



An Roinn Oideachais
Department of Education

Cigireacht ar chúrsa i gColáiste Gaeilge Tuairisc

TUAIRISC

Ainm an choláiste	Coláiste ó Díreáin - Inis Mór
Seoladh an ionaid	Fearann an Choirce Cill Rónáin Inis Mór Árainn Contae na Gaillimhe
Cód aitheantais an choláiste	CGC281/
Dáta na cigireachta	11-07-2023
Dáta eisiúna na tuairisce	18/12/2023

Tá an tuairisc seo scríofa i nGaeilge. Tá aistriúchán Béarla den tuairisc ar fáil ag deireadh na tuairisce.

This report is written in Irish. An English translation of the report is provided at the end of the report

Cad is meastóireacht ar chúrsa i gColáiste Gaeilge ann?

Is thar cheann na Roinne Turasóireachta, Cultúir, Ealaíon, Gaeltachta, Spóirt agus Meán a dhéanann Cigireacht na Roinne Oideachais meastóireacht gach bliain ar cháilíocht an tsoláthair oideachais i líon áirithe de na cúrsaí a sholáthraíonn coláistí Gaeilge. Dearbhaítear dea-chleachtas sna tuairiscí agus tugtar moltaí iontu, de réir mar is cuí, chun cuidiú le forbairt bhreise ar an soláthar a dhéanann an coláiste.

Conas an tuairisc seo a léamh

Le linn na cigireachta seo, rinne an cigire meastóireacht ar cháilíocht an tsoláthair oideachais faoi na ceannteidil seo a leanas:

1. Teagasc, foghlaim agus measúnú
2. Ceannaireacht agus bainistíocht
3. Eispéreas na scoláirí ar theanga agus ar chultúr na Gaeilge

Déanann na cigirí cur síos ar an gcáilíocht a bhaineann le gach ceann de na réimsí sin agus feidhm á baint acu as contanam cáilíochta na Cigireachta a thaispeántar ar leathanach deiridh na tuairisce seo. Soláthraíonn an contanam cáilíochta samplaí den teanga a úsáideann cigirí agus iad ag déanamh meastóireachta agus ag cur síos ar cháilíocht sholáthar an choláiste sa trí réimse.

Cosaint leanaí

Tabhair faoi deara nár áirigh an mheastóireacht seo cigireacht ar áitribh na gColáistí, ar bhainistíocht na n-áitreabh nó ar an gcaoi a ngéilltear, sna háitribh seo, d'fhorálacha an *Achta um Thús Áite do Leanaí (2015)*.

Rinneadh seiceáil mar a leanas ar nósanna imeachta an choláiste maidir le caomhnú leanaí le linn na meastóireachta. Léiríonn an tábla thíos na réimsí ina raibh cleachtas an choláiste ag teacht lena n-eilítear sna seiceanna agus na réimsí nach raibh cleachtas an choláiste ag teacht lena n-eilítear sna seiceanna.

1. Bhí Ráiteas um Chosaint Leanaí ag an gcoláiste a bhí i gcomhréir le forálacha an Achta um Thús Áite do Leanaí 2015. Bhí an ráiteas seo faofa ag údaráis an choláiste agus bhí tiomantas ann go ndéanfaí athbhreithniú air gach dara bliain nó i gcás athrú ábhartha.	Ní raibh
2. Bhí ainm/ainmneacha an teagmhálaí/ na dteagmhálaithe ainmnithe i bhfógra a bhí ar taispeáint go feiceálach gar don phríomhdhoras.	Ní raibh
3. (a) Dheimhnigh údaráis an choláiste gur tugadh cóip den ráiteas um chosaint leanaí do gach oide a bhí fostaithe ag an gcoláiste.	Dheimhnigh
(b) Dheimhnigh gach oide ar bhreathnaigh an cigire ceacht leis/léi, go raibh sé/sí eolach ar a c(h)uid dualgas mar dhuine sainordaithe.	Dheimhnigh
4. Dheimhnigh údaráis an choláiste go ndearnadh foráil chun folláine na scoláirí uile a chur chun cinn i soláthair an chláir teagaisc agus foghlama.	Dheimhnigh

Frithbhulaíocht

Rinneadh seiceáil mar seo a leanas ar nósanna imeachta an choláiste maidir le frithbhulaíocht le linn na meastóireachta. Léiríonn an tábla thíos na réimsí ina raibh cleachtas an choláiste ag teacht lena n-eilítear sna seiceanna agus na réimsí nach raibh cleachtas an choláiste ag teacht lena n-eilítear sna seiceanna.

