actions set out in action plans to strengthen immersion education
Initial supports provided to schools including release time for planning, continuing professional development (CPD) provided by An Chomhairle um Oideachas Gaeltachta agus Gaelscolaíochta (COGG) and Inspectorate advisory visits					Grant and additional Irish-language support hours provided

1.1 Expression of Interest to join the Scheme in 2019

The first step for schools entering the *Scheme* involves making the decision to complete the Expression of Interest Form for participation in the *Scheme*. The school's decision to participate in the *Scheme* should be taken following consultation with its patron, teaching staff, parents' association and local language-planning committee and approved by its board of management. In making this decision, the Department urges the school to consider the educational advantages and benefits of immersion education and the opportunity for schools to make a real difference in addressing the current challenges facing the status of Irish as a community language in the Gaeltacht.

Once the decision to join the Scheme in 2019 has been made, the Expression of Interest Form included in [Appendix 3](#) must be completed and returned electronically to aog@education.gov.ie or by post to: An tAonad um Oideachas Gaeltachta, An Roinn Oideachais agus Scileanna, Bloc 3, Sráid Maoilbhríde, Baile Átha Cliath 1, DO1 RC96 **no later than 11 March 2019**.

1.2 Whole-school action-planning to strengthen immersion education (March to May 2019)

Schools joining the *Scheme* will have a period of time from March to May 2019 to develop an action plan for improvement linked to language-based criteria to strengthen immersion education taking account of its particular school context. The language-based criteria for primary and post-primary schools are provided in [Appendices 1](#) and [2](#) respectively.

The *Scheme* is based on the ongoing development and improvement of immersion education using the school self-evaluation (SSE) process effectively to foster purposeful linkages with the school community and local language-planning committees to extend the use of Irish. The school's action plan will set out how the school will fulfil the language-based criteria to improve immersion education for its first and second language learners of Irish in a phased incremental manner.

School self-evaluation facilitates schools to engage in a cyclical action-planning process that includes regular review. The action-planning process should involve the gathering of evidence, making judgements, setting smart targets, implementing actions, monitoring and reviewing progress against targets and the setting of new targets to strengthen the quality of Irish-medium education.

An example of an action-planning template, to support schools in fulfilling the language-based criteria for recognition as a Gaeltacht primary/special school, is provided in [Appendix 5](#) and at the [LINK](#). Schools may use this template and adapt it to suit its own particular school context. Each school participating in the *Scheme* must submit its action plan to the Department for review **by 31 May 2019**.

Schools participating in the DEIS (Delivering Equality of Opportunity in Schools) programme are required to develop and implement action plans for improvement under the DEIS plan 2017 on specific themes.² Targets and actions in respect of the DEIS themes as well as those linked to language-based criteria related to immersion education, and/or any other priority area(s), should be incorporated into **one clearly-labelled action-planning document**. Schools should create a short summary of the self-evaluation report and school improvement plan and share it with the school community annually.

Following the review of plans, feedback will be provided by the Gaeltacht Education Unit to each school entering the *Scheme*. Schools will be given an opportunity to make any necessary amendments to plans in June 2019. Following the approval of plans, schools will access the additional resources provided by the Department to support the implementation of immersion education from September 2019.

2. Initial supports available to schools new to the *Scheme* during the action-planning phase (March to August 2019)

While working towards the development of an action plan to identify specific improvement targets and actions to meet the language-based criteria to strengthen immersion education, the following additional supports will be provided for schools new to the *Scheme* in the period March to August 2019.

2.1 Initial supports available for primary schools entering the *Scheme* (March to June 2019):

- **In the case of primary schools with teaching principals**, two additional release/administrative days with substitution cover will be provided for teaching principals to support the development of an action plan to strengthen immersion education.

In the case of primary schools with administrative principals, two additional release/administrative days with substitution cover will be provided for one member of the teaching staff to support the administrative principal in their action-planning processes. These release days must be used in the period March to June 2019 for the purpose of progressing the action-planning process.

- Advisory visits from the Inspectorate will provide support and feedback to schools on the action-planning for school improvement process.
- Additional CPD will also be provided by COGG.

2.2 Initial supports available for post-primary schools entering the *Scheme* (March to August 2019):

- In the case of **small post-primary schools** in Gaeltacht language-planning areas with an enrolment of less than 150 students two hours per week per school will be allocated to support the development of an action plan on immersion education.

² DEIS Plan 2017 themes: attendance, retention, progression, literacy and numeracy, leadership, wellbeing, continuing professional development (CPD), transitions, partnership with parents and examination attainment.

