An Roinn Oideachais agus Scileanna

Department of Education and Skills

Subject Inspection of Irish
REPORT

St Vincent's Secondary School
Dundalk, County Louth
Roll number: 63900R

Date of inspection: 27 November 2009

AN ROINN OIDEACHAIS AGUS SCILEANNA | DEPARTMENT OF EDUCATION AND SKILLS

REPORT
ON
THE QUALITY OF LEARNING AND TEACHING IN IRISH

SUBJECT INSPECTION REPORT

This report has been written following a subject inspection in St Vincent's Secondary School as part of a whole school evaluation. It presents the findings of an evaluation of the quality of teaching and learning in Irish and makes recommendations for the further development of the teaching of this subject in the school. The evaluation was conducted over two days during which the inspector visited classrooms and observed teaching and learning. The inspector interacted with students and teachers, examined students' work, and had discussions with the teachers. The inspector reviewed school planning documentation and teachers' written preparation. Following the evaluation visit, the inspector provided oral feedback on the outcomes of the evaluation to the principal and the subject teachers.

SUBJECT PROVISION AND WHOLE SCHOOL SUPPORT

In St Vincent's Secondary School Irish enjoys a high status as a subject on the school's curriculum and outside the course programmes in co-curricular activities. There is a positive attitude to Irish among students. An indicator of this is to be found in the considerable number of students who attend the Irish conversation club held after school. A very significant number of students undertake the subject at higher level in the certificate examinations. This number is increasing according as general enrolments are growing. In the five years since the last inspection of Irish in the school numbers enrolled have grown by more than twenty percent. These two positive trends are very heartening for the school.

Another indication of the status of Irish among the students is the considerable numbers who attend summer courses in the Gaeltacht, especially in the *Rann na Feirste* area. Teachers report that in certain classes up to half of all students have completed such courses. This is a tremendous help in the promotion of spoken Irish. In addition, the number of students with an exemption from studying Irish is low, about five per cent of the total enrolment. This figure is even lower than obtained five years ago. Students with an exemption are welcomed to study the subject and some of these students participate in Irish lessons, especially in *an Ghaeilge Chumarsáideach* course of the Leaving Certificate Applied (LCA). When Irish is timetabled resource classes are provided to students who are entitled to such support. It is reported that, other than the students who choose to participate in the lessons, students with exemption are very rarely present in Irish classes. It is evident therefore that Irish really is a core subject on the school's curriculum.

There is a strong team of teachers of Irish in the school and both internal school management and the board strongly support the subject and are interested in promoting Irish. The name of the school in Irish is prominently displayed on a well-designed sign at the front door. School management reports that there is a very positive attitude towards Irish among parents of the school as well. This is yet another good indication of the status of Irish in the school. There is

strong evidence that all matters to do with Irish in St Vincent's Secondary School are healthy and positive.

Excellent timetabled provision is made for the subject in both the junior and senior cycles. It is to be noted that very good provision is made for *an Ghaeilge Chumarsáideach* in the LCA programme for example, in like manner to that afforded to the Leaving Certificate established. This fair and equitable provision is in keeping with the school's mission statement which pledges to each student the opportunity to develop her unique potential. The mission statement is clearly recorded at the beginning of the subject plan for Irish as a guide for the aims and approach to the provision and teaching of Irish.

Arising from the good timetabling arrangements every student has access to the highest level in the subject. There are two ability bands throughout junior cycle. From the outset classes are established in first year based on the results of the entrance assessment tests in the three core subjects. The fact that Irish is included as one of the subjects in the first year entrance assessment tests, along with English and Mathematics, is considered as beneficial to the status of Irish in the school. Based on the results of these tests students are allocated to classes in one of two bands. All students in band one are directed towards higher level Irish. Currently there are three class groups in this band. Classes are not timetabled concurrently in this band and therefore no ensuing restrictions are placed on the timetable. Irish classes in band two are timetabled concurrently. At present there are four class groups in this band in first year. To facilitate a better response to the learning needs of individual students, numbers in these classes are smaller than in the classes in band one. Three of these classes are of mixed ability with one discrete ordinary level class. The three mixed-ability classes take the same course in first year in an attempt to encourage the greatest possible number of students to undertake higher level. Another choice exists for those students who are not able for the extra challenge of higher level - the ordinary level in the fourth class group. This arrangement of two bands in the subject continues in second and third years.

