

Blended Learning for new Leaving Certificate languages.

How to provide innovative, inclusive, and quality teaching and learning for students with additional languages in schools without a critical mass.

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Introduction to

- PPLI (Post Primary Languages Ireland)
- H2 Learning
- CMETB



Reflecting on your school



Every school should be central to its local community

- Think about your community - Is it homogeneous or diverse?
- What is the current situation in your school in terms of language provision?
 - How many languages are you providing?
 - Do you have students who would be interested in learning a new language? Maybe their home/heritage language?
 - Have you considered providing more languages / a new language?
 - If this would be possible online – would you be interested in creating this opportunity for your students?

Understanding the need

- **Why** Polish for Leaving Certificate?
- **What** is the Polish blended learning project?
- **How** we implemented the project?
- **Who** was involved – the school’s perspective.
- **What** have we learned?
- **Q&A**

Why Polish for Leaving Certificate?

1. **The challenge:** situations where a school lacks a critical mass of students to justify the creation of a Polish language class.
2. Addressing the need for a blended learning approach to overcome accessibility barriers.
3. Alignment with *Languages Connect – Ireland’s Strategy for Foreign Languages in Education 2017–2026*.

2.A.4	Pilot a variety of options for introducing lesser taught languages into schools. Such a pilot should consider the introduction of languages offered as full or short courses, shared classes/ blended learning models, employment and allocation of peripatetic teachers, and support for non-curricular and lesser taught Leaving Certificate languages in schools.	Start September 2019	PPLI
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Why Polish for Leaving Certificate?

- Patrick McArdle Principal of Beech Hill College Monaghan approached CMETB to support the setting up of a school cluster to facilitate the provision of Polish as a Leaving Cert option.
- CMETB, PLLI and H2 Learning set up a working group with the following project aims:
 - Provide Polish, one of the new curricular subjects for Leaving Certificate, to students in their school via a blended model.
 - Ensure equity of provision - giving access to a subject that students would not otherwise have.
 - Prepare scaffolding for the blended learning courses that is effective, inclusive, and engaging.
 - Motivate young people to enhance their development of a range of competences.
 - Provide insights for the development of future blended learning courses in other languages.

Why blended learning?

1. Students' wellbeing
2. Inclusion
3. Innovative technology and new ways of learning
4. Make best use of teaching resources available
5. Leaving Certificate points



What is the blended learning project?

- The 180-hour Polish language course, delivered over two years, employs a mix of online, face-to-face, and self-directed learning.
- The course covers all aspects of the new Leaving Certificate Polish specification.
- 3 hours per week: two online lessons (Tuesdays and Friday mornings) for all students in all CMETB schools and one self-directed learning or in-person class with teacher in school.



How we implemented the project

- Collaborative effort between PPLI, CMETB, and H2 Learning.
- Coordinated timetabling withing participating CMETB schools.
- Continuous Professional Development for teachers.
- Student engagement strategies: interactive classes, in-person sessions, eMentor support and outdoor days.