- In the case of **medium post-primary schools with an enrolment of 150 – 300 students**, four hours per week will be provided to support the development of an action plan on immersion education.
- In the case of **large post-primary schools** with an enrolment of more than 300 students 5 hours per week will be allocated to support the development of an action plan on immersion education.

3. Additional resources and supports available to schools new to the *Scheme* during the first phase of implementation (September 2019 - August 2020)

Following the approval of schools’ action-plans that set out the targets and actions planned to meet the language-based criteria, schools new to the *Scheme* will be eligible to access additional resources and supports in 2019/2020 to help them implement their action plans and address any sociolinguistic challenges that occur.

3.1 Additional supports for primary schools during the first phase of implementation (September 2019 to August 2020):

- **Irish-language support hours:** From September 2019, additional Irish-language support hours will be allocated to primary and post-primary schools participating in the *Scheme* whose action plans to strengthen immersion education have been approved.

Table 2 sets out how the additional Irish-language support hours will be allocated to primary schools participating in the *Scheme*.

TABLE 2: Primary schools participating in the implementation phase of the Gaeltacht School Recognition Scheme	
Primary school enrolment on 30/09/18	Number of additional Irish-language support hours per week per school in 2019/2020
<54	5
54-83	7.5
84-142	10
143-175	12.5
176-250	15
251-488	17.5
>488	25

The Irish-language support hours should be used solely to support the identified needs of native speakers and learners of Irish to develop and enrich their proficiency skills in Irish, particularly oral Irish. For guidance on the use of these Irish-language support hours, schools should consult the Department of Education and Skills’ publication *Guidance Note for Gaeltacht Primary and Post-Primary Schools - Advisory Visits of the Inspectorate and the Use of Additional Part-Time Hours to Support Irish*. The use of these hours will be monitored during Inspectorate advisory visits.

These Irish-language support hours are automatically approved as part-time hours for schools participating in the *Scheme*. Schools will be expected to manage the allocation of these Irish-language support hours effectively to ensure the maximum benefit for pupils’ Irish-language learning.

A group of schools may form a cluster to create a temporary full-time teaching post by combining part-time Irish-language support hours allocated to each school in the cluster. A School Cluster Application Form is available in [Appendix 4](#) and on the Department’s website at the [LINK](#).

While the additional hours for Irish-language support under the Gaeltacht School Recognition Scheme and the hours under the Special Education Teaching Allocation will be allocated separately, schools can combine these hours to create a temporary teaching post for the 2019/20 school year. In such cases, combine these hours to create a temporary teaching post for the 2019/2020 school year. In such cases, schools must ensure that the teachers selected for these posts have a high level of proficiency in the Irish language and an understanding of immersion education, and can fulfil the roles of the delivery of the Irish-language support hours, as appropriate. The allocation of the additional Irish-language support hours will be reviewed by the Department in 2020.

3.2 Additional supports for post-primary schools during the first phase of implementation (September 2019 to August 2020):

Table 3 sets out how the additional Irish-language support hours will be allocated to post-primary schools participating in the *Scheme*.

TABLE 3: Post-primary schools participating in the implementation phase of the Gaeltacht School Recognition Scheme	
Post-primary school enrolment	Number of additional Irish-language support hours per week for 2019/20
< 150	7
150-300	9
>300	10

The Irish-language support hours should be used solely to support the identified needs of native speakers and Irish-language learners to develop and enrich their proficiency skills in Irish, particularly oral Irish. For guidance on the use of these Irish-language support hours, schools should consult the Department of Education and Skills’ publication [Guidance Note for Gaeltacht Primary and Post-Primary Schools - Advisory Visits of the Inspectorate and the Use of Additional Part-Time Hours to Support Irish](#). The use of these additional Irish-language support hours will be monitored during Inspectorate advisory visits and they will be reviewed by the Department in 2020.

The Irish-language support hours will be allocated to post-primary schools on the Staffing Schedule and schools will be expected to manage the allocation of these Irish-language support hours effectively to ensure the maximum benefit for pupils’ Irish-language learning.

From September 2019, where a post-primary school is in a supernumerary position and a teacher is awarded a contract of indefinite duration (CID) as a result of the school’s allocation for the Gaeltacht Recognition Scheme, the CID hours will be offset against the Gaeltacht Recognition allocation.