1. Bhí polasaí frithbhulaíochta forbartha ag an gcoláiste.	Ní raibh
2. Dheimhnigh gach múinteoir ar thug an cigire cuairt air/ uirthi go raibh sé /sí ar an eolas faoi pholasaí frithbhulaíochta an choláiste.	Dheimhnigh

Cigireacht ar chúrsa i gColáiste Gaeilge

Dáta na cigireachta	11-07-2023
Gníomhaíochtaí na cigireachta	<ul style="list-style-type: none">Athbhreithniú ar cháipéisí ábharthaComhphlé leis an mbainistíochtAiseolas don phríomhoide agus d'ionad ón gCoiste Stiúrtha
<ul style="list-style-type: none">Breathnú ar theagasc agus foghlaim le linn trí thréimhse rangaCaidreamh le scoláiríBreathnú ar imeachtaí iarnóna	

Comhthéacs an choláiste

Bunaíodh Coláiste Ó Díreáin ar Inis Mór, Árainn, Contae na Gaillimhe, sa bhliain 1984. D'fhreastail 70 scoláire, idir bhuachaillí agus chailíní, ar an gcúrsa coicise ar a ndearnadh meastóireacht air. Tugadh deis do choiste stiúrtha an choláiste a thuairim a léiriú ar thorthaí agus ar mholtaí na tuairisce i scríbhinn; ní bhfuarthas freagra ón gcoiste stiúrtha.

Achoimre ar chaighdeán an tsoláthair sa choláiste

Réimse	Leibhéal
Cáilíocht fhoriomlán na foghlama	Maith
Cáilíocht fhoriomlán an teagaisc	Maith
Cáilíocht fhoriomlán an mheasúnaithe	Maith
Cáilíocht fhoriomlán na ceannaireachta agus na bainistíochta	Measartha
Cáilíocht fhoriomlán eispéiris na scoláirí ar theanga agus ar chultúr na Gaeilge	Maith

Dearcadh na Scoláirí

Léirigh na scoláirí dearcadh an-dearfach i leith an chúrsa. Chuir siad in iúl le linn na meastóireachta go raibh siad an-sásta leis an gcúrsa agus gur bhain siad an-taitneamh as. Cheap na scoláirí go raibh feabhas suntasach tagtha ar a gcuid Gaeilge le linn an chúrsa. Bhí go leor de na scoláirí ar an gcúrsa seo sa choláiste cheana, rud a léirigh an meas a bhí acu ar an gcoláiste. Tuairiscíodh san fhócsghrúpa leis na scoláirí go raibh siad an-sásta le héagsúlacht na n-imeachtaí iarnóna agus oíche.

Mionchinntí agus moltaí

1. Cáilíocht fhoriomlán an teagaisc, na foghlama agus an mheasúnaithe

- Pleanáil agus ullmhúchán ceachta
- Leibhéal inniúlachta an mhúinteora sa Ghaeilge
- Cuir chuige teagasc agus eolas oideolaíochta

- Timpeallacht foghlama taitneamhach agus spreagúil
- Soláthar deiseanna ar idirghníomhaithe idir scoláirí
- Leibhéal cuí inniúlachta á léiriú ag scoláirí
- Freagairt do riachtanais foghlama aonair
- Cothú fhéinfheasacht na scoláirí
- Measúnú mar threoir don teagasc agus don fhoghlaim
- Gnóthachtáil na dtorthaí foghlama

Achoimre:

- Bhí cáilíocht an teagaisc agus na foghlama sna ceachtanna a breathnaíodh go maith. Cruthaíodh dea-chaidreamh ómósach idir na múinteoirí, cúntóirí agus na scoláirí. Bhí an fhoghlaim dírithe ar theanga ó bhéal agus ar fhorbairt scileanna labhartha.
- Bhí ardchaighdeán Gaeilge ag na múinteoirí, rud a chuir le saibhreas eispéiris na scoláirí. Bhí scileanna bainistíochta ranga dearfacha ag na múinteoirí. Múineadh ábhar na gceachtanna go héifeachtach, ar an iomlán. Roinn na múinteoirí na spriocanna foghlama leis na scoláirí ag tús gach ceachta. Bhain struchtúr agus luas maith leis na ceachtanna agus bhí na scoláirí an-sásta páirt a ghlacadh sna gníomhaíochtaí agus tascanna a cuireadh ar fáil dóibh. Cruthaíodh deiseanna do na scoláirí i ngach rang a bheith gníomhach agus bhí obair i mbeirteanna nó i ngrupaí á déanamh acu. D'éirigh leis na scoláirí torthaí foghlama na gceachtanna a bhaint amach. Bhí caighdeán maith Gaeilge ag roinnt mhaith scoláirí. B'fhiú obair i mbeirteanna agus i ngrupaí a fhorbairt tuilleadh sna ranganna chun a chinnitiú go ndéanfaí dul chun cinn ar scileanna teanga gach scoláire.
- Bhí scóip ann chun forbairt a dhéanamh maidir leis an timpeallacht foghlama sna ranganna. Bhí fíorbheagán acmhainní ar fáil agus ar an iomlán, bhí na ballaí sna seomraí ranga lom. Tá sé riachtanach go mbeadh raon acmhainní ar fáil chun timpeallacht foghlama taitneamhach, spreagúil, tacúil a chruthú sna seomraí ranga. Bhain múinteoir amháin úsáid as teicneolaíocht dhigiteach go héifeachtach chun freastal ar riachtanais teanga na scoláirí. Cé go raibh plean ceachta ar fáil i bhformhór na ranganna, ní mór do gach múinteoir plean ceachta a dhearadh ina n-áirítear go soiléir sprioctheanga an cheachta agus córas simplí chun an fhoghlaim a mheas agus a thaifeadadh.
- Bhí cáilíocht an mheasúnaithe go maith, ar an iomlán. Bhain na múinteoirí úsáid éifeachtach as ceistiúchán chun tuiscint na scoláirí a mheas agus difreáil a chothú san fhoghlaim. Cuireadh agallamh ar na scoláirí ag tús agus deireadh an chúrsa. Seoladh tuairisc faoi dhul chun cinn na scoláirí abhaile ag deireadh an chúrsa.

Moltaí:

- Moltar go mbeadh raon leathan acmhainní ar fáil agus in úsáid chun timpeallacht foghlama tacúil a chruthú sna seomraí ranga agus chun freastal ar riachtanais na scoláirí sa teanga.

2. Cáilíocht fhoriomlán na ceannaireachta agus na bainistíochta

- Áirítear na réimsí seo a leanas i gcáilíocht fhoriomlán na ceannaireachta agus na bainistíochta:
- Pleanáil ag leibhéal an choláiste
- Ceannaireacht ar theagasc agus ar an bhfoghlaim
- Córais mheasúnaithe agus tuairisceoireachta
- Bainistiú an chúrsa
- Próisis féinmheastóireachta agus cur i bhfeidhm moltaí

- Cumasú na foirne mar cheannairí ar an bhfoghlaim
- Féinspreaghtacht scoláirí i leith úsáid na Gaeilge

Achoimre:

