

Polasaí don oideachas trí mheán na Gaeilge lasmuigh den Ghaeltacht

21 Meitheamh, 2023

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SEALBHÚ
Lárionad Taighde DCU
um Fhoghlaim agus Teagasc
na Gaeilge

Foramharc - Outline

- An Fhionlainn agus Haváí
- An comhairliúchán poiblí
- Na haighneachtaí
- Ceisteanna agus plé

- Finland & Hawaii
- Public consultation
- Submissions
- Q & A

Taighde ar na dlínsí

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An Fhionlainn

- Two official national languages:

Finnish (85.88%), Swedish (5.2%), Sami (0.04%) (Statistics Finland, 2023)

- There are monolingual and bilingual (8% of population - 3,000 speaking the minority language) municipalities

Two language mediums for education from ECE to higher education

10% Swedish-medium - L1 Swedish speakers

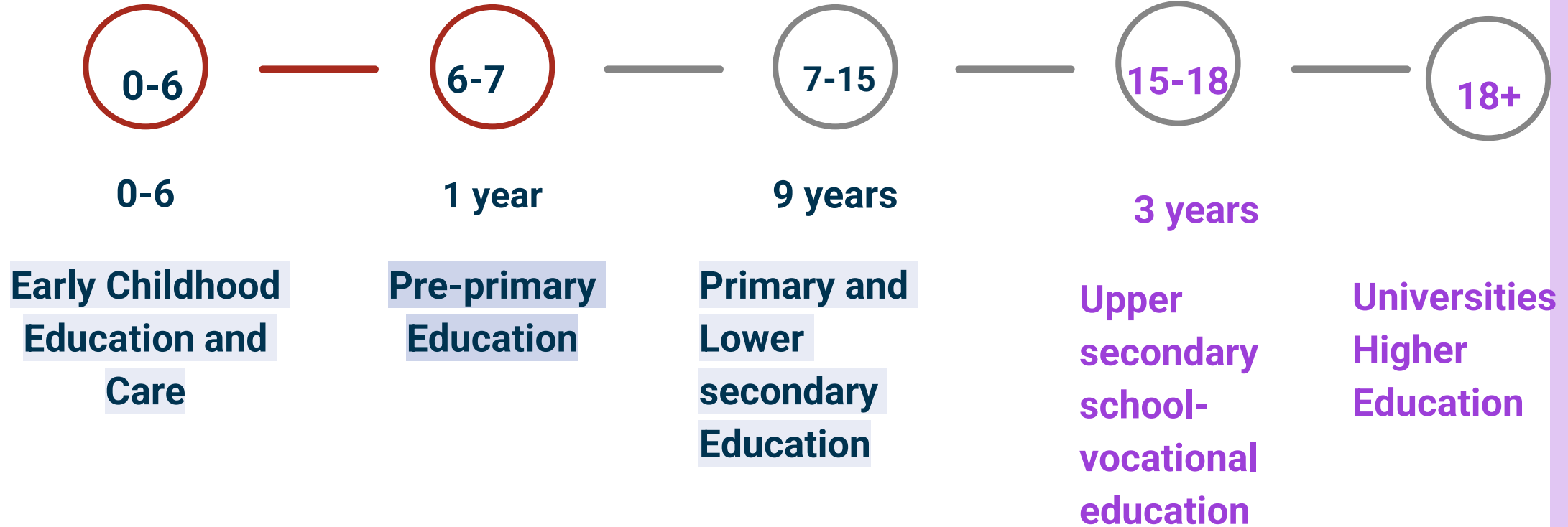
90% Finnish-medium - L1 Finnish speakers

Swedish-immersion - L2 learners - .05% of school going population

- The curriculum is provided in both Swedish and Finnish and adapted locally. Chapter on bilingual education including immersion.
- Teachers have great autonomy and are highly qualified and respected.

Overview of Finnish education

Swedish immersion available in ECE (age 3-5), in pre-primary and in primary and lower secondary education.



