

# COMPOSITE REPORT ON IRISH-LANGUAGE COLLEGES 2014

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AN ROINN OIDEACHAIS  
AGUS SCILEANNA

DEPARTMENT OF  
EDUCATION  
AND SKILLS

INSPECTORATE

## Composite Report on Irish-Language Colleges

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## Foreword

This composite report presents the findings of inspections carried out by the Inspectorate, Department of Education and Skills, on Irish-language colleges in 2014. The Irish-language colleges provide thousands of students each year with a valuable opportunity to engage with Irish as a living language in the Gaeltacht. In particular, the colleges play an important role in developing positive attitudes among students towards Irish and in enhancing their ability and willingness to speak the language.

It is important therefore that the highest standards are promoted in the services provided by the colleges. The Inspectorate supports the Department of Arts, Heritage and the Gaeltacht in this regard by evaluating the quality of educational provision in a sample of Irish-language colleges each year. Inspectors visited a quarter of the colleges in 2014 and reviewed aspects of provision such as management and leadership, teaching and learning, and the effectiveness of the various language and cultural activities.

It is heartening to see that inspection findings in relation to many aspects of the work in Irish-language colleges are positive. Much credit is due to the management and teachers of the colleges in ensuring that the work of the colleges is of a high standard. However, the report also identifies areas where there is need for improvement and highlights the need for colleges to continue to improve the quality of their educational provision for students.

**Harold Hislop**  
**Chief Inspector**

# 1. Introduction

This composite report focuses on the quality of educational provision in the Irish-language colleges inspected during 2014 on behalf of the Department of Arts, Heritage and the Gaeltacht (DAHG). The DAHG has the primary administrative role for Irish-language colleges and for implementing the regulations set out in the document *Regulations under which Recognition is granted to Irish-Language Colleges*<sup>1</sup>. This report is based on the main findings of reports provided by inspectors from the Department of Education and Skills (DES) regarding the quality and effectiveness of educational provision in colleges to support students' acquisition of the Irish language.

The inspections offer an external view on the work of Irish-language colleges in different Gaeltacht areas, and on the quality of teaching and learning in the colleges. The external evaluations undertaken are focused solely on Class C Irish-language courses, which are attended by post-primary students and a small percentage of pupils from primary school senior classes. The main purpose of the evaluations is to promote continuous improvement, and to affirm and promote good educational practice. The inspection reports give clear, practical advice in order to improve the quality of educational practice.

The Inspectorate of the DES aims in this composite report to give practical support to the DAHG and to the Irish-language colleges that will guide and encourage them in further developing and improving the standard of work in the colleges and in increasing the impact of colleges on the learning of Irish among students attending their courses.

The first section of the report describes the distribution of students attending Irish-language colleges in general and the evaluation process used by the Inspectorate. This is followed by an examination of the main overall findings in the evaluation reports under the following subheadings:

- Management and leadership
- Teaching, learning and student achievement
  - Morning classes
  - Afternoon and evening activities
- Planning and self-evaluation
  - Whole-college planning and self-evaluation
  - Teacher planning

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<sup>1</sup> This regulations document is available at [www.ahg.gov.ie](http://www.ahg.gov.ie)

## 2. Irish-language colleges 2014

In 2014, thirty-two colleges offered Irish-language courses to post-primary students in various Gaeltacht areas. Three residential Irish-language colleges operated outside the Gaeltacht. A total of 126 Irish-language summer courses were provided in the Class C category. 18,130 students in total attended Irish-language courses, a figure 6% lower than that of 2013. Table 1 summarises levels of attendance on a provincial basis. Additional details regarding individual colleges are provided in Appendix A at the end of this report.

Grand total of Irish-language courses 2014		
	Number of courses	Number of students
Ulster	25	3,715
Connacht	67	12,064
Munster	31	2,017
Leinster	3	334
<b>Grand total 2014</b>	<b>126</b>	<b>18,130</b>

*Table 1: Statistics for Irish-language colleges 2014<sup>2</sup>*

## 3. External evaluations 2014

During 2014, external inspections and reporting were undertaken on the quality of educational provision in 25% of courses provided by the Irish-language colleges. Inspectors visited thirty-two Irish-language courses that were provided under the direction of twenty-four steering committees. This included fifteen courses in Connacht, eight courses in Munster, eight courses in Ulster, and one course in Leinster. Seventeen inspectors took part in this work. Further details about the colleges in which the inspections took place are available in Appendix B at the end of this report.

A report on the quality of educational provision was submitted to the DAHG and to the management of every Irish-language college in which an evaluation took place. In the case of eight Irish-language colleges, a memorandum was provided highlighting issues related to the fulfilment of regulations stipulated in the document, *Regulations under which Recognition is granted to Irish-Language Colleges*.

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<sup>2</sup> Source: Department of Arts, Heritage and the Gaeltacht (November, 2014)

### 3.1 The evaluation process

In its inspection and report-writing work, the Inspectorate aims to operate an evaluation process which is fair, transparent and consistent.

The Department of Education and Skills carries out external evaluations of courses in Irish-language colleges in order to:

- assure the quality and effectiveness of educational provision in Irish-language colleges through the collection of objective, reliable, independent and high-quality data
- recognise and affirm the strengths of educational provision in Irish-language colleges
- promote ongoing improvement in the quality of educational provision in Irish-language colleges for the benefit of the students attending.

The inspection reports address the following themes in particular:

- quality of management and leadership
- quality of teaching, learning and student achievement in Irish
- quality of planning and self-evaluation.

