

An Traein

Ag Aistriú ón Naíonra go dtí an Bhunscoil

The Train

The Transition from the Naíonra to Primary School



Eolas agus Moltaí do
Stiúrthóirí Naíonra agus do
Mhúinteoirí Gaelscoileanna

Information and Advice
for Naíonra Educators and
Gaelscoil Teachers

Máire Mhic Mhathúna



Forbairt Naíonraí Teo.



Gaelscoileanna 

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Primary School**

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Educators and
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Introduction

The naíonra is the first total immersion setting for the child, where he or she is acquiring Irish in a natural setting through routine activities. This leaves the child well placed for the transition to primary school, especially to a Gaelscoil (Irish-medium primary school). With the Free Preschool Year now available, staff in this sector are faced with extra challenges - challenges which impinge upon areas such as communication, identity and development. Both Aistear and Síolta are frameworks which provide support in this transitional context and ensure continuity from the naíonra to the classroom.

For over thirty years naíonraí and gaelscoileanna have been working in close partnership, and that cooperation forms the very foundations of the Gaelscoil sector, a sector which warmly welcomes these guidelines.

Forbairt Naíonraí Teoranta and Na Naíonraí Gaelacha were delighted to be invited to participate in this project. I would like to thank Dr Máire Mhic Mhathúna, Dublin Institute of Technology, in particular for her participation and expertise in formulating these invaluable guidelines. I would also like to thank Nóra Ní Loingsigh, Gaelscoileanna Teo., and Clíona Frost, Forbairt Naíonraí Teo., for their hard work in ensuring the smooth completion of the project.

Máire Uí Bhriain
Chairperson
Forbairt Naíonraí Teo.
September 2011.

Réamhrá

Is sa naíonra a bhíonn an chéad bhlaiseadh ag leanaí den luaththumadh iomlán agus bíonn an Ghaeilge á sealbhú go nádúrtha ag na leanaí óga le linn ghnásanna an naíonra. Bíonn tionchar mór ag an taithí seo ar leanaí nuair a théann siad ar aghaidh chun na scoile, agus go háirithe chun na Gaelscoile.

Agus an bhliain shaor réamhscoile ar fáil anois do gach leanbh sa bhliain roimh dhul ar scoil, tá dúshlán faoi leith ann do lucht réamhscoile – cumarsáid, féiniúlacht agus leas agus forbairt iomlán an linbh a chur chun cinn. Cabhraíonn Aistear agus Síolta leis an obair seo agus cinntíonn na creatlaigh seo go bhfuil leanúnachas maidir le cur chuige i seomra an naíonra agus sa seomra scoile.

Le breis agus 30 bliain tá naíonraí agus gaelscoileanna ag obair as lámha a chéile agus tá ceangal láidir eatarthu anois. Is é an comhoibriú bunchloch an dul chun cinn d’earnáil na Gaelscolaíochta agus is chuige sin atá na treoirlínte seo curtha le chéile agus cuirim fíorfháilte rompu.

Tá Forbairt Naíonraí Teoranta agus Na Naíonraí Gaelacha an-bhuíoch as an deis páirt a ghlacadh sa taighde. Tá buíochas faoi leith ag dul don Dr Máire Mhic Mhathúna, Institiúid Teicneolaíochta Bhaile Átha Cliath, as an obair mhór atá curtha isteach aici sa tionscadal seo agus an saineolas atá roinnte aici linn san fhoilsiúchán tábhachtach seo don earnáil Gaelscolaíochta. Gabhaim buíochas le Nóra Ní Loingsigh, Gaelscoileanna Teo., agus le Clíona Frost, Forbairt Naíonraí Teo., as an obair fhóna a rinne siad beirt chun an chuid seo den tionscadal a thabhairt chun críche.

Máire Uí Bhriain
Cathaoirleach
Forbairt Naíonraí Teo.
Meán Fómhair 2011.

Introduction

The early years are crucial for the development of the child. Both the naíonra and the junior infant year impact greatly on that development. In light of this new transitional process from the naíonra to the gaelscoil these guidelines are a timely addition to the literature. They will stimulate ideas and provide advice on the best way to help the child make that transition in a seamless way.

Oftentimes the naíonra and the gaelscoil are linked at a local level. In that context GAELSCOILEANNA TEO. and Forbairt Naíonraí Teo. agreed that it would be beneficial to join forces for this project. This booklet is innovative in that very little research has been carried out in Ireland on this transitional process, and none has been done in the gaelscoil sector.

On behalf of GAELSCOILEANNA TEO. I would like to thank Dr Máire Mhic Mhathúna, Dublin Institute of Technology, for her contribution to this research project and for her expertise in helping to develop these guidelines. I would also like to thank Clíona Frost, Forbairt Naíonraí Teo., and Nóra Ní Loingsigh, GAELSCOILEANNA TEO., who worked on this project and liaised with all its participants.

I am confident that it will inspire ideas and solutions in gaelscoileanna and naíonraí as they work in collaboration and that in turn will strengthen the link between them at a local level. It will no doubt benefit all the children in our care.

Mícheál Ó Broin
President
GAELSCOILEANNA TEO.
September 2011.

Réamhrá

Tá na luathbhlianta fíorthábhachtach d'fhorbairt an pháiste. Tá dlúthbhaint agus an-tionchar ag an naíonra agus ag ranganna na naíonán ar an bhforbairt sin. Ós rud é go mbíonn aistriú i gceist ó leibhéal an naíonra chuig an mbunscoil lán-Ghaeilge tá sé tráthúil go mbeadh leabhrán ann a thugann smaointe faoin mbealach is fearr chun cabhrú leis an bpáiste aistriú suaimhneach a dhéanamh idir an dá chóras.

Is minic a bhíonn ceangal láidir idir naíonra agus gaelscoil, agus chuige sin chinn GAELSCOILEANNA TEO. agus Forbairt Naíonraí Teo. gurb fhiú tabhairt faoina leithéid de thionscadal le tógáil ar an ngaol sin. Is leabhrán nuálach é seo mar is ar éigean a bhfuil aon taighde dá leithéid déanta sa tír seo go dtí seo agus is cinnte nach bhfuil sé ar fáil in earnáil na gaelscolaíochta.

Ar son GAELSCOILEANNA TEO. ba mhaith liom míle buíochas a ghabháil leis an Dr. Máire Mhic Mhathúna, Institiúid Teicneolaíochta Bhaile Átha Cliath, as ucht an méid oibre atá déanta aici ar thaighde agus ar fhorbairt an leabhráin seo. Gabhaim buíochas chomh maith le Clíona Frost, Forbairt Naíonraí Teo., agus le Nóra Ní Loingsigh, GAELSCOILEANNA TEO., a d'oibrigh ar an tionscadal agus leis na daoine ar fad a raibh ionchur acu sa phróiseas freisin.

Táim cinnte go dtabharfaidh sé go leor ábhar machnaimh do ghaelscoileanna agus do naíonraí agus iad ag plé lena chéile agus tá súil agam go gcabhróidh sé leo gaol níos láidre a fhorbairt eatarthu féin ar bhonn áitiúil. Níl aon cheist ann ach go rachaidh sé seo chun leasa na bpáistí a bhíonn faoinár gcúram.

Mícheál Ó Broin
Uachtarán
GAELSCOILEANNA TEO.
Meán Fómhair 2011.

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The author would like to thank Nóra Ní Loingsigh, Vice-Chief Executive of Gaelscoileanna Teo. and Clíona Frost, Chief Executive of Forbairt Naíonra Teo. for their help during this project. The author would also like to acknowledge the work of those on the Advisory Board - T.J. Ó Ceallaigh, Máire Ní Bhaoill, Áine Ní Shúilleabháin and Pádraig Ó Duibhir – and thank them for their input. A special thanks also to the naíonra educators, the teachers and the children who also took part in the project.

Background information about the project is available on both gaelscoileanna and FNT websites in the document *An Traein: Ag Aistriú ón Naíonra go dtí an Bhunscoil: Páipéar Cúlra* (www.gaelscoileanna.ie and www.naionrai.ie).

A smooth transition from the naíonra to primary school can have a positive lasting impact on the child.

The aim of this booklet is to help naíonra educators and, primary school teachers and through them, children and parents/guardians to ensure that the transition from the naíonra to the gaelscoil is seamless, smooth and successful.

