



INTO Intercultural Guidelines for Schools
Treoirlínte Idircultúrtha CMÉ do Scoileanna



Valuing Difference • Combating Racism
Promoting Inclusiveness and Equality

*An Difríocht a Chobú • An Ciníochas a Chombrac
Cuimsitheacht agus Comhionannas a Chur Chun Cinn*



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Foreword

Ireland is increasingly becoming a multicultural, multiracial society, forcing us to examine our attitudes both towards ourselves and towards the ethnic minority groups in our communities. We may well ask ourselves are we still the Irish of a thousand welcomes or is there such a deep undercurrent of racism in our society that we find it difficult to accept diversity of race or different beliefs and lifestyles. Attacks on members of ethnic minorities on our city streets serve to highlight the need for us, as a nation, to strengthen our actions in the fight against racism by developing a deeper sense of community amongst all our citizens, irrespective of ethnic, religious or cultural differences.

In order to develop a multicultural society, we must confront our own value stances – the ideologies, prejudices and attitudes which, when combined together, sow the seeds of exclusion and separatism. Experiences elsewhere suggest that racism can move from blatant and overt action to more subtle and covert manifestations based on the non-acceptance of difference.

Education holds the key to developing an inclusive society where social diversity and cultural differences can be respected, promoted and practised. Schools are important places for the foundation of attitudes. Children are influenced by the accepted modes of behaviour and attitudes that permeate the schools. As teachers we impart, often unconsciously, our values and beliefs to the children under our care. It is important for us, therefore, to practice tolerance and respect, not alone in our schools, but also in the wider community. Intercultural education enables children to form positive attitudes and to learn to respect cultural difference. Schools that reflect and affirm diversity of cultures, ethnicity and religious background will help children from ethnic minorities to feel valued, accepted and supported.

In the context of a changing Irish society, it is very important that all schools have in place policies and procedures which reflect an intercultural outlook. These guidelines reflect good practice which can be developed and expanded by individual schools. I am delighted to endorse the proposals contained in this document and to congratulate all concerned in their production.

Réamhfhocal

Tá Éire ag éirí níos mó agus níos mó ina sochaí ilchultúrtha, ilchínióch agus ag cur iachall orainn ár ndearcadh inár leith féin agus i leith na ngrúpaí a bhaineann le grúpaí mionlach eitneach inár gcuid pobal a scrúdú. D'fhéadfaimis an cheist a chur an muid fós Éire na gcéad míle fáilte nó an bhfuil bonnshreabh ciníochais chomh láidir sin sa tsochaí atá againn go bhfuil sé deacair againn glacadh le héagsúlacht ciníocha, nó éagsúlacht creidimh agus stíleanna beatha. Léiríonn ionsaithe ar mhionlaigh eitneacha ar shráideanna ár gcuid cathracha an gá atá againn mar náisiún ár gcuid gníomhartha a neartú chun cur in aghaidh an chiníochais trí thuiscint níos doimhne ar phobal i measc ár gcuid saoránach a fhorbairt, cibé difríocht eitneach, creidimh nó cultúir a bhíonn i gceist.

Chun sochaí ilchultúrtha a fhorbairt ní mór dúinn aghaidh a thabhairt ar ár gcuid seasamh luachanna féin – na hidé-eolaíocháí, na claonta agus na dearcaí a chuireann, nuair a chuirtear le chéile iad, síol an eisiachais agus an dealaithe amach. Tugann an taithí a fuarthas in áiteanna eile le tuiscint gur féidir leis an gciníochas gluaiseacht ó ghníomh neamhbhalbh borb go dtí léirithe níos caolchúisí agus níos foláí bunaithe ar neamhghlacadh le difríocht.

Is san oideachas atá an phríomheochair maidir le sochaí uilechuimsitheach a fhorbairt, sochaí ina mbeidh meas ar éagsúlacht shóisialta agus ar dhifríochtaí cultúir, ina ndéanfar iad a chur chun cinn agus a chleachtadh. Is áiteanna tábhachtacha iad scoileanna chun bunraith a chur faoi dhearcaí. Bíonn tionchar ag na modhanna iompair a mbíonn glacadh leo agus a bhíonn fairsing sa scoil ar leanaí. Mar mhúinteoirí roinnimid, go neamhchoinsiasach go minic, ár gcuid luachanna agus gach a gcreidimid leis na leanaí a bhíonn faoinár gcúram. Tá sé tábhachtach, mar sin, go gcleachtaimidne caoinfhulaingt agus meas, ní hamháin in ár gcuid scoileanna ach sa phobal níos leithne. Cuireann oideachas idirchultúrtha ar chumas leanaí dearcaí dearfacha a chothú agus meas a bheith acu ar dhifríochtaí cultúrtha. Cuideoidh scoileanna a léiríonn agus a dhaingníonn éagsúlacht cultúrtha, eitneachais agus cúlra creidimh le leanaí ó mhionlaigh eitneacha ionas go mbraithfidh siad go bhfuil fiúntas ag baint leo, go nglactar leo agus go bhfuil tacaíocht á fáil acu.

I gcomhthéacs pobail Éireannaigh atá ag athrú tá sé tábhachtach go mbeadh polasaithe agus nósanna imeachta bunaithe ag gach scoil a léiríonn léargas idirchultúr. Léiríonn na treoirlínte seo deachleachtas is féidir a fhorbairt agus a leathnú ag scoileanna aonair. Tá áthas orm na moltaí atá sa cháipéis seo a chur chun cinn agus comhghairdeas a dhéanamh le gach duine a raibh baint acu lena gcur ar fáil.

John Carr

Introduction



The increase in non-nationals arriving in Ireland seeking job opportunities or here as refugees or asylum seekers has given rise to much discussion and questioning on the issue of racism in Ireland. Teachers are among those who are conscious of the need to challenge racist attitudes and practices. They recognise that schools play a very important role in forming positive attitudes in children to people of different cultural, religious and ethnic backgrounds or skin colour. In particular, teachers are aware of the need to develop and implement anti-racist policies and practices and to promote interculturalism in schools.

Intercultural education is about respecting cultural difference and promoting anti-racism, it is not simply the knowledge of a variety of cultures. It aims to counter misconceptions and negative stereotyping of different cultures, religions or nationalities and seeks to develop an appreciation of other cultures in the context of a critical appreciation of local/Irish cultures. Intercultural education celebrates the positive aspects to cultural diversity as well as drawing attention to the power differences between groups and societies. The aims of intercultural education are enshrined in the Revised Curriculum.

The INTO promotes the principle of equality in all aspects of education and supports the concept of equal access to full education for all children. In line with these objectives, and a Congress motion, the INTO has drawn up guidelines to schools on best practice for the equal participation and outcomes in education of children of ethnic minorities, including Travellers.

The guidelines seek to support the development of inclusive strategies and enriching intercultural policies and practices in schools. They recognise that all schools have a responsibility to promote interculturalism and counter racism regardless of the ethnic profile of the school community. All children, not just children from ethnic minority groups, will benefit from an intercultural education and be better prepared for the intercultural environment in which they live. Schools are already implementing many of the policies and strategies outlined in the guidelines. However, it is important to ensure that racism does not enter a void where there is not a well thought out policy that ethnic origin, culture, colour is irrelevant to people's intrinsic worth.

The guidelines follow the format of an introductory section and a related checklist for each topic. The checklist will act as an affirmation of what is already taking place in schools and, perhaps, a prompt for further action. The topics include Enrolment Policies; Inclusive Strategies for Parents; Whole School Guidelines; Classroom Guidelines; Bilingual Learners; Bilingual Learners in the Classroom; Dealing with Racist Incidents; Ensuring Success.

Suggested Policy Statement

All children have an equal right to education. In order to fulfil this right, differences will be respected and valued in our school. Our school will be pro-active in challenging racism.

