Sample School Closure 1: Exploring the Integrated Nature of Language

Goal: This activity will help teachers engage with the three strands of the Primary Language Curriculum. Additionally, it will assist teachers in developing an understanding of the integrated nature of language wherein skills transfer across the three strands, across the curriculum and across languages.

Preparation

Each group will need:

- Copies of the Primary Language Curriculum
- Flipchart pages and markers
- A3 Sheets (3 per table)
- Relevant Support Material: Transfer of Skills, Pathways in Learning Irish as a Second language, Mála Scéaltaíochta agus Drámaí Puipéad, Fónaic & Seánaí Scribhneoireachta. (All support material is available on www.curriculumonline.ie)
- PLC Glossary/ Gluais (available on the PDST website at http://www.pdst.ie/node/6135)
- Exploration Template

A. Exploration of Relevant Support Material (40 minutes approx.)

1. Where feasible divide into groups. Each group will read the ‘Transfer of Skills’ support material and one other support material from the list above. Teachers will read the support material while considering the following questions:
   - What practical ideas from the support material could I apply in teaching for the transfer of skills across languages in my classroom?
   - How can we apply these practical ideas for the teaching of transfer of skills in our school context?
   - What resources do we already have in-school that will support the teaching for the transfer of skills across languages?

2. Appoint one person as facilitator and record feedback from the groups on the flip chart, based on the three questions above. This feedback can be used as a future action list regarding possible methods to teach for the transfer of skills between English and Gaeilge and to compile a list of resources that would be beneficial.

B. Exploration of Learning Outcomes – Reflection on Integration of the Strands:
   Oral Language, Reading and Writing (60 minutes approx.)

1. Divide teachers into groups.

2. Teachers explore the learning outcomes for Oral Language, Reading and Writing in the Primary Language Curriculum. (pp.51-53) Give teachers ten minutes to note which learning outcomes in English naturally integrate across the curriculum strands. Following this activity, direct teachers to page 47 in the Primary Language Curriculum as a means checking their answers and of deepening knowledge of integration.
3. Allow teachers to explore the Torthaí Foghlama for Ghaeilge now. (pp.55-57) Give teachers ten minutes to note which Torthaí Foghlama i nGaeilge naturally integrate across the curriculum strands.

4. Following the above activity, each group will pick a Learning Outcome from Oral Language, Reading and Writing or Teanga ó Bhéal, Léitheoireacht agus Scribhneoireacht which integrate well together. The three Learning Outcomes/Torthaí Foghlama across the three strands will be used in the next activity (three question approach).

5. The teachers engage in the three question approach below to explore their chosen outcomes. Teachers can record their work on A3 sheets. They will engage with the three question process across the three strands. If each group focuses on different outcomes a wide range of outcomes can be explored during the day, dependent on staff size.

(Note: It is recommended that half of the staff work on English Learning Outcomes and the other half work on Torthaí Foghlama Gaeilge.)

Three Question Approach:

<table>
<thead>
<tr>
<th>Q1. What should the children know or be able to do at the end of a period of learning? (Learning Outcome)</th>
<th>Q2. How will I recognise their progression? What do they need to develop next? (Progression Steps)</th>
<th>Q3. What will I do to get them there? (Learning Experiences)</th>
</tr>
</thead>
</table>

1. What should the children know or be able to do at the end of a two or four year period?

Teachers open page 51/ 57 of the curriculum document and look at the Oral Language/ Teanga ó Bhéal Learning Outcomes. In groups, teachers choose a class level to focus on. Teachers take a moment to read the selected Learning Outcome for Oral Language/ Teanga ó Bhéal. Teachers will then write down the key words and phrases from the chosen Learning Outcome.

2. How will I recognise their progression? What do they need to develop next?

Teachers open page 64/78 of the curriculum document and look at the progression steps for the chosen Learning Outcome/ Toradh Foghlama. This will help teachers to understand the development of the Learning Outcome. Teachers take a moment to identify ways to assess the areas that the children have already achieved and also what they need to develop next. Use the PDST Glossary if you require any further clarification on terminology. Allow teachers ten minutes to discuss and respond to this question, before documenting.
3. **What will I do to get them there?**
Based on the progression step(s), or part thereof selected for question two, teachers will think about the learning activities that they will provide for the children. Allow ten minutes to discuss and respond to this question, before documenting.