Nóta Buíochais

Gabhann an t-údar buíochas le Nóra Ní Loingsigh, Leas-Ardfheidhmeannach Ghaelscoileanna Teo. agus le Clíona Frost, Príomhoifigeach Fhorbairt Naíonra Teo. as a gcabhair agus a gcúnamh leis an tionscnamh seo. Gabhtar buíochas freisin le baill an Bhoird Chomhairligh, T.J. Ó Ceallaigh, Máire Ní Bhaoill, Áine Ní Shúilleabháin agus Pádraig Ó Duibhir as na moltaí a dhein siad. Tá buíochas mór ag dul do na stiúrthóirí, na múinteoirí agus na páistí a ghlac páirt sa tionscnamh chomh maith.

Tugtar an cúlra taighde a bhaineann le próiseas an aistriú sa cháipéis *An Traein: Ag Aistriú ón Naíonra go dtí an Bhunscoil: Páipéar Cúlra* atá ar fáil ar shuíomhanna idirlín Gaelscoileanna Teo. agus Forbairt Naíonraí Teo. (www.gaelscoileanna.ie agus www.naionrai.ie).

Bíonn tionchar fadtéarmach ag aistriú maith ón naíonra go dtí an bhunscoil ar chumas foghlama na bpáistí tríd an mbunscoil ar fad.

Tá sé d'aidhm ag an leabhrán seo cabhrú le stiúrthóirí naíonra, le múinteoirí gaelscoile agus tríothusan le páistí is le tuismitheoirí/caomhnóirí an t-aistriú ón naíonra go dtí an ghaelscoil a dhéanamh go réidh, socair, sásúil.

1

Getting off to a good start

A smooth transition from the naíonra to primary school can have a positive impact on the learning abilities of children throughout their primary school years (Fabian 2002, p.1). The aim of this booklet is to help naíonra educators, primary school teachers and through them, children and parents/guardians to ensure that the transition from the naíonra to the gaelscoil is seamless, smooth and successful. The research background for the project is available on both the Gaelscoileanna Teo. and FNT websites in the document An Traein: Ag Aistriú ón Naíonra go dtí an Bhunscoil: Páipéar Cúlra ([http:// www.gaelscoileanna.ie](http://www.gaelscoileanna.ie) agus www.naionrai.ie).

The background document discusses the main changes children will have to face in the transition from preschool to the gaelscoil – changes in the physical environment, social changes, identity changes and educational changes. It describes the defining features of the early total-immersion system and also language issues in the naíonra and in the gaelscoil. It outlines the work done in the naíonra and how play is used as a learning tool for very young children. It also outlines the Irish language curriculum in the infants' class in primary school and makes reference to Aistear, (CNCM/NCCA 2009). Aistear seeks to promote continuity from preschool to primary school. Síolta, is another useful framework which outlines the national quality approach regarding standards in early years care and education (LOFLO/CECDE 2006). Standard 13, in particular, is relevant in the context of children making the transition from preschool to primary school. Síolta advises that there be a transition policy and plan in place in preschools and schools so that information can be shared between stakeholders. Naíonra educators and primary school teachers who attended both seminars, hosted by Gaelscoileanna Teo., Na Naíonraí Gaelacha and Forbairt Naíonraí Teo. agreed that collaboration on a professional level would be very beneficial.

1

Tús maith leath na hoibre

Bíonn tionchar fadtéarmach ag aistriú maith ón naíonra go dtí an bhunscoil ar chumas foghlama na bpáistí tríd an mbunscoil ar fad (Fabian 2002, lch. 1). Tá sé d'aidhm ag an leabhrán seo cabhrú le stiúrthóirí naíonra, le múinteoirí gaelscoile agus tríothusan le páistí is le tuismitheoirí/caomhnóirí an t-aistriú ón naíonra go dtí an ghaelscoil a dhéanamh go réidh, socair, sásúil. Tugtar an cúlra taighde a bhaineann le próiseas an aistrithe sa cháipéis An Traein: Ag Aistriú ón Naíonra go dtí an Bhunscoil: Páipéar Cúlra atá ar fáil ar shuíomhanna idirlín Gaelscoileanna Teo. agus Forbairt Naíonraí Teo. (<http://www.gaelscoileanna.ie> agus www.naionrai.ie). Pléitear na príomhathruithe sa timpeallacht fhisiciúil, na hathruithe sóisialta agus féiniúlachta agus na hathruithe oideachasúla a mbíonn páistí ag dul in glic leo agus iad ag aistriú ón naíonra/réamhscoil go dtí an bhunscoil. Tugtar cuntas inti ar na saintréithe a bhaineann leis an luath-thumoideachas agus ar chúrsaí teanga sna naíonraí agus sna gaelscoileanna. Déantar cur síos ar obair an naíonra agus ar shúgradh mar mhodh foghlama ag páistí óga.

Tugtar cuntas sa Pháipéar Cúlra chomh maith ar churaclam na Gaeilge i rang na naíonán sa bhunscoil agus ar *Aistear*, creatchuraclam don Luath-Óige (CNCM/NCCA 2009). Tá sé d'aidhm ag *Aistear* leanúnachas a chothú idir an réamhscoil agus an bhunscoil. Tá an-tábhacht ag baint le *Síolta*, creatlach náisiúnta cáilíochta a bhaineann le hardchaighdeán i gcúram agus in oideachas na luath-óige (LOFLO/CECDE 2006), agus le Caighdeán 13 ach go háirithe, caighdeán a bhaineann go sonrach leis an aistriú ón réamhscoil go dtí an bhunscoil. Molann *Síolta* go mbeadh polasaí agus plean aistrithe á gcur i bhfeidhm i réamhscoileanna agus scoileanna chun eolas agus taitní a roinnt. Mheas na stiúrthóirí agus na múinteoirí a d'fhreastail ar dhá sheimineár a d'éagraigh Gaelscoileanna Teo., Na Naíonraí Gaelacha agus Forbairt Naíonraí Teo. go mbeadh comhoibriú ar bhonn gairmiúil idir an naíonra agus an ghaelscoil an-tairbheach. Dúirt siad go raibh an-tábhacht ag baint le leanúnachas idir an dá réimse maidir le cúrsaí teanga ionas go mbeadh an ghaelscoil in ann tógáil ar obair an naíonra. Mhol siad go gcruthófaí bealach

Both sectors stressed the importance of continuity between both systems, in the language context, so that the gaelscoil could build on the foundations laid in the naíonra. One aspect which would be helpful, as noted by the participants, was the transfer of information/records from the naíonra to the gaelscoil, with the consent of the parents/guardians. Participants agreed that a transition programme would strengthen the continuity between the naíonra and the gaelscoil and that it would encourage a common understanding amongst the staff.

This booklet contains suggestions regarding the formulation of a transition policy and gives examples of events which could be included in such a programme – events such as information evenings for parents, tours of the school itself and events promoting the link between the naíonra and the school.

We provide a sample profile, developed by O’Kane and Hayes (2012) as a way of sharing information between preschool and primary school and suggests that naíonra educators and primary school teachers should share and amend that profile accordingly. It also includes suggestions for a transition booklet which the children could start in the naíonra and continue in the gaelscoil.

We hope that this advice can support the work of naíonra educators and gaelscoil teachers as they develop a programme which best helps the children remain confident and build on what they have learned in the naíonra, so that they can make the most of the new opportunities in the gaelscoil.

le heolas faoi na páistí a thairfeadh is a chur ar aghaidh go dtí an ghaelscoil, le cead na dtuismitheoirí/gcaomhnóirí. Mheas na rannpháirtithe go gcabhródh plean nó clár aistrithe go mór chun an leanúnachas cuí a chothú idir an naíonra agus an ghaelscoil agus chun comhthuiscint a fhorbairt idir na baill foirne go léir. Cabhróidh an chomhthuiscint seo leis na páistí aistriú sásúil a dhéanamh go dtí an bhunscoil.

Tá moltaí sa leabhrán seo faoin mbealach le polasaí aistrithe oiriúnach a cheapadh agus tugtar samplaí d'imeachtaí samplacha a d'fhéadfaí a chur san áireamh sa chlár aistrithe. Orthu seo tá moltaí faoi eolas faoin scoil a thabhairt don teaghlach, faoi thaithí ar an scoil a chur ar fáil do pháistí agus faoi nascanna a chothú idir an naíonra agus an scoil. Tugtar sampla de phróifíl aistrithe a d'fhorbair O'Kane agus Hayes (le foilsiú) mar bhealach chun eolas a roinnt idir an réamhscoil agus an bhunscoil agus moltar do stiúrthóirí naíonra agus do mhúinteoirí gaelscoile an phróifíl a aistriú agus a leasú le go mbeadh sí in oiriúint don suíomh acu féin. Tá moltaí ann chomh maith faoi leabhrán aistrithe a d'fhéadfadh na páistí a thosú sa naíonra agus a thabhairt leo go dtí an ghaelscoil.