Réamhrá



Tá an méadú ar líon na neamhnáisiúnaigh ag teacht go hÉirinn mar theifigh, mar lucht lorgtha tearmainn nó mar oibrithe ag lorg deiseanna oibre ina chúis le go leor plé ar cheist an chiníochais in Éirinn, agus ina chúis le ceistiú a dhéanamh ar an ábhar. Tá múinteoirí ina measc sin a thugann faoi deara an gá atá le dúshlán a thabhairt do dhearcadh agus do chleachtais chiníocha. Aithníonn siad go bhfuil ról antábachtach ag na scoileanna i ndearcadh deimhneach a chothú i leanaí maidir le daoine a bhfuil cúlraí difriúla cultúir, reiligiúnacha agus eitneacha acu agus i leith daoine a bhfuil dath difriúil craicinn orthu. Is léir do mhúinteoirí, go háirithe, an gá atá ann le polasaithe agus cleachtais frithchiníocha a fheidhmiú agus le hidirchultúrachas a chur chun cinn sna scoileanna.

Baineann oideachas idirchultúrtha le meas a chothú ar dhifríocht cultúir agus frithchiníochas a chur chun cinn, ní eolas ar éagsúlacht cultúr amháin atá i gceist in oideachas idirchultúrtha. Tá sé mar aidhm aige cur i gcoinne míthuiscintí agus buansamhlú diúltacha ar chultúir, reiligiúin nó náisiúntachtaí difriúla agus tá sé ag iarraidh léirithuisint ar chultúir eile a a fhorbairt i gcomhthéacs léirithuisint chriticiúil ar chultúir na hÉireann / ar chultúir áitiúla. Ceiliúrann oideachas idirchultúrtha na gnéithe deimhneacha den éagsúlacht chultúrtha chomh maith le haird a tharraingt ar na difríochtaí cumhachta idir grúpaí agus sochaithe. Tá aidhmeanna an oideachais idirchultúrtha cumhdaithe sa Churaclam Athbhreithnithe.

Cuireann CMÉ prionsabal an chomhionannais chun cinn i ngach gné den oideachas agus tacaíonn sé le coincheap na rochtana comhionann ar oideachas iomlán do na leanaí ar fad. Ar aon dul leis na cuspóirí sin, agus le rún Comhdhála, tá treoirlínte do scoileanna dréachtaithe ag CMÉ ar an sár-chleachtas do thortha agus rannpháirtíocht chomhionann in oideachas leanaí mhionphobail eitneacha, an Lucht Siúil san áireamh.

Déanann na treoirlínte iarracht tacaíocht a thabhairt d'fhorbairt straitéisí uilechuimsitheacha agus do pholasaithe agus cleachtais idirchultúrtha a shaihbhriú i scoileanna. Aithníonn siad go bhfuil freagracht ar gach scoil idirchultúrachas a chur chun cinn agus cur i gcoinne an chiníochais d'ainneoin próifíl eitneach phobal na scoile. Bainfidh na leanaí ar fad, agus ní leanaí ó ghrúpaí mionlaigh eitnigh amháin, sochar as oideachas idirchultúrtha agus beidh siad ullmhaithe níos fearr don timpeallacht idirchultúrtha ina maireann siad. Tá scoileanna, cheana féin, ag cur i bhfeidhm go leor de na polasaithe agus na straitéisí a bhfuil imlíne tugtha orthu sna treoirlínte. Tá sé tábhachtach a chinntiú, áfach, nach bhfágtar ciníochas gan malairt treorach, áit nach bhfuil polasaí dea-mhachnaithe nach mbaineann bunús eitneach, cultúr agus dath le luach intreach na ndaoine.

Tá na treoirlínte leagtha amach le réamhléiritheach agus seicliosta ábhartha do gach topaic. Gníomhóidh an seicliosta mar dheimhniú den rud atá ag tarlú cheana féin i scoileanna agus, b'fhéidir, mar nod do ghníomh breise. Áiríonn na topaicí Polasaithe Rollaithe; Straitéisí Uilechuimsitheacha; Treoirlínte don Scoil ina hiomláine; Treoirlínte don Seomra Ranga; Curaclam Uilechuimsitheach; Foghlaimeoirí Dátheangacha; Déileáil le Tarluithe Ciníocha; Rathúlacht a Chinntiú.

Ráiteas Polasaí Molta

Tá ceart comhionann ag gach leanbh ar oideachas. Ionas go gcomhlíonfar an ceart sin, caithfear meas agus luach a bheith ar dhifríochtaí inár scoil. Beidh ár scoil forghníomhach i ndúshlán a thabhairt don chiníochas.

Enrolment policy



It is important to ensure that the school's admission policy is clearly stated and adheres to the provisions of the Education Act, *The Rules for National Schools* and procedures recommended by the CPSMA, Church of Ireland Board of Education, Educate Together and INTO. The Education Act requires schools to "promote equality of access to and participation in education" and acknowledges "the rights of parents to send their child to a school of their choice." A policy of inclusiveness and respect for the diversity of values, beliefs, traditions, languages and ways of life in society should underpin all school enrolment policies. The enrolment procedure should be the same for all with a common enrolment form.

The first meeting with parents is critical both to address the concerns of parents anxious as to whether the school has a welcoming and inclusive ethos and for the provision of essential information on all aspects of the school. If possible, try to assist non-English speakers to find an interpreter of their own choice for initial meetings. Issues which are important in relation to children's needs, but which may not be answered until a mutual relationship of trust has been established, include the circumstances under which the children's family has come to Ireland, their quality of life since arriving in Ireland, their previous experience of education and whether they have special needs – medical, psychological, educational.

Many newly arrived children do not speak English. It may seem like a good idea to place them with a younger age group in order to give them an opportunity to catch up, however, it is much more beneficial for the child to be placed in an age-appropriate class.

If there are other children, of the same age, whose first language is that of the new pupil it would be ideal to place them in the one class.

It is also recommended, where possible, that correspondence be sent to parents in the appropriate language. French is often the second language for many non-nationals and once a letter e.g. a school closure notice is drafted it may need very minor changes for future usage.

Checklist

- Is the first encounter of parents and children with the school welcoming? Can we make it more welcoming?
- Is our school's enrolment form inclusive and the same for all children? Does it refer to ethnicity, first language, religion, health, country of origin?
- Is the Traveller child's right to enrol and fully participate in our school upheld?
- Are we sure that parents, after their initial visit, have an adequate knowledge of all school procedures? If not how can we ensure that they will have?
- Are children placed in age-appropriate classes?
- If there are children in the school who speak the same language as the new pupil will they have opportunities to meet? Would it be possible for them to be in the same class?
- Is it possible to send correspondence to parents in the appropriate language?

Polasáí rollaithe



Tá sé tábhachtach a chinntiú go mbíonn polasáí iontrála daltaí sna scoileanna luaite go soiléir agus go gclóíonn sé le forálacha an Achta Oideachais, *Na Rialacha do Scoileanna Náisiúnta* agus na nósanna imeachta arna moladh ag an CPSMA, Bord Oideachais Eaglais na hÉireann, Educate Together agus CMÉ. Éilíonn an t-Acht Oideachais ar scoileanna “comhionannas rochtana ar an oideachas agus comhionannas rannpháirtíochta san oideachas a chur chun cinn” agus dearbhaíonn sé “an ceart atá ag tuismitheoirí a leanaí a chur ar scoil is rogha leis na tuismitheoirí”. Ba chóir go mbeadh polasáí uilechuimsitheachta agus measa d’éagsúlacht luachanna, creidimh, traidisiún, teangacha agus slite maireachtála sa tsochaí mar thaca le gach polasáí rollaithe scoile. Ba chóir go mbeadh an nós imeachta rollaithe mar a chéile do gach duine agus go n-úsádfaidh an foirm rollaithe céanna do chách.