*Repeat steps 1, 2 & 3 in relation to the same/similar Learning Outcome from the other two strands (Reading and Writing/ Léitheoireacht agus Scribhneoireacht).*

### C. Exploration of the Transfer of Skills across the Curriculum (30 minutes approx.)

Based on the Learning Outcomes chosen earlier for the three question process, the groups will explore the possibilities for the integration of the Learning Outcomes with other subjects. The groups will consider the following questions at all class levels. One teacher will record the ideas generated.

- Are there any opportunities to develop this outcome through play?
- Are there any opportunities to develop this outcome through thematic teaching?
- Are there any opportunities to develop this outcome through SPHE?
- Are there any opportunities to develop this outcome through PE/ Maths?
- Are there any opportunities to develop this outcome through Arts education, SESE?
- An bhfuil deiseanna chun ábhar eile a mhúineadh trí Ghaeilge?
  (See the support material for Content and Language Integrated Learning (Foghlaim Chomhtháite Ábhar agus Teanga) on www.curriculumonline.ie.)

### D. Exploration of Transfer of Skills across Languages (30 minutes approx.)

Teachers will then consider if there are opportunities for the transfer of skills between English and Gaeilge.

1. Groups will look at the Learning Outcomes or Torthaí Foghlama chosen previously for the three question process. They will consider the following questions:

   - Is there a link symbol beside this Learning Outcome? (Read the corresponding Learning Outcome in the other language.)
   - Are there any meaningful opportunities for transfer of skills for this outcome? For example, concepts, strategies, the consolidation of skills e.g. reinforcing the conventions of print, handwriting and genre writing.

### E. Exploration of Differentiation and Assessment (30 minutes approx.)

(i) **Differentiation:**
Regarding the chosen Learning Outcomes, the groups will now discuss differentiation, asking the following questions:

1. Did I use the progression continua (including Early A and the SEN Pathways) to assist differentiation during the three question approach?
2. Do I need to further differentiate by outcome, scaffolding, questioning, classroom organisation, groupings, etc.?
3. What are the current effective approaches to differentiation that are implemented by staff members?
(ii) Assessment:

Regarding the chosen Learning Outcomes, groups will now discuss assessment using the following questions:

1. How can we assess children’s progress?
2. What assessment tools can we use?

F. Exploration of Short Term Planning (30 minutes approx.)

Development of a Short Term Plan:

Based on the work of the day the teachers will discuss a possible design for a short-term planning template. Teachers will use the groups’ answers from the three question approach. Headings to consider include:

<table>
<thead>
<tr>
<th>Strand</th>
<th>Learning Outcomes</th>
<th>Progression Steps</th>
<th>Learning Experiences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Element</td>
<td>Transfer of skills / Integration</td>
<td>Differentiation</td>
<td>Assessment</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Snáithe</th>
<th>Toradh Foghlama</th>
<th>Mionchéimeanna</th>
<th>Eispéiris Foghlama</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gné</td>
<td>Traschur Scileanna / Comhtháthú</td>
<td>Idirdhealú</td>
<td>Measúnú</td>
</tr>
</tbody>
</table>
Sample School Closure 1: Integrated Nature of Language

### Exploration Document

<table>
<thead>
<tr>
<th>1. Cad a bheidh ar eolas nó á dhéanamh ag na páistí ag deireadh tréimhse? (Toradh Foghlama)</th>
<th>2. Conas a aithneoidh mé dul chun cinn? Cad í an chéad chéim eile i bhforbairt na bpáistí? (Contanam Dúl Chun Cinn)</th>
<th>3. Cad a dhéanfaidh mé sa seomra ranga? (Eispéiris Foghlama)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What should the children know or be able to do at the end of the period of learning? (Learning Outcome)</td>
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<td>-----------------------------------------------------------------------------------------------------</td>
<td></td>
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<tr>
<td>2. How will I recognise their progression/ What do they need to develop next? (Progression Steps)</td>
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</tr>
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<td>3. What will I do to get them there? (Learning Experiences)</td>
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<tr>
<td>4. Assessment</td>
<td></td>
<td></td>
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<tr>
<td>5. Transfer of Skills/ Integration</td>
<td></td>
<td></td>
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<tr>
<td>6. Methodologies</td>
<td></td>
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</tbody>
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