- Bhí cáilíocht na ceannaireachta agus na bainistíochta measartha. Tá scóip chun feabhais ann mar a bhaineann le dualgais agus freagrachtaí an choiste stiúrtha agus an phríomhoide. Ní raibh aon athbhreithniú déanta ar an Ráiteas um Chaomhnú Leanaí. Ní raibh ainm an teagmhálaí ainmnithe ar taispeáint ar fhógra go feiceálach gar do phríomhdhoras an ionaid. Ní raibh polasaí a bhain le Coláiste ó Direáin ar fáil chun bulaíocht agus iompar frithshóisialta a chosc. Cé go raibh Cód Iompair ar fáil ní raibh aon eolas sa chód maidir le hachomharc i scríbhinn. Moltar na polasaithe seo a thabhairt suas dáta agus a neartú. Cé go raibh cóip den ráiteas sláinte agus sábháilteachta ar fáil, ní raibh aon oifigeach sláinte agus sábháilteachta ainmnithe sa ráiteas. Ba chóir don choiste stiúrtha plean a dhearadh i scríbhinn sa chás go mbeadh príomhbhaill foirne imithe ón gcoláiste ar feadh lá iomlán.
- Ba léir go raibh fíis ag ceannairí an choláiste chun dearcadh dearfach i leith na Gaeilge a chur chun cinn i measc na scoláirí. Bhí timpeallacht ordúil, shlán, shláintiúil ar fáil ar an gcúrsa. Bhí bainistíocht na scoláirí an-mhaith sna ranganna maidine agus sna himeachtaí iarnóna agus oíche. Bhí plean an phríomhoide ann mar threoir. Moltar é a fhorbairt a thuilleadh, agus na polasaithe agus na teoracha don teagasc, don fhoghlaim agus don mheasúnú a chur san áireamh ann. B'fhiú an próiseas féinmheastóireachta a úsáid lena chinntiú go gcuirtear na moltaí i bhfeidhm.
- Bhí fianaise ann go raibh dul chun cinn áirithe déanta ag an gcoláiste chun dul i ngleic leis na moltaí a d'éirigh as meastóireachtaí roimhe seo. Cuireadh leabhrán le chéile bunaithe ar na teamaí a múineadh ar an gcúrsa. Fuair gach scoláire cóip de seo agus d'úsáid roinnt de na múinteoirí é le linn na ranganna. B'fhiú go mór don choiste stiúrtha plean forbartha straitéiseach a dhréachtú mar a bhí molta cheana.

Moltaí:

- Ba chóir do choiste stiúrtha an choláiste a gcuid freagrachtaí mar a bhaineann le cosaint leanaí, polasaithe agus riarachán an choláiste a chomhlíonadh mar atá sonraithe sna *Rialacháin Faoina dTugtar Aitheantas do Choláistí Gaeilge 2023*.
- Moltar plean an phríomhoide, clár foghlama teanga agus polasaithe an choláiste a fhorbairt a thuilleadh. Ba chóir go mbeadh na polasaithe seo curtha le chéile in aon fhilleán amháin agus go mbeadh an fillteán ar fáil san oifig do mhúinteoirí agus do chuairoteoirí mar is cuí.

3. Eispéireas na Scoláirí ar Theanga agus ar Chultúr na Gaeilge

Áirítear na réimsí seo a leanas i gcáilíocht fhoriomlán eispéiris na scoláirí ar theanga agus ar chultúr na Gaeilge:

- Raon, rogha agus eagar na n-imeachtaí
- Taitneamh agus rannpháirtíocht ghníomhach scoláirí
- Úsáid bhríoch na Gaeilge i measc scoláirí
- Daingniú & leathnú ar a bhfuil foghlamtha le linn ceachtanna

- Cothú scileanna cinnreachta agus folláine scoláirí
- Deiseanna ar shaíocht teanga agus chultúrtha an cheantair a bhlaiseadh

Achoimre:

- Bhí cáilíocht eispéiris na scoláirí ar theanga agus ar chultúr na Gaeilge go maith. Bhí sé le moladh go raibh múinteoir ón oileán ag múineadh ar an gcúrsa agus go raibh cinnire ón oileán i gceannas ar cursaí spóirt.
- Eagraíodh raon imeachtaí iarnóna agus oíche do na scoláirí. Bhí leibhéal ard comhoibrithe agus rannpháirtíochta sna gníomhaíochtaí a breathnaíodh. Thug said deis do na scoláirí an Ghaeilge a úsáid mar theanga bheo.
- Tugadh deis do na scoláirí cuairt a thabhairt ar áiteanna spéisiúla ar Árann. Thug sé seo seans do na scoláirí cultúr an cheantair a bhlaiseadh. Bhí beagán ar eolas ag na scoláirí faoi na hoileáin áfach. Moltar go gcuirfí béim ar fhoghlaim faoi ghnéithe agus oidhreacht Árann. Bheadh leabhrán beag faoi na hoileáin, áiteanna spéisiúla, scéalta, dánta agus béaloideas an cheantair cabhrach do mhúinteoirí nach bhfuil iomlán eolach ar an gceantar.

Moltaí:

- Moltar aonad foghlama a bhaineann le cultúr na Gaeilge, leis an nGaeltacht agus le hoidreacht na n-oileán a chur i bplean an phríomhoide.

