



# **Atheagrú ranganna agus athdháileadh dáltai [2021]**

## *Reconstitution of classes and redistribution of pupils [2021]*

Dréacht / Draft

### **Réamhrá**

Is toradh é an beartas seo ar chomhoibriú foirne iomláine i dteannta le Tuismitheoirí agus Bord Bainistíochta Gaelscoil na Lochanna. Dréachtaíodh an beartas den chéad uair in 2009 agus úsáideadh é ó am go ham de réir mar a bhí an scoil ag fás. Tá athbhreithniú á dhéanamh air faoi láthair roimh an scoilbhliain 2021/22.

### **Réasúnaíocht**

Ar mhaithe leis an oideachas is fearr a sholáthar do gach mac léinn agus an dáileadh is fearr is féidir a fháil ar mhúinteoirí ranga, b'fhéidir go mbeidh sé riachtanach ó am go ham daltaí a athdháileadh nó a mheascadh i ranganna d'aon bhliainghrúpa ar leith.

Ceadaíonn an Roinn Oideachais agus Scileanna líon na múinteoirí ranga príomhshrutha don scoilbhliain roimh gach scoilbhliain bunaithe ar líon na leanaí atá cláraithe sa scoil. Tugann an ROS múinteoir amháin do gach grúpa de 25 dalta faoi láthair. Tugtar an cóimheas dalta-múinteoir air seo. Is é a beadh idéalach don mhúinteoir agus dona dalta ná rang srutha aonair ag gach leibhéal ranga gan níos mó ná 20 dalta in aghaidh an ranga. Mar sin féin, ní cheadaíonn an córas reatha é seo agus tá an Príomhoide, i gcomhar leis an mBord Bainistíochta, freagrach go foriomlán as na ranganna a ghrúpáil, am mheascadh nó a roinnt nuair atá na huimhreacha ró-mhór nó ró-bheag in aon rang amháin.

Tugtar seomraí ranga il-ghrádacha air seo ina múineann an múinteoir céanna leibhéil éagsúla ranga. Cuirtear oideachas ar thart ar aon trian de pháistí bunscoile i seomraí ranga il-ghrádacha (Ag Fás aníos in Éirinn 2014)

### **Buntaistí**

Seo a leanas na príomhbhuntaistí a thagann as atheagrú ranganna agus athdháileadh daltaí:

Cabhraíonn sé leis na páistí dul i dtaithí ar athrú i dtimpeallacht shábháilte, agus le tacaíocht ó chairde.

Rachaidh meascadh na ranganna chun leasa na bpáistí go léir ar go leor bealaí; go sóisialta, go forásach, go hiompraíochta agus go hacadúil. Ligeann sé do na páistí taithí níos leithne a fháil ar leanaí eile a bhfuil pearsantachtaí agus cúlraí difriúla acu.

Cuirtear béim leanúnach ar idirghabháil na foirne oideachais speisialta, i gcomhar leis na múinteoirí ranga le treoir agus tacaíocht ón PO agus ón mBord.

### **Aidhmeanna agus Cuspóirí an Bheartais seo**

- Creat a sholáthar chun ranganna a atheagrú agus leanaí a athdháileadh
- Imlíne a thabhairt ar na critéir ar a ndéantar leanaí a athdháileadh agus ar ranganna a atheagrú
- Na tacaíochtaí a leagan amach is féidir a úsáid chun na torthaí foghlama is fearr a chinntiú do gach leanbh i ranganna measctha

### **Creatlach chun ranganna a mheascadh nó a roinnt**

Agus na ranganna á bpleanáil don bhliain amach romhainn, féachfaidh an Príomhoide, i gcomhar leis an mBord Bainistíochta, ar na huimhreacha foriomlána i ngach bliainghrúpa agus ar líon na múinteoirí atá ar fáil chun iad a mhúineadh. Cinnfidh an Príomhoide, i gcomhar leis an mBord Bainistíochta, an bealach is fearr le ranganna a eagrú chun na deiseanna oideachais is fearr a sholáthar do gach leanbh. Déanfar dáileadh na mac léinn i ngach rang a athbhreithniú ar bhonn bliantúil.