Usually, the inspection of Irish-language colleges took the form of a one-day incidental inspection carried out by a reporting inspector. During 2014, on a trial basis, two inspectors – a reporting inspector and a supporting inspector – carried out the evaluation on an Irish-language college in which fifteen to twenty-five teachers were employed.

The inspection activities carried out included:

- visits to a number of morning classes to evaluate the quality of teaching and learning
- interactions with students during and outside lessons, as appropriate
- a review of college documentation
- observation of afternoon activities
- meetings with various members of the steering committee or with college staff, including the principal.

In addition to the above activities, evaluation visits in 2014 included, for the first time, meetings with student focus-groups in order to capture the students' perspective regarding the Irish-language courses provided. A maximum of eight students was chosen on a voluntary basis to take part in the focus-groups. In choosing students, due regard was given to having a balanced representation in terms of age, gender and

language proficiency. College management had the option of either having or not having a teacher present during the inspector's meeting with students.

The quality continuum, as illustrated in Table 2, informed the inspectors' appraisal of the quality of student learning and the quality of teachers' practice during the evaluation of the Irish-language colleges. As in 2013, principals and the chairpersons of Irish-language college steering committees were invited to confirm the factual accuracy of inspection reports before they were issued.

Categories used in the reports	Performance levels	Examples of the range used in the reports to describe the quality of provision
Satisfactory	Significant strengths	Excellent; of a very high quality; very effective; highly commendable; very good; very successful; few areas for improvement
	Strengths outweigh weaknesses	Good; good quality; valuable; effective practice; competent; useful; commendable; fully appropriate provision, although some possibilities for improvement exist
Less than satisfactory	Weaknesses outweigh strengths	Fair in certain areas but with evident weaknesses that are impacting significantly on pupils' learning; less than satisfactory in some areas; scope for development; experiencing some difficulty
	Significant weaknesses	Weak; unsatisfactory; insufficient; ineffective; requiring significant change, development or improvement; experiencing significant difficulties.

*Table 2: Quality continuum*

## 4. Main findings of evaluation reports 2014

### 4.1 Overview of main findings

On the whole, very good arrangements were in place across Irish-language colleges to promote students' learning and use of Irish and to ensure that students benefitted as much as possible from the Irish-language courses. The promotion of oral Irish was an essential element in the work of the various colleges.

Table 3 summarises the outcomes regarding the quality of work in the main areas of provision in Irish-language colleges inspected during 2014.



<b>1.</b>	<b>Management and leadership</b>	<ul style="list-style-type: none"> <li>• There were significant strengths, or strengths outweighed weaknesses in almost every Irish-language college. Half showed significant strengths.</li> <li>• There were more weaknesses than strengths in a very small number of Irish-language colleges. No college showed significant weaknesses.</li> </ul>
<b>2.</b>	<b>Teaching, learning and student achievement – morning classes</b>	<ul style="list-style-type: none"> <li>• There were significant strengths, or strengths outweighed weaknesses in most Irish-language colleges. There were significant strengths in a fifth of colleges.</li> <li>• There were more weaknesses than strengths in a very small number of Irish-language colleges. No college showed significant weaknesses.</li> </ul>
<b>3.</b>	<b>Teaching, learning and student achievement - afternoon and evening activities</b>	<ul style="list-style-type: none"> <li>• There were significant strengths, or strengths outweighed weaknesses in every Irish-language college. Most showed significant strengths.</li> </ul>
<b>4.</b>	<b>Whole college planning and self-evaluation</b>	<ul style="list-style-type: none"> <li>• There were significant strengths, or strengths outweighed weaknesses in almost every Irish-language college. A third showed significant strengths.</li> <li>• One college showed significant weaknesses.</li> </ul>
<b>5.</b>	<b>Teacher planning</b>	<ul style="list-style-type: none"> <li>• Strengths outweighed weaknesses in half of the Irish-language colleges. A very small number showed significant strengths.</li> <li>• There were more weaknesses than strengths in a third of the Irish-language colleges. There were significant weaknesses in one instance.</li> </ul>

*Table 3: Overview of the quality of work in Irish-language colleges 2014*

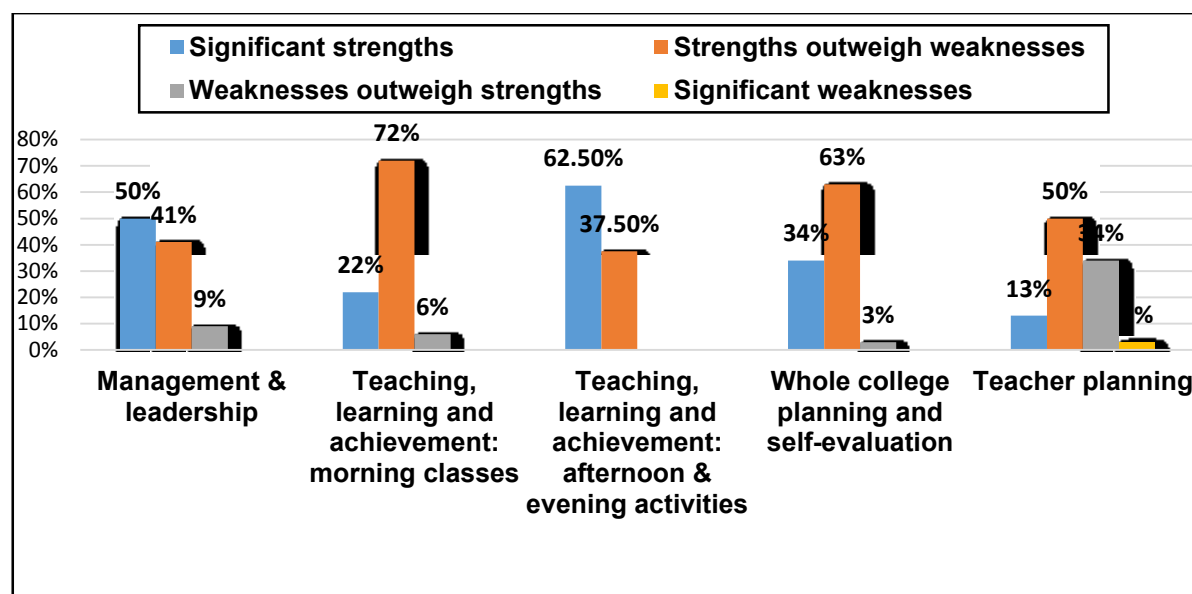
Figure 1 shows the proportion of the thirty-two Irish-language colleges operating at differing levels of quality in the various areas, according to the main findings of the inspections undertaken in 2014.