- **Grant allocation:** In June 2019, a grant of €1,200 will be paid to schools participating in the *Scheme*. The grant is allocated for the purchase of resources in Irish to support the provision of high-quality immersion education. A list of resources in Irish can be accessed on An Chomhairle um Oideachas Gaeltachta agus Gaelscolaíochta website at www.cogg.ie

Schools are required to retain all receipts and records of expenditure incurred for audit purposes in accordance with public procurement and financial procedures (see provisions of Department of Public Expenditure and Reform: Circular 13/2014). School authorities must also ensure that the

requirements of the Department of Public Expenditure and Reform and the Department of Education and Skills are met in the public procurement, usage and disposal of assets.

- **Continuing Professional Development (CPD):** Schools participating in the *Scheme* will be provided with additional CPD co-ordinated by COGG in conjunction with relevant support services and the Inspectorate. Where necessary, and as resources permit, substitution cover for attendance at seminars/workshops will be provided through the Online Claims System (OLCS) up to a maximum of 2 days for 2 attendees in participating schools in 2019/20. These days may be claimed from the OLCS by selecting the following: *Continuing Professional Development/Professional Activities - Gaeltacht Education Policy/Polasaí um Oideachas Gaeltachta*. It is intended that there will be one day school closure in 2019/2020 for each school participating in the *Scheme* to enable all teaching staff attend the CPD provided. Details in relation to CPD plans for schools participating in the *Scheme* will be provided by COGG.
- **Inspectorate Support:** Inspectors will conduct advisory visits to support schools participating in the *Scheme* in the implementation and ongoing review of targets set and actions taken to fulfil the Irish-language based criteria to strengthen immersion education.
- **Indicators of Good Practice in Immersion Education: Draft Guide for Gaeltacht Primary Schools (2018) and Indicators of Good Practice in Immersion Education: Draft Guide for Gaeltacht Post-Primary Schools (2018):** The Guides provide practical support for primary and post-primary schools in implementing immersion education. The Guides can be used to:
 - reflect on teaching and learning practices through the medium of Irish
 - guide professional discussion on learning, teaching, management and leadership in relation to the implementation of immersion education
 - affirm good practice in immersion education
 - identify targets and actions to fulfil the language-based criteria for immersion education.

The Good-Practice Guides will be revised in 2019 and will take account of feedback from schools and education partners.

PART B

1. Gaeltacht Education Unit

The Gaeltacht Education Unit in the Department of Education and Skills will oversee, manage and provide support for the phased implementation of the *Policy on Gaeltacht Education 2017-2022* and *Gaeltacht School Recognition Scheme* in collaboration with relevant Sections of the Department and relevant agencies on order to strengthen Irish-medium educational provision in Gaeltacht schools.

2. An Chomhairle um Oideachas Gaeltachta agus Gaelscolaíochta (COGG) – Actions for 2019/2020

The Gaeltacht Education Unit will continue to be supported by COGG in the implementation of the *Policy* and *Scheme*. Additional resources have been allocated to COGG in 2019, including provision for the secondment of two education officers, to support the implementation of the *Scheme*.

Measures to be implemented by COGG in 2019 include:

- co-ordination of the provision of CPD seminars to support schools in the implementation of actions to strengthen Irish-medium education
- ongoing provision and dissemination of information to school communities on the benefits of Irish-medium education
- co-ordination of the development of networks for schools participating in the *Scheme*

- provision of third-level research bursaries to principals and/or teachers to engage in research on Irish-medium and Gaeltacht education.
- the further development and enhancement of the COGG website as a resource portal with high quality Irish-language resources for schools in the Gaeltacht.

3. Support from the Inspectorate

Alongside the professional development support provided by COGG and other support services, the Inspectorate will undertake advisory visits to support schools in 2019/2020 in the implementation of language-based criteria to improve the quality of immersion education in schools entering the *Scheme*.

Further Information/FAQs

Additional information and updates on the *Gaeltacht School Recognition Scheme* and on the *Policy on Gaeltacht Education 2017-2022* are published regularly on the Department's website. A frequently-asked questions (FAQs) document is also available on the Department's website and will continue to be updated regularly.

Queries in relation to the operation of the *Scheme* and/or the *Policy* should be emailed to aog@education.gov.ie or addressed to: **An tAonad um Oideachas Gaeltachta, An Roinn Oideachais agus Scileanna, Sráid Maoilbhríde, Baile Átha Cliath 1, DO1 RC96.**

Principals of schools in Gaeltacht language-planning areas are asked to please bring this Circular to the attention of each member of the board of management/Education and Training Board, teachers (including those on leave of absence), the school patron, ancillary staff, parents/guardians, and the local school community. This Circular can be accessed on the Department's website at the following [LINK](#).

