



An Roinn Oideachais
Department of Education

Summer Camp Programme 2021 Teachers' Handbook



Navan Education Centre



Dublin West Education Centre

Ionad Oideachais Bhaile Átha Cliath Thiar

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The Department of Education wishes to thank St Joseph's National School, Tom Bellew Avenue, Dundalk, Co. Louth, Ireland for permission to use photographs throughout this handbook.

1. Introduction

Thank you for considering running a Summer Camp Programme in your school this year. The programme has been in existence for many years, and has been delivered successfully in more than 70 eligible primary schools each summer. Summer 2020 saw the extension of the programme to a wider cohort of schools who engaged enthusiastically in a re-imagined summer camp experience. The already well-established camp framework enabled pupils to re-connect with peers, and teachers and to promote their re-engagement with school. The emphasis of the programme continued to focus on supporting those pupils who were considered by the school as having the greatest level of need, particularly in relation to the themes of the school's DEIS action plan

For summer 2021, the Summer Camp Programme is an opportunity for schools to reach out to these pupils and to further support their wellbeing and their engagement in education in a unique and interactive way following the interruption to schooling earlier in the year

Rationale

The Summer Camp Programme will support pupils' wellbeing, their sense of connectedness and will promote their deeper engagement with school. As in previous years, the emphasis of the programme is on supporting those pupils who are considered by the school as having the greatest level of need, particularly in relation to the themes of the school's DEIS action plan.

The summer camp programme supports and encourages schools to draw on their best teaching, learning and assessment methods in providing pupils with high-quality learning experiences in classrooms, the virtual environment, and in outdoor environments. Pupils learn best by being actively involved in the learning process and by connecting what they learn in camp with their learning experiences at home and in school.

To promote pupils involvement, the design and organisation of the programme should enable pupils to have more of a say in what they learn and how they learn during the camp experience. Parents and guardians should be encouraged to support the camp in meaningful and interactive ways.

As always, there will be a strong emphasis in the camps on Mathematics and on language learning, either Irish or English, in a playful interactive way. This is a key principle of the Primary Language Curriculum 2019.

Aims

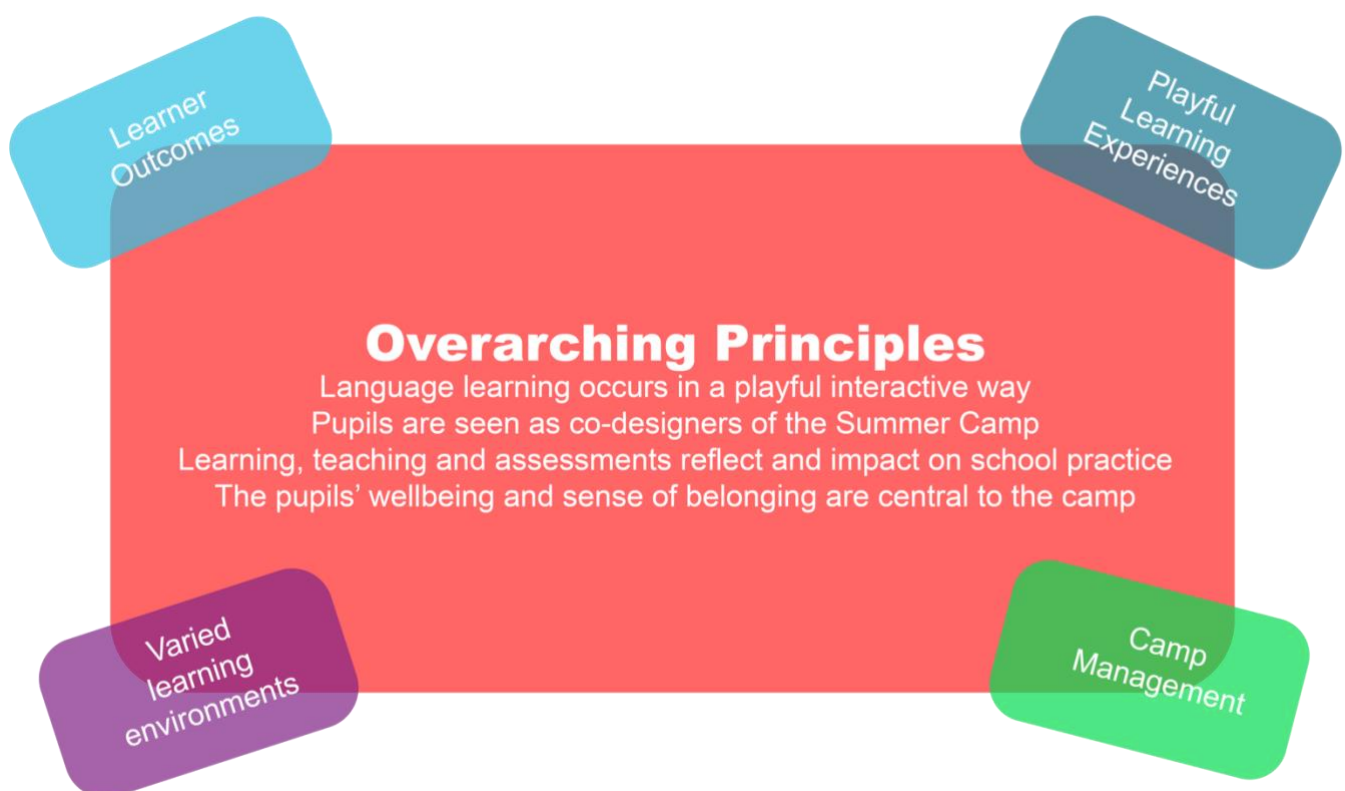
The aims of the Summer Camp Programme are to:

- Support pupils' social, physical and emotional wellbeing
- Enable pupils to build relationships with peers, teachers and to support their connection with school
- Provide a variety of rich educational experiences for pupils in a range of environments, fostering a sense of their wellbeing, belonging and creativity, and which promotes their confidence in learning

2. General framework and guiding principles of the Summer Camp Programme

Camp Programme Framework

The design and delivery of all Summer Camps, whether delivered through English or Irish, will be guided by the four domains of the programme and underpinned by four overarching principles.



Criteria for each of the four Domains

Please ensure that the following criteria guide your planning and delivery of the camp. These criteria will also be used to inform inspectors' evaluations of summer camp provision.

Criteria for Learner Outcomes

- They are directly related to the pupils' identified needs in language and/or Mathematics
- Pupils talk about their learning with understanding and reflection
- Pupils are motivated as learners and experience a sense of achievement
- The planned learning outcomes make meaningful links with the work of the school
- The pupils' learning outcomes are monitored and assessed by the teachers appropriately

Criteria for Playful Learning Experiences

Pupils are:

- highly engaged in stimulating and playful learning activities
- active, work collaboratively and undertake tasks that are appropriately challenging
- engaged in activities where they solve everyday problems
- enabled to gain a sense of ownership and responsibility for their learning

Criteria for Camp Management

The camp organisers ensure that:

- the principal, HSCL coordinator, teachers, pupils and overseer have a role in planning the camp
- an orderly, secure, safe and healthy learning environment is established

- DE requirements regarding Child Protection and other policy areas are fulfilled
- a COVID-19 Response Plan has been developed. The BOM and all school staff are responsible for the implementation of this plan and a combined effort will help contain the spread of the virus
- full attendance and punctuality are promoted each camp day, such strategies are published
- optimal use is made of available funds to support and enhance the pupils' learning
- the team plans daily to deliver high-quality learning experiences
- opportunities for meaningful parental and community involvement are provided

Criteria for use of Varied Learning Environments

Learning environments:

- extend beyond the classroom
- are used to promote enquiry-based experiential learning
- have a clear focus on the target language and learning outcomes

3. Planning a Summer Camp

Schools are free to target the cohort of children they feel appropriate taking due cognisance of the importance of early intervention and pupils' individual needs. Schools may allocate places to any age range.

The design of your Summer Camp will be decided by your school, based on your pupils' needs. The programme is funded to target educational and social disadvantage. It seeks to assist pupils who are experiencing social or academic difficulties in language and numeracy who would benefit from a week-long Summer Camp with a very small teacher-pupil ratio. Most camps will have a teacher-pupil ratio of 1:12 with a total of 36 pupils. However, schools with up to and including 8 mainstream teachers may apply to run a Summer Camp comprising 2 teachers and 24 pupils (ratio of 1:12 maintained). For 2021, schools may appoint an additional teacher to support the work of the camp – in relation to health and safety protocols, communication and other tasks relevant to the context of the school itself.