Tá an chéad chruinniú le tuismitheoirí criticiúil chun aghaidh a thabhairt ar rudaí a bhíonn ag déanamh inní do thuismitheoirí a bhíonn míshuaimhneach maidir le héiteas fáiltitheach agus uilechuimsitheach a bheith ag an scoil nó gan a bheith, agus maidir le soláthar eolais riachtanaigh ar gach gné den scoil. Más indéanta sin, déan iarracht cabhrú le daoine nach cainteoirí Béarla iad teangaire dá rogha féin a fháil do chruinnithe tosaigh. Áirítear ar cheisteanna a bhíonn tábhachtach maidir le riachtanais leanaí, ach nach féidir a fhreagairt nó go mbíonn comhchaidreamh muiníne bunaithe, na cúinsí faoinar tháinig teaghlach an linbh go hÉirinn, a gcaighdeán saoil ó tháinig siad go hÉirinn, an taithí a bhí roimhe sin acu ar oideachas agus an bhfuil riachtanais speisialta – liachta, síceolaíoch, oideachais – acu nó nach bhfuil.

Bíonn go leor leanaí nach labhraíonn Béarla nuair a thagann siad go hÉirinn ar dtús. D’fhéadfadh an chosúlacht a bheith air gur smaoinemh maith é iad a chur isteach le haoisghrúpa níos óige leis an deis a thabhairt dóibh coinneáil suas ach tá sé i bhfad níos tairbhí don leanbh, áfach, é/í a chur i rang atá oiriúnach dá (h)aois. Má bhíonn leanaí eile ann, den aois chéanna, arb é a gcéad teanga an teanga a bhíonn ag an dalta nua, b’fhéarr iad a chur sa rang céanna.

Moltar chomh maith, nuair is indéanta sin, go seolfaí comhfhreagras chuig na tuismitheoirí sa teanga chuí. Is í an Fhraincis go minic an dara teanga do go leor neamhnáisiúnach agus má bhíonn litir dréachtaithe m.sh. fógra dúnta scoile, d’fhéadfadh sé gur beag mionathruithe a theastódh lena úsáid arís amach anseo.

Seicliosta

- An bhfuil an chéad teagmháil ag tuismitheoirí agus leanaí leis an scoil fáiltiúil? An féidir linn é a dhéanamh níos fáiltiúla?
- An bhfuil ár bhfoirm rollaithe scoile uilechuimsitheach agus mar a chéile do gach leanbh? An dtagraíonn sé d’eitneachas, don chéad teanga, do reiligiún, do shláinte, do thír dúchais?
- An gcomhlíontar ceart leanaí den Lucht Síúil rollú inár scoil agus a bheith go hiomlán rannpháirteach inti?
- An bhfuilimid cinnte go mbíonn dóthain eolais ag tuismitheoirí, i ndiaidh a gcéad chuairt, ar gach ceann de nósanna imeachta na scoile? Mura bhfuil, conas is féidir linn a chinntiú go mbeidh sé acu?
- An gcuirtear leanaí i ranganna a bhíonn oiriúnach dá n-aois?
- Má tá leanaí sa scoil a labhraíonn an teanga chéanna leis an dalta nua an mbeidh deiseanna acu casadh lena chéile? An mbeadh sé indéanta dóibh a bheith sa rang céanna?
- An féidir comhfhreagras a sheoladh chuig tuismitheoirí sa teanga chuí?

Inclusive strategies for parents



As with all parents it is essential to include and involve parents of ethnic minorities in their children's education. Child-rearing practices and expectations about children differ throughout the world. Open discussion between teacher and parents will help to prevent misunderstandings and will be of benefit to all concerned. For adults and children who are unfamiliar with Irish culture and bureaucracy it may be necessary to clearly explain the role of the school and in particular its independence from other government departments. For non-English speaking parents the school might be able to facilitate them in finding English language classes.

Parents can be actively encouraged to participate in school life and contribute to class activities. Obviously their engagement with the class must be thoroughly prepared for to ensure that it is a positive experience. Through story telling, song / dance, cookery demonstrations, by discussing the geography and history of their country parents can contribute to children learning, in a most practical way, of the riches and diversity of other cultures. It is important that such involvement and information about different cultures is presented as another normal expression of meeting human needs.

Parents can also engage in activities such as paired reading which will promote curricular development as well as improving inter-cultural relations. Involvement in the parents' association, sports training, school tours etc., are other means by which parents can participate in school activities.

It is very important to involve parents in the drawing up of the school's anti-racist policy and to keep them informed on all aspects with regard to its development. Expertise from local ethnic minority organisations, including local Travellers' development groups, can be drawn on in the development of anti-racist policies.

Checklist

- Are we ensuring that parents are involved in their child's learning?
- Are we encouraging all parents, including parents from ethnic minorities, to participate in in-school and out-of-school activities?
- Are we aware of the different expectations parents have for their children?
- Are we assisting parents from ethnic minorities to become involved in Parents' Association, Board of Management and other school bodies?
- Have members of ethnic minorities equal opportunity to be employed in our school?
- Are parents aware of our school's anti-racist policy and are they involved in supporting it?

Stráitéisí chun tuismitheoirí a chur san áireamh



Faoi mar atá leis na tuismitheoirí ar fad tá sé riachtanach tuismitheoirí mionlach eitneach a áireamh in oideachas a leanaí agus iad a bheith rannpháirteach ann. Bíonn difear idir cleachtais tógála clainne agus gach a mbítear as súil uathu ar fud an domhain. Cabhróidh plé oscailte idir an múinteoir agus na tuismitheoirí le míthuiscintí a chosc agus rachaidh sé chun sochair don uile dhuine lena mbaineann sé. I gcás dhaoine fásta agus leanaí nach bhfuil cur amach acu ar chultúr na hÉireann agus ar an maorlathas b'fhéidir go mbeadh sé riachtanach ról na scoile, agus go háirithe a neamhspleáchas ó ranna eile rialtais, a mhíniú go soiléir dóibh. I gcás tuismitheoirí nach labhraíonn Béarla b'fhéidir go mbeadh ar chumas na scoile iad a éascú i ranganna Béarla a fháil.

Is féidir tuismitheoirí a spreagadh go gníomhach le bheith rannpháirteach i saol na scoile agus cur le gníomhaireachtaí ranga. Ar ndóigh caithfidh a mbaint leis an rang a bheith ullmhaithe go beacht lena chinntiú gur taithí dheimhneach é. Trí scéalaíocht, amhránaíocht / damhsa, taispeántais cócaireachta agus plé ar thíreolaíocht agus stair a dtíre is féidir le tuismitheoirí cur le foghlaim na leanaí, ar bhealach thar a bheith praiticiúil, maidir le saibhreas agus éagsúlacht chultúir eile. Tá sé tábhachtach go mbeadh rannpháirtíocht agus eolas den sórt sin faoi chultúir éagsúla curtha i láthair mar ghnáthléiriú ar fhreastal ar riachtanais an duine.

Is féidir le tuismitheoirí dul i mbun gníomhaíochtaí ar nós léitheoireacht phéirithe a chuirfidh forbairt an churaclaim chun cinn chomh maith le caidreamh idirchultúrtha a fheabhsú. Is bealaí eile iad rannpháirtíocht i gcumainn tuismitheoirí, traenáil spóirt, turais scoile srl. inar féidir le tuismitheoirí a bheith páirteach i ngníomhaíochtaí scoile.

Tá sé an-tábhachtach tuismitheoirí a rannpháirtiú i ndrúchtadh pholasaí frithch-iníochais na scoile agus iad a choinneáil ar an eolas maidir le gach gné i leith a fhorbhartha. Is féidir tarraingt ar saineolas ó eagraíochtaí áitiúla mionlaigh eitneach, grúpaí áitiúla forbartha Lucht Siúil san áireamh, i bhforbairt pholasaithe frithch-iníochais.