RANGE OF TECHNOLOGIES USED IN THE PROJECT



Quizlet



WORDART

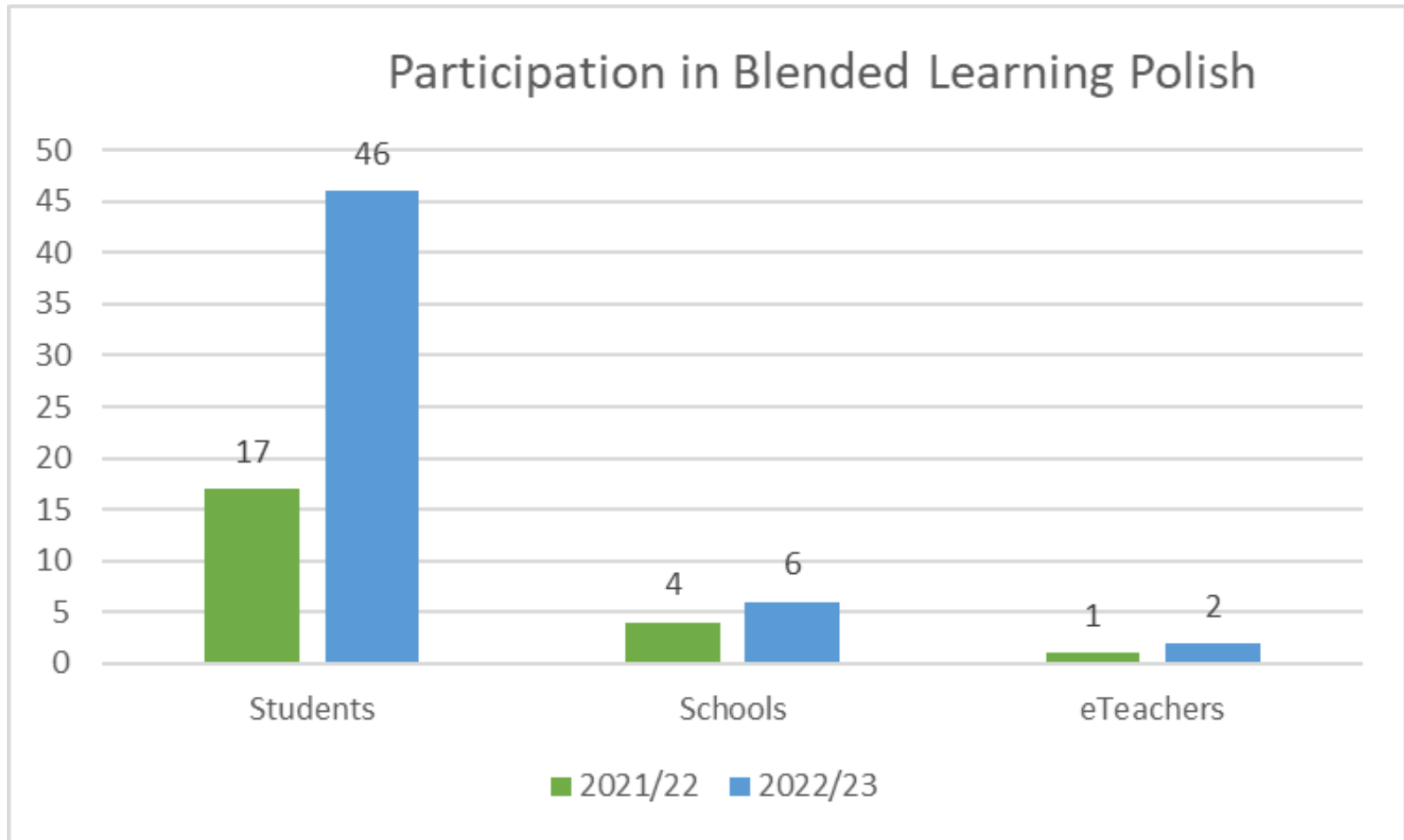
Google



Bitmoji

YouTube

Project development



Who was involved – the school's perspective.

- In the 2023/24 school year every week three hours of Polish classes have been delivered to the senior cycle students
- The following CMETB schools are participating:
 - Coláiste Dún an Rí, Kingscourt, Co. Cavan
 - St. Mogue's College, Bawnboy, Co. Cavan
 - Breifne College, Cavan
 - Beech Hill College, Monaghan
 - Inver College, Carrickmacross, Co. Monaghan
 - St. Bricin's College, Belturbet, Co. Cavan



The project was launched at the Garage Theatre in Monaghan in March 2022 by Minister for Rural and Community Development Heather Humphreys TD.

Who was involved – the school’s perspective.