Before you begin, here are some questions to consider when planning a camp:

1. What are my pupils' specific learning needs?
2. What playful learning experiences will support the pupils' needs?
3. What varied learning environments can be used to make learning fun?
4. How will the pupils' learning be monitored and assessed?

Please be aware of the following administrative requirements.

Roles and Responsibilities

Responsibilities of the Board of Management

- All necessary arrangements including insurance, suitable accommodation, engagement of qualified teachers, and ensuring that the project meets all legal and other employer responsibilities.
- Financial oversight of camp
 - spending of grant on authorised payments only
 - records and original receipts maintained
 - camp report prepared certifying attendances and income and expenditure
- A COVID-19 Response Plan has been developed. The BOM and all school staff are responsible for the implementation of this plan and a combined effort will help contain the spread of the virus.
- All relevant school policies are adapted (where necessary) and implemented
- The school has in place adequate child protection measures for the summer camp and these include clear reporting procedures for ensuring that any child protection concerns arising within such activity or service are reported promptly to Tusla in accordance with the relevant requirements of Children First National Guidance 2017 and the Children First Act, 2015. Such procedures include clearly documented procedures for ensuring that the DLP of the school is kept appropriately informed of any child protection concerns that arise within the activity or service concerned.

- In accordance with the Children First Act, 2015, the school's risk assessment and Child Safeguarding Statement take account of any such activity or service and specify the risks of harm identified and the procedures that are in place to manage those risks.

Responsibilities of principal in close consultation with the HSCL coordinator

- Guides and makes recommendations in relation to the selection of pupils
- Works collaboratively with the team in the planning the camp
- Ensures the pupils' wellbeing and learning is linked to the work of the school
- Provides opportunities for the camp team/participants to share outcomes with the school community during the year

Responsibilities of camp teachers

- Selection of pupils, in consultation with principal and HSCL coordinator
- Teacher/pupil ratio 1:12 is maintained
- Each teacher is committed for the full week of the camp
- Ensuring all camp framework criteria are fulfilled
- Ensuring Irish is the sole language of communication in the Irish medium camps

Identification and selection of pupils

- Pupils most in need
 - educational or social needs
 - based on assessment outcomes
 - consideration of importance of early-intervention and transitions
 - consideration of age-cohorts
 - all classes eligible
- A contingency list of pupils to fill vacancies should they arise is maintained to ensure that the required number of pupils are in attendance on each day of the camp
- A camp attendance sheet should be completed each day

School Policies

- Schools will be required to apply their policies on Child Protection, Health & Safety, Anti-Bullying, Behaviour, Critical Incidents and Healthy Eating to the Summer Camp. Each teacher must have copies of these policies and they should be available for review.
- The name of the DLP and the Child Safeguarding Statement must be prominently displayed near the entrance to the school which is used during the camp.
- Vetting requirements must be fulfilled for parents and community members contributing to the work of the camp and they are to be informed of all relevant policies and procedures. They must also be informed that a Child Safeguarding Statement is in place during the summer camp activities.
- A designated health and safety officer must be available on site for the duration of the camp and named on the relevant policy document.
- A Covid-19 Response Plan for the safe and sustainable operation of the school is required.

The Grant

A grant is payable and is comprised of:

- €6 per pupil per day towards expenses such as lunches, resources etc.

Subject to the school confirming that it will adhere to the terms and conditions of the Summer Camp programme, the full grant will be paid by Dublin West / Navan Education Centre to your school's bank account via electronic funds transfer (EFT) before the camp commences.

Teachers' Payment

- Teachers will be paid centrally through the OLCS system at their personal rate for 22.5 hours.
- An additional 10 hours preparation time will be paid for each camp. These hours can be assigned to an individual teacher or shared among teachers facilitating the camp by each individual school as deemed appropriate.

Running a Camp

- Each camp will run for five days
- Activities will be provided for 22.5 hours over the course of the week
- The starting time for a camp is to be no later than 10 o'clock
- Four hours of instruction must be provided each day
- In addition to the four hours' instruction, a total of 30 minutes is set aside each day for a fully- supervised lunch/break period.
- A camp attendance sheet is filled in each day
- A healthy lunch should be provided, in consultation with the pupils
- Irish is the sole language of instruction in Irish-medium camps
- Consider what steps could be taken, (within the health and safety guidelines relevant at the time of organising the camp) to connect with and to ensure that the resources of the local library will contribute purposefully to the theme and language of the Summer Camp.
- Where breakfast is provided, it will not detract from the four hours of instruction
- An overseer can be appointed to oversee the following
 - Promoting punctuality and recording attendance
 - Overseeing the finances and financial reporting
 - Completion of final report which is available from the Education Centre
 - Other duties that the school may consider relevant to the organisation of the camp within the school's context.



4. Practical ideas to support effective teaching and learning

The four principles in action

Language learning occurs in a playful interactive way

- Learning experiences are carefully planned and resourced, optimising the full engagement of pupils with their teachers, peers and parents
- Focus on target language
- Explicit teaching of new language
- Aistear, Drama, communal singing*
- Use of outdoors – trails, orienteering, hunts, field trips, picnics
- Collaborative activities: hands-on preparation of lunch, cookery, experiments, investigations, craftwork, models, design-and-make
- Engagement with local library/librarian; school library
- Optimal use of assembly and dismissal to discuss, reflect, present and share learning in a communal setting
- Showcasing learning to parents and peers-displays, presentations, drama at assembly/dismissal, Friday after lunch (depending on Public Health guidelines as they apply at time of camp operation)

* in line with guidance issued to schools during the school year to date

Pupils are seen as co-designers of the Summer Camp

- Pupils are encouraged and supported to help design the camp, parental contributions welcomed as well
- Pre-and during Camp stage: ideas elicited from pupils
- Camp delivery: Teachers will on an ongoing basis
 - share and agree the learning intentions each day
 - consolidate pupils' learning at the end of each lesson
 - facilitate a review of pupils' learning at the end of the camp

Learning, teaching and assessment reflect and impact on school practice

- Effective elements of school practice such as teaching methodologies and assessment practices are used.
- Use of effective methodologies to support small group learning
- Successful camp methodologies brought back into the classroom in the following school year
- The creation of simple baseline and end-of-camp assessments will inform curriculum focus in school
- Opportunities are provided for pupils to share their learning with the school/class, e.g. at assembly

The pupils' well-being & sense of belonging are central to camp design & delivery

- Focus on relationship building through collaborative non-competitive games
- The selected pupils experience the joy of teamwork and a collective identity for the duration of the camp.
- Collective goal setting
- Warm, fun, inviting camp environment
- Camp song*
- Inviting welcoming camp sign at school entrance
- Affirmations, daily WOW announcements, encouraging notes for pupils, wish boxes
- Camp T-shirt, cap, water bottle, pencil
- Focus on active learning as a group, team, pair and whole-camp tasks and games
- Encourage pupils to step out of their comfort zones

* in line with guidance issued to schools during the school year to date

Language-learning Methodologies

The internationally-recognised communicative approach is the most effective approach to language learning. This involves immersion in the target language and ongoing opportunities for speaking and communicating.

Assembly and Dismissal

Morning assembly and afternoon dismissal times provide valuable opportunities for teachers, pupils and parents to meet, greet each other and develop a sense of community and a shared purpose. However, public health advice on assembly/d dismissal and other practices will take precedence at the time of the camp's operation. These are ongoing occasions for pupils to sing camp songs* share their hopes and learning intentions, showcase their achievements and engage in team-building activities.

* In line with guidance issued to schools during the school year to date

Lunchtime

Lunchtime is an ideal occasion to give the pupils a say in the food choices and be involved in planning the menu, preparing, ordering and enjoying food, setting the table and tidying up. Teachers can help the pupils by modelling and encouraging appropriate social skills and conversation. In the best settings, teachers use these opportunities for language learning and extension.

Show and Tell

A natural 'show and tell' can be a rich addition to the camp. Parents and family members are the ideal audience for this celebration of pupil achievement, if Public Health guidance permits. This presentation should not be over-rehearsed or take up too much time from the normal camp activities, rather it should evolve seamlessly from each day's activities as an oral, musical, visual presentation of the camp activities. The 'show and tell' should only be conducted in the last hour of the last day of the camp as a form of celebratory graduation.