Immersion schools are on the same site as Finnish-medium school

An Tumoideachas Sualainnise: Swedish immersion

- Swedish-immersion: 1980s: Available in 7% of municipalities
- Swedish is taught as a subject (L2) in Finnish-medium schools; **learning outcomes and attitudes towards Swedish more positive in Swedish immersion**
- **Total one-way early immersion** starting usually 2 years before compulsory education age 6.
- **Teaching of Finnish begins Grade 1** (Grade 1-6; age 7-12 years)
- **50% of curriculum through Finnish/Swedish Grade 6 - Grade 9** (14-15 years)
- **One teacher one language -one subject through one language for the year but through both languages over the course of the programme**
- Learning support in both languages - theme-based teaching
- Foreign language starting in Grade 2 (7-8 years)
- Up to 5 languages in Swedish-immersion - multilingual programme

Tagairtí

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https://pxdata.stat.fi/PxWeb/pxweb/en/StatFin/StatFin__vaerak/statfin_vaerak_pxt_11rm.px/table/tableViewLayout1/ according to sex by municipality, 1990-

2022

Havái

Hawai‘i is the only state in the US where a native language has official state status. This was achieved in 1978.

0.1% of the population of Hawai‘i are native speakers of Hawaiian

preschool immersion, *Aha Punana Leo*, and a primary immersion *Ke Kula Kaiapuni* aim to promote the Hawaiian language and emphasise native culture, tradition and philosophy.

IM model began within cultural revival on the Hawaiian Islands in the 1960-70s, and drew on the experience of the in the Māori in New Zealand.

There are 22 HIDOE and 6 BOE (charter) schools offering various models of Hawaiian immersion education at elementary, middle and high schools. Six of the 8 major islands are able to provide a K-12 immersion experience.

Havái

Immersion/Language education takes three main forms in Hawai'i:

- Total immersion schools (HI)
- Integrated programmes where HI students and English-medium (EM) pupils are mixed for some classes
- EM model in which classes in Hawaiian are provided.

Haváí

- Programs are typically total Hawaiian medium through grade 5. In middle school some become partial immersion and others remain total immersion through high school.
- It is now possible to be educated through Hawaiian from preschool to high school in 13 communities.
- In 2019, the Hawai'i Supreme Court ruled that Hawai'i's public school system must provide access to Hawaiian medium/immersion education.
- As of 2021, 3,699 pre-K-12 students enrolled in HI programmes, representing less than 4% of all Native Hawaiian students (Hale Kuamo'o, 2021, cited in Wilson et al. 2022)

Ceisteanna & Freagraí

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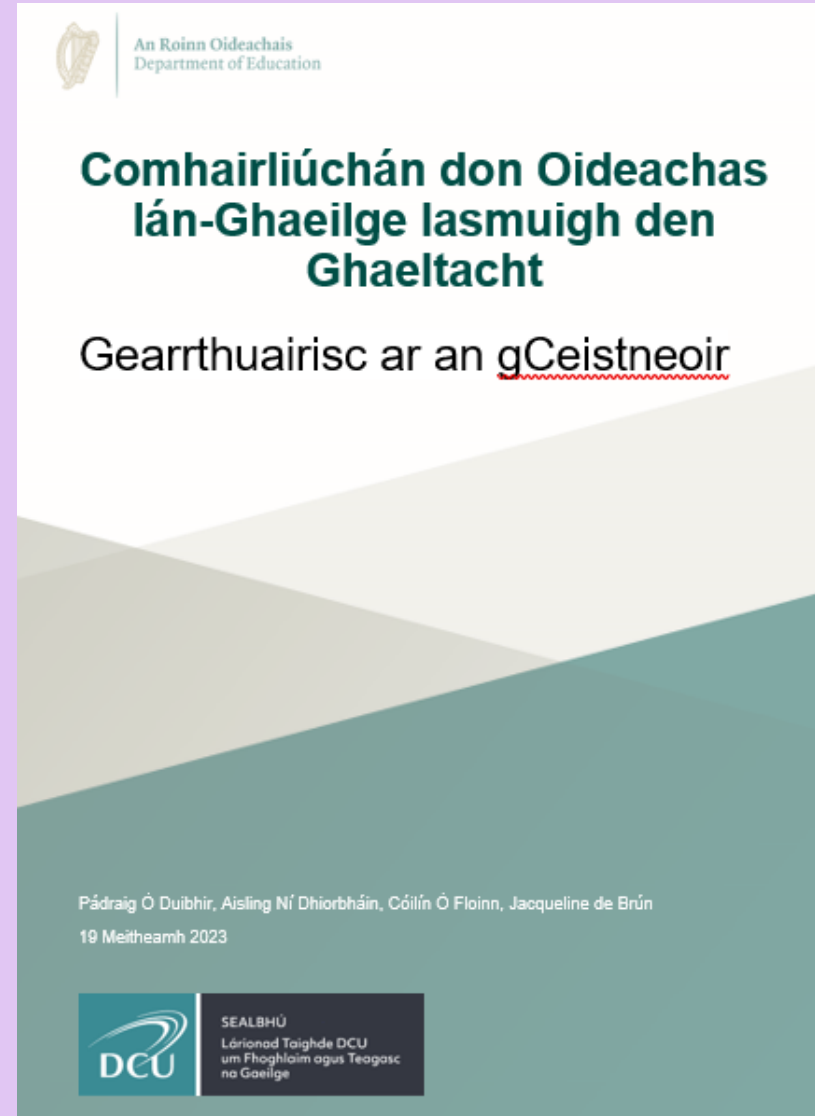
An Comhairliúchán Poiblí