Seicliosta

- An bhfuilimid ag cinntiú go mbíonn tuismitheoirí páirteach i bhfoghlaim a linbh?
- An bhfuilimid ag spreagadh tuismitheoirí, lena n-áirítear tuismitheoirí ó mhionlaigh eitneacha, a bheith páirteach i ngníomhaíochtaí inscoile agus lasmuigh den scoil?
- An bhfuilimid ar an eolas faoi na rudaí difriúla a mbíonn tuismitheoirí ag súil leo ón leanaí?
- An bhfuilimid ag cuidiú le tuismitheoirí ó mhionlaigh eitneacha a bheith páirteach i gCumainn Tuismitheoirí, i mBoird Bhainistíochta agus i gcomhlachtaí eile na scoile?
- An bhfuil comhionannas deiseanna ag daoine ó mhionlaigh eitneacha a bheith fostaithe inár scoileanna?
- An bhfuil tuismitheoirí ar an eolas faoi pholasaí frithch-iníoch ár scoile agus an bhfuil siad páirteach i dtacú leis?

Whole school guidelines

In creating an environment which values and affirms different cultures, and an environment where racism is not tolerated, a school is creating a safe space in both physical and psychological terms. In the case of children in a cultural or linguistic minority there will be additional issues for the school and teacher to take into account. Children may be experiencing culture shock or may be recovering from exposure to traumatic experiences. They may be striving to acquire understanding and fluency in English. It is important that children are encouraged to maintain a strong connection to their own culture and their own language while at the same time learning about Irish culture and language.

For all adults and children coming to a new culture there is a degree of culture shock. In children this is likely to manifest itself in behaviour that is out of character such as clinging and reluctance to separate, aggressive outbursts and/or anti-social behaviour, inability to concentrate, excessive timidity. The intensity and duration will depend on a variety of factors e.g. reasons for travelling, quality and availability of social supports, individual coping style etc. For most adults and children there is a normal adjustment process which can take up to six months. An unfamiliarity with English may exacerbate the experience of culture shock.

Children coming from countries where there is war, political conflict or unrest, may have been exposed to direct or indirect traumatic experience. There may be negative effects on their cognitive, emotional and social functioning which will need to be monitored. If they or their parents are within the asylum process this context of uncertainty may have a further negative impact. For these children it is of particular importance to actively facilitate a consistent, safe and welcoming environment with trusted adults. This will help in addressing some of the adverse effects of traumatic experience and a context of uncertainty.



Checklist

- Is the first language of all pupils valued in our school?
- Do children feel at ease to speak to each other in their home language?
- Are different cultures affirmed throughout the display areas of our school?
- Are festivals, both religious and secular, of different cultures within our school acknowledged and accommodated?
- Are there multi-lingual notices and signs in our school?
- Have we, in conjunction with the pupils, developed a school charter against racism, which is prominently displayed throughout the school?
- Do we consider at staff meetings the problems that children of ethnic minorities might face?

Treoirínite don scoil ina hiomláine



I gcruthú timpeallachta a thugann luach do chultúir dhifriúla, a dheimhníonn iad, agus i gcruthú timpeallachta nach gcuireann suas le ciníochas, bíonn scoil ag cruthú spás sábháilte i dtéarmaí fisiciúla agus síceolaíoch. I gcás leanaí i mionlach cultúrtha nó teanga beidh ceisteanna breise le cur san áireamh ag an scoil agus ag an múinteoir le cur san áireamh. D'fhéadfadh leanaí a bheith ag fulaingt ó shuaitheadh cultúir nó d'fhéadfaidís a bheith ag teacht chucu féin ó nochtadh ar eachtraí trámatacha. D'fhéadfaidís a bheith ag dul i ngleic le tuiscint agus líofacht sa Bhéarla a fháil. Tá sé tábhachtach go spreagtar leanaí le nasc láidir lena gcultúr agus a dteanga féin a choinneáil agus ag an am céanna a bheith ag foghlaim faoi chultúr agus faoi theanga na hÉireann.

I gcás dhaoine fásta agus leanaí a thagann chuig áit ina bhfuil cultúr nua ann bíonn méid áirithe de shuaitheadh cultúir ann. Chomh fada agus a bhaineann le leanaí is é is dóichí go mbíonn sé sin le feiceáil in iompar nach dtagann le tréithe an linbh cosúil le fanacht go dlúth lena chéile agus drogall deighilt óna chéile, rachtanna bagracha agus/nó iompar frithshóisialta, éagumas díriú isteach ar an obair, cúthaileacht iomarcach. Braithfidh déine agus tréimhse an iompar sin ar éagsúlacht fachtóirí m.sh. cúiseanna le taisteal, ardchaighdeán na dtacaíochtaí sóisialacha, agus an fáil atá orthu, stíl chóipeála aonair srl. D'fhormhór na ndaoine fásta agus na leanaí bíonn gnáth-phróiseas dul i dtaithe ann a d'fhéadfadh maireachtáil suas le sé mhí. D'fhéadfadh aineolas ar an mBéarla eachtra an tsuaite cultúir a ghéarú.

D'fhéadfadh sé go mbeadh leanaí a thagann ó thíortha ina bhfuil cogadh, coimhlint nó corraíl pholaitiúil ann, a bheith gan caomhnú ó eachtraí trámatacha go díreach nó go neamhdhíreach. De bharr sin d'fhéadfadh éifeachtaí diúltacha a bheith ar a bhfeidhmiú cognaíoch, mothúcháin agus sóisialach a gcaithfear monatóireacht a dhéanamh orthu. Má bhíonn siad féin nó a dtuismitheoirí laistigh den phróiseas tearmain d'fhéadfadh an comhthéacs sin tionchar diúltach breise a bheith aige orthu. Tá tábhacht ar leith do na leanaí sin timpeallacht chomhsheasmhach, shábháilte agus fháiltithe le duine fásta inmhuiníne a éascú go gníomhach. Cabróidh sé sin le aghaidh a thabhairt ar chuid d'éifeachtaí dochracha na n-eachtraí trámatacha agus ar an neamhchinnteacht.

Seicliosta

- An dtugtar luach do chéad teanga na ndaltaí ar fad inár scoil?
- An mothaíonn na leanaí ar a gcompond labhairt lena chéile ina dteanga baile?
- An bhfuil cultúir dhifriúla deimhnithe ar fud na scoile?
- An bhfuil glacadh le féilte, idir reiligiúnacha agus thuata, na gcultúr difriúil laistigh dár scoil, agus an ndéantar socrúithe ina leith?
- An bhfuil fógraí agus comharthaí ilteangacha inár scoil?
- An bhfuil, i gcomhar lenár ndaltaí, cairt scoile i gcoinne an chiníochais forbartha againn, agus an bhfuil sí ar taispeáint go feiceálach ar fud na scoile?
- An mbreithnimid ag cruinnithe foirne na fadhbanna a d'fhéadfadh a bheith roimh leanaí mionlach eitneach?

Classroom guidelines

Pupils will learn more about interculturalism from teachers' behaviour, attitudes and words than from a lesson on specific ethnic groups or eating a variety of foods at lunch time.

The ideal is to have a classroom environment in which cultural differences can be explored and are respected, where pupils can learn from each other, and where cooperative learning activities are employed across the curriculum. Co-operative activities promote inclusion and encourage a sense of belonging. An inclusive classroom environment supports children to develop a positive self-concept especially children who are most affected by racism.

Children from ethnic minority backgrounds, including Travellers, are not ambassadors or representatives of their country of origin or of their minority group. When providing them with opportunities to speak with pride about their community or identity bear in mind that they may not wish to be singled out.



Checklist

- Is the first language of all pupils valued in our school?

In the classroom:

- are we enabling children of ethnic minorities to have a sense of belonging?
- are we ensuring that children of ethnic minorities are involved in all activities?
- are they listened to with respect?
- do we encourage children of ethnic minorities to contribute to the learning experience of their fellow pupils by sharing their own culture and life experiences if they so wish?
- are we providing them with sufficient opportunities for meaningful interaction e.g. collaborative work, partnership work where they can mutually support and learn with others?
- are we alert for signs of rejection/exclusion? Do we know what steps to take to address it?