Learning Environments

Careful consideration will be given to including a variety of outdoor and indoor learning environments that are:

- Welcoming and comfortable
- Places that promote creativity
- Spaces for pupils to be active
- Conducive to the development of social skills and problem-solving skills

Some examples: The school yard and grounds, local green spaces, school library, school hall, general purposes room, Aistear room, computer room, staff room, parents' room, corridors as well as classrooms.

Parental Involvement

The Summer Camp Programme should strive to include parents in as many ways as possible. Some suggestions are:

- Make contact with parents to inform them of the theme/activities of the camp
- Provide families with summer reading lists of books available in their library to help them continue to build reading skills over the summer
- Include some suggested activities they could do at home
- Invite families to the show and tell, the library, and allow for opportunities for pupils to safely showcase their achievements (in line with Public Health advice in place at that time)
- During events, provide books, journals or other literacy/ numeracy supplies as prizes
- Host fun activities where pupils and families work on fun curriculum activities together

Use of Library Resources

A visit to the local library has always been a recommended and highly successful component of the Summer Camp Programme. The range and scope of the library activity will be determined by the Public Health advice in place at the time the camp is in operation. To raise pupils' and parents' awareness of the library and books in general, consider when planning the camp, what steps could you take to connect with and to ensure that the resources of the local library or indeed the school library will contribute purposefully to the theme and language of the Summer Camp. This must be planned well in advance of the camp to maximise success.

Team-building activities

Team-building activities will provide opportunities for pupils to learn skills such as teamwork, cooperation, creative thinking collaborative engagement, social skills and give pupils the chance to build relationships with each other. Central to the ethos of the Summer Camps Programme is the enrichment of pupils' communicative skills in the target language through working and playing together.

Assessment

Assessment information will be used to identify pupils' learning needs, inform the selection of pupils and the design of the camp, and assist in adjusting teaching during the camp and celebrating learning. Practical assessment strategies for use during the camp include:

- Use of Success Criteria
- Provision of Effective Feedback
- Effective use of Questioning
- Self- Assessment

- Peer-Assessment
- Rubrics, checklists, learning log/journey, annotated drawings, concept maps, photographs, video clips, scrapbook, SALF folder

5. Training

The Department of Education's Teacher Education section (TES) will provide training to all teachers participating in the Summer Camp Programme. This is compulsory. The training will consist of a number of live webinars. These will cover important aspects such as supporting teachers' and pupils' wellbeing, learning environments, playful teaching methodologies, library related opportunities, and also planning and assessment and administrative requirements. Training sessions for the delivery of Summer Camp Programme will be hosted on Dublin West Education Centre Website at the end of June. Further details will issue to all participating schools.

6. Additional guidance for teachers to support the summer camp programme

- Effective language learning and teaching
- Effective planning and preparation
- The role of the summer camp facilitators
- The role of the Inspectorate
- Resources

Effective language learning and teaching

A core component of the summer camps is teaching the children to communicate in the language of the camp. Before children can engage in effective communication during activities and tasks, they must first be taught the target language exemplars effectively, either in English or Irish.

The internationally-recognised communicative approach is the most effective approach to language learning. It involves real scenarios and relevant topics where children are chatting and communicating with a definite purpose in mind. The children must have choices about what they will say, so no scripts! Remember that teaching the children to ask questions is the key to good communication.

The core elements of effective language learning involve:

1. Listening
2. Understanding
3. Repetition
4. Speaking and communicating

All four elements complement and scaffold each other but speaking and communicating together are the ultimate aims of language learning.

So where do you start?

1. Begin by focusing on the theme or the context of the camp
2. Plan the new target language associated with the theme and set out the specific questions, phrases, instructions etc. that the children will use to communicate within that context (e.g. playing a board game: 'my turn', 'who's go is it?', 'go back'...)
3. Plan the specific activity or task so that the children can practise the new language exemplars (e.g. snakes and ladders)

4. Plan how you will assess the quality of the pupils' use of the target language (checklist, video...)

The three phases of effective language-learning

1. The pre-communicative phase

- Stimulus – picture, poster, video, poem, song, slides etc.
- Language function identified together with selected exemplars of language and vocabulary.
- These include new words, sentences and most importantly, questions.
- Language input follows – lots of energetic direct teaching
- Lots and lots of repetition – mostly by pupils singly, in pairs and groups – of new words, phrases and questions, always building up from words, through to sentences and questions using pictures as prompts.
- Teacher models correct pronunciation, sentence structure and activities. Pupils repeat/practice this language/ vocabulary, engage in drills – embed language structures.
- Learning environment supports target language.

2. The communicative phase

- Pair/small group tasks/ games – children practise newly-acquired language
- Role play, games, drama activities, tasks.
- Lots of support from teacher in a facilitative role

3. The post-communicative phase

- Teacher addresses errors identified in the communicative period of lesson. Incidental language noted for future planning.
- Sentence structure / language is extended and used in other contexts.
- Action songs*, poems, rhymes are taught.
- Teacher assesses the quality of the children's language learning and plans next steps.

* in line with guidance issued to schools during the school year to date

Effective planning and preparation

Teachers of the summer camp programme are required to put in place a number of mandatory policies and procedures to ensure the safe and smooth running of the camp. These are listed in the handbook.

In addition, it is a requirement of each camp that teachers prepare and plan appropriately to ensure that stated learning outcomes are achieved. To this end, teachers should prepare an overview / weekly plan of the camp which clarifies the intended learning in a general way. It should answer questions such as:

- What is the theme or focus of the camp?
- How will pupils' wellbeing be fostered?
- What particular learning outcomes in language learning will be focused on?
- What particular learning outcomes in numeracy will be focused on?
- What other learning outcomes will be focused on?
- What methodologies will be used to achieve these outcomes?
- What playful learning experiences will be planned?
- What different contexts will be used (e.g. lunchtime, assembly)
- What learning environments will we use, including virtual environments?
- What resources will be used?
- How will we assess the pupils' learning?

In addition, teachers are required to plan on a daily basis, for each lesson or learning context. Daily planning should be linked to the planning of specific lessons and learning context, drawing from the weekly plan. It should involve reflecting on and answering the questions outlined above

but, this time, with more specific detail. This planning should take account of children's different abilities, needs and interests as well as reflections on the previous day's learning. How you present your planning is for you to decide. The important element is that the team have gone through the process of planning and preparing together in a collaborative manner.

The role of the summer camp facilitators

Facilitators who work with each Education Centre are there to support and assist you in using the most effective methodologies to enhance learning in a playful way. Support is provided by phone. Details of phone support will be provided to teachers at the online information sessions. You may choose to discuss any aspect of your Summer Camp Programme with the facilitators, however, the primary focus will be on the playful teaching and learning that is going on in the camp.

The role of the Inspectorate

If Public Health allows, and as in previous years, the Inspectorate will visit and evaluate a selection of summer camps. The purpose of the evaluations is to ascertain the quality of provision in the Summer Camp Programme; to report to the Teacher Education Section (TES) of the Department on the overall quality of provision; and to make recommendations to TES and to schools on how the learning outcomes and experiences for pupils can be improved. All courses are evaluated using the camp framework and criteria. The inspector will provide feedback on the findings of the evaluation, and you are encouraged to record the key messages of the visit. A written report, containing the findings and recommendations will be provided to the school by the Inspectorate

The Inspectorate also plays a role in advising on and supporting the work of the Summer Camp Programme. For 2021, an inspector may also make

contact with some camp organisers to arrange a time that will be suited for a phone conversation about the work of the camp, to affirm the work of the camp organisers, and also to offer advice and support. The conversations will provide an overview to Teacher Education Section on the work of the camps and teachers' views on the potential impact of the programme on supporting pupils' wellbeing and re-connecting with their peers and school again.

Resources

The summer camp programme does not provide planning templates, lesson plans or resources. Instead, it provides guidelines to support teachers to utilise what they already have in their own school. In addition, there is a wealth of resources and support material available on the websites of the NCCA, PDST, NEPS, NCSE and Scoilnet. Further details of relevant links to these websites will be provided at the information evening for teachers. We encourage you to use these links to support play-based learning in your camp.