**Dr Treasa Kirk
Head of Gaeltacht Education Unit
Department of Education and Skills**

February 2019

Appendix 1

Language-based criteria for recognition as a Gaeltacht primary school (Circular 0033/2017)

1.	Implement a two-year total-immersion programme ³ through Irish in infant classes, during which no English will be taught.
2.	Implement a total-immersion approach, where all areas of learning, apart from English, will be taught through Irish.
3.	Deliver high quality educational experiences through Irish to all pupils focusing particular attention on the differentiated language needs of native Irish speakers ⁴ as well as learners of Irish.
4.	Develop a whole-school action plan for improvement that will: <ul style="list-style-type: none"> • set out how the school will ensure the use of Irish as the language of communication, instruction and socialisation within the school and • communicate and promote the benefits of learning Irish and learning through Irish to the school community (principal, staff, pupils, parents and board of management).
5.	Review the quality of educational provision through Irish to ensure continuous improvement through the school self-evaluation (SSE) process.
6.	Provide Irish-language learning experiences in accordance with the L1 ⁵ learning outcomes in the Primary Language Curriculum for Gaeltacht and Irish-medium schools.
7.	Use Irish-language resources to support the teaching of all curricular areas through Irish, apart from the English curriculum.
8.	Deliver curricular, co-curricular, and extra-curricular activities (where provided) through Irish.
9.	Support their school community in the language-planning process (under the Gaeltacht Act, 2012) by contributing to the use and maintenance of Irish in the school and local Gaeltacht community.
10.	Prioritise the use of Irish in communicating with parents, the local community and other parties.
11.	Establish useful and mutually-beneficial language and cultural links with local Irish-medium early-years settings (<i>naíonraí</i>).
12.	Establish useful and mutually-beneficial language and cultural links with local Irish-medium post-primary schools and other Irish-medium primary schools.
13.	Make every effort to recruit teaching and ancillary staff who are proficient in Irish, and have a knowledge and understanding of pedagogical practice relevant to teaching through Irish as well as an understanding of the language and cultural dynamics of the Gaeltacht.

³ A total-immersion programme in infant classes means that the learning environment operates solely through Irish and the teaching of English will commence from first class. This enables the fuller development of children's Irish-language capacities in infant classes.

⁴ A native speaker of Irish is defined as a child who is raised through Irish in an Irish-language community and whose parents speak Irish as the main language of communication in the home, such being declared at the point of enrolment for school (*Policy on Gaeltacht Education 2017-2022*, p 11)

⁵ L1 refers to Irish as the main language of the school in relation to teaching and learning, and communication in official, administrative and recreational affairs.

Appendix 2

Language-based criteria for recognition as a Gaeltacht post-primary school (Circular 0034/2017)

1.	Extend the availability of a full curriculum through Irish, apart from the English and other language curricula, as the Gaeltacht school moves towards a total-immersion approach.
2.	Deliver high quality educational experiences through Irish to all students focusing particular attention on the differentiated language needs of native Irish speakers ⁶ as well as learners of Irish.
3.	Develop a whole-school action plan for improvement that will: <ul style="list-style-type: none"> • set out how the school will ensure the use of Irish as the language of communication, instruction and socialisation within the school and • communicate and promote the benefits of learning Irish and learning through Irish to the school community (principal, staff, students, parents and board of management).
4.	Review the quality of educational provision through Irish to ensure continuous improvement through the school self-evaluation (SSE) process.
5.	Implement L1 specification for Irish at Junior Cycle.
6.	Use Irish-language resources to support the teaching of all curricular areas through Irish, apart from the English curriculum.
7.	Deliver curricular, co-curricular, and extra-curricular activities (where provided) through Irish.
8.	Support their school community in the language-planning process (under the Gaeltacht Act, 2012) by contributing to the use and maintenance of Irish in the school and local Gaeltacht community.
9.	Prioritise the use of Irish in communicating with parents, the local community and other parties.
10.	Establish useful and mutually-beneficial language and cultural links with local Irish-medium post-primary schools and other Irish-medium primary schools.
11.	Make every effort to recruit teaching and ancillary staff who are proficient in Irish, and have a knowledge and understanding of pedagogical practice relevant to teaching through Irish as well as an understanding of the language and cultural dynamics of the Gaeltacht.