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An ceistneoir - Questionnaire

- Large response rate
- Two reports
 - ‘Short’ report summarising the responses and themes generated by category
 - Comprehensive report with summary of responses and themes by category and question
- Conclusions and recommendations



An ceistneoir - Questionnaire

Background
information

Increase
opportunities to
access IM
education

Transition to
post-primary
school

Strengthening and
supporting the
delivery of all-
Irish education

SEN in IM
education settings
and schools

Equality, diversity
and inclusion in
IM education

Irish in
educational
settings and the
wider community

Policy direction

Líon na bhfreagróirí

| Catagóirí na bhfreagróirí / Categories of respondents | | |
|--|--------------|-------|
| Tuismitheoir nó caomhnóir amháin / Parent or guardian only | 3,347 | 60.9% |
| Oideachasóir gairmiúil amháin / Education professional only | 1,084 | 19.7% |
| Scoláire amháin / Student only | 469 | 8.5% |
| Tuismitheoir nó caomhnóir & Oideachasóir gairmiúil / Parent or guardian & Education professional | 401 | 7.3% |
| Eile / Other | 124 | 2.3% |
| Meascáin eile / Other combinations | 67 | 1.2% |
| Iomlán Total | 5,492 | |

Líon na bhfreagraí ar na ceisteanna oscailte

| | Scoláirí | Tuismitheoirí | Oideachasóirí | Eile | Iomlán |
|-----------------|----------|---------------|---------------|------|---------------|
| Ceist 15 | | 351 | | | 351 |
| Ceist 17 | 109 | | | | 109 |
| Ceist 20 | | | 290 | | 290 |
| Ceist 22 | 348 | 2,203 | 830 | 98 | 3,479 |
| Ceist 27 | 383 | 2,551 | 917 | 107 | 3,958 |
| Ceist 42 | 328 | 1,973 | 892 | 104 | 3,297 |
| Ceist 54 | 245 | 1,583 | 731 | 83 | 2,642 |
| Ceist 55 | 271 | 1,443 | 723 | 93 | 2,530 |
| Ceist 64 | 260 | | | | 260 |
| Ceist 66 | 109 | | | | 109 |
| Ceist 70 | | | 111 | | 111 |
| Ceist 72 | | | 402 | | 402 |
| Ceist 74 | 234 | 1,618 | 648 | 91 | 2,591 |
| Ceist 76 | 110 | 959 | 367 | 52 | 1,488 |
| Iomlán | 2,397 | 12,681 | 5,911 | 628 | 21,617 |

Tátail - Conclusions & recommendations

1. Set out a definite plan which contains Specific, Measurable, Agreed, Realistic, and Timed objectives to provide Irish-medium education for all students who wish to avail of it
2. Learn from best practice in other jurisdictions such as Wales and the Basque Country and avail of opportunities for cooperation and a systematic approach to Irish-medium education north-south
3. Establish more Irish-medium settings
4. Establish IM day care and early childhood care services
5. Establish gaelcholáistí and not units or streams
6. Provide more courses through Irish at third level

Tátail - Conclusions & recommendations

7. Mount a public awareness-raising campaign
8. Promote Irish in the community
9. Support the Irish of parents and the wider community
10. Support teachers' Irish, initial teacher education courses, professional development courses and pay a teaching through Irish allowance
11. Provide appropriate support and resources for children with special educational needs
12. Improve the teaching of Irish across the system