### **Critéir chun leanaí a chur i ngrúpaí ranga ar leith**

Déanaimid na páistí a ghrúpáil nó a mheascadh ar bhealach a uasmhéadaíonn na torthaí foghlama do gach páiste. Agus rang á roinnt ina ghrúpaí nó á mheascadh, le cur i ranganna ar leithligh, tá critéir áirithe le cur san áireamh:

- Meastar gur fearr grúpaí cumais mheasctha a bhunú
- Dáileadh buachaillí / cailíní i ranganna
- Riachtanais leanaí a bhfuil rochtain SNA acu
- Cairde - tá sé ríthábhachtach go mbogann leanaí le cairde agus iad ag bogadh ranganna agus oibrímid go crua chun a chinntiú go bhfuil cairde ag gach páiste leo agus é mar aidhm againn chomh maith go mbunófar cairdeas nua ina ngrúpaí ranga nua.

- Is scil saoil é an próiseas chun cairdeas nua a fhoirmiú, rud atá tábhachtach a fhorbairt.
- Aois an dalta
- Breithnithe oideolaíocha agus tuairim ghairmiúil faoin dalta
- Cumas acadúil, scileanna sóisialta agus leibhéal aibíochta agus an cumas oibriú go neamhspleách
- Rannpháirtíocht roimh ré an dalta in aonaid ranga measctha
- Cibé an bhfuil siblín ag dalta sa chuid eile den aonad measctha beartaithe nó nach bhfuil

B'fhéidir nach mbeifear in ann gach éileamh ar ghrúpaí cairde a choinneáil le chéile a shásamh. Is ar an bPríomhoide a bheidh an cinneadh seo i ndeireadh na dála, a chaithfidh riachtanais gach páiste sa rang a mheas.

Tá dearcadh dearfach agus tacúil ó thuismitheoirí ina ghné lárnach chun toradh rathúil a bhaint amach sna grúpaí nua.

## Conas a oibríonn sé

I dtéarma 3, a luaithe a bheidh cinneadh déanta ag an bPríomhoide agus ag an mBord Bainistíochta ar an bhformáid is fearr de ranganna don bhliain amach romhainn, bíonn cruinniú ar siúl idir na baill foirne go léir a bhfuil baint acu leis na ranganna, múinteoirí reatha, múinteoirí tacaíochta a raibh baint acu leis na ranganna seo, CRSanna do na ranganna seo agus an Príomhoide.

Ag baint úsáide as an bhfaisnéis maidir le cairde (a bailíodh ó bhreathnóireacht agus ó na páistí féin le linn ceachtanna SPHE más gá) agus faisnéis ábhartha eile, roinneann na múinteoirí ranga a rang i ngrúpaí foghlama éagsúla ag cinntiú go ndéantar cairde a mheas do gach leanbh.

Féadfaidh na múinteoirí roinnt uaireanta an chloig a chaitheamh air seo, ag cinntiú go gcomhlíontar na critéir thuas. Tá sé tábhachtach go gcomhoibreoidh múinteoirí ó na ranganna ar leith air seo óna dtaithí agus a mbreithiúnas gairmiúil féin.

Tugtar liostaí ranga chun críche ag deireadh an phróisis seo. Cuirtear leanaí agus thuismitheoirí ar an eolas i litir / fógra faoina ranganna nua faoi dheireadh na scoilbhliana.

Rachfar i gcomhairle le thuismitheoirí sula gcuirfear siblíní i ranganna measctha agus cuirfear fáilte roimh aiseolas ó thuismitheoirí.