Tá súil againn go gcabhróidh na moltaí seo le stiúrthóirí agus le múinteoirí clár aistrithe don aistriú ón naíonra go dtí an ghaelscoil a cheapadh, clár a chabhróidh leis na páistí a bheith lánmhúineach astu féin, a chuideoidh leo tógáil ar an bhfoghlaim a dhein siad sa naíonra agus a chabhróidh leo leas a bhaint as na deiseanna nua a bheidh ar fáil dóibh sa ghaelscoil.

2

Suggestions for a Transition Programme

The Transition Programme

According to the OECD (2002), there are certain advantages associated with a strong link between preschool and primary school, in terms of agreed aims, teaching methods and common understanding amongst the staff. This common understanding supports the children in their successful transition to primary school. Therefore, it is suggested that the naíonra and the primary school formulate the transition on a collaborative basis – a programme which is suitable for their specific local context. Fabian and Dunlop (2007, p.16) advise starting from the premise that the transition is a joint project between the children, the naíonra educators and the teachers in their own community and that the aim of the transition programme is to help and support the children move on to the next stage of their lives as able active people. If they do not already have a transition programme in place each school/preschool would benefit from looking at the opportunities such a programme would afford the children in their care.

Fabian (2002, p.33) and Dunlop and Fabian (2007, p.16) list some suggestions as follows for the formulation of a transition programme for children, naíonra educators and teachers:

- Both the school and the naíonra develop a transition policy
- Contact is maintained between naíonra educators and teachers to gain understanding of their respective work
- The teacher is helped to get to know the children
- Parental/guardian participation is promoted
- Events are organised to help the children and parents gain a better understanding of the school and a meeting is organised with the teacher

2

Moltaí do Chlár Aistrithe

Clár aistrithe

Dar leis an OECD (2002), tá buntáistí áirithe ag baint le ceangail láidre a fhorbairt idir an réamhscoil is an bhunscoil, maidir le haidhmeanna comhaontaithe, le modhanna oideachasúla agus le comhthuisctí idir na baill foirne. Cabhróidh an chomhthuisctint seo leis na páistí aistriú sásúil a dhéanamh go dtí an bhunscoil. Moltar mar sin clár aistrithe a fhorbairt idir an naíonra is an ghaelscoil, clár a bheadh in oiriúint don staid logánta ar bhealach scaoilte, solúbtha. Ceapann Fabian agus Dunlop (2007, lch. 16) go mba chóir tosú leis an bprionsabal gur comhfhiontar idir na páistí, na teaghligh, na stiúrthóirí is na múinteoirí sa phobal acu féin atá san aistriú is go bhfuil sé d'aidhm ag an gclár aistrithe cabhair agus tacaíocht a thabhairt do na páistí dul ar aghaidh go dtí an chéad staid eile ina saol mar dhaoine cumasacha gníomhacha. Mura bhfuil clár aistrithe i bhfeidhm cheana féin, b'fhiú do gach scoil is naíonra féachaint ar na deiseanna a chuirfeadh a leithéid ar fáil do na páistí faoina gcúram féin.

Tá moltaí curtha ar fáil ag Fabian (2002, lch. 33) agus Dunlop agus Fabian (2007, lch. 16) faoi chlár aistrithe a cheapadh do pháistí, do stiúrthóirí agus do thuismitheoirí ina mbeadh eolas faoi na nithe seo a leanas:

- Polasaí aistrithe ag an scoil is ag an naíonra
- Teagmháil a chothú idir stiúrthóirí is múinteoirí chun obair a chéile a thuisctint
- Cabhrú leis an múinteoir aithne a chur ar na páistí
- Rannpháirtíocht na dtuismitheoirí/gcaomhnóirí a chothú
- Gníomhaíochtaí a eagrú chun cabhrú leis na páistí agus leis na thuismitheoirí/caomhnóirí eolas a chur ar shuíomh na scoile, taithí a fháil ar an lá scoile is bualadh leis an múinteoir

- Contact is maintained with gaelscoileanna and other schools to share information and best practice
- The transition programme is regularly assessed
- Training is provided for naíonra educators and teachers regarding the transition process

Examples of Events

To get you started, listed below are some examples of events which could be organised. These examples were collected from the research which has been published on the topic, both nationally and internationally.

Providing information for the family

There are many ways in which the school can provide information for the parents/guardians:

1. The school holds a meeting in the school with the parents/guardians before the beginning of the school year.
2. The school sends a booklet and letter to the family. Need to agree on the language used (English or Irish) in any such correspondence, to include new immigrant families etc.
3. The school sends a booklet and letter to the child.
4. Extra care is taken regarding children with special needs – they may need extra support and this may involve extra planning (Fabian and Dunlop 2006, p.16).
5. A webpage is created with information for parents and children about the school. This page can be in both Irish and English.
6. A leaflet is produced for parents: the naíonra could produce a leaflet for parents, suggesting they speak some Irish to the children during the summer and that they sing some songs with the children from time to time. Examples of songs could be included on the leaflet.

- Teagmháil le gaelscoileanna is le scoileanna eile chun eolas a roinnt faoi dhea-chleachtas
- An clár aistrithe a mheas go tráthrialta.
- Oiliúint a chur ar fáil do phróiseas an aistrithe do na stiúrthóirí is na múinteoirí

Imeachtaí samplacha

Chun tús a chur leis an bpróiseas seo, tugtar samplaí thíos d'imeachtaí a d'fhéadfaí a chur ar bun. Bailíodh na himeachtaí samplacha seo ón taighde náisiúnta agus idirnáisiúnta a foilsíodh ar an ábhar.

Eolas a thabhairt don teaghlach

Tá a lán bealaí ann chun eolas faoin scoil a thabhairt do na tuismitheoirí/caomhnóirí:

1. Cruinniú ag an scoil leis na tuismitheoirí/caomhnóirí roimh thosach na scoilbhliana.
2. Seolann an scoil leabhrán is litreacha chuig an teaghlach. Tá cinneadh le déanamh maidir le teanga na cumarsáide, Gaeilge/Béarla agus aon teanga eile a bheadh ag na teaghlaigh, inimircigh nua, mar shampla.
3. Seolann an scoil leabhrán is litreacha chuig an bpáiste.
4. Beidh gá le haird faoi leith a thabhairt ar pháistí le riachtanais bhreise is beidh seirbhísí tacaíochta le pleanáil (Fabian agus Dunlop 2006, lch. 16).
5. Suíomh idirlín nó leathanach baile a thionscnamh le heolas a thabhairt do thuismitheoirí agus do pháistí faoin scoil. Is féidir é a chur ar fáil as Gaeilge agus as Béarla.
6. Bileog do thuismitheoirí: d'fhéadfadh an naíonra bileog do thuismitheoirí a ullmhú, ag moladh dóibh roinnt Gaeilge a labhairt leis na páistí i rith an tsamhraidh agus rainn agus amhráin as Gaeilge a chanadh ó ham go chéile. D'fhéadfaí frásaí is rainn samplacha ón naíonra chur ar an mbileog.

Getting to know the school

Some schools host events so that the children can get a taste of what the school is like:

1. The school invites the child and the family to visit the school before the beginning of the school year. According to Fabian (2002, p.63) there should be more than one visit before the beginning of the school year and that there should be some kind of event during those visits, for example sitting in on a lesson, lunchtime, stories, songs, playtime.
2. The school invites the stiúrthóir naíonra and the child to visit the school before the beginning of the school year.
3. A lesson or primary school activity, such as lunch break, is held during the visit.
4. The naíonra invites some children and their parents to visit the naíonra to speak about their school.
5. Fabian agus Dunlop (2006, p. 13) advise that the children from the naíonra have “friends” in the school who will mind them when they start school. This would involve children from the senior classes – children who attended that naíonra when they were younger perhaps.

Links between the naíonra and the school

There are many ways in which the links between the naíonra and the school can be developed:

1. The naíonra and the school formulate an agreed transition programme.
2. A meeting is held between the naíonra educators and the teachers to discuss the childrens’ strengths and interests, with the consent of the parents/guardians.
3. The naíonra invites the teacher to visit during a session and the school invites the naíonra educator to visit a class during a lesson.