An Roinn Oideachais
Department of Education

Chlár an Champa Samhraidh 2021

Lámhleabhar do Mhúinteoirí



Navan Education Centre



Dublin West Education Centre

Ionad Oideachais Bhaile Átha Cliath Thiar

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Ba mhaith linn ár mbuíochas a ghabháil le St. Joseph's National School, Tom Bellew Avenue, Dundalk, Co. Louth as ucht na ngrianghraf atá sa lámhleabhar seo.

Réamhrá

Go raibh maith agat as smaoineamh ar Chlár Campa Samhraidh a reáchtáil i do scoil i mbliana. Tá an clár seo ann le blianta fada, agus rinneadh é a sholáthar go rathúil in os cionn 70 bunscoil incháilithe gach samhradh. I Samhradh 2020, rinneadh an clár a leathnú chuig cohórt níos leithne scoileanna a ghlac páirt dhíograiseach in eispéireas campa samhraidh athshamhlaithe. Chuir creat seanbhunaithe an champa ar chumas daltaí teagmháil a dhéanamh athuair le piaraí, agus le múinteoirí agus a n-athghafacht leis an scoil a chur chun cinn. Leanadh le béim an chláir a dhíriú ar thacú leis na daltaí sin a raibh na riachtanais ba mhó acu dar leis an scoil, go háirithe maidir le téamaí phlean gníomhaíochta DEIS na scoile.

Don samhradh 2021, cruthaíonn Clár na gCampaí Samhraidh deis do scoileanna dul i dteagmháil athuair leis na daltaí seo agus tacaíocht bhreise a sholáthar dá bhfolláine agus dá rannpháirtíocht san oideachas ar bhealach uathúil agus idirghníomhach i ndiaidh an chur isteach ar an scolaíocht níos luaithe i mbliana.

Réasúnaíocht

Tacóidh an Clár Campa Samhraidh le folláine daltaí, a mothú teagmhála agus cothóidh sé a rannpháirtíocht níos doimhne leis an scoil. Mar a tharla i mblianta roimhe seo, leagann an clár béim ar thacaíocht a thabhairt do na daltaí sin a mheasann an scoil an leibhéal riachtanas is mó a bheith acu, go háirithe ó thaobh téamaí phlean gníomhaíochta DEIS na scoile.

Déanann clár an champa samhraidh scoileanna a thacú agus a spreagadh le leas a bhaint as na modhanna teagaisc, foghlama agus measúnaithe is fearr atá acu chun eispéiris foghlama ar ardchaighdeán a sholáthar do dhaltaí i seomraí ranga, sa timpeallacht fhíorúil, agus i dtimpeallachtaí lasmuigh. Is fearr a fhoghlaimíonn na daltaí trí pháirt ghníomhach a ghlacadh sa phróiseas

foghlama agus trí nasc a chruthú idir na rudaí a fhoghlaimíonn siad sa champa agus a dtaithí foghlama sa bhaile agus ar scoil.

Ar mhaithe le rannpháirtíocht daltaí a chur chun cinn, ba cheart, a bhuí le dearadh agus eagrú an chláir, do dhaltaí bheith in ann tionchar méadaithe a imirt sna nithe a fhoghlaimíonn siad agus sa dóigh a bhfoghlaimíonn siad le linn an champa. Agus an clár á dhearadh, ba cheart iniúchadh a dhéanamh ar na bealaí inar féidir le tuismitheoirí tacú leis an gcampa.

Mar a tharlaíonn i gcónaí, leagfar béim láidir ar Mhatamaitic agus ar theangacha – Gaeilge agus Béarla – a fhoghlaim ar bhealach idirghníomhach spraíúil. Tá sé sin ar cheann de na príomhphrionsabail atá i gCuraclam Teanga na Bunscoile 2019.

Aidhmeanna

Is iad seo a leanas na haidhmeanna atá le Clár na gCampaí Samhraidh:

- Tacú le folláine shóisialta, fhisiciúil agus mhothúchánach daltaí.
- Daltaí a chumasú caidreamh a chothú le piaraí agus le múinteoirí agus tacú lena n-athcheangal leis an scoil.
- Cuir eispéiris shaibhre oideachais ar fáil do dhaltaí i raon timpeallachtaí, ag cothú mothú ar a bhfolláine, a muintearas agus a gcruthaitheacht, agus a chuireann a muintín san fhoghlaim chun cinn

2. Creat ginearálta agus treoírphrionsabail Chlár an Champa Samhraidh

Creatchlár an Champa

Beidh dearadh agus soláthar na gCampaí Samhraidh uile, i mBéarla agus i nGaeilge araon, treoraithe ag ceithre réimsí an chláir agus na ceithre phrionsabal uileghabhálach mar bhunchloch acu.



Critéir do gach ceann de na ceithre réimsí

Bí cinnte le do thoil go dtreoraíonn na critéir seo a leanas do phleanáil agus seachadadh an champa. Úsáidfeadh na critéir seo freisin mar bhonn eolais do mheastóireachtaí cigirí ar sholáthar an champa samhraidh.

Critéir do Thorthaí an Fhoglaimeora

- Tá siad bainteach go díreach le riachtanais aitheanta na ndaltaí sa teanga agus/nó sa Mhatamaitic
- Bíonn daltaí ag caint faoin a bhfoghlaim le tuiscint agus machnamh
- Bíonn daltaí spreagtha mar fhoglaimeoirí agus mothaíonn siad go bhfuil ag éirí leo
- Déantar naisc chiallmhara a chruthú idir na torthaí foghlama pleanáilte agus obair na scoile
- Déanann na múinteoirí monatóireacht agus measúnú cuí ar thorthaí foghlama na ndaltaí

Critéir d'Eispéiris Foghlama Spraiúla

Tá na daltaí:

- an-ghafa i ngníomhaíochtaí spreagthacha agus spraiúla
- gníomhach, ag obair go comhoibríoch agus i mbun tascanna atá cuí-dhúshlánach
- gafa i ngníomhaíochtaí chun gnáthfhadhbanna laethúla a réiteach
- curtha ar a gcumas úinéireacht agus freagracht a ghlacadh ar a bhfoghlaim

Critéir do Bhainistíocht an Champa

Cinntoidh eagarthóirí an champa go mbíonn:

- ról ag an bpríomhoide, ag comhordaitheoir an TBSP (HSCL), ag múinteoirí, daltaí agus maoirseoir i bpleanáil an champa
- timpeallacht foghlama ordúil, shlán, shábháilte agus shláintiúil leagtha amach

- riachtanais na RO maidir le Cosaint Leanaí agus réimsí polasaí eile comhlíonta
- tá Plean Freagartha COVID-19 forbartha. Tá an bord bainistíochta agus foireann uile na
- scoile freagrach as an bplean seo a chur i bhfeidhm agus and cuideoidh comhiarracht
- le scaipeadh an víris a chosc
- lánfhreastal agus poncúlacht cothaithe gach lá sa champa, go bhfoilsítear na straitéisí
- an leas is fearr á bhaint as maoiniú atá tugtha chun tacú le foghlaim na ndaltaí agus chun an fhoghlaim a shaibhriú
- an fhoireann ag pleanáil go laethúil chun eispéiris foghlama ardcháilíochta a sholáthar
- deiseanna don rannpháirtíocht bhríoch curtha ar fáil do thuismitheoirí agus don phobal

Critéir don Úsáid ar Thimpeallachtaí Foghlama Éagsúla

Timpeallachtaí foghlama:

- téann siad níos faide ná an seomra ranga
- bunaithe ar fhiosrúchán agus ar thaithí
- bíonn fócas soiléir acu ar an sprioctheanga agus torthaí foghlama

3. Campa Samhraidh a Phleanáil

Tá saoirse ag an scoil díriú ar an gcohort leanaí a shíleann siad a oireann agus aird á tabhairt acu ar thábhacht na luath-idirghabhála agus ar riachtanais aonair na ndaltaí. Is féidir le scoileanna áiteanna a chur ar fáil ag aon aois raon.

Is do scoil a dhéanfaidh an cinneadh maidir le dearadh an Champa Samhraidh, bunaithe ar riachtanais do dhaltaí. Tá an clár maoinithe le díriú ar mhíbhuntáiste oideachasúil agus sóisialta. Tá sé i gceist go gcuideodh sé le daltaí a bhfuil deacrachtaí sóisialta nó acadúil acu sa litríocht nó san uimhearthacht agus a mbeadh buntáiste le fáil acu ó Champa Samhraidh seachtaine le cóimheas an-íseal idir daltaí agus múinteoir. Is é an cóimheas idir daltaí agus múinteoir a bheidh i bhformhór na gcampaí ná 1:12 le móriomlán 36 dalta. Is féidir, áfach, le

scoileanna a bhfuil suas le 8 múinteoir príomhshrutha acu cur isteach ar Champa Samhraidh ina mbíonn 2 mhúinteoir agus 24 dalta (cóimheas 1:12 fós ann). Maidir le 2021, féadfaidh scoileanna múinteoir breise a cheapadh chun tacú le hobair an champa – ó thaobh prótacail sláinte agus sábháilteachta, cumarsáid agus tascanna eile a bhaineann le comhthéacs na scoile féin.