In terms of management and leadership, inspectors reported that there were significant strengths or that strengths outweighed weaknesses (50% and 41% respectively) in most colleges in which an evaluation took place. Weaknesses outweighed strengths in only a very small number of colleges (9%) while no college was reported as having significant weaknesses overall in relation to this area.

As regards teaching, learning and student achievement in the morning language classes, Figure 1 shows that good practice was evident in a majority (72%) of the Irish-language colleges in which an evaluation took place, with about one fifth of colleges (22%) being of a high standard. A small percentage (6%) showed more weaknesses than strengths.

The strongest area of provision for Irish-language colleges was their afternoon and evening activities. It was observed that practice in this area was excellent in a majority (62.5%) of the Irish-language colleges and was good in over a third (37.5%). No college

in which an evaluation took place displayed unsatisfactory practice or apparent difficulties.



*Figure 1: Overview of quality of work in Irish-language colleges 2014*

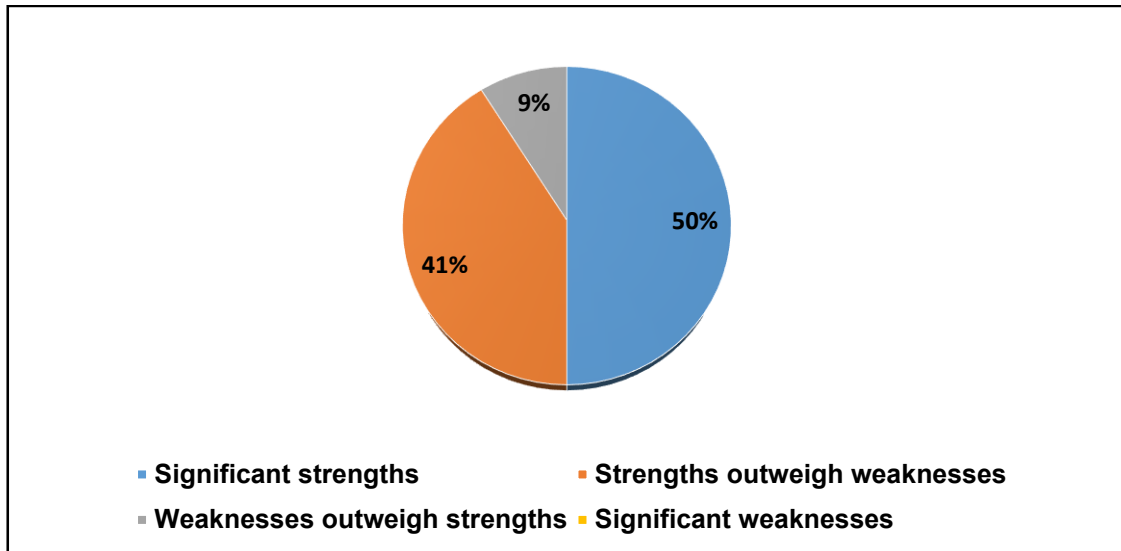
In relation to planning and self-evaluation at whole-college level, it was noted that strengths outweighed weaknesses in a majority of colleges (63%) and that there were significant strengths in one third (34%). There was only one college in which weaknesses outweighed strengths in this area.

The weakest area of provision in the Irish-language colleges in which an evaluation took place was the quality of teacher planning. One third of colleges (34%) had more weaknesses than strengths in this area and there were significant difficulties in this area in the case of one Irish-language college. In half of the Irish-language colleges, strengths outweighed weaknesses in relation to the quality of teacher planning while only a very small number (13%) of colleges had significant strengths in this area.

The next part of this report constitutes a detailed examination of various findings arising from the evaluations in order to highlight the strengths of educational provision and those aspects of the work of Irish-language colleges in need of development.

## 4.2 Management and leadership

In almost every Irish-language college, there were significant strengths or strengths outweighed weaknesses in relation to the quality of management and leadership, as shown in Figure 2. Significant strengths were apparent in half of the colleges and there were more weaknesses than strengths in a very small number.



*Figure 2: Quality of management and leadership*

The main strengths and aspects in need of development, in relation to the quality of management and leadership, are shown below:

#### ***Main strengths***

- Steering committees in most Irish-language colleges were committed to the promotion of Irish and also to enhancing the work of the Irish-language college.
- In general, the accommodation used for the courses was satisfactory and suitable facilities were provided to make the teaching and learning more enjoyable and effective.
- It was evident that, in general, the DAHG regulations, including those related to the marking of rolls, were being attended to appropriately.
- With one notable exception, there was satisfaction with the supervision of the various activities organised in the Irish-language colleges.
- On the whole, the principals employed were diligent and demonstrated effective leadership, administration and communication skills. They succeeded in creating a positive, enjoyable atmosphere conducive to the learning of Irish.
- In most colleges, particular attention was given to the employment of suitably qualified teachers with relevant experience in the teaching of Irish, as well as a high level of competency in Irish.
- In Irish-language colleges where best practice with regard to management was evidenced, pre-course interviews were arranged with students and comprehensive information was made available to parents/guardians regarding the approach, activities, and work of the college, as well as student achievement.