It is evident that from the beginning of first year the school is directing the majority of students towards higher level and this number is increasing. This approach seeks to set high expectations in the subject for the greatest number of students as they begin in secondary school, irrespective of their previous experience of the subject. This challenging approach is to be commended. One could argue for mixed-ability classes only to be established in the subject in first year, an arrangement which could be facilitated through concurrent timetabling throughout. Such an arrangement would have the objective of setting the highest expectations in the subject for all students from the beginning of first year for a period of a year, at least. This arrangement would also seek to avoid indifference and apathy towards the subject developing among students of weaker ability. It is the finding of this evaluation that high expectations in the subject are being set for all students from the beginning of first year and that students in band two are quite well disposed to the subject. For example, six of the seven classes in first year are undertaking higher level, three full class groups and three other classes with significant numbers taking higher level. Five out of six class groups are taking higher level in second year and four out of six class groups in third year.

There is no discrete foundation level class in the school, either in junior or in senior cycles. The number of students who take foundation level in the certificate examinations is very small and has decreased over the past five years. Therefore, in the context of this school, this report makes no recommendation regarding the establishment of mixed-ability classes in the subject throughout first year, as might be the recommendation in another case. However, the arrangement should be kept under review. This review should be impartial, without presuming that there will be no modification of the arrangement in the future.

In the school year 2009/2010 Irish is being taught by five fully-qualified teachers. The teachers are committed to the subject and to the students in their care. An excellent co-operative atmosphere exists among the teachers and they deserve credit for their diligence in all matters relating to the subject and for the progress achieved in the status of the subject in the school over the past few years. All classes at all levels are equally divided among teachers of Irish which ensures that they all have extensive experience of teaching the subject. Since the previous subject inspection a co-ordinator has been selected for the Irish department. In addition, and as a further sign of the excellent co-operation among the team, each member takes on the responsibility of co-coordinator in turn. These recommendations were made in the previous report and they have been implemented.

During this evaluation visit the inspector met with school teams which took part in the Irish *Gael Linn* debating competition in the current school year. This is a wonderful experience for students to speak Irish spontaneously and to promote the name of the school in this challenging competition. The inspector visited the Irish club (*club na Gaeilge*) which takes place weekly after school and is accessible to every age group. These activities were very well attended, upwards of fifty students who spoke in Irish as they played the different games. They were well able to express themselves in dialogue with the inspector. Teachers of Irish were present to encourage and to support students to converse in Irish. A group of students from the Irish club have visited an adventure centre in the west of the country. All the activities of the trip were conducted through the medium of Irish. The programme of activities to promote spoken Irish among students and the whole school recognition afforded these activities during Irish LanguageWeek (*Seachtain na Gaeilge*) are highly commended. Other cross-curricular and co-curricular activities such as Irish song competitions and making short Irish medium films are organised to focus on promoting oral Irish. Plans are in progress to invite an Irish language writer to visit the school this year during Irish Week. Work by this author is on the school's Irish programmes. All these activities illustrate the level of enthusiasm the teachers of Irish have for promoting the subject. In addition to how well Irish is being provided for in the classroom the subject is also being promoted in an excellent manner on a whole school basis.

PLANNING AND PREPARATION

The quality of the planning work in the subject is good. All the teachers are very interested in their professional development as teachers of Irish and the extent of their activities in this regard in recent years, as recorded in the subject plan, is one of which they can be proud. As part of the improvement plan for Irish teachers are focusing on developing teaching methodologies with the current emphasis on the further integration of information and communications technology (ICT) resources into the teaching of the subject. Accordingly one of the teachers is currently attending an ICT course organised by the Second Level Support Services (SLSS) for Irish aimed at the use of ICT resources. The teacher shares the information with all the colleagues in the Irish department. This is an excellent example of the co-operation, at the planning and implementation stages, that is ongoing among teachers for the good of the subject. In the interests of promoting professional development among teachers to a further stage, it is recommended that teachers would consider planning for visits to each other's classes in the course of the year to observe aspects of teaching by colleagues.