Taithí ar an scoil

Cuireann roinnt scoileanna imeachtaí ar siúl a thugann blaiseadh de shaol na scoile do na páistí:

1. Tugann an scoil cuireadh don pháiste is don teaghlach cuairt a thabhairt ar an scoil roimh thosach na scoilbhliana. Ceapann Fabian (2002, lch. 63) go mba chóir go mbeadh níos mó ná cuairt amháin ann roimh thosach na scoilbhliana agus go mbeadh imeacht scoile ar siúl le linn na cuairte, mar shampla ceacht, am lóin, scéalta, amhráin, chomh maith le saorimirt.
2. Tugann an scoil cuireadh don stiúrthóir naíonra agus do na páistí cuairt a thabhairt ar an scoil roimh thosach na scoilbhliana.
3. Bíonn ceacht nó gnás bunscoile ar nós scéal nó am lóin ar siúl le linn na cuairte.
4. Tugann an naíonra cuireadh do roinnt páistí agus dá dtuismitheoirí/gcaomhnóirí cuairt a thabhairt ar an naíonra chun labhairt mar gheall ar an scoil.
5. Molann Fabian agus Dunlop (2006, lch. 13) go mbeadh “cairde” ag páistí an naíonra sa scoil a thabharfadh aire dóibh agus iad ag tosú ar scoil. Páistí ó ranganna sinsearacha atá i gceist, is d’fhéadfadh páistí a bhí sa naíonra nuair a bhíodar óg a bheith i gceist anseo.

Nascanna idir an naíonra agus an scoil

Tá an-chuid bealaí ann chun nascanna idir an naíonra agus an scoil a chur chun cinn:

1. Ceapann an naíonra is an scoil polasaí agus clár aistrithe aontaithe.
2. Eagraítear cruinniú idir stiúrthóirí is múinteoirí chun spéiseanna agus cumais na bpáistí a phlé, le cead na dtuismitheoirí/gcaomhnóirí.
3. Tugann an naíonra cuireadh don mhúinteoir cuairt a thabhairt ar an naíonra nuair atá an seisiún ar siúl agus tugann an scoil cuireadh don stiúrthóir cuairt a thabhairt ar rang na naíonán le linn ceachta.

4. The naíonra and the school swap information regarding their aims, their curricula, their work methods and their approach to Irish.
5. The naíonra provides the school with a leaflet with terminology, phrases, rhymes and songs used in the naíonra.
6. The naíonra educator discusses going to school with the children in the naíonra.
7. School uniforms are available and used in a 'dressing up' session with the children in the naíonra.
8. Children in the school provide a booklet about the junior infants' class for the children in the naíonra.
9. The naíonra educators read books about the school to the children. (See Appendix 2)
10. A photograph wall is created in the naíonra with photographs on the following topics: my home, me and my family, my friends, playing, the naíonra and the school, the naíonra educator and the teacher.
11. The naíonra uses the same writing system as the school.
12. The school and the naíonra invite children to plays and events they are hosting, for example events during Seachtain na Gaeilge or Christmas events. Gaelscoileanna Teo. may be able to provide some funds towards the cost of hosting such an event.
13. The school makes a video of events on in the school, (lessons, hanging the coats, the school setting, advice from the students to new students, for example) to provide the children in the naíonra with information about those aspects of the school.
14. Social events are organised for staff in the naíonra and the school, Christmas Dinner for example.
15. A Welcome Ceremony is hosted in the school during the first term and invite the parents and the naíonra educators to it.
16. The naíonra educators and teachers compile a transfer form or profile as happened in the DEIS project (O'Kane and Hayes 2013).

4. Tugann an naíonra agus an scoil eolas dá cheile faoina gcuid aidhmeanna, faoin gcuraclam, faoi na modhanna oibre agus faoin gcur chuige i leith na Gaeilge.
5. Tugann an naíonra bileog leis na focail, frásaí, na rainn agus na hamhráin a bhíonn in úsáid sa naíonra don scoil.
6. Pléann an stiúrthóir ceisteanna faoi dhul ar scoil leis na páistí sa naíonra.
7. Bíonn éide scoile ar fáil mar éadaí do ghléasadh suas sa naíonra.
8. Déanann páistí sa scoil leabhrán faoi rang na naíonán do pháistí an naíonra.
9. Léann na stiúrthóirí leabhair faoin scoil leis na páistí. (Féach Aguisín 2)
10. Bíonn balla grianghraf sa naíonra agus sa scoil ar a gcrochtar grianghraif a bhaineann leis na téamaí seo a leanas - mo bhaile, mé féin agus mo mhuintir, mo chairde, ag súgradh, an naíonra agus an scoil, an stiúrthóir agus an múinteoir.
11. Úsáideann an naíonra an córas céanna peannaireachta leis an scoil.
12. Tugann an scoil agus an naíonra cuireadh do na páistí chuig drámaí agus imeachtaí a chéile, imeachtaí Sheachtain na Gaeilge, An Nollaig, mar shampla. Tá cúnamh áirithe ar fáil ó Ghaelscoileanna Teo. chun na costais a bhainfeadh le cuairt mar seo a ghlanadh.
13. Déanann an scoil físeán ar imeachtaí na scoile, (ceachtanna, crochadh na gcótaí, timpeallacht na scoile, comhairle ó na daltaí do na páistí nua, mar shampla), chun eolas ar na gnéithe seo a thabhairt do pháistí an naíonra.
14. Imeachtaí sóisialta a eagrú d'fhoireann an naíonra is na scoile, mar shampla Dinnéar na Nollag.
15. Searmanas Fáilte a chur ar bun sa scoil sa chéad téarma agus cuireadh a thabhairt do thuismitheoirí agus do stiúrthóirí.
16. Cuireann na stiúrthóirí agus na múinteoirí foirm aistrithe nó próifíl aistrithe le chéile, faoi mar a deineadh sa tionscnamh DEIS (O'Kane agus Hayes 2013).

Transition profile

O’Kane and Hayes (2013) developed a profile entitled “Transition to School – Child Snapshot” during a DEIS project in Dublin in 2010. The profile was developed in collaboration with early years educators and primary teachers in settings and schools participating in the project. The participants reported that they developed strong links with each other during this process and that they strengthened the collaboration with each other regarding the transition to primary school. The profile consisted of information about the child in the following areas:

- Language and communication skills
- Social and emotional skills
- Independence and self-help skills
- Thinking skills
- Motor skills: gross motor skills and fine motor skills

A continuous professional development course was organised to provide information to early years educators about the primary school. Information about early childhood education was provided for the teachers and participants noted how helpful that was in terms of the transition process. The early years educators reported that the profile was very useful when discussing the child’s progress with their parents/guardians.

We are grateful to the authors for allowing us to publish this profile here. It is up to the naíonraí and the schools themselves to adapt this to suit their own contexts and to translate the sections of the document to Irish or to provide a bilingual version.

Section 1, Language and Communications Skills (p.18), relates to mother tongue and the last section (pages 23 and 24) relate to Irish acquisition as a second language.

Próifíl aistrithe

D'fhorbair O'Kane agus Hayes (le foilsiú) próifíl dar teideal "Transition to School – Child Snapshot" le linn tionscnamh DEIS i mBaile Átha Cliath sa bhliain 2010. Forbraíodh an phróifíl i bpáirt le stiúrthóirí is múinteoirí sna naíonraí agus sna bunscoileanna sa tionscnamh. Thuairiscigh na rannpháirtithe gur chuir próiseas forbartha na próifíle bonn an-mhaith faoin gcomhoibriú maidir leis an aistriú chun na bunscoile. Chuimsigh an phróifíl seo eolas faoin bpáiste faoi na réimsí seo thíos:

- Scileanna teanga agus cumarsáide
- Scileanna sóisialta agus mothúcháin
- Scileanna neamhspleáchais is féinchabhracha
- Scileanna machnaimh
- Scileanna luailéacha: scileanna mórluailé agus scileanna mionluailé

Reachtáilleadh cúrsa i bhforbairt ghairmiúil leanúnach chomh maith chun eolas a thabhairt do na stiúrthóirí faoin mbunscoil. Roinneadh eolas faoi obair na naíonraí ar na múinteoirí is cheap na rannpháirtithe go mba mhór an chabhair an t-eolas faoin dá thaobh den aistriú a mhalartú. Dúirt na stiúrthóirí go raibh an próifíl an-úsáideach chun dul chun cinn a bpáiste a phlé le tuismitheoirí/caomhnóirí chomh maith.

Táimid buíoch de na húdair as cead a thabhairt dúinn an phróifíl a fhoilsiú anseo. Is faoi na naíonraí agus na scoileanna a leagan féin a fhorbairt agus na ranna as an doiciméad seo a aistirú go Gaeilge nó leagan dátheangach a chur le chéile.

Baineann Roinn 1, Scileanna Teanga agus Cumarsáide (lch.18), leis an teanga dúchais agus baineann an roinn dheiridh (lgh.23 agus 24) le sealbhú na Gaeilge mar dhara teanga.