- Also, in such colleges, principals, teachers and activity leaders (*ardchinnirí*) attended a one-day or half-day training course in preparation for the Irish-language courses, and the college plan outlined clearly the language to be taught during the courses.

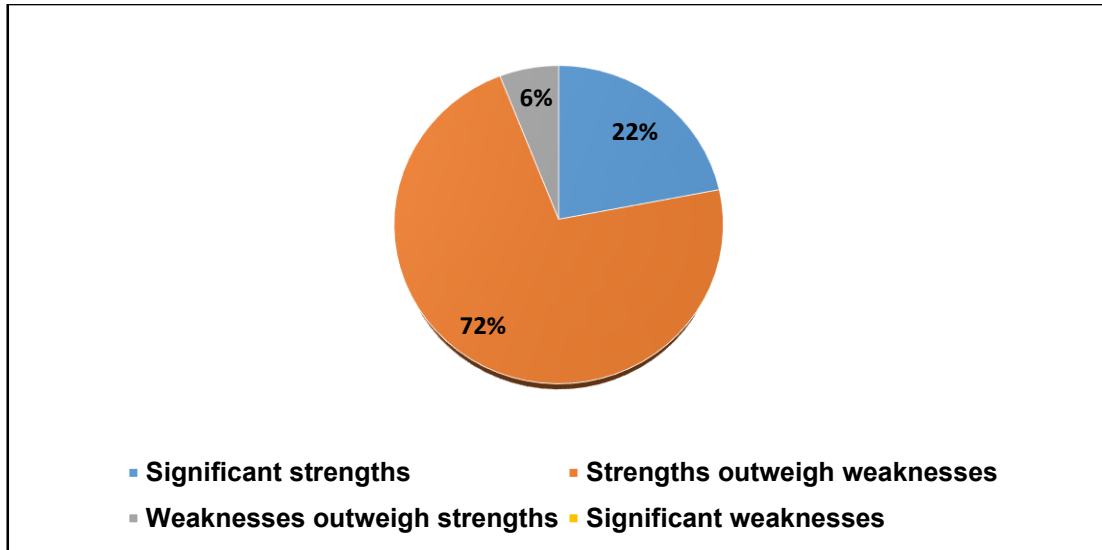
### ***Aspects in need of development***

- As evidenced also in 2013, there was scope for development in the quality of management and leadership in half of the Irish-language colleges in 2014.
- In many instances, it was necessary to focus the attention of the management of the Irish-language colleges on the need to provide the DAHG with full information regarding changes in staff or changes to timetabling and to do so in a timely manner, as laid out in the *Regulations under which Recognition is granted to Irish-Language Colleges*.
- In a small number of Irish-language colleges, there was also a need for greater attention to the DAHG regulations in relation to matters such as the employment of teachers, child protection and safety, marking of attendance rolls and the numbers of students in classes.
- In a very small number of Irish-language colleges, it was recommended that pre-course training should be organised for teaching staff and for principals so as to share and agree examples of best practice in planning, teaching, and self-evaluation.
- It was recommended that a mentoring system be established to provide newly-appointed teachers with assistance, direction and support regarding effective teaching methods and teaching resources.
- It was recommended, in particular instances, that teachers share classes rather than having one teacher teach the same class all the time, so that students could benefit from teachers' different teaching styles.

## **4.3 Teaching, learning and student achievement**

### **4.3.1 Morning classes**

In most Irish-language colleges, as shown in Figure 3, there were significant strengths or strengths outweighed weaknesses in terms of the quality of teaching, learning and student achievement in morning classes. There were significant strengths in approximately a fifth of the colleges, and more weaknesses than strengths in a very small number.



*Figure 3: Quality of teaching, learning and achievement in morning classes*

The main strengths and elements in need of development, in relation to the quality of teaching, learning and student achievement in morning classes, are described below:

#### ***Main strengths***

- It was reported that good relations and a co-operative, enthusiastic atmosphere prevailed between the teaching staffs and the students.
- In the majority of colleges, active teaching methods and strategies, and effective communicative approaches were used in lessons to ensure accuracy in the Irish language and to help students acquire new elements of the language.
- The inspectors reported that pair work, group work, language games and debates were regularly used to stimulate students' communicative abilities in Irish on relevant tasks and topics.
- While not evidenced in the case of every Irish-language college, there was, on the whole, an improvement in terms of assessment and monitoring of learning from 2013.
- A majority of principals held regular staff meetings to discuss students' achievement and the progress of the work. Records were kept on student progress and, in many instances, feedback was also given to parents.

#### ***Aspects in need of development***

- As in 2013, inspectors recommended that the majority of Irish-language colleges evaluated in 2014 needed to prioritise the promotion of additional strategies, communicative learning outcomes, and greater student engagement in order to promote the speaking of Irish among students.