Planning for resources development for the subject is also good and there is evidence that an honest review is carried out. The catalogue of resources for the subject, other than the textbooks, is listed in the subject plan. These include: the electronic equipment available; the websites used as reference materials; the videos collected for use in class; sound and music recordings; pictures;

posters; notices; flashcards; prompt and role cards. As an illustration of the frank review being undertaken is the reference in the planning work concerning the narrow range of reading materials in Irish currently available in the school library. Independent reading by students is consequently restricted and therefore this is an area for development. A reading initiative in Irish would greatly benefit students. The promotion of independent reading is recommended, especially when it is planned to invite a creative Irish language writer to visit the school. This initiative should be undertaken slowly and without rushing in an effort merely to fill shelves with books. Under guidance from teachers, it would be worthwhile prioritising the fostering of reading for enjoyment among students to begin with, and to allow students to become critics and to judge whether books should be bought for the school library or not. This could develop into a creative initiative for example, by offering prizes to the initial critics of the Irish books. Valuable information on establishing such a project is available on the website (www.leabharpower.com).

The fact that none of the teachers of Irish has a designated classroom is to the disadvantage of the subject. However the factors that prohibit this arrangement are reasonable. Therefore teachers cannot provide resources for the subject and a stimulating environment in specific classrooms. In addition, the use of ICT resources is still quite limited because of this arrangement. However progress has been made in relation to ICT issues since the last inspection visit. A mobile data projector is available and can be linked to a laptop computer. These resources were used effectively in the teaching observed. All the teachers have acquired ICT skills and the subject plan contains a useful list of relevant websites. These are used to download materials for use in class. Students are also made aware of these websites and this was observed within the teaching. Video materials are also shown regularly, both short films and recorded materials. Given that a DVD player, for example, is not available in the classrooms as an everyday resource, this usage requires carefully planning which is what teachers do. School resources permitting, it is recommended that blinds be put on the new windows which have recently been fitted throughout the school so that it is easier to read from the screens and the whiteboards.

Good arrangements are in place for regular collaborative planning meetings to be held monthly. In practice these meetings take place more often. The co-ordinator convenes the meetings and records the minutes. The good practice of a two-year term for the co-ordinator operates in the Irish department. An excellent reference folder containing official guidelines, documents and publications relating to the subject has been collated. For example, circular letters relating to the subject from the Department of Education and Science and from the State Examinations Commission are arranged in a neat and orderly manner. Copies of the syllabuses and guidelines are available to all the teachers. Included in the documents is a copy of the 2004 subject inspection report on Irish. Attention is drawn to the recommendations contained in that report and to what has been achieved since: the Irish department in the school has implemented every one of those recommendations. It is evident that the review procedures within the collaborative planning process are successful and that review is followed by action.

Teachers have produced a very good subject plan for Irish which contains a common teaching and assessment plan for each year group and for every level. This document is very well laid out, from the contents page at the beginning to the teaching programmes at the end. The plan contains very good guidelines on every aspect of teaching, learning and assessment in the subject. The review process is listed as an integral part of the collaborative planning work and this is evidenced by the agenda and content of meetings. Learning objectives for every level and year group have been identified and recorded in the plan. It would be useful also to include the guidelines relating to learning objectives for the subject available in the publication *European Languages Portfolio* in order to define and share these objectives with the students. This would encourage students to develop responsibility for their own learning.

The aims and objectives of the subject plan are fully in keeping with the aims of the Irish syllabuses. Special regard is given to developing oral proficiency Irish similar to the other skills. Assessment is afforded its place however the emphasis is on the needs of students as language learners. The plan contains a concise account of teaching methodologies and constructive guidelines are given in the report on the various strategies teachers have used to develop the communicative proficiency of students. Within the planning process attention is paid to differentiated learning and appropriate guidance included in the plan. Planning has also been carried out for students with specific needs. Among the supports provided for these students are CDs with recordings of the teacher to help students with homework. This is the teacher's own original work and is to be commended. The programme set out for Irish in Transition Year (TY) is in keeping with the objective of fostering self-directed learning in the students though project work. The new approach available to TY students to achieve qualification through *Teastas Eorpach na Gaeilge* (European Certificate of Irish) is noted.

The subject plan makes very good reference to student teachers and to newly appointed teachers and contains excellent guidelines and help for these post-graduate students and new teachers. One of the current team of Irish teachers is newly appointed and it is most beneficial to have clear meaningful guidance available in the subject plan.