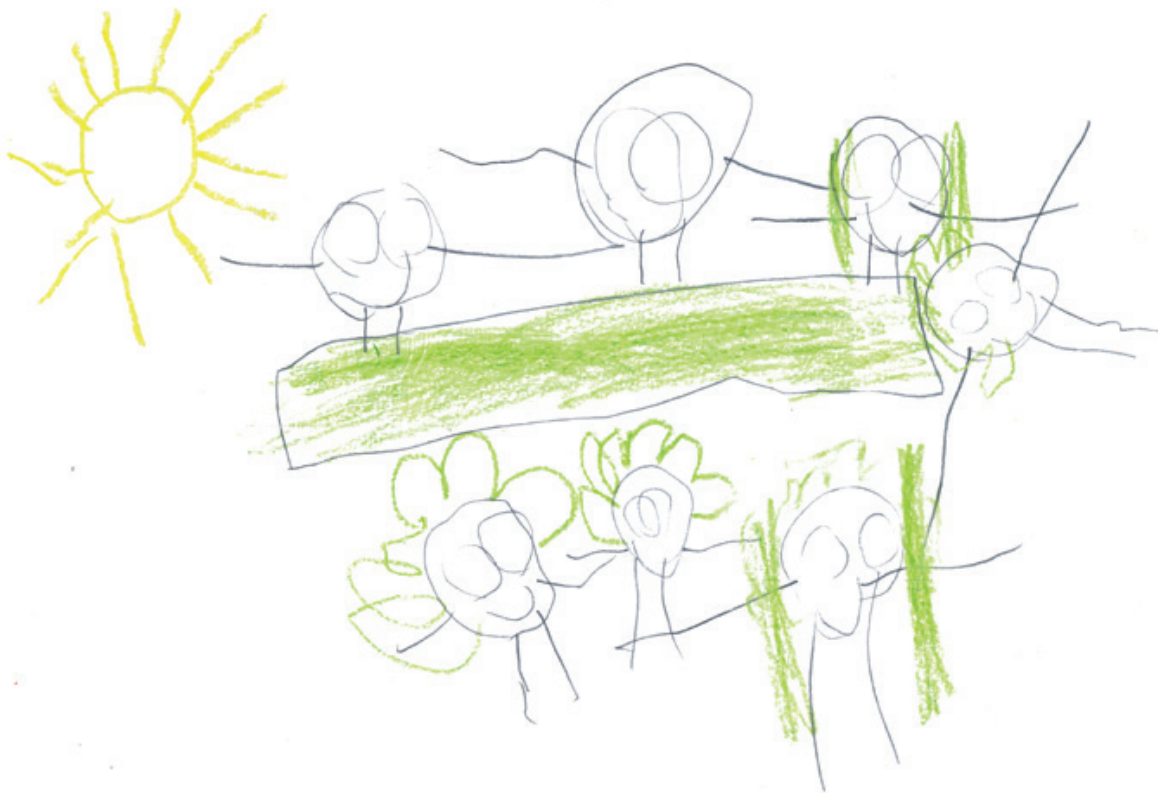
The child is seen as an active person in the whole process, a person who is talented and able and who can utilise the support structures provided for them by adults.

Continuous stimulation and support helps children to get the most from new opportunities, the new setting and new experiences.



Féachtar ar an bpáiste mar dhuine atá gníomhach sa phróiseas, duine atá cumasach agus ábalta agus atá in ann feidhm a bhaint as na gníomhaíochtaí tacaíochta a chuireann daoine fásta ar fáil.

Cabhraíonn spreagadh is tacaíocht leanúnach le páistí buntáiste a bhaint as deiseanna, suímh is taithí nua.



Transition to school

Child snapshot

(O'Kane agus Hayes, 2013)



This form is to record the achievements and abilities of children making the transition from preschool to primary school.

Name of Child: _____

Date of Birth: _____

Name of Preschool: _____

Date of Report: _____

Ag dul ar scoil Eolas ar an bpáiste

(O'Kane agus Hayes, 2013)



Tugann an fhoirm seo eolas ar inniúlachtaí agus ar an méid atá bainte amach ag an bpáiste agus iad ag fágáil an naíonra le freastal ar an mbunscoil.

Ainm an Pháiste: _____

Dáta Breithe: _____

Ainm an Naíonra: _____

Uimhir Theagmhála: _____

TRANSITION TO SCHOOL – CHILD SNAPSHOT

SECTION 1

Language and Communication Skills

I can speak clearly and Confidently:

- Yes
- Still Developing

I can listen to and enjoy Stories:

- Yes
- Still Developing

I can use a good range of vocabulary:

- Yes
- Still Developing

I am able to speak up at news/circle time:

- Yes
- Still Developing

I make eye contact when speaking:

- Yes
- Still Developing

I can recite rhymes and songs:

- Yes
- Still Developing

I enjoy pretend play with my friends:

- Yes
- Still Developing

I can ask questions and ask for help when needed:

- Yes
- Still Developing

I can answer the questions that I am asked:

- Yes
- Still Developing

Any comments you would like to add on this child's abilities in these areas:

AG DUL AR SCOIL – EOLAS AR AN BPÁISTE

CUID 1

Teanga agus Scileanna Cumarsáide

Tá mé in ann labhairt go soiléir agus go muiníneach:

- Tá
- Fós ag forbairt

Tá mé in ann éisteacht le scéalta agus taitneamh a bhaint astu:

- Tá
- Fós ag forbairt

Tá stór focal maith agam agus tá mé in ann iad a úsáid:

- Tá
- Fós ag forbairt

Tá mé in ann labhairt suas ag ciorcal comhrá:

- Tá
- Fós ag forbairt

Tá mé in ann féachaint sa tsúil ar dhuine nuair atá mé ag caint:

- Tá
- Fós ag forbairt

Tá mé in ann amhráin agus rannta a rá:

- Tá
- Fós ag forbairt

Tá mé in ann cluichí cur i gcéill a imirt le mo chairde:

- Tá
- Fós ag forbairt

Tá mé in ann ceisteanna a chur agus cúnamh a lorg má theastaíonn sé:

- Tá
- Fós ag forbairt

Tá mé in ann na ceisteanna a chuirtear orm a fhreagairt:

- Tá
- Fós ag forbairt

An bhfuil aon rud eile ar mhaith leat a rá faoi chumas an pháiste sna réimsí seo:

TRANSITION TO SCHOOL – CHILD SNAPSHOT

SECTION 2

Social and Emotional Skills

I have the confidence to speak to visitors:

- Yes
- Still Developing

I am comfortable about showing my feelings:

- Yes
- Still Developing

I can take part in activities:

- Yes
- Still Developing

I can mix and play happily with other children:

- Yes
- Still Developing

I can co-operate and take turns with other children:

- Yes
- Still Developing

I get along well with my teachers:

- Yes
- Still Developing

I can share and solve problems with my friends:

- Yes
- Still Developing

I understand rules and routine:

- Yes
- Still Developing

I take pleasure in my own success:

- Yes
- Still Developing

Any comments you would like to add on this child's abilities in these areas:

AG DUL AR SCOIL – EOLAS AR AN BPÁISTE

CUID 2

Scileanna Sóisialta agus Mothúcháin

Tá an mhúinín agam labhairt le cuairteoirí:

- Tá
- Fós ag forbairt

Tá mé compordach mo chuid mothúcháin a thaispeáint:

- Tá
- Fós ag forbairt

Tá mé in ann páirt a ghlacadh i ngníomhaíochtaí:

- Tá
- Fós ag forbairt

Tá mé in ann meascadh agus spraoi go sásta le páistí eile:

- Tá
- Fós ag forbairt

Tá mé in ann comhoibriú agus sealaíocht a dhéanamh le páistí eile:

- Tá
- Fós ag forbairt

Faighim ar aghaidh go maith le mo stiúrthóirí:

- Tá
- Fós ag forbairt

Tá mé in ann roinnt agus fadhbanna a réiteach le mo chairde:

- Tá
- Fós ag forbairt

Tuigim rialacha agus gnáthaimh laethúla:

- Tá
- Fós ag forbairt

Bainim sásamh as rudaí a dhéanaim go maith:

- Tá
- Fós ag forbairt

An bhfuil aon rud eile ar mhaith leat a rá faoi chumas an pháiste sna réimsí seo:

TRANSITION TO SCHOOL – CHILD SNAPSHOT

SECTION 3

Independence and Self-help Skills

I can finish a task by myself:

- Yes
- Still Developing

I can choose my own activity:

- Yes
- Still Developing

I am happy to try new things:

- Yes
- Still Developing

I can follow directions:

- Yes
- Still Developing

I can use the bathroom and wash my hands:

- Yes
- Still Developing

I look after my things:

- Yes
- Still Developing

I can manage my lunch well:

- Yes
- Still Developing

I tidy up after myself:

- Yes
- Still Developing

I can happily work alone or with friends:

- Yes
- Still Developing

Any comments you would like to add on this child's abilities in these areas:

AG DUL AR SCOIL – EOLAS AR AN bPÁISTE

CUID 3

Scileanna Neamhspleáchais agus Féinchabhrach

Tá mé in ann tasc a chríochnú liom féin:

- Tá
- Fós ag forbairt

Tá mé in ann mo ghníomhaíocht féin a roghnú:

- Tá
- Fós ag forbairt

Tá mé sásta trial a bhaint as rudaí nua:

- Tá
- Fós ag forbairt

Tá mé in ann treoracha a leanúint:

- Tá
- Fós ag forbairt

Tá mé in ann dul ag an leithreas agus mo lámha a níochán

- Tá
- Fós ag forbairt

Tá mé in ann aire a thabhairt do mo rudaí féin:

- Tá
- Fós ag forbairt

Tá mé in ann mo lón a láimhseáil go maith:

- Tá
- Fós ag forbairt

Tá mé in ann glanadh suas i mo dhiaidh féin:

- Tá
- Fós ag forbairt

Tá mé in ann obair liom féin go sásta nó le cairde:

- Tá
- Fós ag forbairt

An bhfuil aon rud eile ar mhaith leat a rá faoi chumas an pháiste sna réimsí seo:

TRANSITION TO SCHOOL – CHILD SNAPSHOT

SECTION 4

Thinking Skills

I can recognise my name:

- Yes
- Still Developing

I know my colours:

- Yes
- Still Developing

I know my shapes:

- Yes
- Still Developing

I can count to 5 or more:

- Yes
- Still Developing

I can complete jig-saw puzzles:

- Yes
- Still Developing

I can hold a pencil properly:

- Yes
- Still Developing

I can remember songs and rhymes:

- Yes
- Still Developing

I understand matching, sorting and ordering:

- Yes
- Still Developing

I am happy to learn:

- Yes
- Still Developing

Any comments you would like to add on this child's abilities in these areas:

AG DUL AR SCOIL – EOLAS AR AN bPÁISTE

CUID 4

Scileanna Smaointeoireachta

Tá mé in ann m'ainm féin a aithint:

- Tá
- Fós ag forbairt

Tá mo chuid dathanna ar eolas agam:

- Tá
- Fós ag forbairt

Tá mo chuid cruthanna ar eolas agam:

- Tá
- Fós ag forbairt

Tá mé in ann comhaireamh go 5:

- Tá
- Fós ag forbairt

Tá mé in ann míreanna mearaí a chríochnú:

- Tá
- Fós ag forbairt

Tá mé in ann breith ar pheann luaidhe i gceart:

- Tá
- Fós ag forbairt

Tá mé in ann cuimhneamh ar amhráin agus ar rannta:

- Tá
- Fós ag forbairt

Tá tuiscint agam ar rudaí a mheitseáil, a shórtáil agus a chur in ord:

- Tá
- Fós ag forbairt

Tá mé sásta foghlaim:

- Tá
- Fós ag forbairt

An bhfuil aon rud eile ar mhaith leat a rá faoi chumas an pháiste sna réimsí seo:

TRANSITION TO SCHOOL – CHILD SNAPSHOT

SECTION 5

Fine and Gross Motor Skills

I have good hand-eye coordination:

- Yes
- Still Developing

I can colour mostly within the lines:

- Yes
- Still Developing

I can thread beads and work on peg board:

- Yes
- Still Developing

I can use a scissors:

- Yes
- Still Developing

I enjoy sand and water play:

- Yes
- Still Developing

I have good balance:

- Yes
- Still Developing

I can run and ride a trike:

- Yes
- Still Developing

I can hop and dance:

- Yes
- Still Developing

I can catch and throw a ball:

- Yes
- Still Developing

Any comments you would like to add on this child's abilities in these areas:

AG DUL AR SCOIL – EOLAS AR AN BPÁISTE

CUID 5

Scileanna Mínluaileacha agus Oll-luaileacha

Tá comhordú lámh is súl maith agam:

- Tá
- Fós ag forbairt

Tá mé in ann dathú laistigh de na línte den chuid is mó:

- Tá
- Fós ag forbairt

Tá mé in ann coirníní a chur ar shnátha agus obair ar phionnachlár:

- Tá
- Fós ag forbairt

Tá mé in ann siosúr a úsáid:

- Tá
- Fós ag forbairt

Bainim sásamh as spraoi le huisce agus le gaineamh:

- Tá
- Fós ag forbairt

Tá cothromaíocht maith agam:

- Tá
- Fós ag forbairt

Tá mé in ann rith agus rothaíocht:

- Tá
- Fós ag forbairt

Tá mé in ann preabadh agus damhsa:

- Tá
- Fós ag forbairt

Tá mé in ann liathróid a chaitheamh agus breith air:

- Tá
- Fós ag forbairt

An bhfuil aon rud eile ar mhaith leat a rá faoi chumas an pháiste sna réimsí seo:

Naíonra educators and teachers should look closely at these recommendations to see if they align with their principles of education and language. They may choose to use an alternative profile.

The child's progress in acquiring Irish may be tracked in a similar manner, based on patterns of language acquisition (Mhic Mhathúna, 1996).

Understanding:

The child understands what the Naíonra educators is saying and demonstrates that understanding with an appropriate action or by giving an appropriate response in English.

Example

Naíonra educator (in Irish): Would you like to play with the sand?

Páiste/Child: No, I want to paint.

I can understand Irish.

- Yes
- Still developing

A mix of Irish and English:

The child uses an Irish word in an English sentence.

Example

Naíonra educator (in Irish): What did you make?

Páiste/Child: I did it, the bláth (flower).

I use phrases that I have learned.

- Yes
- Still developing

Moltar do na stiúrthóirí agus do na múinteoirí na moltaí thuas a scrúdú go mion, féachaint an dtagann siad leis na prionsabail oideachais agus teanga atá acu. Tá rogha acu freisin úsáid a bhaint as próifíl eile chomh maith.

Is féidir dul chun cinn an pháiste maidir le sealbhú na Gaeilge a bhreacadh ar bhealach mar seo chomh maith, bealach atá bunaithe ar phátrún sealbhaithe teanga (Mhic Mhathúna 1996).

Tuiscint:

Tuigeann an páiste caint an stiúrthóra agus léiríonn sé an tuiscint sin trí ghníomh oiriúnach a dhéanamh nó trí fhreagra oiriúnach a thabhairt as Béarla.

Sampla

Stiúrthóir: Ar mhaith leat imirt leis an ngaineamh?

Páiste: No, I want to paint.

Is féidir liom Gaeilge a thuiscint.

- Is féidir
- Fós ag forbairt

Meascán de Bhéarla agus de Ghaeilge:

Úsáideann an páiste focal Ghaeilge in abairt Bhéarla.

Sampla

Stiúrthóir: Cad atá déanta agat?

Páiste: I did it, the bláth.

Úsáidim focail Ghaeilge in abairt Bhéarla.

- Úsáidim
- Fós ag forbairt

Formulaic speech/ready-made sentences:

The child uses a phrase or sentence taught to them in relation to a particular activity or procedure:

Example

Child (in Irish): Tie my apron. Who owns this? It's mine.

I use phrases that I have learned.

- Yes
- Still developing

Creative Speech:

The child speaks of his or her own accord, the speech may be accurate but at first he/she will experiment with various forms of words and sentence structures:

Examples

Child (in Irish): That's mine lion.

Páiste: Chonaic Teidí bean, agus buachall, cat, madra, cailín, ag rith abhaile.

I can speak independently

- Yes
- Still developing

Some children, especially those who speak some Irish at home, will be able to take part in conversation and children raised speaking Irish will develop language skills appropriate to their age.

Foirmlí cainte/abairtí réamhdhéanta:

Úsáideann an páiste frása nó abairt a múineadh dóibh do ghníomhaíocht nó do ghnás ar leith:

Sampla

Páiste: Ceangal mo naprún dom. Cé leis é seo? Liomsa é.

Úsáidim frásaí a d'fhoghlaim mé.

- Úsáidim
- Fós ag forbairt

Saorchaint as a stuaim féin:

Labhraíonn an páiste as a stuaim féin, b'fhéidir go mbeidh sé cruinn ach i dtosach beidh sé/sí ag baint triail as foirmeacha éagsúla de na focail agus de chomhréir na habairte:

Samplaí

Páiste: Is liomsa é leon.