Tagann ranganna a roinneadh le chéile arís go laethúil chun imirt le chéile ar an gclós súgartha / réimse spóirt le linn sosanna ionas gur féidir leo cairdeas atá ann cheana a choinneáil chomh maith le cairde nua a dhéanamh sa ghrúpa nua. Méadaíonn sé seo a gcorcal cairde agus a gcumas cairdeas nua a dhéanamh. \* (\*Faoi réir srianta Covid 19 agus treoir a eisítear do scoileanna)

Sa chás go gcuirtear ranganna níos lú le chéile in aonaid níos mó coinníonn paistí cairdeas agus spreagtar iad chun cairdeas nua a dhéanamh le leanaí den ghrád eile. Cé go dtarlaíonn an chuid is mó de seo go nádúrtha de réir mar a thaitníonn páistí le cairde nua, féadfaidh an múinteoir straitéisí a úsáid chun cabhrú le leanaí grúpaí nua cairde a fhoirmiú más gá.

Pleanálann múinteoirí ranganna scoilte a gcuid oibre i gcomhar lena chéile chun a chinntiú go bhfuil leanaí ag obair ar luas cosúil lena gcomhdhaltaí ranga.

Beidh deis ann do theagasc stáisiúin ag leibhéal áirithe ranganna, agus do ranganna teacht le chéile le haghaidh ceachtanna ar fud an churaclaim.

## **Na tacaíochtaí a d'fhéadfaí a chur ar fáil do leanaí agus do mhúinteoirí i ranganna measctha**

Rachaidh an Príomhoide, an Múinteoir Ranga agus an fhoireann Tacaíochta i gcomhairle faoin mbealach is fearr chun an tacaíocht foghlama a eagrú don rang measctha. I roinnt cásanna, féadfaidh an Múinteoir Tacaíochta oibriú sa seomra ranga leis an Múinteoir Ranga, i socrú teagasc foirne. Is féidir go bhféadfadh an Múinteoir Tacaíochta ag obair sa seomra ranga ag tacú le páiste amháin nó le grúpa beag páistí, leis an Múinteoir Ranga ag déanamh príomhtheagasc an cheachta. Socrú eile le haghaidh tacaíochta a d'fhéadfadh a bheith oiriúnach don rang is ea don Mhúinteoir Ranga nó don Mhúinteoir Tacaíochta grúpaí beaga leanaí a tharraingt siar. Caithfear na socruithe seo go léir a mheas de réir aicme, ó bhliain go bliain.

## **Páistí nua a chlárú i ranganna scoilte**

Is féidir páistí a chlárú sa scoil ag leibhéal ranga ar bith má tá áit ar fáil.

## **Leithdháileadh múinteoirí ar ranganna measctha**

Tá sé de dhualgas ar an bPríomhoide de réir Imlitir 16/73 dualgais teagasc a shannadh.

## **Athbhreithniú**

Déanfar athbhreithniú ar an mbeartas seo i mBealtaine 2022.



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Dréacht / Draft

[English version]

### **Introduction**

This policy is the product of whole-staff collaboration in tandem with the Parents and Board of Management of Gaelscoil na Lochanna. The policy was first drawn up in 2009 and used from time to time as the school was growing. It is currently being reviewed ahead of 2021/22 school year.

### **Rationale**

In the interest of providing the best education for all students and ensuring the best possible distribution of class teachers, it may from time to time be necessary to re-distribute or mix pupils in classes of any particular year group.

The Department of Education and Skills sanctions the number of mainstream classroom teachers for the school year ahead of each school based on the number of children enrolled in the school. The DES allots one teacher to each group of 25 pupils at present. This is known as the pupil-teacher ratio. The ideal situation for teacher and pupil would be a single stream class at all class levels with no more than 20 pupils per class. However, the current system does not allow for this and the Principal, in conjunction with the Board of Management has overall responsibility for grouping, mixing or splitting the classes where numbers would otherwise be too big or too small in one class. This is called multigrade classrooms where different class levels are taught by the same teacher. About one third of primary school children are educated in multigrade classrooms (Growing up in Ireland 2014)

### **Benefits**

The following are the main benefits that flow from the reconstitution of classes and redistribution of pupils

- It helps the children to get used to change within a safe environment, and with the support of friends.
- Mixing the classes would benefit all the children in many ways; socially, developmentally, behaviourally and also academically. It

allows the children to gain a broader experience of other children with different personalities and backgrounds.