Treoirínte don seomra ranga



Foghlaimoidh daltaí níos mó faoi ilchultúrachas ó iompar, ó dhearcadh agus ó fhocail an mhúinteora ná ó cheacht ar ghrúpaí eitneacha ar leith nó as a bheith ag ithe éagsúlacht bianna ag am lóin.

Is é an idéal é timpeallacht seomra ranga a bheith ann inar féidir difríochtaí cultúrtha a iniúchadh agus meas a bheith orthu, áit ar féidir le daltaí foghlaim óna chéile, agus áit a bhfeidhmítear gníomhaíochtaí foghlama comhoibríche ar fud an churaclaim. Cuireann gníomhaíochtaí comhoibríocha uilechuimsitheacht chun cinn agus spreagann siad tuiscint an mhuintearais. Tugann timpeallacht uilechuimsitheach seomra ranga tacaíocht do leanaí le féin-choincheap deimhneach a fhorbairt, go háirithe do na leanaí is mó a mbíonn tionchar ag ciníochas orthu.

Ní ambasadóirí ná ionadaithe a dtír dúchais nó a ngrúpa mionlaigh iad leanaí ó chúl-raí mionlach eitneach, an Lucht Siúil san áireamh. Nuair a thugtar deiseanna dóibh labhairt le bród faoina bpobal nó faoin gcéannacht cuimhnímís go mb'fhéidir nach mian leis na leanaí go ndíreofaí isteach orthu thar na leanaí eile.

Seicliosta

Sa seomra ranga:

- an bhfuilimid ag cur ar chumas leanaí mionlach eitneach tuiscint an mhuintearais a bheith acu?
- an bhfuilimid ag cinntiú go bhfuil leanaí mionlach eitneach rannpháirteach i ngach gníomhaíocht?
- an éistítear leo le meas?
- an spreagaimid leanaí mionlach eitneach le cur le taithí foghlama a gcomhdhaltaí trí eachtraí a gcultúir agus a saoil féin a roinnt más mian leo sin a dhéanamh?
- an bhfuilimid ag soláthar dóthain deiseanna a bheith páirteach in idirghníomhaíocht chiallmhar m.sh. obair chomhoibríoch, obair chomhpháirtíochta áit ar féidir leo comhthacaíocht agus comhfhoghlaim a bheith acu le leanaí eile?
- an bhfuilimid airdeallach ar chomharthaí diúltaithe / eisiaimh? An bhfuil a fhios againn cad iad na céimeanna atá le glacadh le haghaidh a thabhairt air?

Bilingual learners*

Teachers teaching through Irish and English recognise the social and intellectual benefits of bilingualism. We acknowledge that a child can have a higher level of competence in one than in the other but that both can develop simultaneously. Understanding gained in one language can carry over to the other. Children who work in more than one language learn and understand more about the nature of language itself.

It is vitally important for children's intellectual development that they continue to develop in their first language while acquiring a second. It is also essential for academic success that they achieve mastery of one language.

Research indicates that, although children can acquire basic interpersonal communication skills in about 2 years, it can take five to seven years to master the skills necessary for academic functioning in second level examinations and up to 13 years to achieve native-like proficiency. What are the implications?

- Children will need to receive support for language for many years.
- Children's first language must be maintained and developed.

Schools can help in the maintenance of first language by emphasising its importance. They can encourage parents to:

- use their first language in the home;
- read, tell stories, sing songs in first language;
- discuss in first language books read in English;
- develop mathematical concepts e.g. how many? "more than" in first language.

Schools can value the first language by:

- creating an environment in which children feel free to communicate with each other in languages other than English or Irish;
- including greetings, colour words etc. from other languages on charts/posters;
- developing in all children an interest in language and the richness of sound and meaning generated by different languages;
- encouraging recently arrived older children to write stories/poems in their first language while the class is engaged in writing activities;
- using the internet to link schools with speakers of the same language.



* It may be the case that English and Irish will be a child's third and fourth languages.

Foghlaimoir í dátheangacha*



Aithníonn múinteoirí a bhíonn ag múineadh trí Ghaeilge agus trí Bhéarla na sochair shóisialta agus intleachtúla a bhaineann le dátheangachas. Aithnímid gur féidir le leanbh leibhéal níos airde inniúlachta a bheith aige/aici i dteanga amháin seachas an teanga eile ach gur féidir an péire a fhorbairt go comhuaineach. Is féidir tuiscint a fhaightear i dteanga amháin a aistriú ar aghaidh chuig an gceann eile. Foghlaimíonn agus tuigeann leanaí a oibríonn i níos mó ná teanga amháin níos mó faoi nádúr na teanga féin.

Tá sé thar a bheith tábhachtach d'fhorbairt intleachtúil na leanaí go leanfaidh siad ag forbairt ina gcéad teanga agus an dara ceann á foghlaim acu. Tá sé riachtanach chomh maith do rathúlacht acadúil go mbainfidh siad máistreacht amach i dteanga amháin.

Tugann taighde le tuiscint, cé gur féidir le leanaí scileanna bunúsacha cumarsáide idirphearsanta a fháil i thart ar 2 bhliain, gur féidir leis cúig go dtí seacht mbliana le máistreacht a fháil ar na scileanna atá riachtanach d'fheidhmiú acadúil i scrúduithe dara leibhéal agus suas go dtí 13 bliana le hoilteacht mar a bheadh ó dhúchas a bhaint amach. Cad iad na himpleachtaí?

- Caithfidh na leanaí tacaíocht a fháil don teanga ar feadh go leor blianta.
- Caithfear céad teanga na leanaí a chothabháil agus a fhorbairt.

Is féidir le scoileanna cuidiú an chéad teanga a chothabháil trí bhéim a chur ar a tábhacht. Is féidir leo tuismitheoirí a spreagadh chun:

- úsáid a bhaint as an gcéad teanga sa bhaile;
- scéalta a léamh agus a insint chomh maith le hamhráin a chanadh sa chéad teanga;
- plé a dhéanamh sa chéad teanga ar leabhair a léadh i mBéarla;
- forbairt a dhéanamh ar choincheapa matamaitice m.sh. cé mhéad? “níos mó ná” sa chéad teanga.

Is féidir le scoileanna meas a léiriú ar an gcéad teanga trí:

- timpeallacht a chruthú ina mothaíonn na leanaí saor le cumarsáid a dhéanamh lena chéile i dteangacha eile seachas Béarla nó Gaeilge;
- beannachtaí, focail datha srl. ó theangacha eile a áireamh ar chairteanna/póstaeir;
- suim i dteanga agus i saibhreas fuaime agus sa bhrí a dhéanann teangacha difriúla a fhorbairt sna leanaí ar fad;
- leanaí níos sine a tháinig le déanaí a spreagadh le scéalta/dánta a scríobh ina gcéad teanga fad a bhíonn an rang i mbun gníomhaíochtaí scríofa;
- úsáid a bhaint as an idirlíon le scoileanna a nascadh le cainteoirí den teanga chéanna.

* D'Fheádfadh sé a bheith gurb í an Gaeilge agus an Béarla an triú agus an ceathrú teanga don leanbh.

Bilingual learners in the classroom



While supporting first language, teachers will wish to create the optimum environment for acquiring English. This is generally in a mainstream classroom where children will get an opportunity to hear English spoken by their peers and to engage in meaningful exchanges with them. Listening is a vital part of language acquisition and the second language learner will be motivated to listen to the conversation. More able pupils provide the best language models and may have some time to devote to working with their developing bilingual classmate.

Group work and collaborative work in which discussion is encouraged, exposes the second language learner to English as it is spoken and provides a safe context for the pupil to experiment with speech.

Pictures, drawings, photos, charts, graphs, maps and web diagrams can all provide visual support to aid the learner in understanding content and context. It allows him/her to engage in age-appropriate, intellectually stimulating activities.