Ar dtús, seo roinnt ceisteanna ar chóir breathnú orthu nuair a bhíonn campa á phleanáil:

1. Cad iad sainriachtanais fhoghlama mo dhaltáí?
 2. Cé na heispéiris foghlama spráúla a thacóidh le riachtanais na ndaltáí?
 3. Cé na timpeallachtaí foghlama éagsúla is féidir a úsáid chun an fhoghlaim a bheith taitneamhach?
 4. Conas mar a dhéanfar monatóireacht agus measúnú ar fhoghlaim na ndaltáí?
- Tabhair na ceanglais riaracháin seo a leanas ar aird

Tabhair na ceanglais riaracháin seo a leanas ar aird

Róil agus Freagrachtaí

Freagrachtaí an Bhoird Bhainistíochta

- Na socruithe riachtanacha go léir lena n-áirítear árachas, cóiríocht oiriúnach, rannpháirtíocht múinteoirí cáilithe, agus a chinntiú go gcomhlíonann an tionscadal gach freagracht dlí agus freagracht fostóra eile.
- Maoirsiú airgeadais an champa
 - caiteachas an deontais ar íocaíochtaí údaraithe amháin
 - taifid agus admhálacha bunaidh coimeádta
 - tuairisc ullmhaithe ar an gcampa a thugann deimhniú ar thinrimh agus ar ioncam agus caiteachas
- Forbraíodh Plean Freagartha COVID-19. Tá an bord bainistíochta agus foireann uile na scoile freagrach as an bplean seo a chur i bhfeidhm agus cuideoidh comhiarracht le scaipeadh an víris a chosc
- Déantar polasaithe scoile a leasú, (más gá), agus a chur i bhfeidhm
- Tá bearta leordhóthanach maidir le cosaint leanaí i bhfeidhm don champa samhraidh agus tá nósanna imeachta soiléire tuairiscithe ann lena chinntiú go ndéantar tuairiscí ar bith ar imní faoi chosaint leanaí a thagann chun cinn laistigh de ghníomhaíocht nó den tseirbhís sin de réir riachtanais ábhartha Threoir Náisiúnta Chosaint Leanaí 2017 agus an tAcht um Leanaí chun Tús, 2015. Áirítear nósanna imeachta dá leithéid nósanna imeachta soiléire le cinntiú go gcoimeádtar an DLP ar an eolas go cuí maidir le haon imní maidir le cosaint leanaí a thagann chun cinn laistigh de ghníomhaíocht nó den tseirbhís lena mbaineann.

- De réir an Achta um Chosaint Leanaí, 2015, tógann measúnú riosca agus Ráiteas um Chosaint Leanaí na scoile aon ghníomhaíocht nó seirbhís den sórt sin san áireamh agus na rioscaí díobhála a shainaithnítear agus na nósanna imeachta atá i bhfeidhm chun na rioscaí sin a bhainistiú.

Freagrachtaí an phríomhoide i ndlúth-chomhpháirt leis an gcomhordaitheoir TBSP (HSCL)

- Treoiríonn agus déanann moltaí maidir le roghnú daltaí
- Oibríonn i gcomhpháirt le foireann chun an campa a phleanáil
- Cinntítear gur ceangailte le folláine agus foghlaim na ndaltaí atá obair na scoile
- Cruthaíonn deiseanna d'fhoireann an champa/do rannpháirtithe chun torthaí a roinnt le pobal na scoile i rith na bliana

Freagrachtaí múinteoirí na gcampaí

- Roghnú daltaí, i gcomhairle leis an bpríomhoide agus leis an gcomhordaitheoir TBSP (HSCL)
- Coimeádtar an cóimheas múinteoir/daltaí ag 1:12
- Gach múinteoir tiomanta do sheachtain iomlán an champa
- A dheimhniú go gcomhlíontar critéir an chreata don champa
- A dheimhniú gur í an Ghaeilge amháin an teanga chumarsáide ar na campaí Gaeilge

Daltaí a aithint agus a roghnú

- Na daltaí is mó a bhfuil gá acu
 - riachtanais oideachais nó shóisialta
 - bunaithe ar thorthaí measúnaithe
 - breithniú ar thábhacht na luath-idirghabhála agus aistrithe
 - aois-chohóirt curtha san áireamh
- Tá gach rang incháilithe
- Ba cheart leathán tinrimh champa a chomhlánú gach lá.
- Coimeádtar liosta teagmhasach daltaí lena chinntiú go mbíonn an líon daltaí is gá ag freastal ar an gcampa gach lá
- Chomhlíontar an bileog gach lá

Polasaithe Scoile

- Beidh ar scoileanna a bpolasaithe maidir le Cosaint Leanaí, Sláinte & Sábháilteacht, Frithbhulaíocht, Iompar agus Teagmhais Chriticiúla agus Polasaí Ithe Folláin a chur i bhfeidhm ar an gCampa Samhraidh. Caithfidh cóipeanna de na polasaithe seo a bheith ag gach múinteoir agus ba chóir dóibh a bheith ar fáil don athbhreithniú.
- Caithfidh ainm an Teagmhálaí ainmnithe (DLP) agus an Ráiteas maidir le Sábháilteacht Leanaí a bheith ar taispeánt go soiléir in aice leis an mbealach isteach chun na scoile a bhíonn in úsáid don champa.
- Caithfear na riachtanais seiceála a chomhlíonadh do thuismitheoirí agus do bhaill den phobal a mbeidh páirt acu in obair an champa agus caithfear iad a chur ar an eolas faoi na polasaithe agus na nósanna imeachta ábhartha. Caithfear a chur in iúl dóibh freisin go bhfuil Ráiteas maidir le Sábháilteacht Leanaí i bhfeidhm le linn ghníomhaíochtaí an champa samhraidh.
- Caithfidh oifigeach sláinte agus sábháilte ainmnithe a bheith ar fáil ar an láthair le linn an champa agus ainmnithe ar an doiciméad polasaí ábhartha.
- Tá gá le Plean Freagartha Covid-19 d'oibriú sábháilte agus inbhuanaithe na scoile.

An Deontas

Beidh deontas ar fáil mar seo a leanas:

- €6 in aghaidh an lae do gach dalta i leith na gcostas ar nós lóin, acmhainní srl.

Ar an gcoinníoll go ndearbhóidh an scoil go gcloífear le téarmaí agus coinníollacha chlár an champa Samhraidh, eiseoidh íochaíocht leictreonach ó NEC/DWEC (Ionad Oideachais na hUaimhe/Áth Cliath Thiar) chuig cuntas bainc na scoile sula dtosaíonn an tionscnamh.

Íocaíocht Múinteoirí

Íocfar múinteoirí go lárnach tríd an OLCS ar a ráta pearsanta ar feadh 22.5 uair an chloig.

Íocfar am ullmhúcháin 10 uair an chloig breise do gach campa. Is féidir na huairéanta seo a shannadh do mhúinteoir aonair nó a roinnt idir mhúinteoirí a éascaíonn an campa ag gach scoil ar leith de réir mar a shíltear a bheith cuí.