⁶ A native speaker of Irish is defined as a child who is raised through Irish in an Irish-language community and whose parents speak Irish as the main language of communication in the home, such being declared at the point of enrolment for school (*Policy on Gaeltacht Education 2017-2022*, p 11)

Appendix 3 Expression of Interest Form

To be completed by the management of primary/post-primary schools expressing interest in the Gaeltacht School Recognition Scheme in 2019

Please return your completed Expression of Interest Form to the Gaeltacht Education Unit either electronically to aog@education.gov.ie or by post to: An tAonad um Oideachas Gaeltachta, An Roinn Oideachais agus Scileanna, Sráid Maoilbhríde, Baile Átha Cliath 1, DO1 RC96 no later than 11 March 2019.

School name: _____ Roll number: _____

School address: _____

Phone number: _____ E-mail: _____

I wish to confirm that the Gaeltacht School Recognition Scheme and the content of Circular 0011/2019 was discussed at meetings with the teaching staff, the parents' association, and the board of management.		
	Signature	Date
Principal of school		
Chairperson of the Board of Management		

I wish to confirm that the Gaeltacht School Recognition Scheme and the content of Circular 0011/2019 was discussed with the Chairperson of the Gaeltacht language-planning committee.		
	Signature	Date
Chairperson of the Gaeltacht language-planning committee		

3) In expressing interest in the *Gaeltacht School Recognition Scheme* in 2019, please provide a short account on the following (max 200 words):

- The school’s decision regarding participation in the *Gaeltacht School Recognition Scheme* in 2019
- The steps which were taken to come to the decision to participate in the *Scheme* in 2019
- Any initiatives which the school is currently involved in to promote the Irish language in the community
- The contact the school has made with the committee responsible for the language plan in its Gaeltacht language-planning area to ensure that the committee is aware of the school’s interest in participating in the *Scheme* to achieve Gaeltacht school status.

It is possible that the information provided by you in this form may become the subject of a request under the Freedom of Information (FOI) Act 2014, and this may lead to some or all of it being released to a requester. We are therefore requesting you, as part of your reply, to identify any information in your reply which you deem to be sensitive and exempt from release under the FOI Act. This will assist the Department of Education and Skills in the decision-making process if a FOI request is received. Please note that information contained in this form may also be provided to COGG to facilitate their role in the implementation of the Policy on Gaeltacht Education 2017-2022.

I wish to REGISTER OUR SCHOOL’S EXPRESSION OF INTEREST in participating in the Gaeltacht School Recognition Scheme

	Signature	Date
Principal of school		
Chairperson of the Board of Management		
CEO, Education and Training Board		

Appendix 4

[FOR PRIMARY SCHOOLS ONLY]

School Cluster Application Form

Application Form to create a temporary full-time teaching post through school clusters for the 2019/2020 school year

Schools must ensure that the teacher selected for the post has a high level of proficiency in the Irish language and can fulfil the roles, as appropriate	
	Please tick
A	Cluster Irish-language support hours between schools
B	Cluster Irish-language support hours and special education teaching hours between schools
C	Combine Irish-language support hours and special education teaching hours in the same school

This form must be completed by schools new to the Scheme in 2019 and returned by 17 June 2019 to: The Gaeltacht Education Unit, either electronically to aog@education.gov.ie or by post to: **An tAonad um Oideachas Gaeltachta, An Roinn Oideachais agus Scileanna, Sráid Maoilbhríde, Baile Átha Cliath 1, D01 RC96.**

Other sections of the Department will be provided with the information in this form, as required. The Department's Teacher Allocation Section will also be provided with a copy of this Form for its records.

Details of base school for the new full-time temporary post created by clustering hours (1 post = 25 hours)				
Name of the Base School: (The base school must be participating in the <i>Scheme</i>)				
Roll number:				
School address:				
Email address:				
Phone number:				
Details of partner schools for the new full-time temporary post created by clustering hours (1 post = 25 hours)				
	School name	Roll number	No. of Irish-language support hours	No. of special education teaching hours
Base school				
2nd school				
3rd school				
			Total hours:	

All cluster arrangements **relating to the creation of new full-time temporary posts arising from the combination of Irish-language support hours** will be reviewed in 2020/2021.

Declaration

I declare that the above information is correct and that I am in agreement with the proposed cluster arrangements for this post as outlined above.