- In particular, it was recommended that there should be a focus on the three stages of the communicative approach (pre-communication, communication and post-communication), the use of co-operative learning, and listening and speaking activities. It was recommended in certain instances that the number of written tasks provided during the teaching process be reduced. There was also a need to pay greater attention to the size of each group of students so as to facilitate further opportunities for all to speak.
- In a small number of Irish-language colleges, it was recommended that the learning outcomes of the lesson be shared with the students at the beginning of the lesson and that the achievement of the learning outcomes be reviewed at the end of the lesson.
- In some instances, there was a need to focus more on advancing students' language accuracy and enrichment and to avoid the Irish/English translation approach.
- It was recommended in a small number of colleges that there should be a focus on specific language goals and on the use of additional strategies to encourage students to use the target language to a greater degree during afternoon activities.
- In other instances, there was a need for further differentiation of learning targets and teaching so as to better attend to the range of ability in classes, especially the students with the highest level of language competency.
- In under half of the reports, it was reported that there was a need to develop a more systematic assessment process to monitor student achievement in order to provide assessment feedback to both learners and parents.

### *Support for improving students' Irish*

In general, the inspection reports reveal that a majority of Irish-language colleges made significant progress in responding to the Irish-language needs of the students.

The main strengths and aspects in need of improvement, in relation to the quality of support for improving students' Irish, are described below:

#### ***Main strengths***

- As reported in 2013, a majority of teachers in the colleges displayed either good or very good levels of competency in the speaking of Irish. Many teachers were native speakers or had experience of teaching Irish in Irish-medium primary or post-primary schools.

- The students' efforts in speaking Irish and their attempts to increase their levels of proficiency in the language were highly praised.
- Many of the evaluation reports contain positive comments about the emphasis placed on Irish-language culture, heritage and local history during the Irish-language courses.
- There was a high level of satisfaction in relation to the efforts of college management and staff to create an Irish-language environment in the colleges. Many colleges had systems in place to encourage students to speak Irish. These included ongoing monitoring by teachers and activity leaders and acknowledgement of students' efforts in their use of Irish through the organisation of events such as competitions.

### ***Aspects in need of development***

- A small number of inspection reports mentioned the need to ensure that afternoon activities have specific linguistic goals so as to encourage students to make greater use of the target language during those activities.
- In certain instances, it was mentioned that college documentation needed to emphasise that the Irish-language rule would be implemented outside of formal Irish-language classes.
- It was recommended in a small number of Irish-language colleges that a more effective system be operated to attend to the needs of students who have little Irish. It was recommended, in particular, that more emphasis be placed on the provision and use of appropriate language exemplars and forms to help students to engage with classroom activities as they practise Irish among their peers.

### ***Provision and use of resources***

The main strengths and aspects in need of development in relation to the provision and use of resources for teaching and learning are described below:

### ***Main strengths***

- For the most part, good use was made of teaching resources in lessons to reinforce students' learning.
- In a small number of colleges, very good use was made of information and communications technology (ICT) to stimulate the interest of students and to ensure their participation.

### ***Aspects in need of development***

- Although the provision of resources had improved from 2013, the most common recommendation, as made in less than half of the colleges, was that a wider range of modern teaching resources be provided, particularly in the area of information and communications technology (ICT) in order to facilitate and support students' learning of Irish.
- In some instances, there was need to create a richer Irish-language environment by displaying visual stimuli, environmental print and student work.

### ***Assessment of learning and progress***

The main strengths and aspects in need of development, in relation to the quality of assessment for learning and progress, are described below:

#### ***Main strengths***

- Almost every Irish-language college had a comprehensive information booklet available for parents.
- In a certain number of colleges, good practice was observed, where oral examinations were organised for students at the beginning and towards the end of the course in order to assess their progress and achievement.
- In a limited number of colleges, there was a good emphasis on self-evaluation and formative assessment was used to monitor students' learning.
- In those colleges where effective assessment strategies were implemented, a written report on the progress of every student was sent to parents at the end of the Irish-language course.

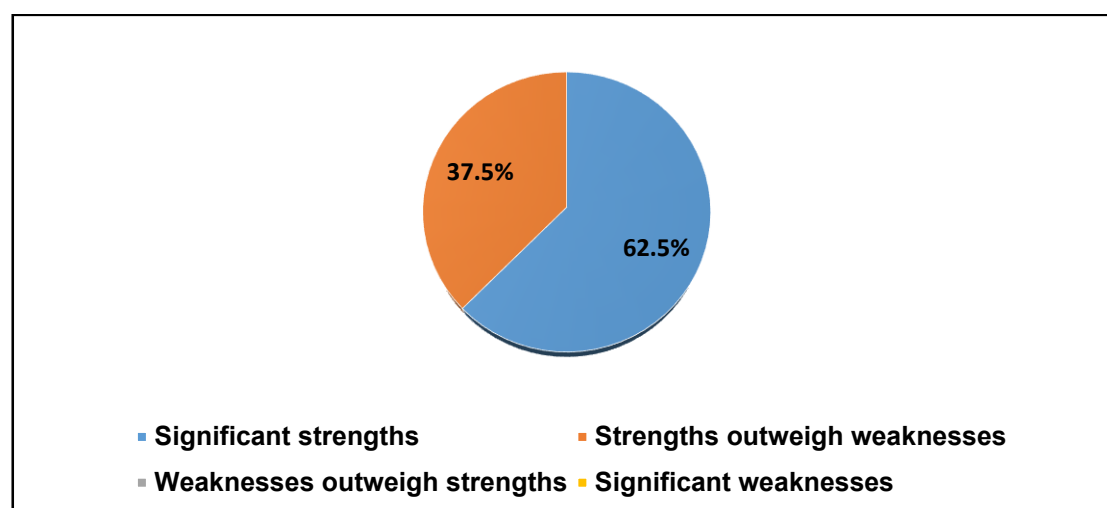
### ***Aspects in need of development***

- In under half of the inspection reports, it was recommended that a more systematic process of assessing student achievement be developed in order to give students a better understanding of their own skills and abilities as learners and to provide both learners and parents with assessment feedback in writing. In these instances, student learning during teaching was mostly monitored by informal assessment and by direct observation on the part of the teacher.
- In a number of reports, it was noted that there was a need to record student progress and to share the information with parents.
- In other instances, it was recommended that a clearer record of the progress made by individual students be maintained in order to focus the teaching on students' particular learning needs.