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Na hAighneachtaí

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Líon na nAighneachtaí

Eagrais
32

Tuismitheoirí
18

Scoileanna/
Príomhoidí/
Múinteoirí
17

Daltaí
3

IOMLÁN
70

Téamaí

Codes

|  | Name | Files | Refer  |
|--|--|-------|---|
|  | <input type="radio"/> Oilíúint múinteoir | 7 | 9 |
|  | <input type="radio"/> Measúnú | 9 | 9 |
| | <input type="radio"/> Taighde | 10 | 12 |
|  | <input type="radio"/> Tuismitheoirí | 11 | 24 |
| | <input type="radio"/> An Ghaeltacht | 16 | 24 |
| | <input type="radio"/> Scoileanna Béarla | 13 | 25 |
| | <input type="radio"/> Seirbhísí seachtra | 18 | 49 |
|  | <input type="radio"/> Rochtana | 30 | 54 |
| | <input type="radio"/> Leanúnachas sa c | 29 | 57 |
| | <input type="radio"/> Gaeilge sa phoba | 26 | 59 |
| | <input type="radio"/> Ionchuímsiú agus | 23 | 60 |
|  | <input type="radio"/> RSO | 24 | 64 |
| | <input type="radio"/> Feasacht faoin G | 29 | 68 |
|  | <input type="radio"/> Treoir agus tacaíó | 31 | 96 |

Treoir agus tacaíocht do mhúinteoirí

Teagasc na G... Caighdeán... Liúntas ...

Áiseanna Acmhainní

Iarbhunscoileanna Naíonraí Bunsco...

Polasaí agus curaclam

Oiliúint múinteoirí

Oiliúint lea...

Oiliúint tos... Coláistí trí...

Soláthar múinteoirí

RSO

Feasacht ...

RSO sna...

Rochtana

Iarbhunscoileanna Próise...

Aonaid

Naíonraí Bun... Foi...

Ionchuirsiú agus éa...

Leanúnachas sa chóras

Tuismit...

Scoil...

Gaeilge sa phobal

Seirbhísí seachtracha

Caigh...


Measúnú

Iarbhunscoileanna

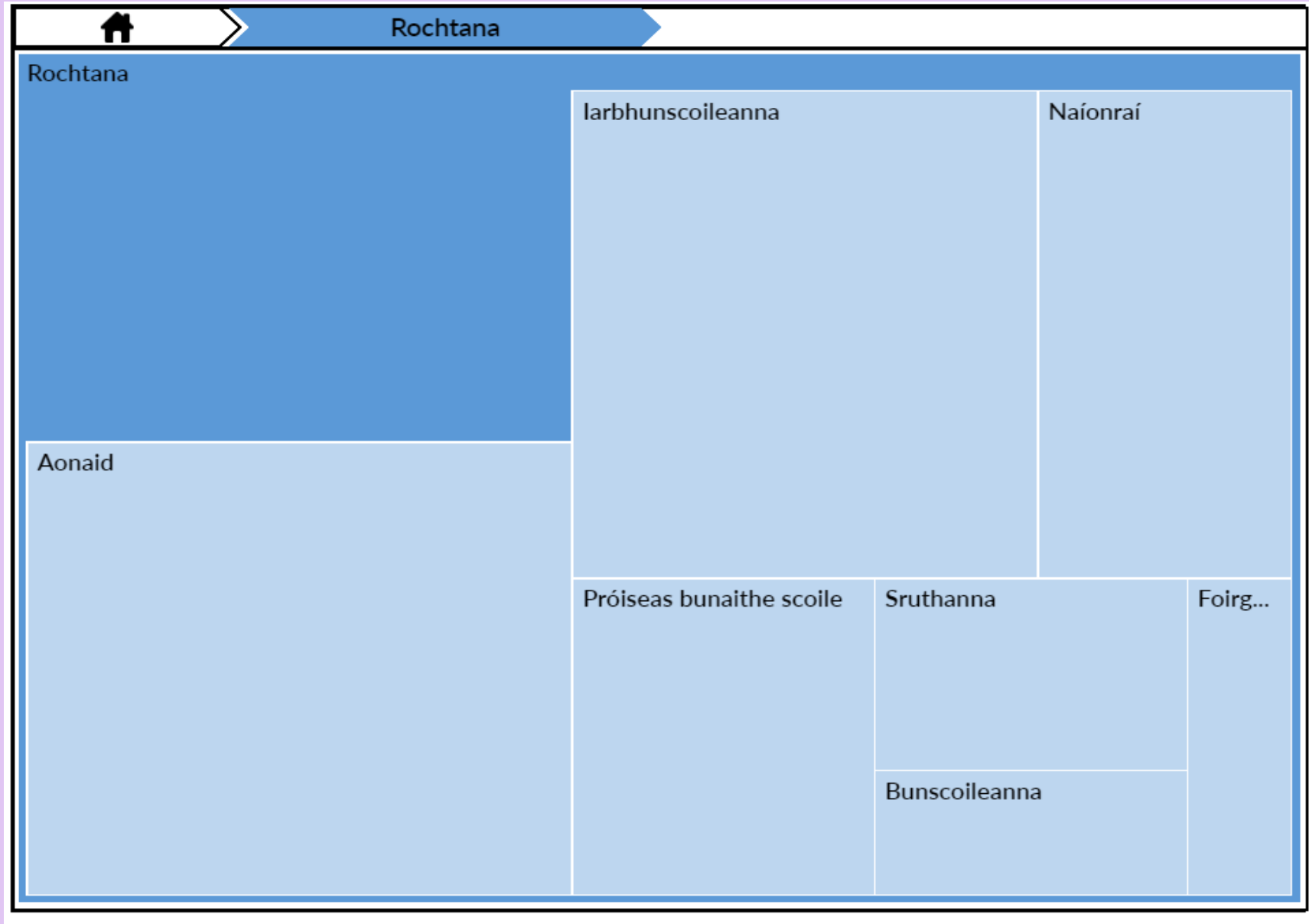
An Ghae...