Teachers will recognise that working through a second language can be exhausting due to the level of concentration required. Mathematics, in which the pupil can engage mental processes through the first language, can offer a welcome break.

Checklist

- Are newly arrived learners allowed time to hear, absorb and gain an understanding of English before they are obliged to speak?
- Are children given an opportunity to demonstrate understanding before they are able to speak? (painting, drawing etc.)
- Is support for second language provided within the mainstream classroom?
- Are visual supports for learning e.g. pictures, photos, charts, mapping used in class?
- Is the second language learner engaged in intellectually stimulating work appropriate to his/her intellectual ability?
- Is the main emphasis in communication through English on the quality of the content rather than the correctness of speech?
- Are children given opportunities to communicate with others in their first language?
- Are children affirmed in using their first language to sing, make signs, write a story etc.?
- Are children given opportunities to explore the other languages of the classroom and to learn a little e.g. greetings, counting etc.?

Foghlaimoir í dátheangacha sa seomra ranga



Agus tacaíocht á thabhairt don chéad teanga, beidh an múinteoir ag iarraidh timpeallacht bharrmhaith a chruthú le Béarla a fhoghlaim. Bíonn sé sin coiteanta i seomra ranga príomhshrutha áit a bhfaighidh leanaí an deis Béarla a chloisteáil á labhairt ag a gcomhaosaigh agus dul i mbun cumarsáide leo. Is cuid fíorthábhachtach d'fhoghlaim teanga í an éisteacht agus spreagfar foghlaimoir an dara teanga le éisteacht leis an gcomhrá. Cuireann daltaí atá níos ábalta eiseamláir teanga ar fáil agus d'fhéadfaidís roinnt ama a chaitheamh le hoibriú lena gcomhghleacaí ranga atá ag forbairt i bhfoghlaim na teanga.

Cuireann obair ghrúpaí agus obair chomhoibríoch ina spreagtar plé foghlaimoir an dara teanga Béarla faoi mar a labhraítear é a chloisint agus tugann don foghlaimoir an méad atá aige a úsáid.

Is féidir le pictiúir, líníochtaí, grianghraif, cairteanna, graif, léarscáileanna agus léaráidí líonra tacaíocht ó shúil a sholáthar le cabhrú leis an bhfoghlaimoir ábhar agus comhthéacs a thuiscint. Ceadáíonn sé dó/di dul i mbun gníomhaíochtaí atá aois-oiriúnach agus atá spreagúil go hintleachtúil.

Tuigfidh múinteoirí gur féidir le bheith ag obair tríd an dara teanga a bheith tuirsiúil de bharr an leibhéal dianmhachnaimh a éilíonn sé. Is féidir leis an dalta próisis mheabhreacha a fheidhmiú tríd an gcéad teanga, sa mhatamataic mar shampla, a bheith ina bhriseadh a mbeadh fáilte roimhe.

Seicliosta

- An gceadaítear am d'fhoghlaimoirí a tháinig le déanaí éisteacht leis an mBéarla, é a ghlacadh isteach agus tuiscint a ghnóthachtáil air sula mbíonn orthu é a labhairt?
- An dtugtar deis do leanaí a dtuiscint a léiriú sula mbíonn siad ábalta labhairt? (péinteáil, líníocht srl.)
- An bhfuil tacaíocht don dara teanga soláthraithe laistigh den seomra ranga príomhshrutha?
- An mbaintear úsáid as tacaíochtaí ó shúil don fhoghlaim m.sh. pictiúir, grianghraif, cairteanna, mapáil sa rang?
- An bhfuil an foghlaimoir dara teanga i mbun oibre atá spreagúil go hintleachtúil atá oiriúnach dá c(h)umas intleachtúil?
- An bhfuil an phríomh-bhéim leagtha ar chumarsáid trí Bhéarla ar ardchaighdeán an ábhair seachas ar chirt an urlabhra?
- An dtugtar deiseanna do leanaí cumarsáid a dhéanamh le daoine eile ina chéad teanga?
- An ndeimhnítear leanaí in úsáid a chéad teanga le amhránaíocht, comharthaí a dhéanamh, scéal a scríobh srl.?
- An dtugtar deiseanna do leanaí teangacha eile an tseomra ranga a iniúchadh agus beagán de a fhoghlaim m.sh. beannachtaí, comhaireamh srl.?

Dealing with racist incidents



Racist incidents are less likely to occur in schools which have an ethos that affirms and values all children and their parents. Where there is reciprocal knowledge and understanding of different ways of life, where there is consistent and public commitment to values such as respect for persons, tolerance and repudiation of racism and where there is positive interaction and collaboration in tasks or in social situations, racist incidents are less likely to occur.

When racist incidents do occur it is the responsibility of the school to deal with the incident in the same way that any form of unacceptable behaviour is dealt with, by counselling the children who have behaved unacceptably and by giving support to the children at the receiving end of such behaviour.

The inclusion, in the school's anti-bullying policy, of routine principles and procedures for responding, recording and monitoring racist incidents is one method of ensuring that racist incidents are dealt with consistently and effectively. The anti-bullying policy can state that racist terms are unacceptable within the school and that racist incidents will be dealt with, as are all bullying incidents.

It is important that the staff, children, parents, board of management members and ancillary staff are aware that the anti-bullying policy contains a direct reference to racism and racist incidents and that use of abusive racist terms shall be dealt with as unacceptable behaviour in the school.

The anti-bullying policy might include the following definitions:

Racism ... the belief that some people are inferior because they belong to a certain ethnic, racial or cultural group. This belief leads to attitudes of prejudice and discriminatory actions. It reinforces relationships of unequal power.

A racist incident ... is an incident where verbal or physical aggression targets a victim on the basis of his/her colour, religion, ethnicity, including membership of the Traveller community. Where the incident is felt by the victim to be racist it may be defined as a racist incident.

Checklist

- Do we have a policy to deal with racist incidents? Have we a definition of racism and a definition of a racist incident?
- Does the staff (including ancillary staff) parents, board of management members and children know that racist terms are unacceptable in the school? Do they know the acceptable terms to use?
- Are children of ethnic minorities, including Travellers, listened to and supported when they tell of racist incidents? Are the incidents recorded? Does the victim know that this behaviour is defined as unacceptable in the school?
- Do the perpetrators of racist incidents understand why their actions are unacceptable and that their actions will not be tolerated in school?
- Do the parents of the victim and/or the perpetrator need to be called in?

Déileáil le eachtraí ciníocha



Is lú an dóchúlacht go dtarlóidh eachtraí ciníocha i scoileanna a bhfuil an t-éiteas acu a dheimhníonn agus a léiríonn meas do na leanaí ar fad agus a dtuismitheoirí. Nuair a bhíonn tuiscint agus eolas cómhalmartach ann ar shilte difriúla beatha, nuair a bhíonn tiomantas comhsheasmhach agus poiblí ann do luachanna ar nós meas ar dhaoine, caoinfhulaingt agus diúltú don chiníochas agus nuair a bhíonn idirghníomh agus comhoibriú deimhneach ann i dtascanna nó i gcúinsí sóisialta, is lú an dóchúlacht go dtarlóidh tharluithe ciníocha.

Nuair a tharlaíonn eachtraí ciníocha is é freagracht na scoile é déileáil leis an tarlú ar an gcaoi chéanna a ndéileálar le haon chineál iompair nach féidir glacadh leis, trí chomhchomhairle leis na leanaí nach bhféadfadh glacadh lena n-iompar agus trí thacaíocht a thabhairt do na leanaí a d'fhulaing ó iompar den sórt sin.

Modh amháin lena chinntiú go ndéileálar go comhsheasmhach agus go héifeachtach le eachtraí ciníocha ná prionsabail agus nósanna imeachta rialta, taifeadadh agus monatóireacht ar tharluithe ciníocha a chur san áireamh i bpolasaí frithbhulaíochta na scoile.