### 4.3.2 Afternoon and evening activities

Afternoon activities were of very good quality across the Irish-language colleges, as shown in Figure 4. There were either significant strengths or strengths outweighed weaknesses in all Irish-language colleges in this aspect of provision. A majority of Irish-language colleges had significant strengths in the area.



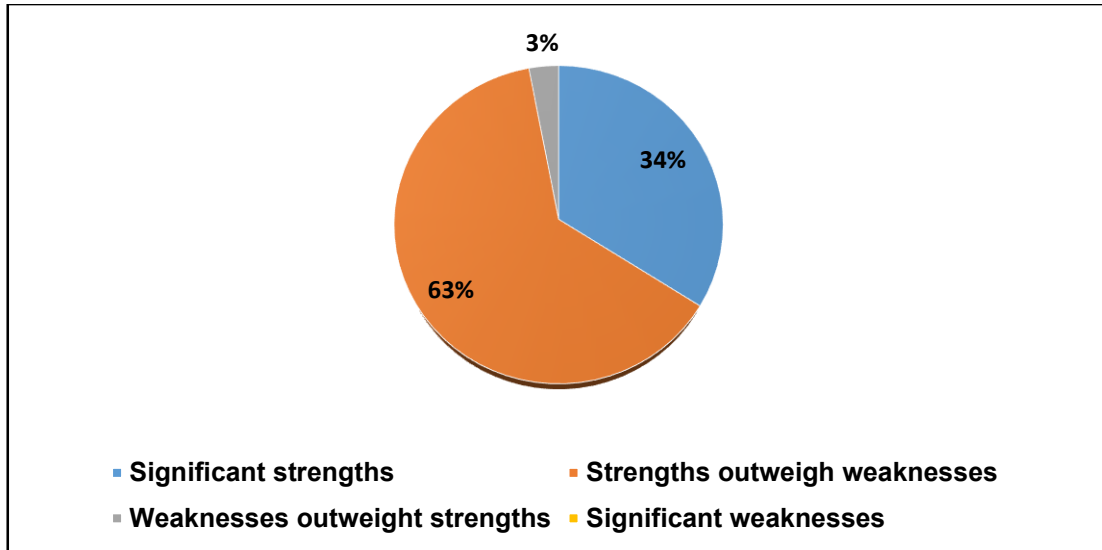
*Figure 4: Quality of afternoon and evening activities*

The inspectors reported that every Irish-language college provided a very wide programme of well-organised afternoon and evening activities. In general, a range of suitable resources was provided in the Irish language colleges and the teachers and activity leaders (*ardchinniri*) employed by colleges had a positive impact on the students' efforts to improve their fluency skills in Irish. The discussion during student focus-group meetings showed that students were very positive about the value of the Irish-language courses and that they found the courses enjoyable and beneficial, especially the afternoon and evening activities.

## 4.4 Planning and self-evaluation

### 4.4.1 Whole-college planning and self-evaluation

In almost every Irish-language college, there were either significant strengths or strengths outweighed weaknesses in terms of the quality of planning at whole-college level. A third of the colleges had significant strengths in this area. This is illustrated in Figure 5.



*Figure 5: Quality of whole-college planning and self-evaluation*

The main strengths and aspects in need of development in relation to the quality of planning and self-evaluation at whole-college level are described below:

#### ***Main strengths***

- The administrative responsibilities of college steering committees were carried out in accordance with DAHG regulations in almost all Irish language colleges. In certain instances, recommendations recorded in inspection reports in 2013 were not being implemented.
- In the majority of colleges, inspectors reported positively on the impact of good planning and self-evaluation practices on the work of the college.
- In the main, it was recorded that the authorities of Irish-language colleges were committed to the ongoing improvement of Irish-language services provided in the colleges.
- In general, there was an appropriate range of policies at whole-college level to direct the work of the colleges.
- Particular praise was given to those colleges where pre-course interviews were organised to assess students' level of fluency in the Irish language before placing them in classes.
- Where best practice was observed, pre-course meetings and training sessions were organised to develop and implement agreed policies, teaching practices and approaches.

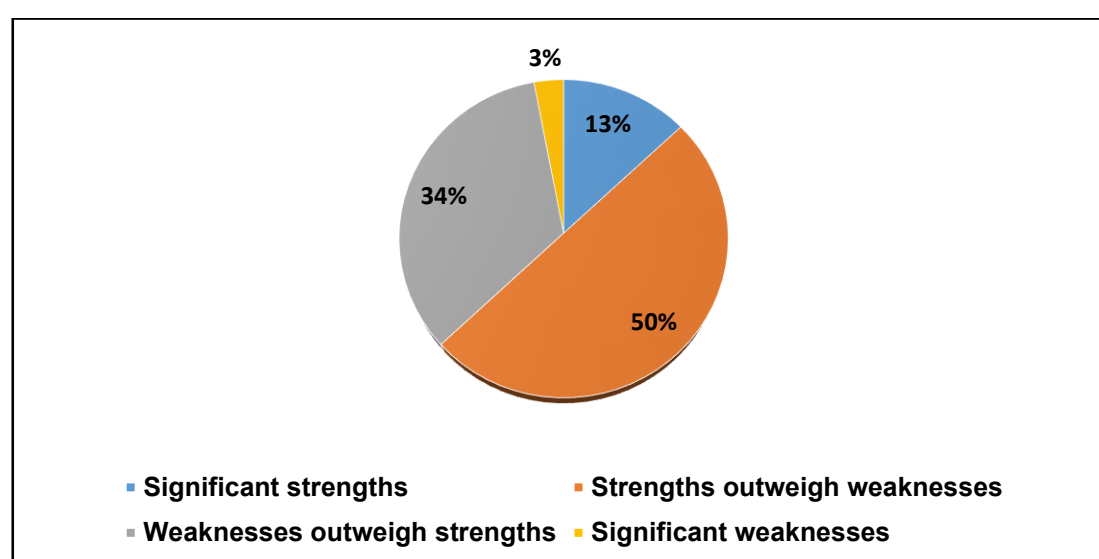
#### ***Aspects in need of development***

- In more than half of the Irish-language colleges, there was a need for more regular updating of administrative policies, including the health and safety policy.

