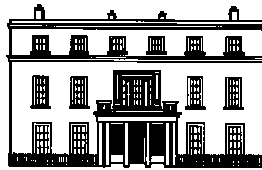


An Roinn Oideachais agus Scileanna
Department of Education and Skills

Subject Inspection of German
REPORT
Coláiste de hÍde
Tallaght, Dublin 24
Roll number: 70021D

Date of inspection: 29 April 2013



AN ROINN | DEPARTMENT OF
OIDEACHAIS | EDUCATION
AGUS SCILEANNA | AND SKILLS

**REPORT
ON
THE QUALITY OF LEARNING AND TEACHING IN GERMAN**

INFORMATION ON THE INSPECTION

Dates of inspection	29 April 2013
Inspection activities undertaken <ul style="list-style-type: none">• Review of relevant documents• Discussion with principal and teachers• Interaction with students	<ul style="list-style-type: none">• Observation of teaching and learning during five class periods• Examination of students' work• Feedback to principal and teachers

MAIN FINDINGS

- The overall quality of teaching was very good in the lessons observed.
- Teacher use of the target language was very good in the majority of lessons.
- Communicative methodologies were used very effectively to ensure good learning outcomes for students.
- Classroom management was effective and the teacher-student rapport was very good.
- A wide variety of effective assessment methods are used to establish students' progress in German.
- The quality of subject department planning and individual preparation for lessons was very good.

MAIN RECOMMENDATIONS

- In order to maximise student use of the target language, the practice of beginning lessons with general questions and answers should be extended to all lessons, and students should be encouraged to use complete sentences in German.
 - It is recommended that the strategies associated with the principles of assessment for learning (AfL) be further developed and used more widely in lessons.
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INTRODUCTION

Coláiste de hÍde is a co-educational, all-Irish, post-primary school situated in Tallaght. The school operated at the time of the inspection under the management of County Dublin Vocational Education Committee, now Dublin and Dún Laoghaire Education and Training Board. Transition Year is offered in the school. German is one of two modern languages on offer in the school.

TEACHING AND LEARNING.

- The quality of teaching in the lessons observed ranged from excellent to good, and was very good overall.
- Content and pace in all lessons were appropriate to the needs and interests of the students and in line with the requirements of the syllabus. The use of information and communication technology (ICT) was innovative and motivating for the learners.
- Lessons were well structured. In line with the principles of assessment for learning (AfL), the intended learning outcomes were communicated clearly to the students at the beginning of lessons. It is recommended that other AfL strategies such as ‘think, pair, share’ and a review of learning outcomes at the end of lessons be used more frequently.
- The teachers’ use of the target language was very good in the majority of lessons. Overall, teachers demonstrated a high level of skill and linguistic competence. However, in one lesson some basic linguistic and grammatical errors were made.
- In most lessons, students’ use of the target language was good. Students were given meaningful opportunities to speak German. To build on this good practice, students should be encouraged to complete full sentences when engaging in oral work.
- ‘Warm up’ exercises at the beginning of lessons, where students were asked and answered various questions in German, were used to very good effect. It would be very beneficial to extend this activity to all lessons.
- A wide range of communicative teaching methodologies was used to very good effect in all lessons. Students engaged well in role play, group and pair work. In advance of pair work, it is suggested that some global modelling of the proposed activity be done for the whole class. This will enable all students to get a better sense of what is required in the activity.
- The skill of listening comprehension was developed effectively in lessons. Appropriate pre-listening tasks were given to students in advance of listening to German aural texts. It would be beneficial if teachers circulated in the course of listening comprehension activities in order to establish any difficulties students might have in completing tasks. This could then inform classroom practice.
- Classroom management was effective in all lessons, and student attendance was monitored appropriately. All learning activities were very well managed.
- The learning environment was attractive and stimulating. A good range of posters, students’ work and other learning materials were on display.
- The teacher-student rapport in all lessons was very good. It was evident that students were very well engaged in their learning and that they were enthusiastic about the subject.
- Good attention was paid to the development of literacy skills in lessons and there was a strong focus on students’ use of key vocabulary.

SUBJECT PROVISION AND WHOLE SCHOOL SUPPORT

- There is very good provision for German in the school. German is one of two modern languages on offer, and all incoming first-year students have access to the language. Timetabling arrangements for the subject are good and there is very good uptake of German.
- The German department comprises two fully qualified teachers and one unqualified teacher. It is suggested that management continue to make efforts to ensure that teachers who teach German are fully qualified in the subject.
- A very good variety of assessment methods is used to establish students' progress in German. Students' oral, aural and written skills are all assessed on a regular basis and homework is assigned very regularly.
- There is a good range of resources to support the teaching and learning of German. In particular, the ICT resources are very good. Teachers are committed to continuing professional development, and the benefits of this are very evident in their classroom practice.

PLANNING AND PREPARATION

- The quality of subject department planning is very good. The subject plan is theme-based, in line with the requirements of the syllabus. There is evidence of very effective collaboration between members of the subject department. Regular meetings are held and minutes are recorded, in line with best practice. Teaching materials are shared on an electronic folder.
- Self-evaluation practices are of a high standard. The certificate examination results are analysed and targets are set.
- The quality of planning for individual lessons was very good. Materials for use in lessons were carefully chosen and were appropriate to the intended learning outcomes.
- Good records of students' progress are maintained, and formal examinations are set regularly. Reports of students' attainment in the subject are sent to parents six times a year.

The draft findings and recommendations arising out of this evaluation were discussed with the principal and subject teachers at the conclusion of the evaluation. The board of management of the school was given an opportunity to comment on the findings and recommendations of the report; the board chose to accept the report without response.