Campa a Reachtáil

- Beidh gach campa ar siúl ar feadh cúig lá
- B'fhearr Clár na gCampaí Samhraidh a sholáthar chomh cóngarach d'athoscailt oifigiúil na scoileanna agus is féidir.
- Déanfar na gníomhaíochtaí a reachtáil ar feadh 22.5 uaire thar thréimhse seachtaine
- Ba chóir don champa tosú faoi 10 a'chlog ar a dhéanaí

- Caithfear ceithre huairé a'chloig teagaisc a sholáthar gach lá

- Mar aon leis an gceithre huairé a'chloig teagaisc, cuirfear 30 nóiméad ar fáil gach lá do thréimhse lóin /do bhriseadh ina mbeidh lán-fheitheoireacht

- Comhlíontar an bileog tinrimh gach lá

- Ba chóir lón sláintiúil a chur ar fáil, i gcomhairle leis na daltaí

- Gaeilge amháin a bheidh mar theanga teagaisc i gcampaí a bhíonn ag feidhmiú trí Ghaeilge

- Smaoinigh cé na céimeanna a d'fhéadfaí a ghlacadh, (laistigh de na treoirlínte sláinte agus sábháilteachta a bhíonn ann ag tráth eagraithe an champa) chun nasc a chruthú agus a chinntiú go gcuirfidh acmhainní na leabharlainne áitiúla go tairbheach le téama agus teanga an Champa Samhraidh.
- Má chuirtear bricfeasta ar fáil, ní chuirfidh sé as don cheithre huairé a'chloig teagaisc.
- Is féidir maoirseoir a cheapadh chun na nithe seo a leanas a mhaoirsiú:
 - Poncúlacht a chur chun cinn agus tinreamh laethúil a choiméad
 - Cúrsaí airgeadais agus tuairisc a choiméad
 - Tuarascail dheiridh a chur ar fáil -- Comhlánú na tuarascála deiridh, rud atá ar fáil ón IonadOideachais
 - Dualgais eile a shíleann an scoil ábhartha maidir le heagrú an champa laistigh de chomhthéacs na scoile



4. Tuairimí praiticiúla chun tacú le teagasc agus foghlaim éifeachtach

Feidhmiú na gceithre phrionsabal

Tarlaíonn foghlaim teanga ar bhealach spráúil, idirghníomhach

- Déantar eispéiris foghlama a phleanáil agus a acmhainniú go cúramach, ag baint an leas is fearr as rannpháirtíocht na ndaltaí leis na múinteoirí, a bpiaraí agus a dtuismitheoirí
- Fócas ar an sprioctheanga
- Teagasc follasach na teanga nua
- Aistear, Drámaíocht, amhránaíocht le chéile *
- An timpeallacht lasmuigh a úsáid - conair, treodóireacht, cuardaigh, turasanna allamuigh, picnicí
- Gníomhaíochtaí comhoibríocha: an lón a ullmhú le chéile, cócaireacht, turgnaimh, fiosrúcháin, obair cheirde, múnlaí, dearadh-agus-déanamh
- Rannpháirtíocht leis an leabharlann/leabharlannaí áitiúil; leabharlann na scoile
- An úsáid is fearr as tionól agus scaipeadh chun an fhoghlaim a phlé, a athmhachnamh, a chur i láthair agus a roinnt i suíomh pobail
- An fhoghlaim a léiriú do thuismitheoirí agus do phiaraí-taispeántais, láithreachtaí, dráma ag am tionóil/scaipthe, Aoine i ndiaidh lóin an Aoine tar éis an lóin(de réir na dtreoirlínte ó comhairle Sláinte Poiblí atá i bhfeidhm ag an am atá an campa ar siúl)

* de réir na treorach a eisíodh chuig scoileanna le linn na scoilbhliana go dtí seo

Bíonn na daltaí mar chomhdhearthóirí ar an gCampa Samhraidh

- Cuirtear spreagadh agus tacaíocht ar fáil do dhaltaí chun cuidiú leo an campa a dhearadh, fáilte roimh ionchuir ó thuismitheoirí freisin
- Roimh ghníomhaíochtaí campa agus lena linn: is féidir smaointe a mhealladh ó dhaltaí
- Tréimhse an dearaidh: Fócas-ghrúpa, suirbhé, plé oscailte le spriocdhaltaí agus le thuismitheoirí
- Soláthar an Champa: Múinteoirí, ar bhonn leanúnach
- Na hionchais foghlama a roinnt agus a aontú gach lá
- Foghlaim na ndaltaí a dhaingniú ag deireadh gach ceachta.
- Athbhreithniú ar fhoghlaim a éascú ag deireadh an champa

Is léiriú agus tionchar iad an fhoghlaim, an teagasc agus an measúnú ar chleachtas na scoile

- Déanann an campa obair na scoile a chomhlánú agus a leathnú trí naisc bhríocha a chruthú idir an dá cheann.
- Baintear úsáid as eilimintí éifeachtacha den chleachtas scoile ar nós modheolaíochtaí teagaisc agus measúnaithe.
- Baintear úsáid as modheolaíochtaí chun tacú leis an bhfoghlaim i ngrúpaí beaga
- Tugtar modheolaíochtaí rathúla an champa ar ais sa seomra ranga sa bhliain dár gcionn
- Nuair a chruthaítear bonnlíne shimplí agus measúnuithe ag deireadh an champa beidh siad seo mar bhonn eolais d'fhócas an churaclaim sa scoil
- Cruthófar deiseanna do dhaltaí a bhfoghlaim a roinnt leis an scoil/rang, m.sh. ag na tionóil

Bíonn folláine agus muintearas na ndaltaí go lárnach i ndearadh agus i soláthar an champa

Mothaíonn na daltaí roghnaithe an lúcháir a bhaineann le hobair foirne agus le comhionannas le linn tréimhse an champa.

- Fócas ar mhuintearas a thógáil trí chomharchluichí neamh-iomaíocha
- Spriocanna a aithint i dteannta a chéile
- Timpeallacht an champa teolaí, spráíúil, fáilteach
- Amhrán an champa *
- Fógra fáilteach don champa ag doras na scoile
- Dearbhaithe, fógraí WOW laethúla, nótaí spreagthacha do dhaltaí, boscaí mianta
- T-léine, caipín, buidéal uisce, peann luaidhe an champa
- Fócas ar fhoghlaim ghníomhach i dtascanna agus cluichí grúpa, foirne, beirte agus campa uile
- Daltaí a mhealladh chun gluaiseacht lasmuigh dá gcompord

* de réir na treorach a eisíodh chuig scoileanna le linn na scoilbhliana go dtí seo

Modheolaíochtaí chun teanga a fhoghlaim

Is é an cur chuige cumarsáideach a bhfuil aitheantas aige go hidirnáisiúnta an cur chuige is éifeachtaí chun teanga a fhoghlaim. Is é an Cur Chuige Cumarsáideach an pointe tosaigh is fearr chun na torthaí foghlama is airde a bhaint amach.

Tionól agus Scaipeadh

Cruthaíonn na hamanna tionóil agus scaipthe (tús agus deireadh an lae) deiseanna luachmhara do mhúinteoirí, do dhaltaí agus do thuismitheoirí bualadh le chéile, beannú dá chéile agus comhlúadar pobail agus

comhchuspóir a roinnt. Ócáidí leanúnacha iad seo do dhaltaí chun amhráin an champa a chanadh, a mianta agus a n-ionchais foghlama a roinnt, a ngnóthachtálacha a léiriú agus páirt a ghlacadh i ngníomhaíochtaí chun an fhoireann a neartú.

Am Lóin

Is deis an-oiriúnach é am lóin chun na páistí a bheith páirteach sa rogha bia agus iad a bheith gafa i bpeanáil an bhiachláir, agus an bia a ullmhú, a ordú agus ag baint taitneamh as mar aon leis an mbord a leagadh agus glanadh suas. Is féidir leis na múinteoirí cuidiú leis na daltaí trí na suíomhanna a mhúnlú. Baineann múinteoirí leas as na suíomhanna seo d'fhoghlaim teanga chun tacú tuilleadh le daingniú scileanna cumarsáide na ndaltaí.

Féach agus Abair

Is féidir le 'féach agus abair' nádúrtha cur go mór leis an gcampa. Is iad tuismitheoirí agus daoine muinteartha an lucht féachana is fearr le haghaidh an cheiliúrtha seo ar ghnóthachtáil na ndaltaí, más féidir déanamh amhlaidh de réir Treoirlínte Sláinte agus Sábháilteachta. Ní cóir aon ró- chleachtadh a dhéanamh de seo ná an iomad ama a thógaint ó ghnáth ghníomhaíochtaí an champa, ach ba chóir go n-eascródh sé gan dua ó na gníomhaíochtaí laethúla mar léiriú béil, ceoil, súl ar ghníomhaíochtaí an champa. Ní cóir don 'féach agus abair' tarlú ach san uair a' chloig dheireanach ar an lá deireanach den champa mar ócáid cheiliúrtha ar chríoch sásúil an chúrsa.