Tai...

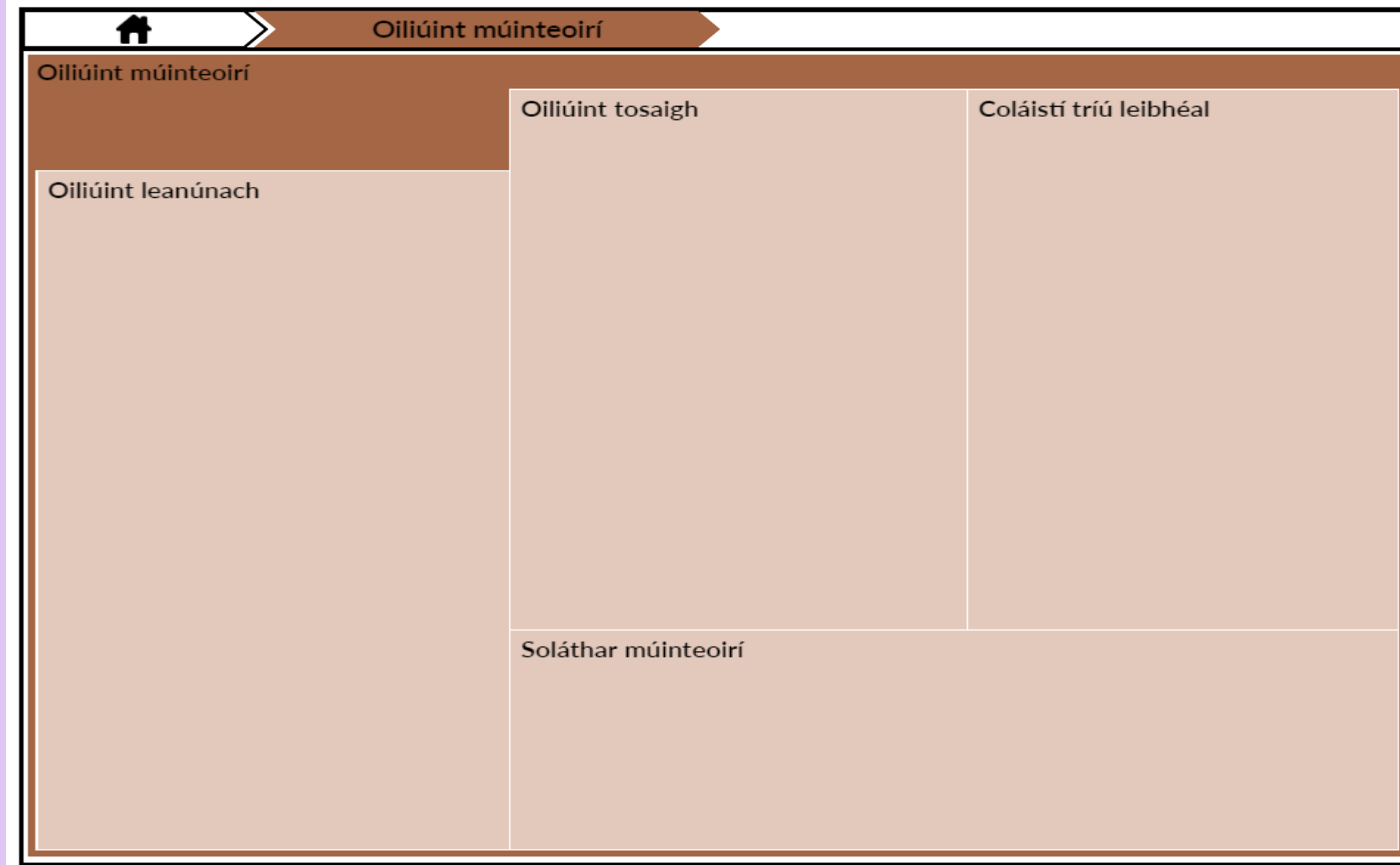
Téama agus fothéamaí: Treoir agus tacaíocht