Páiste: Chonaic Teidí bean, agus buachaill, cat, madra, cailín, ag rith abhaile.

Is féidir liom labhairt as mo stuaim féin

- Is féidir
- Fós ag forbairt

Beidh roinnt páistí, go háirithe na páistí a bhfuil roinnt Gaeilge acu sa bhaile in ann páirt a ghlacadh i gcomhrá agus beidh forbairt teanga ag staid oiriúnach dá n-aois ag na páistí a tógadh le Gaeilge.

Booklet: *Myself in the naíonra and in school*

A transition booklet could be developed, based on the booklet by “Integrate Ireland Language and Teaching” for children who were acquiring English as a second language (Integrate Ireland 2007). The booklet could be introduced in the naíonra and then the child could bring the booklet with him/her to school. A copybook or a scrapbook with blank pages would be ideal for this. The aim and the approach used regarding this booklet could be explained to the parents/guardians and they could do the work relating to the preschool period with their own child if it had not been done with them in the naíonra. The booklet could contain the following:

Section A: In the naíonra

A photo of the child in the naíonra naíonra

I am (name and picture/photograph)

My birthday is on (date)

Here are the people who live at home with me: (picture/photograph)

Here is my house: (picture)

I speak these languages at home

My naíonra: picture/photograph and name of the naíonra

My teacher: name and picture/photograph

My friends in the naíonra:

I love these stories:

I love these rhymes:

My favourite toy:

Things that make me happy:

Things that make me sad:

Leabhrán: *Mise sa Naíonra agus sa Scoil*

D'fhéadfaí leabhrán aistrithe a fhorbairt, bunaithe ar leabhrán a d'fhorbair "Integrate Ireland Language and Teaching" do pháistí a bhí ag sealbhú an Bhéarla mar dhara teanga (Integrate Ireland 2007). D'fhéadfaí tosú ar an leabhrán sa naíonra is d'fhéadfadh an páiste é a thabhairt leis/léi chun na scoile is leanúint leis an obair ansin. Moltar cóipleabhar le leathanaigh bhána nó stracleabhar a úsáid chuige seo. D'fhéadfaí aidhm agus cur chuige an leabhráin a mhíniú do na tuismitheoirí/caomhnóirí agus d'fhéadfadh siad an obair a bhaineann leis an tréimhse réamhscoile a dhéanamh lena bpáiste féin mura raibh sé déanta sa naíonra. Bheadh roinnt de na nithe seo a leanas sa leabhrán:

Roinn A: Sa naíonra

Grianghraf den pháiste sa naíonra

Is mise (ainm agus pictiúr/grianghraf)

Tá mo lá breithe ar (dáta)

Tá cónaí ar na daoine seo sa bhaile liom: (pictiúr/grianghraf)

Seo mo theach: (pictiúr)

Labhraím na teangacha seo sa bhaile:

Mo naíonra: pictiúr/grianghraf agus ainm an naíonra

Mo stiúrthóir: ainm agus pictiúr/grianghraf

Mo chairde sa naíonra:

Is breá liom na scéalta seo:

Is breá liom na rannta seo:

Mo rogha bréagáin:

Rudaí a chuireann áthas orm:

Rudaí a chuireann imní orm:

Section B: At school

I am looking forward to these things when I start school:

Myself at school (picture in uniform if appropriate)

My school: picture /photo and the name of my school

My teacher: picture/photograph

Here are my friends at school: picture

My classroom: picture

Here is my schoolbag: picture

My lunchbox: picture

I love to do these things at school: picture

Playing in the schoolyard: picture

A few words from my parent/guardian: a short paragraph from Mam and Dad.

Formulating a transition programme

Each naíonra and school will have its own priorities, and there will also be priorities regarding the links between the naíonra and the school. It is important to think about the following factors in your own local context when formulating your own transition programme:

- Consider the school's location in relation to the naíonra: Are they on the same site?
- Are there other naíonraí and gaelscoileanna in the same area?
- Gaelscoileanna addresses are available at <http://www.gaelscoileanna.ie/schools/primary-schools/?lang=ie>.
- Naíonraí addresses are available at <http://www.naionrai.ie/learscail.ga>
- Should a distinction be made between new parents/guardians and those who already have children in the school ?
- How can the school develop the language of the children who were in the naíonra?
- Will there be children with special educational needs coming in from the naíonra to the school?
- How do both settings provide support, motivation and help for the parents/guardians regarding Irish?
- Time concerns: how much time will be involved in the transition programme? When will the programme begin? How long will it last?

Roinn B: Ar scoil

Táim ag súil leis na rudaí seo ar scoil:

Mise ar scoil (pictiúr) / M'éide scoile (má oireann sé)

Mo scoil: pictiúr/grianghraf agus ainm na scoile

Mo mhúinteoir: pictiúr/grianghraf

Seo mo chairde ar scoil: pictiúr

Mo sheomra ranga: pictiúr

Seo mo mhála scoile: pictiúr

Mo bhosca lóin: pictiúr

Is breá liom na rudaí seo a dhéanamh ar scoil: pictiúr

Ag súgradh sa chlós: pictiúr

Focal ó mo thuismitheoir: alt beag ó Mham nó ó Dhaid.

Clár aistrithe a cheapadh

Beidh toscaí faoi leith ag baint le gach naíonra, le gach scoil agus le naisc idir na naíonraí is na scoileanna. Is gá machnamh a dhéanamh ar an staid logánta agus ar na fachtóirí thíos nuair atá clár aistrithe á leagan amach:

- Suíomh na scoile i leith an naíonra: an bhfuil siad ar an láthair chéanna?
- Cad iad na naíonraí agus na gaelscoileanna atá sa cheantar céanna?
- Tá seoltaí gaelscoileanna ar fáil ag <http://www.gaelscoileanna.ie/schools/primary-schools/?lang=ie>.
- Tá seoltaí naíonraí ar fáil ag <http://www.naionrai.ie/learscail.ga>
- Ar chóir idirdhealú a dhéanamh idir tuismitheoirí/caomhnóirí nua is daoine a bhfuil páistí acu sa scoil cheana féin?
- Conas ar féidir leis an scoil forbairt a dhéanamh ar theanga na bpáistí a bhí sa naíonra?
- An mbeidh páistí le riachtanais bhreise ag aistriú ón naíonra go dtí an scoil?
- Cad iad na bealaí a dtugann an dá institiúid tacaíocht, spreagadh agus cúnaimh do na tuismitheoirí/caomhnóirí maidir leis an nGaeilge?
- Ceisteanna ama: cé mhéid ama a bheidh i gceist leis an gclár aistrithe? Cathain a chuirfear tús leis an gclár?, Cén fhad a leanfar leis?

One way to plan the transition programme

- Set out the scheme's aims at a local level
- List all events
- Outline the ideal situation
- Outline the scheme's priorities and other points
- Plan for their implementation:
 1. How long will it last, from St. Patrick's Day to Halloween, for example.
 2. Name those who will participate in the scheme: infant class teachers, the principal, other members of staff, stiúrthóirí naíonra, the parents/guardians.
 3. Time resources available
- Plan for assessment

Bealach amháin chun clár aistrithe a phleanáil

- Aidhmeanna na scéime ar bhonn logánta a leagan amach
- Na rudaí atá ar bun faoi láthair a liostáil
- An staid idéalach a leagan amach
- Tosaíochtaí na scéime agus pointí eile a leagan amach
- Pleanáil ar an mbealach len iad a chur i gcrích:
 1. Cén tréimhse ama a bheidh i gceist, ó Lá Fhéile Pádraig go dtí Oíche Shamhna, mar shampla.
 2. Na daoine a bheidh páirteach sa scéim a ainmniú: múinteoirí na naíonán, an príomhoide, baill eile d'fhoireann na scoile, stiúrthóirí na naíonraí, na páistí, na tuismitheoirí/caomhnóirí.
 3. Na hacmhainní ama is airgid a bheidh ag teastáil
- Measúnú a phleanáil

When they were in the naíonra, the children liked having friends and relations in the same group, having big birthday parties, learning Irish and having great toys.

Many of them remembered their first day at school, they had a new school bag and they got new school books.

Nuair a bhí siad sa naíonra, thaitin sé leis na páistí go raibh cairde agus gaolta leo sa ghrúpa céanna, go raibh cóisir mhór ann ar a laethanta breithe, go raibh siad ag foghlaim Gaeilge agus go raibh bréagáin dheasa ann.

Ba chuimhin le go leor acu a gcéad lá ar scoil, go raibh mála scoile nua acu is go bhfuair siad leabhair nua scoile.