TEACHING AND LEARNING

Teaching and learning in the subject are successful. All of the teachers of Irish provide high quality teaching to their students. It was evident from the lessons observed that teachers enjoy teaching the subject and relate very well with students. Student response to teachers in lessons shows that they are accustomed to having a positive experience in Irish class. Evidence for this determination is the active part that students took in lesson activities in response to the encouragement they received from teachers.

During the evaluation visit five lessons were observed in junior and senior cycles, a lesson with each teacher. The standard of teaching and learning was good in all cases corresponding to the different levels in question. The manner in which students participated and the enthusiasm they showed in two of these lessons was impressive. In both classes the students were very proficient but the teachers encouraged the very best efforts from these students. One of these classes was in junior cycle and the other in senior cycle which shows that high standards in the subject are well rooted throughout the school. It must also be said that the students were fully co-operative in the learning process throughout. Students worked diligently in each of the lessons, even in the lesson where students were least proficient. One would expect to have effective outcomes in teaching and learning where teachers are competent and students are eager to learn. This was indeed the case in St Vincent's.

Teaching methodologies used were varied, fresh, and energetic; a didactic approach and active learning styles were both used. The lesson objective was clearly expressed in each case. Student efforts were encouraged and praised all the way through and students responded well to the positive learning environment which teachers created right from the outset. Lesson management was comparable throughout. From the moment the roll was called a lively dialogue began with the teacher. Homework was corrected as standard procedure and the lesson content was presented. In all cases the lesson content reflected the work programme in the subject plan. Questioning was used effectively to pace learning activities and to focus student attention on the work. In a concise manner teachers explained what had to be done; offered guidance and encouragement on how to achieve this; provided opportunity for practice and assigned homework

to reinforce what was being learned. Lessons were well measured in relation to the time available, were vibrant and the work was completed effectively.

Appropriate use of humour also helped to establish a very positive atmosphere. For example in a senior cycle lesson discussion was ongoing on school events, teachers and students as the oral content for the lesson. This work was completed extremely well as a whole class group at the beginning and then by students working in groups. As the students asked each other questions rapidly on these topics the teacher went round the class praising students and making recommendations. These students were extremely eager to talk. As a stimulus for the work the teacher showed photographs of various school events on the screen, including some photographs of the students themselves. It was clear that the students were not expecting to see the photographs and they went into fits of laughter. However this lasted only a moment and the students went back to the topics with even more enthusiasm. Such short humorous episodes greatly increased student effort to do their utmost with lesson content. A positive learning atmosphere obtained from beginning to end of the lesson. This shows that teachers and students understand each other very well.

Teachers were mindful of integrating language skills. For example in a junior cycle lesson a simple poem was presented which was most suitable for that age group. Even though students focused on understanding the meaning of the poem at first, the teacher set them another challenge which included reading the poem aloud, phonetic and language accuracy. Good answers were given which showed that some of these young students understood the rules concerning use of the genitive case in Irish. For example a question was asked casually as to why a noun was spelt in a particular way and the student replied that the word was in the genitive case. The teacher praised the student and reminded the class that the genitive case is used in Irish when two nouns follow each other. No further discussion took place on this grammar point however a few more illustrations of the rule were given and students were familiar with these examples. This indirect reference to the genitive and the good examples given as a reminder of this common rule of the Irish language are highly commended, especially when the content of the lesson was moved along without any difficulties arising from the grammar element. As a sign of the good atmosphere which prevailed in the lessons this particular lesson ended with a class song which the teacher had composed for the group. This was done enthusiastically and the song was sung out aloud. It was evident that students liked the song and the way the lesson ended as a complete change from the work they had done up to then.

Teachers were adept at selecting material that suited students. In a lesson on the topic of why people like or do not like certain films a critique of a film with the well known actor Colin Farrell had been done as homework. Students were more than eager to talk about this film. Yet again in this lesson students were involved in active learning in groups asking each other questions about the types of film that appealed to them. One advantage of well executed group work is that more students get an opportunity to speak rather than in the situation where students are together in one class group. This advantage was evident in this lesson.

A very good learning environment also obtained in an ordinary level junior cycle class which was visited. This lesson was at the lowest subject level of all the lessons observed and consisted of writing a letter about the school concert. The content of the lesson was not very interesting in itself nevertheless through praise and the use of appropriate humour the teacher succeeded in motivating students to give a very good description of the school concert, *Dundalk X Factor*. In this instance also students were trying to outdo each other in putting together a vocabulary suitable for the description. Students were given good practice in vocabulary and appropriate

speech idioms. As homework students were referred to the soap *Aifric* showing on *TG4* where the same topic was being discussed at that time.