- Continued emphasis is placed on intervention by the special education team, in collaboration with the class teachers with guidance and support from the PO agus the BOM.
- Language confidence and ability: In a language immersion setting, it benefits children to be among other children who have been immersed in the language already or to be the children that are able to model the language acquisition for the others.

### **Aims and Objectives of this Policy**

- To provide a framework for the reconstitution of classes and the redistribution of children
- To outline the criteria on which children are redistributed and classes reconstituted.
- To set out the supports which may be used to ensure the best learning outcomes for all children in mixed classes

### **Framework for the mixing and splitting of classes**

At the time of planning the classes for the coming year, the Principal, in conjunction with the Board of Management will look at the overall numbers in each year group and the number of teachers available to teach them. The Principal, in conjunction with the Board of Management will decide how best to organise classes with a view to providing the best educational opportunities for all children. The distribution of students in each class will be reviewed on an annual basis.

### **Criteria for placing children in particular class groups**

We group the children in such a way so as to maximise the learning outcomes for each child. When dividing or combining classes into groups, there are certain criteria to be taken into consideration:

- It is considered best to form mixed-ability groups
- Distribution of boys/girls in classes
- The needs of children with SNA access
- Friends- it is key that children move with friends when moving classes and we work hard to ensure all children have friends with them as well as aiming that new friendships will be formed in their new class groupings.  
The process of forming new friendships is a life skill which is important to develop.
- The pupil's age
- Pedagogical considerations and professional opinion about the pupil
- Academic ability, social skills and level of maturity and the ability to work independently
- The pupil's prior participation in mixed class units

- Whether or not a pupil has a sibling in the other portion of the proposed mixed unit

It may not be possible to satisfy all demands for groups of friends to be kept together. This decision will lie ultimately with the Principal, who must consider the needs of every child in the class.

A positive and supportive attitude from parents is a key element in achieving a successful outcome in the new groups.

## How it works

In term 3, once the Principal and Board of Management have decided on the best format of classes for the year ahead, a meeting takes place between all staff members associated with the classes, current teachers, support teachers that have been involved with these classes, SNAs who have been assigned to these classes and the Principal.

Using the information regarding friends (gathered from observation and from the children themselves during SPHE lessons if necessary) and other relevant information, the class teachers divide their class into various learning groups ensuring friends are considered for each child.

The teachers may spend several hours on this, ensuring the above criteria are fulfilled. It is important that the teachers from the specific classes collaborate on this from their own professional experience and judgement.

Class lists are finalised at the end of this process. Children and parents are informed by letter/notice of their new classes by the end of the school year.

Parents will be consulted prior to siblings being placed in mixed classes and parental feedback will be welcomed.

In the event that classes are split, the children reunite daily to play together on the playground/sports field during breaks so they can maintain existing friendships as well as make new friends in the new group. This increases their circle of friends and their abilities to form new friendships.\* (subject to covid 19 restrictions and guidance issued to schools).

In the event that smaller classes are combined into larger units children maintain friendships and are encouraged to form new friendships with children of the other grade. While most of this happens naturally as children gravitate to new friends, the teacher may use strategies to help children form new groups of friends if needed.

Teachers of split classes plan their work collaboratively to ensure children are working at a similar pace to their classmates.

There will be opportunity for station teaching at particular class levels, and for classes to come together for lessons across the curriculum.

### **The supports which could be made available to children and teachers in mixed classes**

The Principal, the Class Teacher and Support team will consult on how best to organise the learning support for the mixed class. In some cases, the Support Teacher may work in the classroom with the Class Teacher, in a team-teaching arrangement. It is possible that the Support Teacher may work in the classroom supporting one child or a small group of children, with the Class Teacher doing the main teaching of the lesson. Another arrangement for support which may suit the class is for either the Class Teacher or the Support Teacher to withdraw small groups of children. All of these arrangements must be considered on a class by class basis, from year to year.

### **Enrolment of new children into split classes**

Children can be enrolled in the school at any class level should a place be available.

### **The allocation of teachers to mixed classes**

It is the duty of the Principal as per Circular 16/73 to assign teaching duties.

### **Review**

This policy will be reviewed in May 2022.