4. Téama na Bliana - Deiseanna um shealbhú teanga le linn theagasc, foghlaim agus gníomhaíochtaí an chúrsa

Bhí neart deiseanna ag na scoláirí an teanga a shealbhú le linn na ranganna agus gníomhaíochtaí an chúrsa. Bhí eagar maith ar na h-imeachtaí iarnóna agus oíche. Bhí said spreagthach agus thug siad deis do na scoláirí an Ghaeilge a úsáid mar theanga bheo ar an trá, le linn cursaí spóirt agus ag na céilithe. Chabhraigh na cinnirí chun féinmhuinín na scoláirí i labhairt na Gaeilge a fhorbairt. Bhí seans ag na scoláirí dul isteach go Cill Rónáin, an t-ionad lárnach ar Árann ar an Domhnach. Thug sé seo deiseanna eile dóibh an teanga a shealbhú.

Contanam cáilíochta na cigireachta

Déanann cigirí cur síos ar cháilíocht an tsoláthair sa choláiste agus feidhm á baint acu as contanam cáilíochta na cigireachta a thaispeántar thíos. Tugann an contanam cáilíochta samplaí den teanga a úsáideann cigirí nuair a bhíonn siad ag déanamh meastóireachta agus ag cur síos ar cháilíocht sholáthar an choláiste i gcás réimse.

Leibhéal	Cur síos	Sampla de na téarmaí tuairisciúla
An-mhaith	Úsáidtear An-mhaith áit a bhfuil cáilíocht na réimsí a ndéantar meastóireacht orthu ar chaighdeán an-ard. Ní bhíonn tionchar rómhór ag an líon beag réimsí atá le feabhsú ar cháilíocht an tsoláthair ar an iomlán. Do roinnt coláistí sa chatagóir seo tá cáilíocht an tsoláthair ar a rinneadh meastóireacht thar cionn agus is sampla é do choláistí eile de shárchaighdeáin soláthair.	An-mhaith; ar cháilíocht an-ard; cleachtas an-éifeachtach; le moladh go hard; an-rathúil; beagán réimsí le feabhsú; go hiontach; ar chaighdeán an-ard. Ar fheabhas: thar cionn; ar sárchaighdeán; le láidreachtaí an-suntasacha; thar barr
Maith	Úsáidtear Go maith áit inar léir go bhfuil na láidreachtaí sna réimsí a ndéantar meastóireacht orthu níos treise ná na réimsí ina bhfuil gá le feabhas a dhéanamh. Bíonn tionchar ag na réimsí ina bhfuil gá le feabhas a dhéanamh ar cháilíocht foghlama na scoláirí. Ní mór don choláiste tógáil ar a cuid láidreachtaí agus gníomhú le dul i ngleic leis na réimsí atá aitheanta ina bhfuil gá le feabhas a dhéanamh d'fhonn caighdeán <i>an-mhaith</i> a bhaint amach.	Go maith; cáilíocht mhaith; fiúntach; cleachtas éifeachtach; inniúil; úsáideach; inmholta; caighdeán maith; roinnt réimsí le feabhsú
Sásúil	Úsáidtear Sásúil áit a bhfuil cáilíocht an tsoláthair sách maith. Tá na láidreachtaí sa mhéid ar a bhfuil meastóireacht á dhéanamh díreach níos treise ná na laigí. Cé nach mbíonn drochthionchar suntasach ag na laigí cuireann siad sríon le cáilíocht na n-eispéireas foghlama agus ba chóir déileáil leo d'fhonn caighdeán níos fearr a bhaint amach.	Sásúil; sách maith; soláthar oiriúnach cé go bhfuil féidearthachtaí ann le feabhas a dhéanamh; leibhéal cáilíochta inghlactha; is gá feabhas a dhéanamh i réimsí áirithe
Measartha	Úsáidtear Measartha áit, in ainneoin go bhfuil roinnt láidreachtaí sna réimsí a ndéantar meastóireacht orthu, go bhfuil níos mó easnaimh nó laigí ann freisin ná na láidreachtaí. Beidh ar an gcoláiste dul i ngleic le heasnaimh áirithe gan mhoill lena chinntiú go mbíonn an soláthar sásúil nó níos fearr ná sin.	Measartha; laigí soiléire ann a bhfuil tionchar acu ar fhoghlaim na scoláirí; gan a bheith sásúil; deacrachtaí ann; ní mór feabhas a dhéanamh i réimsí ar leith; gá le gníomhú le feabhas a dhéanamh
Lag	Úsáidtear Lag áit a bhfuil easnaimh thromchúiseacha sna réimsí a ndéantar meastóireacht orthu. Is gá don choláiste uile gníomhú láithreach ar bhonn comhordaithe le dul i ngleic leis na réimsí atá mar ábhar imní. I gcásanna áirithe, b'fhéidir go mbeidh gá le hionchur ó ghníomhaireachtaí eile le tacú leis na feabhsuithe.	Lag; míshásúil; easnamhach; neamhéifeachtach; go dona; athrú, forbairt nó feabhas suntasach ag teastáil; deacrachtaí suntasacha ann