Certain teachers had extra material prepared in the form of handouts to support lesson content. These were used effectively, especially with a TY class group who were engaged in a listening comprehension of a radio interview in the form of a podcast. This was much better as an authentic text than what is normally presented in listening comprehensions.

There was very limited use of ICT resources in these lessons. However this did not take from the high standard of the teaching and learning. Teachers are well aware of the advantages to be gained from having easy access to such resources. In one lesson effective use was made of a laptop and data projector however, a lot of effort was required to bring in the equipment to the classroom, connect it appropriately and then undo all connections at the end of the lesson. It is recommended that the school seeks to improve these arrangements.

Three recommendations are made regarding teaching and learning. In the inspection of copybooks there was evidence of comprehensive work which was well done. However, in the case of essay writing, there was also clear evidence of excessive translation to English. This was not in keeping with the practice observed in the lessons, nor with the direction given in the subject plan not to resort to translation. In another case an English translation was written in as an integral part of student work in a senior cycle class. Care must be taken with this practice, translation should be peripheral to the main work and its use should be limited to translating certain words and expressions.

It is recommended that part of the lesson be set aside regularly for discussion on the major stories of the day rather than conversation being based solely on lesson content or on the topics specified in the syllabus. If teachers do not have access to videos to stimulate learning, a photocopy could be made very easily of an appropriate photograph from a newspaper. Later on, a reading comprehension could be prepared of the account compiled in the lesson and this could be used as a class test.

The last recommendation concerns the fostering of independent thinking in students and the setting of appropriate added challenges for the most proficient students. It was noted that teachers do their utmost for their students. The tendency to expend great efforts in providing answers for students on every aspect of the course should be constrained somewhat. Students must also be able to express themselves in essay work and in answering questions on literature.

ASSESSMENT

Great effort is invested in student assessment and parents are kept informed on a regular basis. Written reports are sent home four times a year; at Halloween, Christmas, Easter and in the summer. A good foundation had been laid for the assessment procedures used in Irish. Teachers of Irish are clear about the need to develop all the language skills and this is reflected in the subject plan. They are aware of the added importance of fostering oral Irish in their teaching in view of the extra allocation of marks which will be awarded to oral proficiency in the certificate examinations arising from circular letter 0042/2007. There are references and guidance throughout the subject plan with regard to practising oral Irish with students inside and outside the class. The guidelines given in the subject plan on the objectives and aims of the syllabus imply that assessment is ancillary to those aims and objectives rather than controlling teaching. This differentiation is good.

Irish is one of the subjects included in the entrance assessments for first year. This is a positive sign of the importance of Irish in the school. It is regarded as an encouragement for applicants for first year to do their best in the subject. The test conveys a message that high performance is expected from students in Irish in St Vincent's Secondary School. Copies of the written assessment test which applicants to first year undertake in Irish were provided to the inspector. The layout of the test is good. The test consists of challenging questions which demand a good understanding of correct language from those students who were most successful in engaging with the primary school curriculum, and reading comprehension questions are included responding to the other levels of proficiency. It is recommended that consideration be given to the inclusion of a short segment of oral work in the test, if possible. A small piece of reading reflecting student interests could also be added. Credit could be given to applicants for reading the piece in addition to the award obtained for answering or posing questions to the examiner about the piece. It would take effort to arrange such an examination even so it would be a further encouragement for applicants to focus on speaking Irish as preparation for the subject in St Vincent's Secondary School.

Teachers work together collectively to develop common examinations at the different levels in the subject. This good practice is commended. Teachers check regularly among themselves on the common teaching programmes in use. Therefore, it is possible to make valid comparisons of the results from one class to another at the same level. The type of assessment used in TY gives students a good understanding of themselves as learners from the assessment carried out for *Teastas Eorpach na Gaeilge* (European Certificate for Irish). This approach is fitting for TY.

A whole school homework policy is an important part of learning and assessment. Student copybooks and folders show that written homework in Irish is assigned and corrected regularly. All the copybooks contained comprehensive homework. Teacher marking of the work was evident in the copybooks as were recommendations regarding the standard of the work and appropriate corrections were made where necessary.