Is féidir leis é a bheith luaite sa pholasaí frithbhulaíochta nach nglactar le téarmaí ciníocha laistigh den scoil agus go ndéileálar le eachtraí ciníocha faoi mar a dhéileálar le gach eachtra bulaíochta.

Tá sé tábhachtach go mbeadh an fhoireann, na leanaí, na tuismitheoirí, comhaltaí an bhoird bhainistíochta agus an fhoireann choimhdeach ar an eolas go bhfuil tagairt dhíreach sa pholasaí frithbhulaíochta do chiníochas agus do eachtraí ciníocha agus go ndéileálar le húsáid a bhaint as téarmaí maslacha ciníocha mar iompar nach féidir glacadh leis sa scoil.

D'fhéadfadh an sainmhínte seo a leanas a bheith san áireamh sa pholasaí frithbhulaíochta:

Ciníochas ... an creideamh nach bhfuil roinnt daoine chomh maith le daoine eile mar go mbaineann siad le grúpa áirithe eitneach, ciníoch nó cultúrtha. Is dearcaí réamhchlaonta agus gníomhartha leatromacha an deireadh a bhíonn ar an gcreideamh sin. Neartaíonn sé caidrimh de chumhacht neamh-chomhionann.

Tarlú ciníoch ... Tarlú lena ndíríonn ionsaí ó bhéal nó fisiceach ar íospairteach mar gheall ar a d(h)ath, reiligiún, eitneacht, lena n-áirítear a bheith ar dhuine den Lucht Siúil. Nuair a mhothaíonn an t-íospairteach go bhfuil an tarlú ciníoch agus gur féidir é a shainmhíniú mar tharlú ciníoch.

Seicliosta

- An bhfuil polasaí againn le déileáil le tharluithe ciníocha?
- An bhfuil sainmhíniú againn ar chiníochas agus sainmhíniú ar tharlú ciníoch?
- An bhfuil a fhios ag an bhfoireann (an fhoireann choimhdeach san áireamh), tuismitheoirí, comhaltaí an bhoird bhainistíochta agus na leanaí nach bhfuil téarmaí ciníocha inghlactha sa scoil? An bhfuil na téarmaí atá inghlactha le húsáid ar eolas acu?
- An éistear le leanaí mhionlaigh eitneacha, an Lucht Siúil san áireamh, nuair a insíonn siad faoi tharluithe ciníocha, agus an dtugtar tacaíocht dóibh? An bhfuil a fhios ag an íospairteach nach bhfuil glacadh sa scoil leis an iompar sin de réir mar a shainmhínítear?
- An dtuigeann na daoine is údar do na tharluithe ciníocha an chúis nach bhfuil glacadh lena ngníomhartha agus nach gcuirfear suas lena ngníomhartha sa scoil?
- An gá glaoch isteach ar thuismitheoirí an íospairtigh agus/nó ar thuismitheoirí an déantóra?

Ensuring success

Inclusive curriculum

Schools with an inclusive curriculum which reflects and affirms diversity of cultures, ethnicity and religious background in society will help ensure that children from ethnic minorities feel valued and accepted. An appreciation of diversity can be enhanced by the selection of textbooks which do not stereotype individuals or groups and avoid caricatures in their illustrations. Books that give a worldview from a variety of perspectives and portray characters from different ethnic backgrounds in a realistic, positive way will help form positive attitudes. Ensuring that the objectives of SPHE are met and reflecting the different experiences and cultures of ethnic minorities, including Travellers, in History, Geography, English, Art, Music, Drama and P.E. will also promote an understanding and appreciation of diversity. The contributions to the development of Maths, Science, Technology and the Arts made by different cultures should also be acknowledged.



Checklist

- Is cultural diversity reflected in the textbooks used in our school?
- Are the contributions and experiences of other cultures recognised and valued throughout the curriculum?
- Do Visual Arts/Music/Drama /P.E. reflect the diversity of other cultures ?
- Do classroom activities affirm diversity?
- Are there images of other cultures in our classroom?

Achieving success

An ethos that affirms all students will naturally lead to more successful outcomes for children of ethnic minorities. It is important when working towards equality of outcome to review and evaluate whether children of ethnic minority groups, including Travellers, are achieving at the same level as their peers. It is also important to examine whether they are fully integrated in the mainstream classes and to ensure that they are accessing all areas of the curriculum.

Checklist

- Are we enabling children of ethnic minorities to achieve at the same level as their peers in (a) academic (b) sporting (c) extra curricular activities?
- Is there full integration of children of ethnic minorities in the mainstream classes?
- Is our learning support helping to achieve full integration?
- Are all children accessing all areas of the curriculum?
- Is the ethos of the school inclusive and affirming of all students?

Rathúlacht a chinntiú



Curaclam uilechuimsitheach

Cabhróidh scoileanna ag a bhfuil curaclam uilechuimsitheach a léiríonn agus a dheimhníonn éagsúlacht cultúr, eitneachais agus cúlra reiligiúnach sa tsochaí ina chinntiú go mothaíonn leanaí ó mhionlaigh eitneacha go bhfuil luach ag baint leo agus go nglactar leo. Is féidir léirtheiscint na héagsúlachta a mhéadú trí téacsleabhair a roghnú nach ndéanann buansamhlú ar dhaoine aonair nó ar ghrúpaí agus a sheachnaíonn scigphictiúir ina léaráidí. Cabhróidh leabhair a thugann léargas domhanda ó éagsúlacht peirspictíochtaí agus a léiríonn carachtair ó chúilraí difriúla eitneacha i mbealach réadúil, deimhneach le dearcaí deimhneacha a chruthú. Trína chinntiú go gcomhlíontar cuspóirí an OSPA agus machnamh a dhéanamh ar thaithe agus cultúir difriúla mhionlaigh eitneacha, lena n-áirítear an Lucht Siúil, i Stair, Tíreolaíocht, Béarla, Ealaín, Ceol, Dráma agus Corpoideachas cuirfear tuiscint agus léirtheiscint na héagsúlachta chun cinn chomh maith. Ba chóir aitheantas a thabhairt do rannpháirtíochtaí i bhforbairt na Matamaitice, na hEolaíochta, na Teicneolaíochta agus na nEalaíona a dhéanann cultúir dhifriúla.

Seicliosta

- An léirítear éagsúlacht cultúir sna téacsleabhair a úsáidtear inár scoil?
- An aithnítear rannpháirtíocht agus taithe na gcultúr eile ar fud an churaclaim, an dtugtar luach dó?
- An léiríonn na hAmharc-ealaíona/Ceol/Dráma/Corpoideachas éagsúlacht chultúir eile?
- An ndeimhníonn gníomhaíochtaí seomra ranga éagsúlacht?
- An bhfuil íomhánna de chultúir eile inár seomra ranga?

Rathúlacht a bhaint amach

Éiteas a dheimhníonn go mbeidh torthaí níos rathúla do leanaí mhionlaigh eitneacha go nádúrtha ag gach mac léinn. Tá sé tábhachtach nuair a bhítear ag obair i dtreo comhionannas torthaí athbhreithniú agus luacháil a dhéanamh an bhfuil leanaí ghrúpaí mionlaigh eitneacha, an Lucht Siúil san áireamh, ag baint amach an leibhéal céanna lena gcomhaosaigh nó nach bhfuil. Tá sé tábhachtach chomh maith a scrúdú an bhfuil siad go hiomlán lánpháirtithe sna ranganna príomhshrutha nó nach bhfuil agus a chinntiú go bhfuil rochtain acu ar gach réimse den churaclam.

Seicliosta

- An bhfuilimid ag cur ar chumas leanaí mhionlaigh eitneacha an leibhéal céanna a bhaint amach lena gcomhaosaigh i ngníomhaíochtaí (a) acadúla, (b) spóirt, (c) eischuraclaim?
- An bhfuil lánpháirtíú iomlán leanaí mhionlaigh eitneacha sna ranganna príomhshrutha?
- An bhfuil ár dtacaíocht foghlama ag cabhrú le lánpháirtíú iomlán a bhaint amach?
- An bhfuil rochtain ag na leanaí ar fad ar gach réimse den churaclam?
- An bhfuil éiteas na scoile uilechuimsitheach agus deimhneach do na mic léinn ar fad?