An Roinn Oideachais
Department of Education

Inspection of a course in an Irish-language College Report

REPORT

College name	Coláiste ó Díreáin - Inis Mór
College address	Fearann an Choirce Cill Rónáin Inis Mór Árainn Contae na Gaillimhe
College reference code	CGC281
Date of the inspection	11-07-2023
Date of issue of report	18/12/2023

Is aistriúchán Béarla é seo ar thuirisc a scríobhadh i nGaeilge ar an gcéad dul síos. Tá an bunleagan Gaeilge den tuairisc ar fáil thuas.

This is the English translation of a report originally written in Irish. The original Irish version of the report is provided above.

What is an evaluation of a course in an Irish-language college?

The Inspectorate of the Department of Education on behalf of the Department of Tourism, Culture, Arts, Gaeltacht, Sport and Media, evaluates each year the quality of educational provision in a number of courses provided by Irish colleges. The reports affirm good practice and make recommendations, where appropriate, to aid the further development of the college's provision.

How to read this report

During this inspection, the inspector evaluated the quality of educational provision under the following headings:

1. Leadership and management
2. Teaching, learning and assessment
3. Students' experience of the Irish language and culture

Inspectors describe the quality of each of these areas using the Inspectorate's quality continuum, which is shown on the final page of this report. The quality continuum provides examples of the language used by inspectors when evaluating and describing the quality of the college's provision in these three areas.

Child Protection

Please note that this evaluation did not include an inspection of College premises, of the management of these premises nor of the way in which the provisions of the *Children First Act (2015)* are adhered to in these premises.

During the evaluation, the following checks in relation to the college's child protection procedures were conducted: The table below shows the areas where the college's practice was in line with what is required in the checks and the areas where the college's practice was not in line with what is required in the checks.

1. The college had a Child Protection Statement which was in line with the provisions of the Children First Act 2015. This statement was approved by the college authorities and there was a commitment in place that a review would take place every two years or in the case of a relevant change.	No
2. The name(s) of the Designated Liaison Person(s) was/were stated on a notice prominently displayed near the main door.	No
3. (a) The college authorities confirmed that all teachers employed by the college were provided with a copy of the child protection statement.	Yes
(b) Every teacher observed by the inspector in one of his/her lessons confirmed that he/she was familiar with his/her duties as a mandated person.	Yes
4. The college authorities confirmed that provision was made to promote the well-being of all students in the provision of its teaching and learning programme.	Yes

Anti-bullying

During the evaluation, the following checks in relation to the college's anti-bullying procedures were conducted. The table below shows the areas where the college's practice was in line with what is required in the checks and the areas where the college's practice was not in line with what is required in the checks.

1. The college had developed an anti-bullying policy.	No
5. Each teacher visited by the inspector confirmed that he/she was familiar with the college's anti-bullying policy.	Yes

Inspection of a course in an Irish-language college

Date of inspection	11-07-2023
Inspection activities undertaken <ul style="list-style-type: none">• Observation of teaching and learning during three class periods• Interaction with students• Observation of afternoon activities	<ul style="list-style-type: none">• Review of relevant documents• Discussion with management• Feedback to the principal and a representative of the Steering Committee

College context

Coláiste Ó Díreáin was established on Inis Mór, Aran, County Galway, in 1984. There were 70 students, both boys and girls, attending the two-week course which was evaluated. The steering committee was given an opportunity to comment in writing on the findings and recommendations of the report; a response was not received from the steering committee.