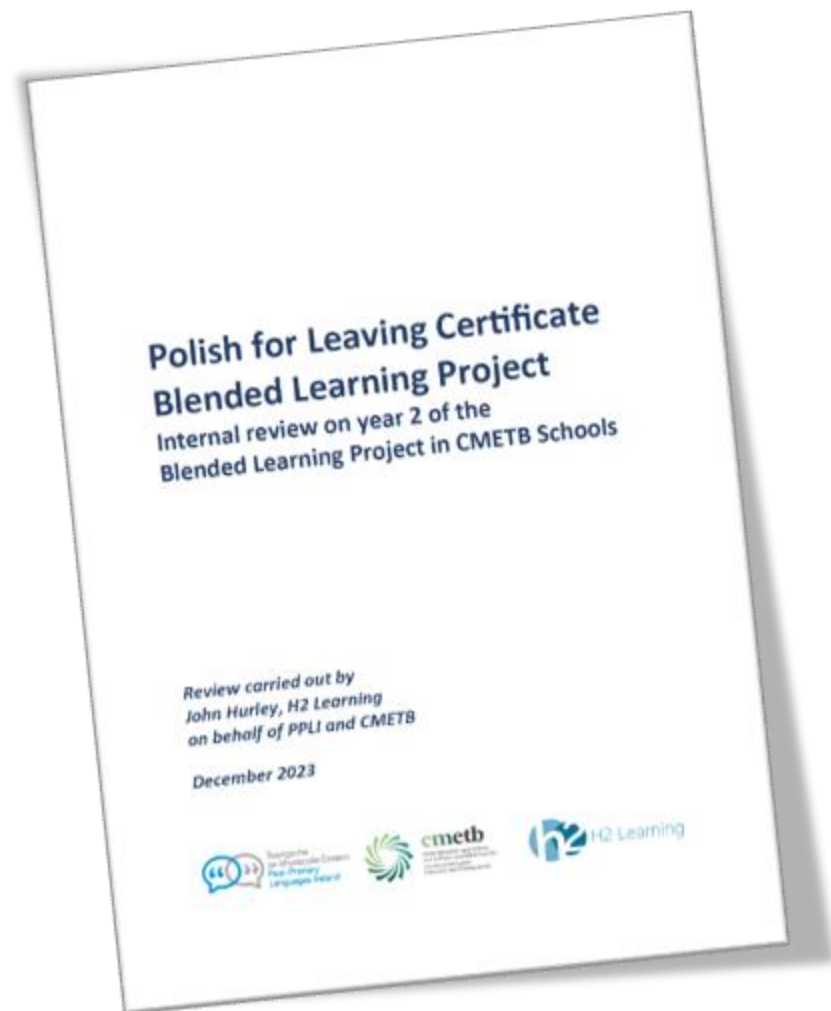


Empowering schools to diversify language offerings through innovative teaching methods



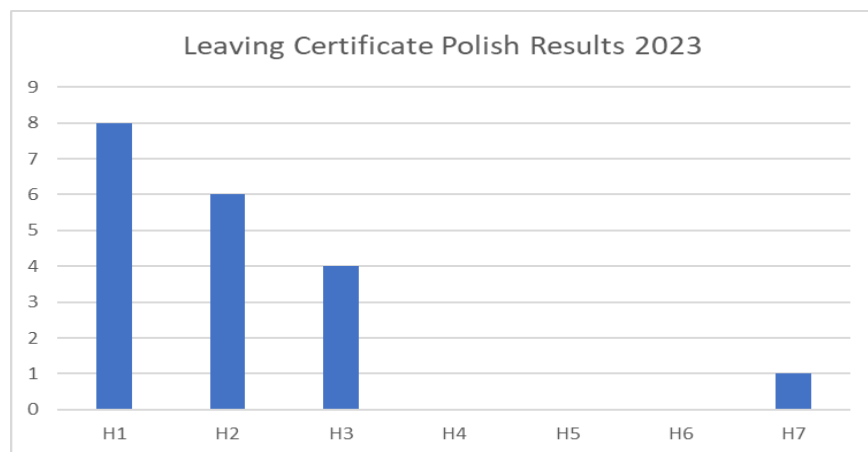
Project findings

- Internal review on year 2 of the Blended Learning Project in CMETB schools.
- A series of surveys, interviews and focus groups were carried out.
- Captured the views of the project team, eTeachers, eMentors, school leadership and students.
- The Polish Blended Learning Project has been very successful to date, with effective use of blended teaching and learning strategies, and strong collaboration between schools.