School charter against racism

This is an example of a school charter against racism which was devised by the sixth classes in Scoil Chrónáin, Brackenstown, Swords, Co. Dublin. The children then signed up individually to the charter.

Every child has the right to:

- Feel safe from mocking, threats, verbal and physical abuse.
- Be called by his or her own name.
- Be themselves and to be treated equally regardless of appearance, race, colour, gender or religion.
- Be included in school activities and have friends.
- Have his or her beliefs and personal belongings respected.
- A good education without prejudice in a clean healthy environment.
- Give expression to his or her own opinions and feelings.
- Use and develop his or her own talents.
- Be listened to.
- Have his or her privacy, secrecy and confidences respected.



Devise your own charter

Every child has the right to:

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Signatories

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Room:

Cairt na scoile i gcoinne an chiníochais

Seo sampla de chairt scoile i gcoinne an chiníochais a cheap na séú ranganna i Scoil Chrónáin, Baile an Bhreacánaigh, Sord, Co. Bhaile Átha Cliath. Shínigh na leanaí an chairt ina nduine agus ina nduine.

Tá an ceart ag gach leanbh:

- A mhothú go bhfuil sé/ sí sábháilte ó mhagadh, bagairtí agus mí-úsáid fhisiciúil agus ó bhéal.
- Go dtabharfaí a ainm nó a hainm féin ar an leanbh.
- A bheith dílis dóibh féin agus go gcaithfí go comhionann le gach duine d'ainneoin a gcuma, a gcine, a ndath, a n-inscne nó a reiligiún.
- Iad a bheith san áireamh i ngníomhaíochtaí scoile agus cairde a bheith acu.
- Meas a bheith ar a c(h)reideamh agus a m(h)aoin phearsanta.
- Oideachas maith a fháil gan chlaontuairim i dtimpeallacht ghlan shláintiúil.
- A t(h)uairimí agus a m(h)othúcháin a chur i niúil.
- A t(h)allainn a úsáid agus a fhorbairt.
- Go n-éisteofaí leis/léi.
- Meas a bheith ar a p(h)íobháideachas, a rúndacht agus a iontaoibh.



Cun do chairt scoile féin

Tá an ceart ag gach leanbh:

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Seomra :

Intercultural education references

Below are a list of key organisations and examples of resources and publications available. It is planned to have the Guidelines available on the INTO website and to develop a list of downloadable resources. If you have resources or materials which you think would be of use to other teachers /schools please contact the Professional Development Unit, INTO Head Office, ph. 01 8726763, email: pdu@into.ie.

Key organisations

National Committee for Development Education 16-20 Sth Cumberland St., Dublin 2. Tel 01 6620866 email: info@ncde.ie (excellent resource library for materials for staff and classroom activities)

National Consultative Committee on Racism and Interculturalism (NCCRI) 26 Harcourt St., Dublin 2. 01 4785777

Association of Refugees and Asylum Seekers in Ireland (ARASI) 213 Nth Circular Rd., Dublin 7. 01 8381142

Amnesty International, 48 Fleet St., Dublin 2. 01 6776361

Comhlámh, 10 Upper Camden St., Dublin 2. 01 4783490

The Equality Authority Clonmel St., Dublin 2. 01 4173333 www.equality.ie

A Part of Ireland Now c/o Spiritan Hse, 213 Nth Circular rd., Dublin 7. 01 8684059

Pavee Point Traveller's Centre, 46 Nth Great Charles St., Dublin 1. 01 8780255

Irish Traveller Movement, 4-5 Eustace St., Dublin 2. 01 6796577 itmtrav@indigo.ie

Trócaire, Cathedral Street, Dublin 1.

Select list of materials and publications

Raising Awareness Diversity and Racism. An activity pack for schools and youth workers. NCCRI & Equality Commission for Northern Ireland (2001). Available from NCCRI.

Guidelines on Anti-Racism and Intercultural Training. NCCRI (2001).

Education for a Pluralist Society: The Direction of Intercultural Education. Irish Association of Teachers in Special Education (IATSE) (2001).

Responding to Racism in Ireland. Ed. Fintan Farrell and Philip Watt. Veritas (2001).

Progress Report 1998-2001. National Consultative Committee on Racism and Interculturalism (2001).

Changing Faces, Changing Places – A Guide to Multicultural Books for Children. O'Brien Press (2001).

Racism in Ireland: the views of black and ethnic minorities – Summary. Amnesty (2001). Available from Amnesty, (free)

Racism in Ireland – A summary of research. Amnesty (2001). Available from Amnesty (free).

Refugees in Ireland – exploding the myths. Amnesty (2001). Available from Amnesty (free).

The Challenge of Diversity. INTO (1998).


Intercultural Calendar 2002. Access Ireland.

Rafiki, an interactive CD ROM. Trócaire

The World in the Classroom – Development Education in the Primary Curriculum. Trócaire.

Racial Equality in Education A Good Practice Guide. Equality Commission for Northern Ireland (2001).

Intercultural education references



The bilingual child - booklist

(Items 1-9 are available from STA, Harold's Cross, Dublin)

1. Picture Dictionaries
2. *Chatterbox* – Language Programme from Oxford University Press. Teacher's book, Pupil's book & Activity book levels 1-4. Cassette to accompany each Pupil's book.
3. *Oxford Junior Workbooks*. Basic sight vocabulary and colouring activity workbook, (6-8yr. olds).
4. *New Read Write and Remember*. (Pack of 8) Nelson Publications. Good for recent arrivals who can read in first language.
5. *Link-Up Reading Scheme*. Collins Educational.
6. *Key Comprehension Levels 1-3*. Ginn.
7. *Headwork*. Well illustrated, high interest level workbooks, suitable for 9+yr. olds
8. Workbooks produced by Learning Materials Ltd., Wolverhampton. Pictures to aid oral and written expression. Simple cloze procedures.
9. *Practice in the Basic Skills – English Levels 1-4*. Collins Educational.
10. Materials from Hounslow Language Service 0181-570 2392/4186 Hounslow Ed. Centre, Martindale Rd. Hounslow TW4 7HE.
11. Materials from the Collaborative Learning Project 17 Barford Street, Islington London, N10QB. Fax: 171 704 1350. Phone: 171 226 8885
12. *The New Oxford Picture Dictionary*. Oxford University Press
Bilingual Editions available in Chinese, Vietnamese, Cambodian etc.

Reference texts for teachers

Maggie Gravelle, *Supporting Bilingual Learners in Schools* Trentham Books.

ISBN 1-85856-0535.

Derryn Hall *Assessing the Needs of Bilingual Pupils – Living Two Languages*.

ISBN 1-85346-342-9.

Colin Baker *Foundations of Bilingual Education & Bilingualism*. 2nd Ed.

Multilingual Matters ISBN 85359-357-5.

Mi smo svi ovdje zajedno.
Razlike nam se svidjaju.

Estamos aqui todos juntos.
La diferencia es buena

Chúng ta cùng nhau tại đây
Sự khác biệt chính là nguồn vui.

هنا نحن جميعاً معاً لا تفرقة بيننا



We're all here together

Nous sommes tous ici ensemble.
La difference est bonne.

Nos estamos todos aqui. Diferentes
culturas são muito agradáveis



Difference IS fun

Táimid go léir anseo le chéile. Bíomn
spraoi ag baint leis an éagsúlacht.

Santem aici impreanu.
Diversitea e distractiva



Valuing Difference • Combating Racism
Promoting Inclusiveness and Equality

*An Difríocht a Chothú • An Ciníochas a Chombrac
Cuimsitheacht agus Comhionannas a Chur Chun Cinn*

当我们都在一起时
不一样也是快乐的

INTO Intercultural Guidelines
for Schools