| | | | |
|---|-----------------------|----------------------|---------------------|
|  Treoir agus tacaíocht do mhúinte... | | | |
| Treoir agus tacaíocht do mhúinteoirí | | | |
| | Teagasc na Gaeilge | Caighdeán na múin... | Liúntas agus mao... |
| | Áiseanna Acmhainní | Iarbhunscoileanna | Naíonraí |
| | Polasaí agus curaclam | | Bunscoile... |
| | | FCÁT | |

Téama agus fothéamaí: Rochtana



Téama agus fothéamaí: Oiliúint



Recommendations: Policy

- To recognise immersion education as a right for all
- Policies and guidelines, all-island approach that outline a vision and plan for the provision of schools as well as the teaching, learning and assessment at all levels
- Clear definitions, guidelines and supports for models; immersion, unit, stream, satellite, transitioning
- Immersion as an internationally successful model should be supported for a period in all schools
- Lower teacher-pupil ratio to support language acquisition
- Provide best practice indicators based on research and international best practice (eg. Cymraeg 2050)
- A Unit/Stream or the use of CLIL is not an option when full immersion is possible
- Increase state support for support groups; COGG, Foras na Gaeilge, An Foras Patrúnachta, AOG
- Links with the 20-Year Strategy for Irish and the Polasaí don Oideachas Gaeltachta
- Simultaneous Provision for Irish; PDST, JCT, NCSE
- Recognition for additional work required to teach in an all-Irish setting - liúntas
- Appropriate and sustainable funds for IM schools in state funded projects
- More opportunities for networking/sharing resources etc. COGG praised but need more
- More hours for support in Irish, particularly for RSO

Recommendations: Teacher provision & support

- Planning, all-Ireland strategy and support for third level to increase teacher supply
- Network between third level institutions for co-operation, sharing of resources
- Increase number of places on specialist courses (geographically), undergrad & postgrad
- Specialist courses, beginning/continuing/Masters for IM setting, nursery, primary and post-primary, RSO, school leaders, teaching assistants
- Provide grants/scholarships/accommodation for students doing Irish, cumann Gaelach, opportunities in the Gaeltacht (a year)
- Third level provision in Gaeltacht areas, accommodation in the Gaeltacht
- Every student should do a module in IM/placement in an all-Irish school
- Emphasis on Irish in all aspects of third level education (subjects though Irish)
- Regular inservice courses specific to needs, all-island planning
- High standard research-led professional development, not a translation of English material
- Specific teacher knowledge and methodologies for immersion at nursery, primary, post-primary
- Improve standards of Irish for teachers, upskilling of Irish yearly (TEG)
- Grant/package available to teachers beginning in an all-Irish nursery setting
- Provide time for teachers to upskill in Irish, motivation and attitudes, grammar, corrective feedback, and the public

Recommendations: Accessibility & support structures

- Pupils should have access to an all-Irish school from nursery to primary to secondary level
- Irish medium education should be normalised as an internationally successful model of education
- Schools and the surrounding communities should be supported in forging links and broadening the language outside the school
- Availability of a directory of services in Irish, e.g. CPD, SEN, speech therapists, child psychologists, advisers, sports facilities, arts facilities
- Free travel scheme to assist attendance at an all-Irish school
- An awareness campaign should describe all-Irish schools as all-inclusive catering to the needs of all learners, all religions, cultures and abilities
- Specific resources, teacher, pupil and assessment resources, are needed to support pupils with SEN

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