It is stated in the subject plan that as well as assigned written work, learning of oral work is a regular component of homework. Evidence of this was very clear in one of the lessons observed. In this case senior students were fully capable of discussing school matters using a challenging level of language and deliberation, and achieved this without any preparation. Later in the lesson it became clear that students had been given notes on this topic but they were very capable of having a lively conversation without resorting to the notes. This shows that students spend time and effort learning oral work as homework. This work is committed to memory and reproduced effectively. It was evident from the students that they were acquiring language and vocabulary successfully. It would be worthwhile to go a step further in learning so that students are enabled to make their own of the language in order to express their own ideas.

Oral proficiency is assessed regularly in all classes. In some cases student progress in speaking Irish is included in reports issued to parents with a special account on student proficiency in the language. This good practice is highly commended and it would be worthwhile considering its extension as standard practice. This assessment does not involve individual oral examinations in junior cycle but rather regular spot checks of student efforts in class. In certain cases, in TY especially, teachers work collaboratively to carry out assessments on student oral proficiency. They exchange classes and in this way obtain a second opinion of the student's proficiency rather than conducting individual oral examinations. This good practice is to be commended and encourages students to make their best efforts when speaking especially to impress another teacher whom they may not know. This practice creates a common approach among all the teachers in relation to assessing oral proficiency and provides a more encouraging environment,

for the young student in particular, rather than would be the case in individual oral examinations. It is recommended that this good practice be extended.

The subject plan contains appropriate consideration of assessment for learning as regards making recommendations and giving information to students on the quality of their work. This approach was evident in the copybooks examined. Praising students was common practice during class work. Direction could also be given in class, without negatively affecting students' self-confidence, concerning inaccurate vocabulary or correcting misunderstandings of language expressions. However such mistakes were properly corrected.

No decision has been made as yet in relation to entering students for the revised optional oral examination in the Junior Certificate examination from 2010 onwards. From the good work that is currently ongoing and the attention given to speaking Irish in class it is likely that students could be well rewarded by undertaking this optional oral examination. This decision is a matter for the school. It is recommended that teachers would come to a decision on this matter as soon as possible and inform students. Even if the decision is made not to enter students for that examination teachers are giving appropriate attention to developing oral proficiency.

School management carries out a detailed analysis of student participation and achievement rates at the different levels, in all subjects, in the certificate examinations and comparisons are made with the national norms. This analysis should be incorporated in the subject plan. The analysis is heartening since, on both accounts, the school statistics outperform national norms. This is yet another illustration of the high standing of Irish in St Vincent's Secondary School.

SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS

The following are the main strengths identified in the evaluation:

- Irish enjoys high status as a subject on the school curriculum and in co-curricular activities. There is a strong team of teachers of Irish in the school and a positive attitude to the subject exists among students and parents.
- Very good timetabled provision is made for Irish in all the curricular programmes.
- The fact that Irish is one of the subjects in the first year entrance tests is beneficial for the standing of Irish in the school.
- High expectations in the subject are set for students from the beginning of first year. A significant number of students are encouraged to take higher level and this number is increasing.
- The standard of the planning work in the subject is good and there is evidence of honest review. An improvement plan for teaching methodologies is being developed at present which includes attention to the further integration of ICT resources in teaching the subject.
- Teaching and learning in the subject are successful. Students have access to high quality teaching from all the teachers of Irish. Teaching methods were varied, fresh and energetic and students were diligent in their work.
- Teachers were careful to: integrate the language skills in their teaching; select material that makes an impression on students; use humour appropriately to stimulate learning.
- A lot of effort is invested in assessments and in informing parents on a regular basis. Regular assessment of oral proficiency is carried out with all classes.

As a means of building on these strengths and to address areas for development, the following key recommendations are made:

- In the interests of enhanced professional development it is recommended that teachers would consider planning for visits to each other's classes in the course of the year to observe teaching by colleagues.
- Within the ongoing review of ICT resources for teaching, it is recommended that the school seeks to improve access arrangements for teachers so that ICT resources are easily available for teaching the subject.
- It is recommended that care be taken with the practice of translation as a means of developing language acquisition. Use of translation should be limited.
- It is recommended that consideration be given to extending the practice, which obtains in certain classes, of giving a special account of oral proficiency in school reports.

A post-evaluation meeting was held with the teachers of Irish and with the principal at the conclusion of the evaluation when the draft findings and recommendations of the evaluation were presented and discussed.

Published November 2010