BASE SCHOOL:

Roll no: _____
Signature of principal of base school Signature of chairperson of base school

Date: _____ Contact number: _____

2nd SCHOOL:

Roll no: _____
Signature of principal of 2nd school Signature of chairperson of 2nd school

Date: _____ Contact number: _____

3rd SCHOOL:

Roll no: _____
Signature of principal of 3rd school Signature of chairperson of 3rd school

Date: _____ Contact number: _____

The main purpose for which the Department requires the personal data provided by you is for the arrangement of school clusters for the creation of temporary shared teaching posts in 2020/2021 on the basis of the additional hours allocated to schools under the Gaeltacht School Recognition Scheme. The personal data provided may be exchanged with other sections within the Department of Education and Skills and other schools involved in the clustering arrangement. Full details of the Department's data protection policy setting out how we will use your personal data as well as information regarding your rights as a data subject are available at the **LINK**. Details of this policy are also available in hard copy from the address below upon request.



Aguisín 5

Teimpléad Samplach do Phlean Gníomhaíochta do chur i bhfeidhm na gcritéar teanga don tumoideachas

Ainm na Scoile		Uimhir Rolla	
Comhthéacs na scoile	<p>Tabhair cuntas achomair soiléir le pointí urchair de réir mar atá ábhartha (<i>m.sh. líon foirne agus rollachán; stádas DEIS; comhthéacs teangeolaíochta na scoile; cleachtas reatha maidir leis an teagasc trí Ghaeilge; tacaíochtaí don Ghaeilge ar fáil sa scoil/sa phobal scoile; comhpháirtíocht le tuismitheoirí; nasc leis an gcoiste pleanála teanga; naisc le scoileanna eile/naíonraí &rl</i>)</p> <ul style="list-style-type: none">•••		

Seo a leanas sampla de theimpléad a d'fhéadfaí a úsáid chun plean a dheardh do chritéar teanga amháin a chur i bhfeidhm. D'fhéadfadh sprioc amháin nó níos mó a bheadh ag an scoil don chritéar sin. Is féidir an teimpléad a chóipeáil de réir mar is gá, ag brath ar líon na gcritéar teanga agus líon na spriocanna atá á chur i bhfeidhm sa tréimhse ama ar leith. Moltar plean a dheardh do bhliain amháin ar dtús le go bhfeicfear an dul chun cinn atá déanta taobh istigh den tréimhse ama sin. Cé gur gá don scoil gach citéar teanga a bhaint amach chun aitheantas mar scoil Ghaeltachta a fháil, is de réir a chéile a dhéanfar an obair chuige sin. Ní gá don scoil pleanáil a dhéanamh do gach gach critéar teanga a chur i bhfeidhm ag tús an phróisis. Leag amach go hachomair na saingníomhartha atá molta ar mhaithe leis na spriocanna ginearálta thuas a bhaint amach.

Critéar Teanga:	
Anailís ar an bhfianaise a bailíodh chun an bonnlíne gnóthachtála a aimsiú don sprioc agus an dul chun cinn a rianú	
Sprioc a 1 chun an critéar teanga seo a bhaint amach	
Tréimhse ama chun an sprioc a bhaint amach	
Ról Ceannasaíochta	
Critéir Ratha - cén toradh/toradh foghlama a bhainfear amach?	
Na gníomhartha a dhéanfar agus na hacmhainní a úsáidfear chun an sprioc a bhaint amach	
An Mhiontóireacht a dhéanfar ar dhul chun cinn na foghlama	
An Mheastóireacht agus an tAthbhreithniú a dhéanfar ar an gcur i bhfeidhm agus ar éifeacht an phlean	Dátaí athbhreithnithe
An Toradh a baineadh amach (le líonadh ag deireadh na tréimhse ama)	
An chéad chéim eile (le líonadh ag deireadh na tréimhse ama)	

Spríoc a 2 chun an critéar teanga seo a bhaint amach	
Tréimhse ama chun an spríoc a bhaint amach	
Ról Ceannasaíochta	
Critéir Ratha - cén toradh/toradh foghlama a bhainfear amach?	
Na gníomhartha a dhéanfar agus na hacmhainní a úsáidfear chun an spríoc a bhaint amach	
An Mhonatóireacht a dhéanfar ar dhul chun cinn na foghlama	
An Mheastóireacht agus an tAthbhreithniú a dhéanfar ar an gcur i bhfeidhm agus ar éifeacht an phlean	Dátaí athbhreithnithe
An Toradh a baineadh amach (le líonadh ag deireadh na tréimhse ama)	
An chéad chéim eile (le líonadh ag deireadh na tréimhse ama)	