Summary of the quality of provision in the college

Overall quality of learning	Good
Overall quality of teaching	Good
Overall quality of assessment	Good
Overall quality of leadership and management	Fair
The overall quality of the students experience of Irish language and culture	Good

Students' Perspectives

The students demonstrated a very positive attitude to the course. They stated during the evaluation that they were very satisfied with the course and that they really enjoyed it. The students thought that their Irish had improved significantly during the course. Many of the students on this course had previously attended the college which showed the respect they had for the college. It was reported in the focus group with students that they were very pleased with the variety of afternoon and evening activities.

Detailed findings and recommendations

1. The overall quality of teaching, learning and assessment

The overall quality of teaching, learning and assessment includes the following areas:

- Lesson planning and preparation

- The teacher's level of competence in Irish
- Teaching approaches and pedagogical knowledge
- Pleasant and stimulating learning environment
- Provision of opportunities for student interaction
- Demonstration by students of an appropriate level of competence
- Response to individual learning needs
- Fostering of students' self-awareness
- Assessment as a guide for teaching and learning
- Achievement of learning intentions

Summary:

- The quality of teaching and learning in the lessons observed was good. A positive, respectful relationship was created between teachers, student leaders and students. Learning was focused on oral language and on developing spoken language skills.
- The teachers had a high standard of Irish, which contributed to the richness of students' experiences. The teachers had positive classroom management skills. Overall, the lesson content was taught effectively. The teachers shared the learning intentions with the students at the beginning of each lesson. There was good structure and pace to the lessons and the students were very happy to participate in the activities and tasks provided for them. Opportunities were created for the students in every class to actively engage in pair work or group work. The students achieved the learning outcomes for the lessons. Many of the students had a good standard of Irish. It would be worth further developing pair work and group work in the classes to ensure progress in language skills for every student.
- There was scope for development in relation to the learning environment in the classes. There were very few resources available and the walls in the classrooms were generally bare. It is essential that a range of resources is available to create a pleasant, stimulating, supportive learning environment in the classrooms. One teacher used digital technology effectively to meet the language needs of the students. Although a lesson plan was available for most classes, each teacher must design a lesson plan that clearly includes the target language of the lesson and a simple system to assess and record learning.
- The quality of assessment was good overall. The teachers made effective use of questioning to assess students' understanding and to promote differentiation in the learning. Students were interviewed at the beginning and at the end of the course. A report on students' progress was sent home at the end of the course.

Recommendations:

- It is recommended that a wide range of resources be available and used to create a supportive learning environment in the classrooms and to meet the language needs of the students.

2. Overall quality of leadership and management

The overall quality of leadership and management includes the following areas:

- Planning at college level
- Leadership of teaching and learning
- Assessment and reporting systems
- Course Management
- Self-evaluation processes and implementation of recommendations
- Empowerment of staff as leaders of learning

- Students' self-motivation in the use of the Irish Language

Summary:

- The quality of leadership and management was fair. There is scope for improvement regarding the duties and responsibilities of the steering committee and the principal. The Child Protection Statement had not been reviewed. The name of the liaison person was not displayed prominently on a notice near the main door of the centre. There was no policy relating to Coláiste Ó Direáin available to prevent bullying and anti-social behaviour. Although a Code of Conduct was available, the code did not include any information regarding a written appeal. It is recommended that these policies be updated and strengthened. Although a copy of the health and safety statement was available, no health and safety officer was named in the statement. The steering committee should design a written plan in the event of key members of staff being away from the college for a full day.
- The college leaders clearly had a vision to promote a positive attitude to Irish among the students. There was an orderly, safe, healthy environment on the course. The management of students was very good in the morning classes and in the afternoon and evening activities. The principal's plan was there as a guide. It is recommended that it be further developed, to include the policies and guidelines for teaching, learning and assessment. It would be worth using the self-evaluation process to ensure the recommendations are implemented.
- There was evidence that the college had made some progress in addressing the recommendations that emerged from previous evaluations. A booklet was compiled based on the themes taught on the course. Each student received a copy of this, and some teachers used it during the classes. It would be very worthwhile for the steering committee to draft a strategic development plan as previously recommended.