Timpeallachtaí Foghlama

Déanfar machnamh cúramach ar raon timpeallachtaí foghlama laistigh agus lasmuigh a chur san áireamh:

- A bhíonn fáilteach agus compordach
- A chothaíonn an chruthaitheacht

- A chruthaíonn spás do dhaltaí a bheith gníomhach
- A chothaíonn an fhorbairt ar scileanna sóisialta agus ar scileanna réiteach fadhbanna

Roinnt samplaí: Clós agus timpeallacht na scoile, ionaid ghlasa go háitiúil, leabharlann na scoile, halla na scoile, an seomra ilúsáide, seomra Aistear, seomra ríomhairí, seomra foirne, seomra na dtuismitheoirí, pasáistí mar aon le seomraí ranga.

Rannpháirtíocht Tuismitheoirí

Ba chóir do Chlár an Champa Samhraidh iarracht a dhéanamh tuismitheoirí a bheith páirteach a mhéid agus is féidir. D'fhéadfadh siad seo a leanas cuidiú:

- Teagmháil a dhéanamh le tuismitheoirí chun eolas a thabhairt dóibh faoi théama/ghníomhaíochtaí an champa
- Liostaí leabhair léitheoireachta atá ar fáil ina leabharlann a chur ar fáil dóibh chun cuidiú leo leanúint ag cur leis na scileanna léitheoireachta i rith an tSamhraidh
- Roinnt gníomhaíochtaí a mholadh a d'fhéadfaidís a úsáid sa Bhaile
- Cuireadh a thabhairt do theaghlaigh féachaint agus insint, agus deiseanna a thabhairt do dhaltaí chun a ngnóthachtálacha a léiriú
- Tabhair cuireadh do theaghlaigh chun an leabharlann a thaispeáint agus insint faoi, agus cruthaigh deiseanna do dhaltaí lena n-éachtaí a léiriú go sábháilte (de réir na comhairle Sláinte Poiblí a bhíonn i bhfeidhm ag an am sin).
- Le linn imeachtaí, leabhair, irisleabhair nó ábhair litearthachta/uimhearthachta eile a chur ar fáil mar dhuaiseanna
- Gníomhaíochtaí spráíúla a óstáil ina mbíonn páistí agus teaghlaigh ag obair le chéile ar ghníomhaíochtaí spráíúla curaclaim

Úsáid Acmhainní Leabharlainne

Bíonn cuairt ar leabharlann áitiúil mar chuid an-rathúil den Chlár Campa Samhraidh i gcónaí. Beidh raon agus scóip na gníomhaíochta leabharlainne faoi réir chomhairle Sláinte Poiblí a bheidh i bhfeidhm ag an am a bhíonn an campa ag feidhmiú. Chun feasacht daltaí agus tuismitheoirí ar an leabharlann agus ar leabhair i gcoitinne a ardú, cur san áireamh agus an campa á phleanáil cé na céimeanna a d'fhéadfaí a ghlacadh chun nasc a dhéanamh leis agus a chinntiú go gcuirfidh acmhainní na leabharlainne áitiúla nó go deimhin leabharlann na scoile go tairbheach leis an téama agus teanga an Champa Samhraidh. Caithfear é seo a phleanáil i bhfad sula dtarlaíonn an campa ionas go mbeidh an leas is fearr le fáil as.

Gníomhaíochtaí do neartú foirne

Cruthóidh gníomhaíochtaí do neartú foirne deiseanna do dhaltaí scileanna a fhoghlaim ar nós obair fhoirne, comhoibriú, smaointeoireacht chruthaitheach, rannpháirtíocht chomhoibríoch, scileanna sóisialta agus tabharfaidh sé deis do dhaltaí caidrimh a chothú lena chéile. Tá an saibhriú ar scileanna cumarsáide na ndaltaí sa sprioctheanga agus iad ag súgradh agus ag réiteach fadhbanna le chéile go lárnach in éiteas Chlár na gCampaí Samhraidh.

Measúnú

Bainfear úsáid as eolas ar mheasúnuithe chun riachtanais foghlama na ndaltaí a aithint, mar bhonn eolais chun daltaí a roghnú agus chun an campa a dhearadh, agus mar chuidiú chun an teagasc a chur in oiriúint le linn an champa and agus chun an fhoghlaim a cheiliúradh. I measc na staitéisí praiticiúla don mheasúnú a d'fhéadfaí a úsáid le linn an champa beidh:

- Critéir Ratha a úsáid
- Aiseolas Éifeachtach a sholáthar
- Ceistiúchán a úsáid go hÉifeachtach

- Féinmheasúnú
- Piarmheasúnú
- Rúibricí, seicliostaí, dialann foghlama, léaráidí anótáilte, léarscáileanna coincheapa, grianghraif, gearrthóga físe, leabhar gearrthóg, fillteán SALF

5. Oiliúint

Cuirfidh an Rannóg Oideachas Múinteoirí oiliúint ar na múinteoirí uile a ghlacann páirt i gClár na gCampaí Samhraidh. Is éigeantas é sin. Beidh an oiliúint comhdhéanta de roinnt seimineáir Ghréasáin bheo. Pléifear iontu sin gnéithe tábhachtacha amhail tacú le folláine na múinteoirí agus na ndaltaí, timpeallachtaí foghlama, modheolaíochtaí teagasc spráúil, an chuairt ar an leabharlann, pleanáil agus measúnacht, agus ceanglais riaracháin. Maidir leis na seisiúin oiliúna le haghaidh Clár na gCampaí Samhraidh a sholáthar, óstálfar iad ar shuíomh Gréasáin Ionad Oideachais Bhaile Átha Cliath Thiar ag deireadh mhí an Mheithimh. Eiseofar tuilleadh sonraí chuig gach scoil rannpháirteach.

6. Treoir bhreise do mhúinteoirí chuntacú le clár na gcampaí samhraidh

- Foghlaim agus teagasc teanga éifeachtach
- Pleanáil agus ullmhú éifeachtach
- Ról áisitheoirí na gcampaí samhraidh
- Ról na Cigireachta
- Acmhainní

Foghlaim agus teagasc teanga éifeachtach

Croípháirt de na campaí samhraidh is ea na leanaí a mhúineadh chun cumarsáid a dhéanamh i dteanga an champa. Sular féidir leis na leanaí cumarsáid éifeachtach a dhéanamh le linn gníomhaíochtaí agus tascanna, ní foláir go múintear na heiseamláirí sprioctheanga go héifeachtach dóibh, bídís sa Bhéarla nó sa Ghaeilge.

Is é cur chuige na cumarsáide an cur chuige is éifeachtaí d'fhoghlaim teangacha. Baineann cnámha scéil réadúla agus ábhair ábhartha leis mar a mbíonn leanaí ag caint agus ag comhrá le cuspóir saineúil i gceist. Ní foláir go mbíonn roghanna ag na leanaí faoin méid a mbeidh siad ag caint faoi, ná bíodh script ar bith acu! Meabhraigh gurb é múineadh na leanaí chun ceisteanna a chur an eochairghné chun dea-chumarsáid a spreagadh.

Baineann na croíghnéithe seo a leanas leis an bhfoghlaim teanga éifeachtach:

1. an Éisteacht
2. an Tuiscint
3. an Aithris
4. an Labhairt agus an Chumarsáid

Comhlánaíonn agus treisíonn gach ceann de na ceithre ghné a chéile, ach is í an labhairt agus an chumarsáid le chéile na haidhmeanna leis an bhfoghlaim teanga sa deireadh thiar.

Cá dtosóidh tú mar sin?

1. Tosaigh trí dhírú ar théama nó ar chomhthéacs an champa
2. Pleanáil an sprioctheanga nua a bhaineann leis an téama, agus socraigh na ceisteanna, nathanna, teoracha sonracha srl. a bheidh in úsáid ag na leanaí chun cumarsáid a dhéanamh laistigh den chomhthéacs sin (m.sh. cluiche cláir a imirt:- 'mo shealsa', 'cé leo an seal?', 'téigh siar'...)

3. Pleanáil an ghníomhaíocht nó an tasc sonrath sa chaoi gur féidir le leanaí na heiseamláirí teanga nua a chleachtadh (m.sh. nathracha agus dréimírí)
4. Pleanáil an chaoi a dhéanfaidh tú measúnú ar chaighdeán úsáid na sprioctheanga ag na daltaí (seicliosta, físeán...)