3

Conclusion

The transition to school is very important because approaches to learning, interaction patterns and attitudes are formed in the first few months. If a transition programme is in place, it could lead to greater understanding and respect between naíonra educators and primary school teachers about each other's work and about the children's abilities and needs.

Developments such as *Aistear*, the early childhood curriculum framework and *Síolta*, the national quality framework, are contributing to continuity across the early years sector and primary schools but it is up to the school and the naíonra themselves to foster and promote the contact and the continuity at a local level. This booklet has provided some suggestions on how to plan a transition programme and has provided some examples of events which could be organised as part of the transition programme. However, it is the local staff – the stiúrthóirí naíonra and the gaelscoil teachers, who best know their setting and who can adapt that plan to suit their own context.

3

Conclúid

Tá an-tábhacht le haistriú sásúil chun na bunscoile mar leagtar síos pátrúin foghlama, caidrimh agus meoin sna míonna tosaigh sa scoil. Moltar Clár Aistrithe a leagan amach idir naíonraí agus na scoileanna ar a bhfreastalaíonn na páistí. Má bhíonn Clár Aistrithe i bhfeidhm beidh níos mó tuisceana agus measa ag stiúthóirí naíonra is múinteoirí ar obair a chéile is ar chumais agus ar riachtanais na bpáistí. Beidh na páistí ag tógáil ar a dtaithe sa naíonra is ag dul i dtaithe ar athruithe maidir leis an spás fisiciúil, athruithe sóisialta is féiniúlachta agus athruithe oideachasúla.

Tá tionscnaimh mar *Aistear*, creatchuraclam don Luath-Óige agus *Síolta*, an chreatlach náisiúnta d'oideachas na luath-óige ag tosú ar leanúnachas a chothú idir naíonraí agus bunscoileanna ach is faoi na scoileanna is na naíonraí atá sé an teagmháil agus leanúnachas a chur chun cinn ar bhonn logánta. Tugadh moltaí sa leabhrán seo faoi conas clár aistrithe a phleanáil agus faoi na himeachtaí samplacha agus tionscnaimh a d'fhéadfadh a bheith i gceist ann. Is iad na daoine áitiúla, stiúthóirí na naíonraí agus múinteoirí na ngaelscoileanna, is fearr a thuigfidh cad a oireann don suíomh acu féin.

Moltar go mbeadh tuiscint ag na stiúrthóirí ar an dátheangachas is ar shealbhú teanga is go mbeadh pleanáil teanga ar bun sa naíonra, chomh maith le pleanáil a bhaineann leis an gclár oibre.

Cuirtear an-bhéim ar shúgradh mar mhodh foghlama ag páistí sa naíonra.

Naíonra educators should have a good understanding of bilingualism and language acquisition and the naíonra should be involved in language and agenda planning.

Play is central as a learning tool for children in the naíonra.



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Measann Curaclam na Bunscoile go gcuireann taithí agus eolas ar an nGaeilge le cumas an pháiste tuiscint ar fhéiniúlacht náisiúnta agus chultúrtha na tíre a fhorbairt.

Is í an Ghaeilge teanga na gaelscoile, is cuirtear deiseanna ar fáil do na páistí máistreacht a fháil ar an teanga trí thaithí a fháil ar an nGaeilge mar mheán foghlama.

According to the Primary School Curriculum, experience and knowledge about Irish helps the child develop a better understanding of national identity and culture.

Irish is the language of the gaelscoil, and children are provided with opportunities to gain a command of the language through total immersion in Irish as a teaching medium.



Leabhair do pháistí faoin naíonra agus faoin scoil

Books for children about the naíonra

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AGUISÍN 2

Acmhainní Resources

Tá eolas faoi áiseanna agus faoi achmhainní ar fáil ar na suíomhanna idirlín seo a leanas agus ar shuíomhanna eile nach iad.

More information about resources is available on the following and other websites:

www.gaelscoileanna.ie: Gaelscoileanna Teo.

www.naionrai.ie: Forbairt Naíonraí Teo.

www.cogg.ie: An Chomhairle um Oideachas Gaeltachta agus Gaelscolaíochta

www.comhairle.org: suíomh le moltaí do thuismitheoirí ó Thuaisceart na hÉireann

www.aisaonad.org: áiseanna don seomra ranga

www.spraoui-online.com: ábhair don naíonra agus don scoil as Gaeilge

www.malamor.ie: mála scéalaíochta as Gaeilge

www.futafata.com: leabhair do pháistí óga

GAELSCOILEANNA TEO.

Bunaíodh Gaelscoileanna Teo. i 1973 mar eagraíocht dheonach náisiúnta chun tacaíocht a thabhairt d'fhorbairt na scoileanna lán-Ghaeilge ag an mbunleibhéal agus ag an iar-bhunleibhéal. Ó Iúil 2014, tá Gaelscoileanna Teo. freagrach mar cheanneagraíocht as an réimse Tumoideachas/Gaeloideachas agus Réamhscolaíocht lán-Ghaeilge. Cuimsíonn an ról nua seirbhís tacaíochta do scoileanna lán-Ghaeilge Gaeltachta freisin. Áirítear i measc ról agus feidhmeanna na heagraíochta comhairle, cúnaimh agus tacaíocht do dhaoine ar mian leo oideachas lán-Ghaeilge dá bpáistí, mar aon le seirbhís tacaíochta agus ionadaíochta thar ceann naíonraí agus scoileanna ar a gcuid riachtanais.

Eolas: www.gaelscoileanna.ie

FORBAIRT NAÍONRAÍ TEORANTA

Is cuideachta dheonach uile-Éireann í Forbairt Naíonraí Teoranta, a thacaíonn le seirbhísí, cúram is oideachas trí Ghaeilge a chur chun cinn do leanaí ó aois an chliabháin ar aghaidh. Cuireann Forbairt Naíonraí Teoranta tacaíocht ar fáil chun na seirbhísí trí Ghaeilge seo thíos a bhunú, a bhuanú agus a riaradh: naíolanna, naíonraí, seirbhísí aois scoile, campaí samhraidh agus grúpaí tuismitheoirí/caomhnóirí agus leanaí. I Meitheamh 2015, bhí FNT ag cur seirbhísí tacaíochta ar fáil do c.200 naíonra lasmuigh den Ghaeltacht. Faigheann Forbairt Naíonraí Teoranta maoiniú ó Oifig an Aire do Leanaí agus Gnóthaí Óige.

Eolas: www.naionra.ie

MÁIRE MHC MHATHÚNA

Is Leascheann Scoile, Scoil na dTeangacha, an Dlí agus na nEolaíochtaí Sóisialta in Institiúid Teicneolaíochta Bhaile Átha Cliath í an Dr. Máire Mhic Mhathúna. Is léachtóir le hOideachas na Luath-Óige í chomh maith agus chaith sí tamall ag obair mar mhúinteoir bunscoile and mar stiúrthóir naíonra. Tá spéis faoi leith aici i sealbhú teanga agus tá taighde ar an ábhar seo foilsithe aici in irisí náisiúnta agus idirnáisiúnta.

GAELSCOILEANNA TEO.

Gaelscoileanna Teo. was founded in 1973 as a national, voluntary organisation supporting the development of Irish-medium schools at primary and at post-primary level. As of July 2014, Gaelscoileanna Teo. is the lead organisation in the Irish-medium Immersion Education and Preschool sector. The organisation's new role also includes the provision of support services for Irish-medium schools in Gaeltacht areas. Gaelscoileanna Teo. provides advice, assistance and support to people who wish to have their children educated through the medium of Irish, as well as support services for those working in the sector.

Information: www.gaelscoileanna.ie

FORBAIRT NAÍONRAÍ TEORANTA

Forbairt Naíonraí Teoranta is a national, voluntary organisation that supports and promotes services, care and education through the medium of Irish for children from infancy and upwards. Forbairt Naíonraí Teoranta provides support for the set-up, establishment and administration of the following services through the medium of Irish: naíolanna, naíonraí, school-age services, summer camps and parent/guardian and child groups. In June 2015, FNT was providing support services for c.200 naíonraí outside Gaeltacht areas. Forbairt Naíonraí Teoranta receives funding from the office of the Minister for Children and Youth Affairs.

Information: www.naionra.ie

MÁIRE MHC MHATHÚNA

Dr Máire Mhic Mhathúna is Assistant Head of the School of Languages, Law and Social Sciences, Dublin Institute of Technology. She lectures in Early Childhood Education and has worked as a primary teacher and naíonra educator. Her research focuses on Child Language Acquisition and she has published in Irish and international journals.