Project findings

- Student satisfaction and results of the 2023 Leaving Certificate Polish exam.
- Challenges faced during implementation: timetabling, students' punctuality, and awareness of the project.
- Next steps: adapting the model for other languages and subjects.



19 students that sat Leaving Certificate Polish in 2022, including 2 LCA students.

What can we offer you and your students?

- The opportunity to provide one of the new languages as a senior subject, via a blended model whereby your students can have access to virtual online classes with regular visits from a teacher.
- The provision of, payment for, and ongoing support for a fully qualified ex-quota teacher.
- Protocols for schools, eTeachers, eMentors and students.
- Three years of experience working on this project and continuous support.

How can your school become a partner?

Liaise with PPLI.

Align timetables with two or three other schools to facilitate two hours blended learning and one hour of face-to-face in each school.

Identify eMentors who will play a support and pastoral role primarily in the learning process.

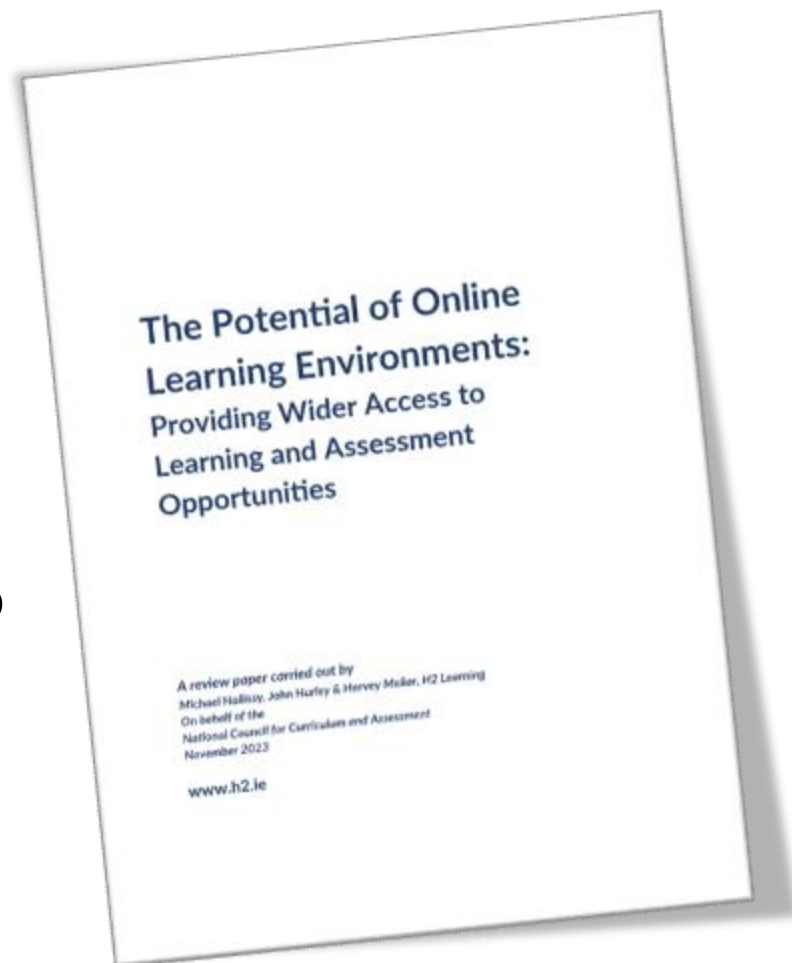
Work with VLE provider to ensure that designated e-Hub rooms for participating schools are available for the teachers and appropriately equipped e.g. hardwired rather than wi-fi, cameras, visualiser (Schools technical support person).



Possibilities for the future

- Continuation of the initiative with CMETB schools
- Conversations with other ETBs
- NCCA Review Paper on the Potential of Online Learning Environments
- Wider discussion on the role of online schooling in providing equity of access to LC subject choice

https://ncca.ie/media/mypm1kv/the-potential-of-online-learning-environments_en.pdf



Q&A



Thank you