Recommendations:

- The college steering committee should fulfil its responsibilities in relation to child protection, policies and college administration as specified in the *Regulations for Recognising Irish Colleges, 2023*.
- It is recommended that the principal's plan, the language learning programme, and the college policies be further developed. These policies be organised in one folder and the folder should be available in the office for teachers and visitors, as appropriate.

3. Students' experience of the Irish language and Culture

The quality of students' experience of the Irish language and culture includes the following areas:

- Scope, selection and arrangement of activities
- Students' enjoyment and active participation
- Meaningful use of Irish among students
- Consolidation & extension of what has been learned during lessons
- Fostering of students' leadership skills and well-being
- Opportunities to experience linguistic and cultural learning of the locality

Summary:

- The quality of the students' experience of Irish language and culture was good. It was commendable that a teacher from the island was teaching on the course and that a student leader from the island had responsibility for sporting activities.
- A range of afternoon and evening activities was organised for the students. There was a high level of cooperation and participation in the activities that were observed. These provided an opportunity for students to use Irish as a living language.
- The students were given an opportunity to visit interesting places on Aran. This gave them the opportunity to experience the culture of the area. The students, however, knew little about the islands. It is recommended that there be an emphasis on learning about the features and heritage of Aran. It would be helpful to have a small booklet about the islands, including interesting places, local stories, poems and folklore for teachers who are not entirely familiar with the area.

Recommendations:

- It is recommended that a learning unit relating to Irish culture, the Gaeltacht and the heritage of the islands be included in the principal's plan.

4. Theme of the year – Opportunities for language acquisition during course teaching, learning and activities

- The students had plenty of opportunities for language acquisition during classes and course activities. The afternoon and evening activities were well organised. They were stimulating and they provided an opportunity for students to use the Irish language as a living language on the beach, during sporting events and at céilís. The student leaders helped to develop students' self-confidence in speaking Irish. The students had an opportunity to go to Kilronan, the main centre on Aran, on Sundays. This provided additional opportunities for language acquisition.

The Inspectorate's Quality Continuum

Inspectors describe the quality of provision in the college using the Inspectorate's quality continuum which is shown below. The quality continuum provides examples of the language used by inspectors when evaluating and describing the quality of the Irish college's provision of each area.

Level	Description	Example of descriptive terms
Very Good	<i>Very good</i> applies where the quality of the areas evaluated is of a very high standard. The very few areas for improvement that exist do not significantly impact on the overall quality of provision. For some colleges in this category the quality of what is evaluated is <i>outstanding</i> and provides an example for other colleges of exceptionally high standards of provision.	Very good; of a very high quality; very effective practice; highly commendable; very successful; few areas for improvement; notable; of a very high standard. Excellent; outstanding; exceptionally high standard, with very significant strengths; exemplary
Good	<i>Good</i> applies where the strengths in the areas evaluated clearly outweigh the areas in need of improvement. The areas requiring improvement impact on the quality of students' learning. The college needs to build on its strengths and take action to address the areas identified as requiring improvement in order to achieve a <i>very good</i> standard.	Good; good quality; valuable; effective practice; competent; useful; commendable; good standard; some areas for improvement
Satisfactory	<i>Satisfactory</i> applies where the quality of provision is adequate. The strengths in what is being evaluated just outweigh the shortcomings. While the shortcomings do not have a significant negative impact they constrain the quality of the learning experiences and should be addressed in order to achieve a better standard.	Satisfactory; adequate; appropriate provision although some possibilities for improvement exist; acceptable level of quality; improvement needed in some areas
Fair	<i>Fair</i> applies where, although there are some strengths in the areas evaluated, deficiencies or shortcomings that outweigh those strengths also exist. The college will have to address certain deficiencies without delay in order to ensure that provision is satisfactory or better.	Fair; evident weaknesses that are impacting on students' learning; less than satisfactory; experiencing difficulty; must improve in specified areas; action required to improve
Weak	<i>Weak</i> applies where there are serious deficiencies in the areas evaluated. Immediate and coordinated action by the college is required to address the areas of concern. In some cases, the intervention of other agencies may be required to support improvements.	Weak; unsatisfactory; insufficient; ineffective; poor; requiring significant change, development or improvement; experiencing significant difficulties;