Na trí chéim den fhoghlaim teanga éifeachtach

An chéim réamhchumarsáide

- Spreagthach - pictiúr, póstaer, físeán, dán, amhrán, sleamhnáin srl.
 - Aithnítear feidhm teanga in éineacht le heiseamláirí roghnaithe den teanga & den fhoclóir. Áirítear leo sin focail agus abairtí nua, agus ceisteanna thar aon ní eile.
 - Tagann ionchur teanga ina dhiaidh sin – go leor teagaisc dhírigh lán d’fhuinneamh.
 - Go leor leor aithrise - na daltaí ina n-aonar, i mbeirteanna agus i ngrúpaí den chuid is mó - ar fhocail, nathanna agus ceisteanna nua, ag cur leis na focail i gcónaí, trí abairtí agus ceisteanna ach leas a bhaint as pictiúir agus leideanna.
 - Is é an múinteoir a thugann an fuaimniú ceart, comhréir na habairte agus gníomhaíochtaí i gcónaí.
- Is iad na daltaí a dhéanann aithris/cleachtadh ar an teanga/bhfoclóir sin, agus a dhéanann cleachtaí
- leabú na struchtúr teanga.
 - Tacaíonn timpeallacht na foghlama leis an sprioctheanga.

Céim na cumarsáide

- Cluichí/tascanna do bheirteanna/ghrúpaí beaga - cleachtann na leanaí an teanga nua-shealbhaithe
- Rólimirt, cluichí, gníomhaíochtaí drámaíochta, tascanna.
- Go leor tacaíocht ón múinteoir i ról éascaitheach

Céim na hiarchumarsáide

- Téann an múinteoir i ngleic le hearráidí a aithníodh sa tréimhse chumarsáide den cheacht. Tugtar teanga theagmhasach faoi deara don phleanáil amach anseo.
- Cuirtear síneadh le comhréir abairtí / teanga agus baintear leas astu i gcomhthéacsanna eile.
- Múintear gníomh-amhráin dánta agus rannta *.
- Déanann an múinteoir measúnú ar chaighdeán na foghlama teanga ag na leanaí, agus pleanáiltear na chéad chéimeanna eile.

* de réir na treorach a eisíodh chuig scoileanna le linn na scoilbhliana go dtí seo

Pleanáil agus ullmhú éifeachtach

Ní foláir do mhúinteoirí ó chlár na gcampaí samhraidh roinnt beartas agus nósanna imeachta éigeantacha a chur i dtoll a chéile chun reáchtáil shábháilte agus réidh an champa a áirithiú. Liostaítear sa lámhleabhar iad.

Ina theannta sin, is riachtanas le gach campa é go n-ullmhaíonn agus go bpleanálann múinteoirí go hiomchuí chun a chinntiú go ngnóthaítear torthaí foghlama. Ba chun na críche sin ar cheart do mhúinteoirí forphlean / plean seachtainiúil den champa a ullmhú ina soiléireofaí an fhoghlaim atá

ceaptha ar bhealach ginearálta. Ba chóir go dtabharfaí freagraí ar cheisteanna leis ar nós:

- Céard é téama nó sprioc an champa?
- Conas a dhéanfar folláine daltaí a chothú?
- Céard iad na torthaí foghlama ar leith maidir le huimhearthacht ar a ndíreofar?
- Céard iad na torthaí foghlama eile ar a ndíreofar?
- Céard iad na modheolaíochtaí as a mbainfear leas chun na torthaí sin a ghnóthú?
- Céard iad na gníomhaíochtaí foghlama spráúla a phleanálfar?
- Céard iad na comhthéacsanna éagsúla as a mbainfear leas (m.sh. am lóin, tionól)
- Cad iad na timpeallachtaí foghlama a bheidh in úsáid, timpeallachtaí fóirúla samn áireamh?
- Céard iad na hacmhainní as a mbainfear leas?
- Cén chaoi a dhéanfaimid measúnú ar fhoghlaim daltaí?

Ina theannta sin, ní foláir do mhúinteoirí pleanáil a dhéanamh ar bhunús laethúil, i leith gach ceachta nó comhthéacs foghlama. Ba cheart go nascfaí an phleanáil laethúil le pleanáil na gceachtanna agus an chomhthéacs foghlama shonrach, ag tarraingt ón bplean seachtainiúil. Ba chóir go mbainfeadh machnamh agus freagairt na gceisteanna a léiríodh thuas léi, ach le sonraí níos sainiúla leo an uair seo. Ba cheart go dtabharfaí san áireamh leis an bpleanáil seo cumais, éilimh agus leasanna éagsúla leanaí maille le machnamh ar fhoghlaim an lae roimhe sin. Is fútsa féin é an chaoi chun do phleanáil a léiriú. Is í an ghné thábhachtach go ndeachaigh an fhoireann tríd an bpróiseas chun pleanáil agus ullmhú le chéile. Is éard atá tábhachtach ná go dtugann an fhoireann faoin bpróiseas pleanála agus ullmhúcháin le chéile ar bhealach comhoibritheach.

Ról áisitheoirí na gcampaí samhraidh

Tá éascaitheoirí a oibríonn le gach Ionad Oideachais ar fáil chun tacaíocht agus cabhair a thabhairt duit maidir le húsáid a bhaint as na modheolaíochtaí is éifeachtaí chun an fhoghlaim a bhreisiú ar bhealach spráúil. Tugtar an tacaíocht thar an teileafón. Is ag na seisiúin faisnéise ar líne a thabharfar sonraí do mhúinteoirí faoin tacaíocht thar an teileafón. Is féidir leat aon ghné de do Chlár Campa Samhraidh a phlé leis na héascaitheoirí. Is amhlaidh, áfach, go ndíreofar go príomha sa tacaíocht ar an teagasc spráúil agus ar an bhfoghlaim spráúil atá ar siúl sa champa.

Ról na Cigireachta

Má cheadaíonn Sláinte Poiblí a leithéid, agus mar a tharla i mblianta roimhe seo, tabharfaidh an Chigireacht cuairt ar roinnt campaí samhraidh agus déanfar meastóireacht orthu. Imríonn an Chigireacht ról tábhachtach i dtacaíocht ó thabhairt d'obair Chlár na gCampaí Samhraidh agus i gcomhairle a thabhairt ina leith. Rachaidh cigire i dteagmháil le roinnt eagraithe campa chun am a shocrú a bheadh oiriúnach do chomhrá a dhéanamh ar obair an champa, chun obair na n-eagraithe campa a dheimhniú, agus chun comhairle agus tacaíocht a thabhairt. Beidh na comhráite ina bhforbheathnú don Rannóg Oideachas Múinteoirí ar obair na gcampaí agus ar thuirimí na múinteoirí ar an tionchar a d'fhéadfadh a bheith ag an gclár ar thacú le folláine na ndaltaí agus ar athcheangal lena bpiaraí agus lena scoil an athuir.

Tá ról ag an gCigireacht freisin maidir le comhairle agus tacaíocht a sholáthar d'obair Chlár na gCampaí Samhraidh. Maidir le 2021, b'fhéidir go ndéanfaidh cigire teagmháil freisin le roinnt eagraithe campaí chun am a shocrú a bheadh oiriúnach do chomhrá gutháin faoi obair an champa, chun obair eagraithe an champa a dhearbhu, agus chun comhairle agus

tacaíocht a thairiscint freisin. Tabharfaidh na comhráite forléargas don Rannóg um Oideachas Múinteoirí ar obair na gcampaí agus ar thuairimí na múinteoirí faoin tionchar a d'fhéadfadh a bheith ag an gclár ar thacú le folláine daltaí agus ar an ath-theagmháil lena gcomhghleacaithe agus leis an scoil arís.

Acmhainní

Ní sholáthraítear teimpléid phleanála, pleananna ceachtanna ná acmhainní leis an gclárampa samhraidh. Ina ionad sin, soláthraítear treoirlínte chun tacú le múinteoirí leas a bhaint as a bhfuil acu ina scoileanna cheana féin. Ina theannta sin, is iomaí acmhainní agus ábhar tacaíochta dá bhfuil ann ar láithreáin ghréasáin an NCCA, PDST, NEPS, NCSE agus Scoilnet. Is ag an oíche eolais do mhúinteoirí a sholáthrófar tuilleadh sonraí faoi na naisc ábhartha chuig na láithreáin ghréasáin sin. Tugaimid spreagadh duitse chun leas a bhaint as na naisc sin chun tacú leis an bhfoghlaim spraoi-bhunaithe i do champasa.