- As in 2013, it was reported that the self-evaluation process could be further strengthened in many Irish-language colleges by liaising with and including the opinions of parents and students.
- In a small number of inspection reports, it was suggested that a system to facilitate staff review of the effectiveness of the Irish-language course be put in place and that a record of the review discussions be maintained to inform subsequent Irish-language courses.
- It was also recommended that inspection reports be disseminated to the principals and teachers employed in colleges in order to focus attention on the ongoing improvement of the work in the Irish-language colleges.

#### 4.4.2 Teacher planning

As regards teacher planning, and as shown in Figure 6, strengths outweighed weaknesses in half of colleges and a very small number had significant strengths. In a third of the colleges, there were more weaknesses than strengths in teacher planning, and significant weaknesses were reported in one instance.



*Figure 6: Quality of teacher planning*

The main strength and the main aspects in need of improvement in terms of the quality of teacher planning are described below:

##### **Main strength**

- In most colleges, it was reported that the effectiveness of teachers' planning practices to guide the teaching and learning in morning classes had improved at a whole-college level from 2013.

### ***Aspects in need of development***

- In a small number of colleges, it was noted that there was a need for more comprehensive planning on the part of teachers in the interest of ensuring continuity and progression in students' learning. In such instances, it was recommended that the management of the Irish-language colleges give greater guidance to teachers regarding morning classes, and that a consistent approach to planning be implemented as a guide to teaching. It was also recommended that the objectives set should place greater emphasis on the promotion of students' language enrichment in Irish. There was a need to establish clear communicative language targets for each lesson and to spend more time during lessons developing students' oral Irish language skills.
- A few colleges were advised to engage more in team-planning and to give principals a stronger role in the monitoring of teachers' planning and their review of students' progress in learning.

## **5. Concluding comments**

The main findings of the external evaluations carried out in 2014 show that significant progress was made in most Irish-language colleges in the implementation of various recommendations made in 2013 and that, on the whole, the outcomes of the work have been positive. In most Irish-language colleges, management and teaching staff worked in a professional and dedicated manner to improve the linguistic proficiency and fluency of students in Irish. Clearly, Irish-language colleges are very successful in cultivating a positive attitude to the language and a respect for the culture and heritage of the Gaeltacht. The students reported high levels of satisfaction with the work of the colleges and expressed positive attitudes in relation to their own progress in spoken Irish.

Despite this, certain weaknesses in educational provision were observed in some colleges in areas such as student safety; teaching, learning and assessment; teacher planning; the provision and use of resources; and self-evaluation. In most Irish-language colleges, management welcomed advice on areas requiring improvement. In order to support continuing improvement of the work of the colleges, it is important that the college authorities take action to implement the recommendations arising from evaluations.

It is hoped that this composite report, with its references to the strengths in provision in the Irish-language colleges in 2014 and the advice provided in relation to areas

requiring improvement, will support the management of colleges to extend and strengthen the good practice identified to achieve the highest possible standard of education in the Irish-language colleges.

## Appendix A: Irish-language college statistics 2014<sup>3</sup>

ULSTER			
County	College	Courses	No. of students
Donegal	Coláiste Gael Linn Mhachaire Rabhartaigh	3	701
Donegal	Coláiste Bhríde, Rann na Feirste	5	719
Donegal	Coláiste an Phiarsaigh, Dún Lúiche	2	161
Donegal	Gael Linn - Coláiste Bhun an Inbhir	2	202
Donegal	Coláiste Mhuire, Loch an Iúir	3	809
Donegal	Coláiste Aoidh Mhic Bhricne, Teileann	1	117
Donegal	Coláiste Árainn Mhór	2	596
Donegal	Coláiste na Rosann, Anagaire	1	61
Donegal	Coláiste Chill Chartha	2	83
Donegal	Coláiste Chú Chulainn	3	192
Donegal	Coláiste na bhFiann, Dobhar	1	74
	<b>Subtotal</b>	<b>25</b>	<b>3,715</b>
CONNACHT			
County	College	Courses	No. of students
Galway	Coláiste Chamuis (Ros a' Mhíl; Camus; An Tulach)	7	1377
Galway	Coláiste Sheosaimh, Carna	3	722
Galway	Coláiste Chiaráin, An Cheathrú Rua	3	809
Galway	Coláiste Cholumba, An Cheathrú Rua	3	750
Galway	Coláiste na nOileán, Tír an Fhia	3	586
Galway	Coláiste Chonnacht, An Spidéal	3	490
Galway	Coláiste Ó Díreáin, Fearann an Choirce, Cill Rónáin, Árainn	3	194
Galway	Coláiste Laichtín Naofa, Inis Oírr, Árainn	3	272
Galway	Coláiste Lurgan	4	2266
Galway	Coláiste na bhFiann - Ros Muc	3	362
Galway	Coláiste Spleodar - Corr na Móna	2	251
Galway	Coláiste Spleodar - Leitir Mealláin	3	581
Galway	Coláiste Spleodar – Ros Muc	3	383
Galway	Coláiste Spleodar - Camus	1	173
Galway	Coláiste Spleodar - Leitir Móir	3	394
Galway	Coláiste Uí Chadhain, Na Minna	3	396
Mayo	Coláiste Acla	6	1133
Mayo	Coláiste Mhaigh Eo, Ceathrú Thaidhg	4	151
Mayo	Gael Linn - Coláiste Riocaird Bairéad	1	57
Mayo	Coláiste Uisce	6	717
	<b>Subtotal</b>	<b>67</b>	<b>12,064</b>

<sup>3</sup> Source: Department of Arts, Heritage and the Gaeltacht

MUNSTER			
County	College	Courses	No. of students
Kerry	Coláiste Chorca Dhuibhne - Baile an Fheirtéaraigh	2	223
Kerry	Coláiste Chorca Dhuibhne – Coláiste na Muirí, An Mhuiríoch	2	204
Kerry	Coláiste Chorca Dhuibhne - Ceann Trá	2	191
Kerry	Coláiste Chorca Dhuibhne - Feothanach	2	171
Kerry	Coláiste Chorca Dhuibhne – An Mhináird	1	45
Kerry	Coláiste Chorca Dhuibhne – Coláiste Íde	1	138
Kerry	Coláiste Bhréanainn, Baile an Bhuinneánaigh	3	177
Cork	Gael Linn – Coláiste Bhaile Bhuirne	1	52
Cork	Coláiste na Mumhan	2	24
Cork	Coláiste Phobal Chléire	3	136
Cork	Coláiste Chiaráin, Oileán Chléire	3	223
Cork	Coláiste Ghleann Maghair	3	125
Clare	Coláiste Eoghain Uí Chomhraidhe	3	174
Waterford	Coláiste na Rinne	3	134
	<b>Subtotal</b>	<b>31</b>	<b>2,017</b>
LEINSTER			
County	College	Courses	No. of students
Meath	Coláiste na bhFiann - Ráth Chairn	3	334
	<b>Subtotal</b>	<b>3</b>	<b>334</b>
	<b>GRAND TOTAL 2014</b>	<b>126</b>	<b>18,130</b> (6% reduction from 2013)

## Appendix B: Statistics for Irish-language colleges inspected in 2014<sup>4</sup>

MUNSTER			
	County	College	No. of students
1	Kerry	Coláiste Chorca Dhuibhne - Coláiste na Muirí, An Mhuiríoch	86
2	Kerry	Coláiste Chorca Dhuibhne - Coláiste Bhaile an Fheirtéaraigh	83
3	Kerry	Coláiste Chorca Dhuibhne - Coláiste Íde, Baile an Ghóilín	138
4	Kerry	Coláiste Chorca Dhuibhne - Coláiste Cheann Trá	61
5	Kerry	Coláiste Chorca Dhuibhne - Coláiste na Feothanaí	68
6	Cork	Coláiste Chiaráin, Oileán Chléire	93
7	Cork	Gael Linn - Coláiste Bhaile Bhuirne	52
8	Cork	Coláiste Ghleann Maghair	49
Subtotal			630
ULSTER			
	County	College	No. of students
9	Donegal	Coláiste Bhríde, Rann na Feirste, Anagaire	289
10	Donegal	Coláiste Árainn Mhór, Oileán Árainn Mhór	298
11	Donegal	Coláiste an Phiarsaigh, Dún Lúiche	78
12	Donegal	Gael Linn - Coláiste Bhun an Inbhir, Na Doirí Beaga	130
13	Donegal	Coláiste na Rosann, Anagaire	61
14	Donegal	Coláiste Chú Chulainn, Bun an Leaca, Gaoth Dobhair	64
15	Donegal	Coláiste Mhuire, Loch an Iúir, Anagaire	304
16	Donegal	Coláiste na bhFiann, Ionad Naomh Pádraig, Dobhar	74
Subtotal			1,298
CONNACHT			
	County	College	No. of students
17	Galway	Coláiste Lurgan, Indreabhán	650
18	Galway	Coláiste na bhFiann, Ros Muc	144
19	Galway	Coláiste Cholumba, An Cheathrú Rua	273
20	Galway	Coláiste na nOileán, Doire Fhearta Beag, An Cheathrú Rua	126
21	Galway	Coláiste Laichtín Naofa, Inis Oírr, Árainn	44
22	Galway	Coláiste Uí Chadhain, Na Minna	92
23	Galway	Coláiste Spleodar, Ros Muc	128
24	Galway	Coláiste Spleodar, Leitir Móir	138
25	Galway	Coláiste Sheosaimh, Carna	137
26	Galway	Coláiste Ó Díreáin, Fearann an Chiorce, Cill Rónáin, Árainn	33
27	Galway	Coláiste Chiaráin, An Cheathrú Rua	153
28	Galway	Coláiste Chonnacht, An Spidéal	152
29	Galway	Coláiste Chamuis, na hAille, Indreabhán	526
30	Mayo	Coláiste Mhaigh Eo, Ceathrú Thaidhg, Béal an Átha	37
31	Mayo	Coláiste Uisce, Cuan Éilí	231
Subtotal			2,864
LEINSTER			
	County	College	No. of students
32	Meath	Coláiste na bhFiann, Ráth Chairn	127
Subtotal			127
TOTAL STUDENTS (2014 evaluations)			4,919 (16% reduction from 2013)

<sup>4</sup> Source: Department of Arts, Heritage and the Gaeltacht